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AI TUTORS FOR ORAL PRESENTATION SKILLS: A CASE STUDY OF UNDERGRADUATE STUDENTS' READINESS, PERCEPTIONS, AND ANXIETY

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ABSTRACT
This study explores undergraduate students' readiness, perceptions, and anxiety-related experiences in using AI tutors to develop English oral presentation skills. Oral presentations are a critical component of academic success, yet many students experience significant language anxiety that affects their performance and confidence. AI-supported learning tools offer individualized feedback and low-pressure practice opportunities, but little is known about students' readiness to adopt these technologies or how they perceive their usefulness in oral skill development. Five (5) undergraduate students participated in a focus group interview, and the data were analysed thematically using NVivo software. Findings reveal four key themes: students' readiness to engage with AI tutors, perceived usefulness of AI in improving oral presentation skills, the interaction between AI use and language anxiety, and challenges or limitations encountered while using AI. The study highlights the potential of AI tutors to supplement traditional oral presentation training while also identifying areas for pedagogical improvement and tool refinement. Implications for ESL teaching, curriculum design, and technology-enhanced language learning are discussed.
Keywords: AI Tutor, oral presentation skills, perceptions, readiness, language anxiety

1.0 INTRODUCTION

1.1 Background of the Study

Oral presentation skills are a critical component of academic success in higher education, particularly for undergraduate ESL students. Effective presentations require clarity, confidence, and strong communication skills; however, many students face challenges such as language anxiety, lack of confidence, and limited opportunities for practice. These challenges often hinder performance, reduce participation, and negatively impact overall academic outcomes.

With the rapid advancement of educational technology, Artificial Intelligence (AI) tutors have emerged as promising tools to support language learning. AI tutors provide individualized feedback, repeated practice, and a low-pressure environment, enabling students to rehearse and refine their skills without fear of judgment. Previous research highlights the benefits of AI tools in enhancing speaking proficiency and learner engagement. However, most studies have focused on quantitative outcomes, leaving students' perceptions, readiness, and experiences underexplored, particularly in the Malaysian higher education context.

The adoption of AI tutors can be understood through several theoretical perspectives. The Technology Acceptance Model (TAM) (Davis, 1989) suggests that students' readiness to use AI is influenced by their perceptions of its usefulness and ease of use, including whether it can improve their oral presentation skills and is user-friendly (Venkatesh & Davis, 2000). Communication Apprehension Theory (McCroskey, 1970) provides insight into language anxiety, distinguishing between trait anxiety (general nervousness) and state anxiety (situational nervousness), and highlights how AI tutors can offer a safe, non-judgmental environment to reduce presentation-related anxiety (McCroskey, 1977). Finally, Self-Efficacy Theory (Bandura, 1977) emphasizes that students' belief in their ability to perform oral presentations affects their willingness to practice and their performance. AI tutors may enhance self-efficacy through mastery experiences, modeling, and constructive feedback, which can further reduce anxiety and improve readiness (Bandura, 1997).

Grounded in these theoretical perspectives, this study explores undergraduate students' readiness, perceptions, and anxiety-related experiences in using AI tutors for English oral presentation skills, providing in-depth insights into their engagement with AI-supported learning.

1.2 Problem Statement

Despite the potential of AI tutors, there is limited qualitative research exploring undergraduate students' readiness and perceptions of AI-supported oral presentation training. Additionally, the influence of AI learning on language anxiety remains unclear, particularly in Malaysian higher education contexts. Without understanding students' live experiences and attitudes toward AI tutors, it is difficult to design effective interventions that address both skill development and anxiety reduction.

1.3 Research Gap

Current studies have primarily focused on the effectiveness of AI tools using quantitative measures, leaving a lack of student-centered insights. There is minimal research that focuses on students' readiness to adopt AI tutors for oral presentation skills, how AI tutors influence perceptions of learning and performance and the interaction between AI-supported learning and language anxiety. Hence, this study seeks to fill these gaps by providing an in-depth qualitative examination of undergraduate students' experiences with AI tutors in the context of oral presentations.

1.4 Purpose of the Study

The purpose of this study is to explore undergraduate students' readiness, perceptions, and anxiety-related experiences in using AI tutors for English oral presentation skills. The study aims to provide insights into how AI-supported learning can influence students' confidence, attitudes, and engagement, as well as identify challenges and limitations in adopting this technology.

1.5 Research Objectives

This study is guided by the following objectives:

1.5.1 To examine undergraduate students' readiness to use AI tutors for oral presentation skills.

1.5.2 To explore students' perceptions of AI-supported oral presentation learning.

1.5.3 To identify anxiety-related challenges experienced by students when using AI tutors.

1.5.4 To analyse the relationship between readiness, perceptions, and language anxiety in AI-supported oral presentation training.

1.6 Research Questions

This study seeks to answer the following research questions:

1.6.1 How ready are undergraduate students to use AI tutors for oral presentation skills?

1.6.2 How do students perceive AI-supported oral presentation learning?

1.6.3 What anxiety-related challenges do students experience when using AI tutors?

1.6.4 How do readiness, perceptions, and language anxiety interact in AI-supported oral presentation training?

1.7 Significance of the Study

The study contributes both theoretically and practically. Theoretically, this study helps to extend understanding of AI adoption in language learning, integrating Technology Acceptance Model, Communication Apprehension, and Self-Efficacy theories. While in term of the practical contribution, it is believed to be able to provide insights for ESL instructors and curriculum designers on incorporating AI tutors into oral presentation training to enhance readiness, reduce anxiety, and improve skill development.

2.0 LITERATURE REVIEW

2.1 Oral Presentation Skills in ESL Context

Oral presentation skills represent a critical component of academic and professional success for ESL learners in higher education. According to Zhang and Head (2020), the ability to deliver effective oral presentations is increasingly recognized as an essential competency in English-medium instruction environments, where students must demonstrate not only language proficiency but also the capacity to organize ideas coherently and engage audiences effectively. The importance of these skills extends beyond the classroom, as employers consistently identify oral communication as one of the most valued attributes in graduates (Damayanti & Listyani, 2020).

Despite their importance, ESL learners face multifaceted challenges in developing oral presentation competencies. Research by Subhan et al. (2021) identifies three primary categories of difficulties: linguistic challenges including limited vocabulary and grammatical accuracy, psychological barriers such as anxiety and low self-confidence, and cultural factors related to differing presentation conventions across educational contexts. Marlina (2021) emphasizes that ESL students often struggle with pronunciation, intonation, and fluency, which can significantly impact their overall presentation effectiveness and willingness to participate in oral activities.

Performance outcomes in oral presentations among ESL learners reveal persistent disparities when compared to native speakers. A study by Liu and Chiang (2022) found that ESL undergraduate students consistently received lower ratings in delivery aspects such as eye contact, vocal variety, and spontaneous audience interaction, even when content quality was comparable to their native-speaking peers. However, Al-Nouh et al. (2023) demonstrate that targeted pedagogical interventions can substantially improve ESL learners' presentation performance, particularly when instruction addresses both linguistic and paralinguistic dimensions of public speaking.

2.2 Language Anxiety in Oral Presentations

Language anxiety, particularly in oral presentation contexts, represents a significant affective barrier for ESL learners. Horwitz's (2020) updated analysis of foreign language anxiety emphasizes that public speaking situations generate heightened anxiety levels due to the combined pressures of language performance and audience evaluation. This anxiety manifests through physiological, cognitive, and behavioural symptoms that can severely impair presentation quality and learning outcomes (Gkonou & Miller, 2021).

The causes of presentation anxiety among ESL learners are multidimensional and interrelated. Research by Darmi and Albion (2020) identifies fear of negative evaluation as the primary anxiety trigger, where students worry excessively about making mistakes and being judged by instructors and peers. Additional contributing factors include insufficient preparation time, unfamiliarity with presentation topics, and perceived inadequacy in English proficiency (Ozturk & Cecen, 2021). Rahayu and Putri (2023) further note that cultural backgrounds influence anxiety levels, with students from collectivist cultures often experiencing greater apprehension when required to present individually before groups.

The effects of language anxiety on oral presentations are substantial and well-documented. Anxious students typically experience reduced working memory capacity, which impairs their ability to retrieve vocabulary and construct grammatically complex sentences during presentations (MacIntyre & Mercer, 2020). Zhang (2022) found that high-anxiety ESL learners demonstrated significantly shorter speaking time, more frequent pauses, and greater reliance on notes compared to low-anxiety peers. Furthermore, chronic presentation anxiety can create a negative feedback loop where poor performance reinforces anxiety, leading to avoidance behaviours and diminished language development (Dewaele et al., 2021).

Coping strategies for managing presentation anxiety have evolved significantly in recent research. Traditional approaches such as systematic desensitization and relaxation techniques remain valuable, but contemporary studies emphasize the importance of increasing practice opportunities in low-stakes environments (Gregersen et al., 2020). Peer support and collaborative learning activities have shown promise in reducing anxiety by normalizing mistakes and fostering supportive classroom climates (Satar & Akcan, 2021). Technology-mediated interventions, including video recording for self-reflection and virtual reality practice environments, offer innovative pathways for anxiety reduction by allowing students to rehearse without immediate social evaluation (Palalas & Wark, 2020; Tai & Chen, 2021).

2.3 AI Tutors in Language Learning

The integration of artificial intelligence in language education has expanded rapidly, with AI tutors emerging as promising tools for personalized learning support. Conversational AI systems, powered by natural language processing and machine learning algorithms, can engage learners in interactive dialogues that simulate authentic communication scenarios (Haristiani et al., 2023). These systems range from rule-based chatbots to sophisticated large language models capable of understanding context and generating human-like responses (Dizon & Tang, 2020). Kim and Kim (2022) note that conversational AI tutors provide ESL learners with opportunities for unrestricted practice without the social anxiety associated with human interaction.

Speech recognition technology has become increasingly accurate and integral to AI-powered language learning applications. Modern automatic speech recognition systems can analyse learners' pronunciation, fluency, and prosody with remarkable precision, providing detailed feedback on specific areas requiring improvement (Huang et al., 2021). Research by McCrocklin (2022) demonstrates that AI-driven pronunciation feedback tools can effectively identify segmental and suprasegmental errors, helping ESL learners develop more native-like speech patterns. The integration of speech recognition with presentation practice platforms allows students to rehearse oral presentations while receiving real-time or asynchronous feedback on their delivery (Lin & Warschauer, 2023).

Feedback mechanisms in AI tutors vary in sophistication and pedagogical approach. Basic systems provide corrective feedback highlighting errors, while more advanced platforms offer explanatory feedback that helps learners understand the underlying rules and patterns (Qin & Zhang, 2023). Adaptive AI tutors can adjust feedback complexity based on learners' proficiency levels and learning trajectories, creating personalized learning experiences (Hwang et al., 2020). A study by Yang et al. (2021) found that multimodal feedback combining textual explanations, audio examples, and visual cues produced superior learning outcomes compared to single-mode feedback in AI-assisted language learning.

The benefits of AI tutors for language learning are increasingly well-established. AI systems provide learners with on-demand access to practice opportunities, eliminating temporal and spatial constraints associated with traditional instruction (Chen et al., 2020). The affective advantages are particularly significant for anxious learners, as AI tutors create judgment-free environments where mistakes are reframed as learning opportunities rather than social failures (Fryer et al., 2020). Kohnke et al. (2023) emphasize that AI tutors can offer immediate, consistent feedback that would be impractical for human instructors to provide given typical class sizes and time constraints. Additionally, AI systems can track learners' progress over time, identifying patterns and providing data-driven insights that inform instructional decisions (Pokrivcakova, 2020).

However, limitations of AI tutors must be acknowledged. Current AI systems struggle with understanding nuanced cultural references, humour, and complex pragmatic aspects of language use (Toffoli & Sockett, 2021). The feedback provided by AI may lack the empathy, encouragement, and emotional support that human instructors naturally

provide, potentially affecting learner motivation (Schmitt et al., 2024). Technical issues such as limited accuracy with non-standard accents or unpredictable system responses can frustrate users and undermine learning effectiveness (Kim & Kim, 2021). Furthermore, Moorhouse and Kohnke (2023) caution that over-reliance on AI tutors without human guidance may lead to the reinforcement of errors or development of unnatural language patterns.

2.4 Student Readiness and Technology Acceptance

Student readiness for AI-enhanced learning encompasses multiple dimensions including digital literacy, technological access, and psychological preparedness. Digital literacy extends beyond basic computer skills to include the ability to critically evaluate digital tools, adapt to new technologies, and leverage technological affordances for learning purposes (Guillén-Gámez et al., 2021). Research by Pérez-Paredes (2022) indicates considerable variation in digital literacy levels among undergraduate students, with factors such as socioeconomic background, prior educational experiences, and personal interest in technology contributing to disparities. For AI tutors specifically, students must possess not only operational skills but also understanding of how to interpret and act upon AI-generated feedback effectively (Barakat et al., 2023).

Self-efficacy beliefs regarding technology use significantly influence students' willingness to engage with AI-enhanced learning tools. According to social cognitive theory, individuals with higher technological self-efficacy demonstrate greater persistence when encountering difficulties and achieve better learning outcomes with digital tools (Scherer et al., 2021). A study by Chiu (2021) found that ESL learners' self-efficacy for using language learning applications predicted both frequency of use and learning gains. However, Huang and Liaw (2023) note that self-efficacy can be domain-specific, meaning students confident with general technology may still experience uncertainty when using specialized AI tutors for presentation practice.

Attitudes toward artificial intelligence in educational contexts reflect a complex interplay of enthusiasm, scepticism, and ethical concerns. Research by Chan and Lee (2023) reveals that while many students express positive attitudes toward AI's potential to personalize learning and provide convenient practice opportunities, others harbour concerns about privacy, data security, and the potential replacement of human teachers. Specifically, regarding AI tutors for language learning, Tai and Chen (2023) found that students' attitudes were influenced by perceived authenticity of interactions, with more sophisticated conversational AI receiving more favourable evaluations. Cultural factors also shape attitudes, as students from different backgrounds hold varying beliefs about the appropriate roles of technology in education (Zhang & Zou, 2022).

The relevance of technology acceptance frameworks to oral presentation learning has been explored in recent studies. Applying the Technology Acceptance Model, researchers have identified that perceived usefulness and ease of use are significant predictors of students' intentions to use AI-based presentation practice tools (Raman & Rathakrishnan, 2022). However, Mohammed et al. (2023) argue that traditional technology acceptance models must be extended to account for AI-specific factors such as trust in algorithmic feedback, perceived intelligence of the system, and anxiety about AI evaluation. For oral presentation contexts specifically, Liao (2024) found that students' willingness to practice with AI tutors was strongly influenced by their beliefs about whether AI could accurately assess complex presentation elements such as audience engagement and persuasiveness.

The intersection of readiness factors creates diverse learner profiles that educators must consider when implementing AI tutors. Students with high digital literacy and positive attitudes but low self-efficacy may require scaffolded introduction to AI tools with ample support and encouragement (Gayed et al., 2022). Conversely, technologically confident students may still resist AI tutors if they perceive them as inferior substitutes for human feedback rather than complementary resources (Hwang & Chien, 2022). Understanding these readiness profiles enables institutions to design effective professional development, provide appropriate technical support, and set realistic expectations for AI integration in oral presentation instruction.

2.5 Research Gap

Despite growing research on AI in language education and oral presentation instruction, significant gaps remain in understanding the intersection of these domains from students' perspectives. Much of the existing literature on AI tutors focuses on language skills such as writing and vocabulary acquisition, with limited attention to the unique demands of oral presentation development (Kohnke et al., 2023). While technological capabilities of AI systems for speech assessment are increasingly documented, there is insufficient exploration of how ESL learners perceive and experience these technologies when practicing presentations (Moorhouse & Kohnke, 2023).

Particularly lacking are qualitative insights into students' readiness for AI-mediated presentation practice. Existing studies predominantly employ quantitative methods measuring acceptance intentions and satisfaction scores, but deeper understanding of students' concerns, expectations, and decision-making processes regarding AI tutor adoption remains underdeveloped (Chan & Lee, 2023). The emotional and psychological dimensions of practicing presentations with AI versus human audiences require more nuanced investigation, especially given the well-established relationship between anxiety and oral performance among ESL learners (Gkonou & Miller, 2021).

Furthermore, the specific ways in which AI tutors might influence presentation anxiety represent an underexplored area. While research suggests technology-mediated practice can reduce social evaluation concerns, the extent to which AI tutors create sufficiently authentic practice experiences to translate into improved live presentation performance

and reduced anxiety is unclear (Tai & Chen, 2021). The potential for AI tutors to either alleviate or exacerbate different dimensions of language anxiety warrants careful examination through students' live experiences.

The present study addresses these gaps by examining undergraduate ESL students' readiness, perceptions, and anxiety specifically in relation to AI tutors designed for oral presentation skill development. Through qualitative inquiry, this research seeks to provide rich, contextualized understanding of how students navigate the introduction of AI technologies in this high-stakes communication domain, contributing empirical insights that can inform more effective and learner-centred implementation of AI-enhanced presentation instruction.

3.0 METHODOLOGY

3.1 Research Design

This study adopts a qualitative case study design to explore undergraduate students' experiences, perceptions, and challenges in using AI tutors for oral presentation skills. The qualitative case study approach is appropriate because it allows for an in-depth examination of students live experiences and provides rich, contextual insights into their engagement with AI-supported learning. By focusing on a small group of participants, this design enables detailed exploration of complex phenomena such as readiness, perceptions, and language anxiety that may not be fully captured through quantitative methods.

3.2 Participants

The participants of this study were five undergraduate students, selected using purposive sampling. The selection criteria included enrolment in an undergraduate oral presentation course and their exposure to AI tutors designed to support English oral presentation skills. Purposive sampling was chosen to ensure that participants had relevant experiences with AI-supported learning and could provide meaningful insights into their perceptions, readiness, and anxiety-related challenges.

3.3 Research Context

The study was conducted in the context of a general undergraduate ESL oral presentation course. No specific university is mentioned in the title to maintain broader applicability. The course context provides opportunities for students to engage in structured oral presentations, making it suitable for exploring the impact of AI tutors on learning and anxiety management.

3.4 Data Collection

Data were collected through focus group interviews (FGIs) to capture participants' perceptions, experiences, and challenges in a collaborative setting. A semi-structured interview guide was developed to ensure consistency while allowing flexibility for participants to share their perspectives in depth.

All focus group discussions were audio-recorded with participants' consent and later transcribed verbatim. Transcripts were carefully checked for accuracy, and all data were securely stored and managed to maintain confidentiality and integrity.

3.5 Data Analysis

Data were analysed using thematic analysis with the assistance of NVivo software. The analysis followed a systematic process:

3.5.1 Open coding – initial codes were generated from participants' statements.

3.5.2 Axial coding – codes were grouped into broader categories to identify patterns and relationships.

3.5.3 Selective coding – overarching themes were developed that captured the core findings of the study.

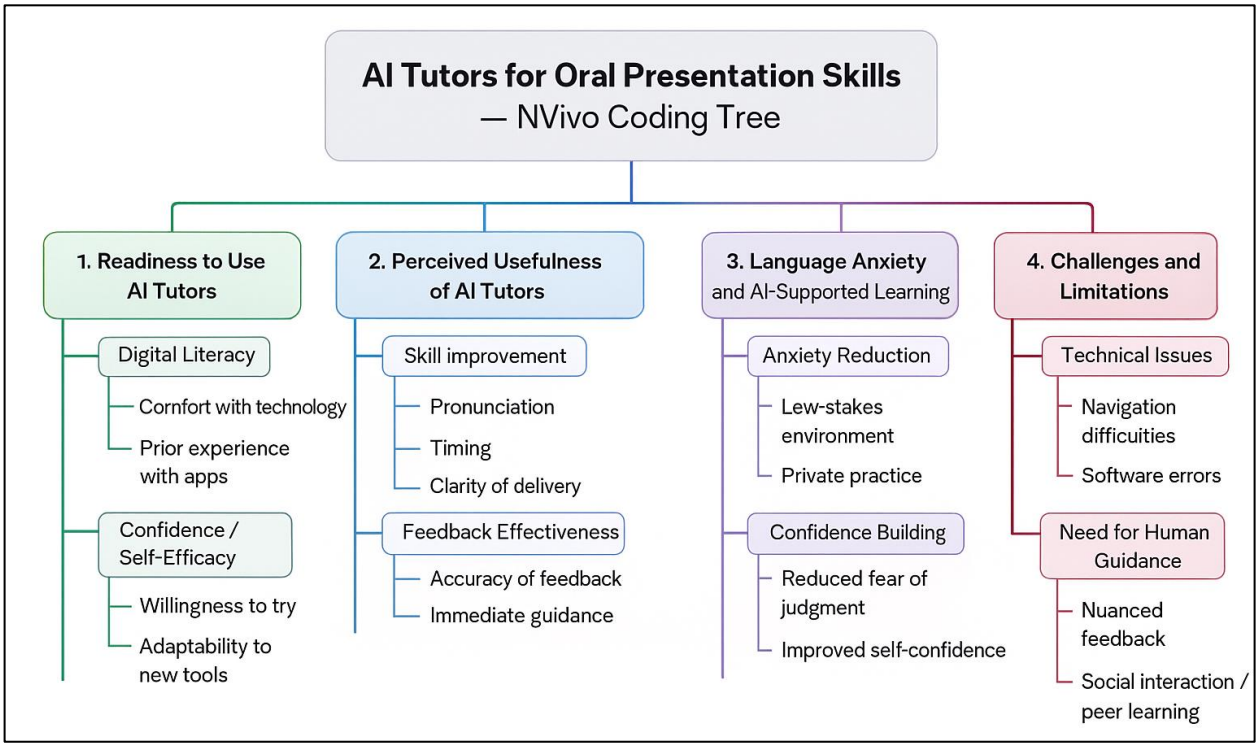
To ensure the trustworthiness of the data, the study employed several strategies, including member checking (participants reviewed the transcripts and interpretations), peer review (colleagues evaluated coding and theme development), and maintaining an audit trail of decisions made throughout the analysis process.

3.6 Ethical Considerations

Ethical approval was obtained prior to data collection. Participants were fully informed about the purpose of the study and their rights, including voluntary participation, the ability to withdraw at any time, and confidentiality of their responses. Written informed consent was obtained from all participants, and all identifying information was anonymized during transcription and reporting.

4.0 FINDINGS AND DISCUSSIONS

This section presents the findings of the qualitative case study exploring undergraduate students' readiness, perceptions, and anxiety-related experiences in using AI tutors for English oral presentation skills. Thematic analysis of focus group interviews revealed four (4) main themes: readiness to use AI tutors, perceived usefulness of AI tutors, language anxiety and AI-supported learning and challenges and limitations in using AI tutors which will be presented and discussed in relation to existing literature and relevant theories.



4.1 Theme 1: Readiness to Use AI Tutors

Participants' readiness to adopt AI tutors varied depending on their digital literacy, familiarity with technology, and self-confidence. Some students reported feeling confident, while others were initially hesitant but gradually adapted after hands-on experience.

Participant 2

"I think I can handle it because I'm used to using apps for learning, but it took me a while to understand how to navigate the AI tutor."

Participant 5

"At first, I was a bit unsure if I could really use it for my presentations, but after trying, it feels manageable."

This finding aligns with the Technology Acceptance Model (TAM) (Davis, 1989), which posits that perceived ease of use influences willingness to adopt technology. Participants' self-reported confidence reflects their perception that the AI tutor is manageable and accessible. Previous studies (Venkatesh & Davis, 2000) similarly highlight that digital literacy and prior exposure to technology enhance users' readiness, suggesting that preparatory guidance or orientation may increase adoption rates.

4.2 Theme 2: Perceived Usefulness of AI Tutors

Students generally perceived AI tutors as beneficial for improving oral presentation skills, particularly for providing instant feedback and allowing repeated practice.

Participant 1

"I like that it can point out the words I mispronounce, which I wouldn't notice on my own."

Participant 4

"It gives me a chance to practice multiple times before the actual presentation, which really helps me feel more prepared."

Perceived usefulness is a core construct of TAM and strongly influences technology adoption. The students' positive perception of AI tutors suggests that features like pronunciation feedback, timing, and repetition enhance learning outcomes. These findings are consistent with prior research indicating that AI-assisted practice improves speaking performance and engagement in language learning contexts (Li & Hegelheimer, 2013; Godwin-Jones, 2018).

4.3 Theme 3: Language Anxiety and AI-Supported Learning

Participants reported that AI tutors helped reduce situational anxiety associated with oral presentations. Practicing in a private, non-judgmental environment allowed students to focus on improvement without the pressure of peer evaluation.

Participant 3

"When I practice with the AI, I don't feel nervous because no one is watching me, so I can focus on getting it right."

Participant 2

"I think it reduces my stress a lot compared to practicing in front of classmates. I feel more confident now."

This theme resonates with Communication Apprehension Theory (McCroskey, 1970), which distinguishes between trait and state anxiety. The AI tutor provides a low stakes setting, reducing state anxiety and allowing for repeated rehearsal, which supports confidence-building. Similar findings have been reported in studies where virtual language learning environments helped learners manage oral communication anxiety (Chapelle, 2009; Tseng, 2020).

4.4 Theme 4: Challenges and Limitations in Using AI Tutors

Despite the benefits, participants noted challenges such as occasional technical issues, limited trust in AI feedback, and the absence of nuanced human interaction.

Participant 5

"Sometimes the AI gives feedback that I'm not sure about. I wish a teacher could explain it."

Participant 1

"It's helpful, but I still feel I need to practice with real people to get the full experience."

While AI tutors enhance practice and reduce anxiety, they cannot fully replace human guidance. This finding supports the view that blended approaches, combining AI tools with traditional teacher support, may be more effective (Li, 2021). It also aligns with Self-Efficacy Theory (Bandura, 1977), as participants' confidence is strengthened through mastery experiences with AI but benefits further from social modelling and verbal persuasion provided by instructors.

4.5 Integrated Interpretation

The four themes collectively illustrate that AI tutors can be effective tools for supporting oral presentation skills, if students are adequately prepared and supported. Students' readiness to engage with AI tutors is influenced by their digital literacy and self-confidence, as suggested by the Technology Acceptance Model (TAM). In addition, their perception of the AI tutor's usefulness motivates engagement and consistent practice, further supporting the TAM framework. The use of AI tutors also contributes to reduced language anxiety, which enhances participation and rehearsal, aligning with Communication Apprehension Theory. At the same time, the challenges identified by students, such as technical limitations and the absence of nuanced human feedback, highlight the need for blended learning approaches that complement AI guidance, consistent with principles from Self-Efficacy Theory. Overall, these findings suggest that AI tutors have significant potential to improve oral presentation training by enhancing self-efficacy, reducing anxiety, and providing immediate, individualized feedback. Nevertheless, human guidance remains essential to address subtle errors and foster deeper learning.

4.6 Summary

In summary, the study revealed that undergraduate students display varied readiness to use AI tutors, which is influenced by their confidence and prior experience with technology. They generally perceive AI tutors as useful tools for enhancing oral presentation skills and report that practicing with AI helps reduce language anxiety. At the same time, students encounter challenges, such as technical limitations and the absence of nuanced human feedback, which indicate the need for blended learning strategies that combine AI support with traditional instruction. Overall, these findings provide evidence that AI-supported learning can effectively complement conventional oral presentation training and offer valuable insights for educators and curriculum designers seeking to integrate technology-enhanced learning in ESL contexts.

5.0 CONCLUSION

This study explored undergraduate students' readiness, perceptions, and anxiety-related experiences in using AI tutors to develop English oral presentation skills. The findings indicate that AI tutors are perceived as valuable tools that provide individualized feedback, repeated practice opportunities, and a low-pressure environment conducive to learning. Students' readiness to adopt AI tutors is influenced by their digital literacy, confidence, and prior experience with technology, while perceived usefulness motivates engagement and consistent practice. AI-supported learning also helps reduce situational language anxiety, allowing students to rehearse without fear of judgment.

However, participants reported challenges, including technical limitations, occasional uncertainty about AI feedback, and the absence of nuanced human guidance. These findings highlight the importance of integrating AI tutors within a blended learning approach, combining technology with instructor support to maximize learning outcomes. The study demonstrates that AI tutors can enhance self-efficacy, improve oral presentation skills, and complement traditional ESL instruction, while acknowledging that human guidance remains essential for deeper learning and nuanced skill development.

6.0 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the findings, educators and curriculum designers are encouraged to incorporate AI tutors as supplementary tools within oral presentation training, ensuring that students have opportunities for both AI-assisted and instructor-led practice. Orientation or training sessions may be provided to improve students' digital literacy and confidence in

using AI tools, while guidance from instructors can help students interpret AI feedback accurately and apply it effectively. Blended learning approaches, which combine low-stakes AI practice with collaborative, peer-based, and instructor-supported activities, are recommended to address anxiety, reinforce self-efficacy, and maximize skill development.

Future research could build on this study by involving larger and more diverse samples, which would enhance the generalizability of the findings and provide a broader understanding of undergraduate students' experiences with AI tutors. Longitudinal studies are suggested to investigate the long-term effects of AI-supported oral presentation training on students' performance, confidence, and language anxiety. Additionally, research examining different types of AI feedback—corrective, evaluative, or motivational—and their effects on learners' skill development and self-efficacy would provide valuable insights for tool design. Exploring the integration of AI tutors in fully online or hybrid learning environments, particularly in multicultural ESL contexts, could further illuminate how these tools function across diverse educational settings. Such studies would support the development of pedagogically effective AI-supported language learning interventions that are responsive to students' needs.

All in all, this study contributes to the understanding of AI tutors in supporting ESL learners' oral presentation skills, highlighting both their potential benefits and practical limitations. By examining students' readiness, perceptions, and experiences of language anxiety, the research offers valuable insights for educators, curriculum designers, and developers of AI-assisted learning tools. Properly implemented, AI tutors can complement traditional instruction, foster learner autonomy, and enhance confidence in oral communication, ultimately supporting more effective and engaging language learning experiences.

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8.0 DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the author(s) used AI-assisted technologies in order to assist with summarising literature, refining language, clarifying theoretical concepts, and organising key findings. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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