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Conceptualizing Teachers' Oral Presentation Competence: A Multidimensional Framework Derived from a Systematic Review

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ABSTRACT

Teachers' oral presentation competence is a fundamental professional capability that shapes classroom communication, learner engagement, and the quality of instructional interactions.. This study aimed to conceptualize teachers' oral presentation competence and develop a multidimensional framework grounded in existing empirical evidence. A qualitative systematic review was conducted following PRISMA guidelines. 88 studies, including peer-reviewed journal articles, doctoral dissertations, and master's theses published between 2005 and 2025, were identified through a comprehensive search of major international databases and subsequently synthesized using thematic analysis. Rather than aggregating statistical findings, the review focused on identifying recurring concepts, patterns, and dimensions associated with oral presentation competence. The synthesis resulted in a conceptual framework comprising eight interrelated domains and 32 components. These domains encompass content structure and quality, verbal skills, vocal skills, physical and motor skills, facial expression and eye contact, audience interaction, presentation management, and personality and behavioral traits. The findings indicate that existing assessment frameworks predominantly emphasize observable delivery behaviors, whereas affective, managerial, and interactional dimensions remain comparatively underrepresented. The proposed framework offers a comprehensive and evidence-based representation of teachers' oral presentation competence and provides a foundation for the development of assessment instruments, teacher education curricula, and technology-enhanced feedback systems. By conceptualizing oral presentation competence as a multidimensional and integrated construct, the study contributes to a deeper understanding of how communication practices influence teaching effectiveness and learning environments. ©authors

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1. Introduction

Oral presentation competence is commonly defined as the integrated set of knowledge, skills, and attitudes required for speaking before an audience with the purposes of informing, communicating, expressing ideas, and persuading others (De Grez, 2009). Among various professional groups, teachers occupy a particularly distinctive position in this regard, as a substantial portion of teaching is enacted through verbal communication, explanation of concepts, facilitation of classroom interactions, and orchestration of instructional discourse. The dynamic and complex nature of teaching requires teachers to present content clearly, coherently, and responsively to learners' needs. Consequently, oral presentation competence should not be viewed merely as a general communication skill but rather as a fundamental dimension of professional teaching competence (Gomez, 2019; Thienpermpool, 2021; Vaghoor Kashani et al., 2019).

A growing body of research has demonstrated that teachers' oral presentation competence is associated with a wide range of educational outcomes. Teachers' ability to communicate ideas effectively, manage classroom discourse, and provide meaningful feedback has been linked to student engagement, learning quality, classroom management, and academic achievement (Saragih et al., 2022; Jaca & Javines, 2020; Cavanagh et al., 2014). Previous studies have further highlighted the importance of instructional communication by showing that the quality of teacher–student interactions, feedback practices, and communication styles can significantly influence classroom effectiveness and student learning. Likewise, deficiencies in teachers' communication skills have been associated with learning difficulties, reduced student participation, and classroom management challenges (Dashteh et al., 2021; Mohammadzadeh, 2017; Ranjbar, 2015; Aghdasi et al., 2013). Collectively, these findings suggest that oral presentation competence is not a peripheral attribute of teaching but a core professional capability that underpins effective instructional practice.

Despite its recognized importance, the conceptualization of oral presentation competence remains fragmented across the literature. Existing studies have examined diverse aspects of this construct, including nonverbal behaviors, vocal characteristics, content organization, anxiety management, audience engagement, and communication strategies (Van Ginkel et al., 2019; Tsang, 2020; Jaca & Javines, 2020; Thienpermpool, 2021; Nadolski et al., 2021; Lee & Liu, 2022; Saragih et al., 2022; Kleftodimos & Triantafillidou, 2022; Ishino et al., 2022). While these studies have generated valuable insights into specific dimensions of oral presentation performance, they have typically focused on isolated components or a limited set of indicators. As a result, definitions, classifications, and assessment approaches vary considerably across studies, yielding a fragmented understanding of the construct and limiting the development of a coherent theoretical foundation.

This conceptual fragmentation has important implications for both research and practice. Existing assessment frameworks and evaluation instruments frequently emphasize observable performance indicators such as eye contact, speech clarity, gestures, and body language, while comparatively less attention has been devoted to cognitive, affective, managerial, and interactional dimensions that contribute to effective oral presentation performance. Consequently, the field still lacks a comprehensive conceptual framework derived from a qualitative synthesis of the literature capable of integrating the diverse dimensions of oral presentation competence into a coherent conceptual structure. Such a framework is essential not only for advancing theoretical understanding but also for supporting the development of valid assessment instruments, informing teacher education curricula, and guiding professional development initiatives.

A review of the literature indicates that no systematic review has specifically sought to conceptualize teachers' oral presentation competence by synthesizing and integrating its multidimensional components into a unified framework. To address this gap, the present study employs a systematic review of relevant research to develop an evidence-based

conceptualization of teachers' oral presentation competence. Rather than merely cataloguing individual skills, the study aims to identify, organize, and integrate the components reported across the literature into a multidimensional conceptual framework that captures the complexity of oral presentation in teaching. Accordingly, this study seeks to answer the following research question: How can teachers' oral presentation competence be conceptualized within a multidimensional conceptual framework derived from a qualitative synthesis of the literature?

2. Literature Review

In recent years, increasing attention has been directed toward the development and assessment of teachers' oral presentation skills—competencies that play a pivotal role in effective teaching and engaging learners. A review of relevant studies reveals both advancements and persistent gaps in the conceptualization and evaluation of these competencies.

Some studies have proposed technological tools and digital platforms to support oral presentation feedback. For instance, Ochoa and Zhao (2024) introduced OpenOPAF, an open-source system for automated, multifaceted feedback on presentation style. This system analyzes body language, gaze direction, voice volume, speech rate, filled pauses, and the use of text in visual aids, providing immediate and practical feedback to presenters. Despite its technical capabilities, the system has limitations: it does not analyze verbal content or complex aspects such as logical structure, quality of argumentation, or advanced language use, and it is not fully aligned with social semiotic perspectives (Kress, 2010; Bezemer & Kress, 2016).

Another group of researchers has focused on rubric-based assessment. Pérez-Torregrosa et al. (2022) designed a digital rubric for preservice teachers that included components such as presentation content, expressive skills, audience interaction, audience adaptation, interaction management, and technology use. However, some important competencies, like creativity or stress management, received less attention. Similarly, Ishino et al. (2022) examined the use of robotic reconstruction of nonverbal communication in presentation training but found challenges in accurately reproducing human emotional states and gestures.

Some studies have also addressed long-term interventions. Lee and Liu (2022) employed performance-based activities to enhance speech fluency, reporting improvements in aspects such as volume and speech rate, tone, pronunciation, body posture, gestures, eye contact, speech structure, language use, and material selection. Additionally, Nadolski et al. (2021) compared the effectiveness of video-based rubrics versus textual rubrics, finding that video rubrics—covering elements like voice volume, gaze control, speech clarity, audience interaction, use of audiovisual aids, speech terminology, spoken language, and body movements—were more effective.

Despite these advances, most existing rubrics and assessment frameworks continue to emphasize observable behaviors such as posture, eye contact, and vocal clarity, while neglecting equally important domains like emotional preparedness, content depth, and time management.

This gap is particularly evident in the context of teacher education, where oral presentation is not only a teaching tool but also a behavioral model for learners. The absence of valid instruments capable of comprehensively assessing teachers' presentation competencies impedes constructive feedback and professional growth support. Accordingly, rather than summarizing previous findings, the present study systematically synthesizes the existing evidence to identify, integrate, and organize the components of teachers' oral presentation competence into a comprehensive conceptual framework.

3. Method

3.1. Research Design

This study employed a qualitative systematic review with thematic synthesis to identify, organize, and synthesize the components of teachers' oral presentation competence reported in the literature. Given the multidimensional nature of oral presentation competence and the conceptual fragmentation across empirical, theoretical, and assessment-oriented studies, a systematic review was considered the most appropriate approach for integrating existing evidence and developing a comprehensive conceptual framework.

The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) guidelines to ensure a transparent and reproducible study selection process. As the purpose of this review was conceptual synthesis rather than quantitative evidence aggregation, no meta-analysis, effect-size calculation, or statistical pooling of findings was conducted. Instead, thematic synthesis was used to identify recurring concepts, integrate similar findings, and develop a multidimensional conceptual framework of teachers' oral presentation competence.

The review process consisted of six sequential stages: (1) formulation of the review question, (2) systematic literature search, (3) study selection, (4) eligibility and methodological assessment, (5) data extraction, and (6) thematic synthesis and conceptual framework development.

3.2. Search Strategy

A systematic literature search was initiated in April 2023 and was periodically updated throughout the review process. The final search was completed in April 2025. Searches were conducted in six international databases: Scopus, Web of Science, ERIC, ProQuest, SpringerLink, and ScienceDirect. (Elsevier was not considered a separate database because it is the publisher of ScienceDirect.)

Prior to the search, key concepts and related terminology associated with teachers' oral presentation competence were identified through an initial review of the literature. These concepts were combined using the Boolean operators AND and OR to maximize the retrieval of relevant studies while maintaining search specificity. The same search keywords and Boolean search string were used across all databases. Searches were performed in the title field of each database. Searches were performed in the title field of each database. An example of the search strategy is presented in Table 1.

Table 1. Search Keywords Used in Databases

Keywords
("oral presentation" OR "speech" OR "verbal communication" OR "public speaking") AND ("teachers" OR "education" OR "teaching" OR "educators") AND ("presentation skills" OR "presentation competencies" OR "components of presentation" OR "verbal competencies" OR "non-verbal competencies") AND ("assessment" OR "evaluation" OR "systematic review" OR "performance evaluation")

3.3. Inclusion and Exclusion Criteria

Studies were selected according to predefined inclusion and exclusion criteria.

Eligible studies were required to:

1. Address oral presentation competence or at least one of its verbal, nonverbal, cognitive, emotional, or organizational components within educational contexts.
2. Be published in English.
3. Be peer-reviewed journal articles, doctoral dissertations, or master's theses.
4. Be published between 2005 and 2025.
5. Report sufficient methodological information and employ assessment procedures or instruments with evidence of validity and reliability where applicable.
6. Adopt either qualitative or quantitative research designs relevant to the review objectives.

Studies were not restricted to teacher participants. Studies involving pre-service teachers, university students, or other educational participants were also considered eligible if they reported concepts, assessment criteria, rubric indicators, or competence components relevant to the conceptualization or assessment of teachers' oral presentation competence. The

objective of the review was to identify and synthesize the components of teachers' oral presentation competence across the educational literature rather than to summarize findings from a specific participant population.

Studies focusing exclusively on general communication skills without a direct relationship to oral presentation competence in educational settings were excluded. For the purpose of this review, general communication skills were defined as broad interpersonal communication abilities that were not specifically associated with planning, delivering, or evaluating oral presentations in educational contexts. In contrast, oral presentation competence referred to the knowledge, skills, and observable presentation behaviors required for effective oral presentation performance in educational settings. Books, conference proceedings, editorials, opinion papers, and non-academic reports were also excluded.

Studies were screened sequentially through title screening, abstract screening, and full-text review. At each stage, studies that failed to satisfy the eligibility criteria were excluded.

3.4 Study Selection Process

The study selection process followed the PRISMA framework. All screening procedures were conducted by the first author according to the predefined eligibility criteria.

The initial database search identified 160 records. After removing 20 duplicate records, 140 studies remained for title and abstract screening. 32 studies were excluded because they were not sufficiently relevant to the review objectives. The full texts of the remaining 108 studies were then assessed for eligibility. During this stage, 20 additional studies were excluded because they did not explicitly examine components of teachers' oral presentation competence, focused primarily on general communication skills, or did not provide sufficient methodological information to support the review objectives. Ultimately, 88 studies met all eligibility criteria and were included in the qualitative synthesis. The complete selection process is presented in the PRISMA flow diagram (Figure 1).

3.5. Eligibility and Methodological Assessment

Following full-text screening, all potentially eligible studies underwent an additional assessment to determine their suitability for inclusion in the qualitative synthesis. This assessment was guided by the predefined inclusion and exclusion criteria and considered the methodological adequacy of each study, including the appropriateness of the research design, the relevance of the study to teachers' oral presentation competence, the adequacy of participant characteristics, and the clarity of the assessment procedures or instruments employed.

Only studies providing sufficient methodological information and contributing meaningful evidence to the review objectives were retained. Because the primary aim of this review was conceptual synthesis rather than evaluating intervention effectiveness or comparing methodological quality across studies, no formal checklist-based quality appraisal or risk-of-bias assessment was performed.

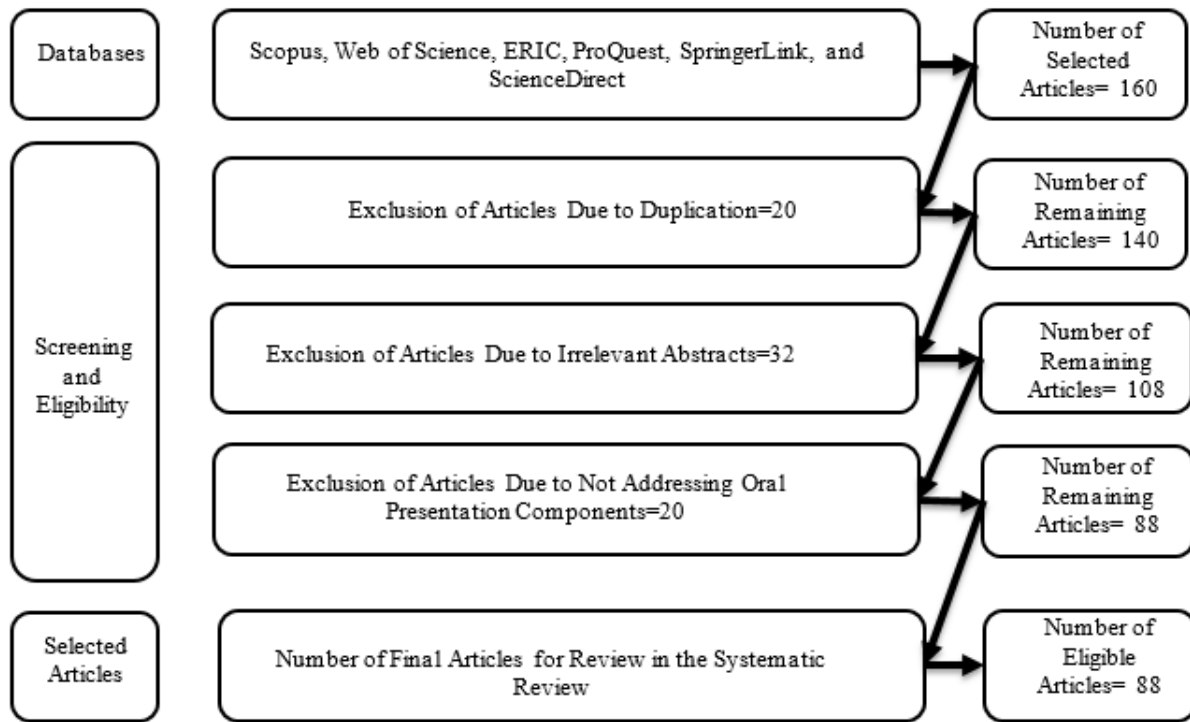


Figure 1. PRISMA flow diagram of articles included in the systematic review

3.6. Data Extraction

A structured data extraction procedure was employed for all included studies. For each study, the following information was extracted:

- author(s);
- publication year;
- country;
- participant characteristics;
- educational context;
- research design;
- assessment instruments or rubrics, including available evidence of validity and reliability;
- key findings; and
- reported components and indicators of teachers' oral presentation competence.

These extracted data formed the basis for the subsequent thematic synthesis.

3.7. Data Analysis and Conceptual Framework Development

Data were analyzed using thematic synthesis following the six-phase framework proposed by Braun and Clarke (2006, 2021).

The analytical process involved:

1. familiarization with the included studies through repeated reading;
2. generation of initial codes;
3. development of preliminary themes;
4. review and refinement of themes;
5. definition and naming of final themes; and
6. synthesis and reporting of findings.

Coding was conducted across the full text of each included study. Meaningful statements related to teachers' oral presentation competence—including conceptual definitions, reported findings, assessment criteria, rubric indicators, and descriptions of observable presentation behaviors—were identified and coded. Through iterative comparison, conceptually similar codes were merged into broader components, and related components were subsequently

organized into higher-order domains based on conceptual similarity and functional coherence.

The development of the conceptual framework was an iterative process. Initial codes extracted from the full texts of the included studies were continuously compared based on conceptual meaning, functional similarity, and theoretical consistency. Codes representing the same underlying construct were merged into broader components. Subsequently, related components were organized into higher-order domains through repeated comparison and discussion until a coherent multidimensional framework of teachers' oral presentation competence was established.

This process generated an initial set of 95 codes, which were progressively refined into 32 components and ultimately organized into eight overarching domains representing teachers' oral presentation competence. These domains constituted the final conceptual framework developed in this review.

3.8. Trustworthiness and Reliability

To enhance the trustworthiness of the thematic synthesis, approximately 10% of the included studies ($n = 9$) were randomly selected and independently coded by two researchers with expertise in educational technology and teacher education, particularly in the assessment of oral presentation competence.

Independent double coding was performed on this randomly selected subset to verify the consistency and credibility of the coding framework. Following satisfactory agreement and consensus, the remaining studies were coded by the first author using the established coding scheme.

Initial raw percentage agreement between the coders was 72.2%, which is considered acceptable for exploratory qualitative analysis (McHugh, 2012; Stemler, 2000). Disagreements were resolved through discussion until consensus was achieved. Finally, the resulting conceptual framework was independently reviewed by the two researchers to ensure conceptual consistency, interpretive credibility, and alignment with the broader literature on teachers' oral presentation competence.

4. Findings

4.1. Characteristics of the Included Studies

The final corpus comprised 88 studies published between 2005 and 2025 that addressed various aspects of teachers' oral presentation competence. The reviewed studies represented a broad geographical distribution, including research conducted in the United States, Japan, China, Taiwan, the Philippines, the Netherlands, Australia, the United Kingdom, and several other countries. This diversity highlights the international relevance of oral presentation competence as a professional skill within teacher education and educational practice.

From a methodological perspective, the reviewed literature demonstrated considerable diversity. The corpus included quantitative studies employing experimental, quasi-experimental, correlational, and survey designs; qualitative investigations utilizing observations, interviews, document analysis, and rubric analysis; as well as mixed-methods studies that integrated quantitative performance measures with qualitative or reflective data. This methodological diversity provided a comprehensive evidence base for examining the multifaceted nature of teachers' oral presentation competence.

The reviewed studies also varied substantially in their primary research purposes. While some studies focused on identifying and evaluating specific presentation skills, others examined the effectiveness of instructional interventions, training programs, feedback systems, assessment rubrics, digital learning environments, and technology-enhanced presentation support tools. Several recent studies further explored the application of automated feedback systems, multimodal learning analytics, and audiovisual analysis technologies for supporting oral presentation development.

With regard to assessment approaches, the studies employed a wide range of evaluation methods, including performance observation, self-assessment questionnaires, peer assessment, instructor evaluation, structured rubrics, video-based assessment, and automated feedback systems. Nevertheless, only a limited number of studies reported comprehensive assessment frameworks that simultaneously addressed verbal, nonverbal, cognitive, affective, and interactional dimensions of oral presentation competence.

Overall, the reviewed literature reflects increasing scholarly attention to oral presentation competence across educational contexts. At the same time, considerable variation exists in the conceptualization, operationalization, and assessment of this construct, highlighting the need for a more comprehensive and integrated framework capable of capturing its multidimensional nature

4.2. Analysis of Existing Assessment Rubrics

Assessment rubrics constituted an important source of evidence in the reviewed literature because they operationalize oral presentation competence into observable and assessable performance indicators. Across the studies included in the review, several rubric-based frameworks were identified, including those developed by Kerby and Romine (2009), Galván Sánchez et al. (2017), Waluyo and Rofiah (2021), Gunderson et al. (2021), Pérez-Torregrosa et al. (2022), and Ferrer-Pardo et al. (2022).

Analysis of these frameworks revealed a considerable degree of convergence regarding a number of core competencies. Components such as eye contact, organization of content, vocal clarity, speech delivery, audience interaction, use of visual aids, and subject knowledge were consistently represented across multiple assessment frameworks. The recurrence of these elements suggests their central role in the conceptualization and evaluation of oral presentation competence.

Despite these commonalities, notable differences were observed in the scope and comprehensiveness of existing rubrics. Most frameworks primarily emphasized observable behavioral indicators, particularly nonverbal communication, vocal delivery, and presentation organization. In contrast, cognitive and affective dimensions received comparatively limited attention. Components such as self-confidence, stress management, spontaneity, humor, adaptability, and the alignment between verbal and nonverbal communication were either insufficiently represented or entirely absent from many assessment frameworks.

Overall, the review indicates that existing rubrics provide valuable operational indicators for assessing presentation performance; however, they often capture only selected aspects of oral presentation competence. These findings support the need for a more comprehensive and multidimensional framework capable of integrating cognitive, behavioral, affective, managerial, and interactional dimensions within a unified conceptual structure.

4.3. Explanation and Analysis of the Identified Components of Oral Presentation Competence

- ✓ Identified Components Related to Physical and Motor Skills in Teachers' Oral Presentations

Purposeful teacher movement within the classroom, such as repositioning or relocating, facilitates the management of instructional interactions and contributes to immediate feedback, enhanced active participation, increased face-to-face engagement, and improved student concentration. In contrast, aimless or excessive movements may lead to distraction and anxiety (Jakonen, 2020). Related studies include Pérez-Torregrosa et al. (2022), Waluyo & Rofiah (2021), Tsang (2020), Galván Sánchez et al. (2017), and Chollet et al. (2015).

The use of hands through purposeful gestures reinforces verbal messages, captures students' attention, and enhances the visual comprehension of instructional content (Kucuk, 2023; Batrinca et al., 2013). Conversely, aimless or excessive gesturing may cause distraction and diminish the effectiveness of communication (Cavanagh et al., 2014). Related studies

include Ochoa and Zhao (2024), Kucuk (2023), Ishino et al. (2022), Pérez-Torregrosa et al. (2022), Kleftodimos and Triantafyllidou (2022), Gunderson et al. (2021), Tsang (2020), van Ginkel et al. (2019), Galván Sánchez et al. (2017), Chollet et al. (2015), Cavanagh et al. (2014), and Batrinca et al. (2013).

An upright and balanced posture, accompanied by natural gestures, conveys confidence, improves vocal clarity, and enhances the effectiveness of teaching (Chollet et al., 2015). In contrast, rigid or slouched standing positions may signal disinterest and hinder interaction (Lopez et al., 2017). Related studies include Kucuk (2023), van Ginkel et al. (2019), and Chollet et al. (2015)

- ✓ Identified components related to facial expression and gaze skills in teachers' oral presentations

Facial expressions, by conveying emotions such as interest or indifference, play a crucial role in instructional interaction, fostering emotional connection, enhancing motivation, and creating a positive learning environment (Kucuk, 2023). Conversely, a cold or expressionless face may weaken interaction and reduce students' motivation (Cavanagh et al., 2014). Related studies include Kucuk (2023), Lee & Liu (2022), Tsang (2020), Galván Sánchez et al. (2017), and Cavanagh et al. (2014).

Eye contact, defined as direct and reciprocal gaze between teachers and students, enhances learners' sense of being recognized, fosters respect and motivation, and strengthens participation (Pérez-Torregrosa et al., 2022; Chollet et al., 2015; Nagao et al., 2015; Butt et al., 2011; Helminen et al., 2011). At the same time, excessive or uneven eye contact may lead to misinterpretations or perceptions of bias, and cultural differences in interpreting eye contact can further influence interaction (Helminen et al., 2011). Related studies include Ochoa and Zhao (2024), Kucuk (2023), Pérez-Torregrosa et al. (2022), Ishino et al. (2022), Kleftodimos and Triantafyllidou (2022), Gunderson et al. (2021), and Waluyo and Rofiah (2021).

- ✓ Identified Components Related to Vocal Skills in Teachers' Oral Presentations

Pitch refers to the perceived fundamental frequency of vocal fold vibrations and contributes to attracting attention, maintaining concentration, enhancing auditory processing, and preventing monotony in speech, thereby improving comprehension and cognitive interaction (Ishino et al., 2022; Tsang, 2020; Bänziger et al., 2014; Batrinca et al., 2013). However, this feature is influenced by individual style, cultural context, and the type of content, and neglecting cultural differences may challenge its evaluation (Bänziger et al., 2014). Related studies include Ishino et al. (2022), Gunderson et al. (2021), Nadolski et al. (2021), van Ginkel et al. (2019), and Cavanagh et al. (2014).

Voice volume refers to variations in the intensity or loudness of teachers' speech during instruction (Moga-Recalde et al., 2021). This feature facilitates effective content delivery, captures students' attention, enhances speech clarity, and improves intelligibility. Environmental factors can influence the control and adjustment of voice volume (Lombard effect), while inappropriate modulation may lead to vocal fatigue and reduced performance (Moga-Recalde et al., 2021). Related studies include Pérez-Torregrosa et al. (2022), Kleftodimos & Triantafyllidou (2022), Ishino et al. (2022), Waluyo and Rofiah (2021), Gunderson et al. (2021), Nadolski et al. (2021), Tsang (2020), van Ginkel et al. (2019), and Murillo-Zamorano & Montanero (2018).

Tone of voice refers to the melodic and affective qualities of speech (Kennedy, 2023). This skill enhances the attractiveness of delivery, sustains audience attention, facilitates the communication of complex concepts, and conveys teachers' attitudes and emotions, thereby playing a crucial role in the learning process. However, factors such as environmental noise, sound reverberation, and individual-cultural differences may influence the clarity and interpretation of tone, making its assessment challenging (Moga-Recalde et al., 2021). Related studies include Pérez-Torregrosa et al. (2022), Kleftodimos & Triantafyllidou

(2022), Ishino et al. (2022), Waluyo and Rofiah (2021), Tsang (2020), van Ginkel et al. (2019), and Chollet et al. (2015).

Voice tremor control refers to teachers' ability to manage vocal fluctuations caused by anxiety or tension during instruction (Chandren & Yaacob, 2016). This skill enhances speech clarity, sustains learners' attention, improves message comprehension, and fosters a positive perception of teachers' professionalism. Conversely, overlooking this factor as an indicator of performance anxiety may compromise the accuracy of oral presentation assessment (Chandren & Yaacob, 2016).

✓ Identified components related to verbal skills in teachers' oral presentations

Pausing involves short or extended interruptions in speech to provide students with time for information processing and mental preparation (Salib, 2019). This skill enhances content recall, listener comprehension and engagement, focus, and emphasizes key points while reducing teacher vocal fatigue. Inappropriate or excessively long pauses can disrupt speech fluency, create misperceptions of teacher confidence, and complicate assessment (Lege, 2012). Related studies include Konchiab & Munpanya (2021), Tsang (2020), Tanveer et al. (2015), Chollet et al. (2015), and Cavanagh et al. (2014).

Clear word articulation refers to the ability to pronounce vocabulary clearly and intelligibly with minimal pronunciation errors (Konchiab & Munpanya, 2021). This skill enhances teacher confidence, improves comprehension, and prevents misunderstandings among students (Konchiab & Munpanya, 2021; Kerby & Romine, 2009). Accents and linguistic variations may complicate its assessment, and some evaluation tools focus more on vocal clarity than precise pronunciation (Derwing & Munro, 2009). Related studies include Klefodimos & Triantafyllidou (2022), Konchiab & Munpanya (2021), Galván Sánchez et al. (2017), Cavanagh et al. (2014), and Batrinca et al. (2013).

Grammatically accurate sentences involve the correct use of structures and rules to maintain semantic coherence and formal language. This skill reflects teacher mastery, message clarity, improved audience comprehension, and more precise concept delivery (Waluyo & Rofiah, 2021; Chandren & Yaacob, 2016; Konchiab & Munpanya, 2021). Some limitations include the lack of independent assessment of grammatical errors, the need to differentiate between conversational and formal tone, and the consideration of linguistic and tonal differences in evaluation tools. Related studies include Konchiab & Munpanya (2021), Waluyo & Rofiah (2021), Thienpermpool (2021), Chandren & Yaacob (2016), and Ritchie (2016).

Speaking rate refers to the number of words or sentences articulated per unit of time (So & Broom, 2013). An appropriate speech rate enhances comprehension, attention, and cognitive engagement while reducing cognitive fatigue (Konchiab & Munpanya, 2021; Cavanagh et al., 2014). Conversely, excessively slow or fast speech may lead to fatigue, confusion, or reduced understanding, highlighting the need for more precise measurement criteria. Related studies include Klefodimos & Triantafyllidou (2022), Gunderson et al. (2021), Nadolski et al. (2021), Konchiab & Munpanya (2021), Tsang (2020), Murillo-Zamorano & Montanero (2018), Batrinca et al. (2013), Ritchie (2016), Tanveer et al. (2015), and Cavanagh et al. (2014).

Verbal fillers are meaningless words or sounds used during hesitation, pausing, or recall (Tsang, 2020; Chollet et al., 2015). Attention to their use can make presentations smoother, enhance audience focus, and increase perceived professionalism, whereas excessive use may reduce speech coherence and credibility, highlighting the need for structured feedback (Chollet et al., 2015). Related studies include Tsang (2020), Chollet et al. (2015), and Tanveer et al. (2015).

✓ Identified Components Related to Content Structure Skills in Teachers' Oral Presentations

Content organization refers to teachers' ability to design and deliver instructional content that is coherent and aligned with students' needs. This skill enhances student comprehension, retention, and attention, fosters positive audience evaluations of the teacher, improves

classroom management, and boosts learning motivation. However, insufficient teacher involvement in curriculum design, cultural differences, high content volume, and lack of content alignment can reduce instructional effectiveness. Related studies include Ochoa & Zhao (2024), Pérez-Torregrosa et al. (2022), Lee & Liu (2022), Saragih et al. (2022), Kleftodimos & Triantafyllidou (2022), Gunderson et al. (2021), Thienpermpool (2021), Konchiab & Munpanya (2021), and van Ginkel et al. (2019).

Content quality refers to the scientific accuracy, credibility, and logical coherence of information from reputable sources (Nadolski et al., 2021; Tsang, 2020). This skill enhances students' understanding and long-term learning, strengthens teacher credibility, and improves classroom interaction (Nadolski et al., 2021). Deficiencies in scientific accuracy can lead to confusion, necessitating a revision of assessment criteria. Related studies include Pérez-Torregrosa et al. (2022), Lee & Liu (2022), van Ginkel et al. (2019), Suñol et al. (2016), and Kerby & Romine (2009).

Comprehensible language for the audience refers to the use of vocabulary and linguistic structures appropriate to students' age, cognitive level, and prior experience (Kherfane & Belferd, 2025; Sweller, 2023; Tsang, 2020). This skill promotes better understanding, increased active participation, reduced learning anxiety, and decreased cognitive load (Sweller et al., 2019). Unintentional use of technical or complex language can impede comprehension, making the teacher's attention to students' knowledge level essential (Borg, 2015). Related studies include Lee & Liu (2022), Kleftodimos & Triantafyllidou (2022), Galván Sánchez et al. (2017), Cavanagh et al. (2014), and Greculescu et al. (2014).

Use of an appropriate vocabulary range in classroom discussion refers to teachers' ability to employ a diverse and purposeful set of terms relevant to the topic. This skill enhances the appeal of speech, concept comprehension, student participation, and instructional accuracy, provided it aligns with students' knowledge level (Sweller, 2023). Inconsistent use of technical vocabulary can increase cognitive load and hinder learning (Sweller et al., 2019). Related studies include Konchiab & Munpanya (2021), Thienpermpool (2021), and Chandren & Yaacob (2016).

Sufficient knowledge and understanding of the subject refers to teachers' awareness, deep comprehension, and scientific mastery of the instructional content (Tsang, 2020). This skill fosters audience trust, facilitates a questioning environment, and enables the presentation of concepts through multiple approaches. Its effectiveness depends on the use of effective teaching methods, while barriers such as the gap between policy and practice, lack of specialized training, and the need to integrate content knowledge, pedagogy, and technology may limit its impact (Porter et al., 2024). Related studies include Ochoa & Zhao (2024), Gunderson et al. (2021), Konchiab & Munpanya (2021), Tsang (2020), Chandren & Yaacob (2016), and Ritchie (2016).

✓ Identified Components Related to Presentation Management Skills in Teachers' Oral Presentations

Time management refers to the conscious planning and control of activity durations to enhance efficiency (Claessens et al., 2007). This skill promotes more coherent and purposeful instruction, increases opportunities for interaction and students' cognitive organization, and impacts teachers' psychological stress and job satisfaction (Heath & Shine, 2021). Limitations include some rubrics' lack of attention to precise time allocation and the need for flexible assessment. Related studies include Pérez-Torregrosa et al. (2022), Tsang (2020), van Ginkel et al. (2019), Ritchie (2016), and Nagao et al. (2015).

Effective use of visual aids refers to the purposeful employment of visual tools such as PowerPoint, images, charts, or videos to enhance verbal messages and facilitate learning (Kleftodimos & Triantafyllidou, 2022). This skill simultaneously engages multiple senses, improves audience comprehension and attention, reinforces concepts, and strengthens the verbal message (Kleftodimos & Triantafyllidou, 2022). Limitations include some rubrics focusing solely on the presence of tools rather than their quality and appropriateness, as well

as the negative impact of weak or irrelevant aids. Related studies include Ochoa & Zhao (2024), Lee & Liu (2022), Kleftodimos & Triantafyllidou (2022), Ishino et al. (2022), Pérez-Torregrosa et al. (2022), Gunderson et al. (2021), and Konchiab & Munpanya (2021).

Student questioning opportunities refer to the creation of a classroom environment that encourages students to ask questions (Chika, 2018). This skill increases active participation, strengthens critical and creative thinking, enhances problem-solving abilities, and fosters students' motivation and sense of safety to express their ideas (Chika, 2018). Limitations include insufficient knowledge or fear of making mistakes, lack of a safe environment, unequal distribution of opportunities, and a weak questioning culture in some classrooms. Related studies include Tsang (2020), van Ginkel et al. (2019), Chandren & Yaacob (2016), Suñol et al. (2016), Cavanagh et al. (2014), and Greculescu et al. (2014).

The ability to respond to student questions refers to teachers' skill in providing accurate and supportive answers (Shanmugavelu et al., 2020). This ability enhances learning motivation, creates a safe environment, provides immediate feedback, and improves instructional quality (Shanmugavelu et al., 2020). Limitations include lack of subject-matter expertise, insufficient training, low self-efficacy, time constraints, test-oriented focus, and organizational and cultural challenges. Related studies include Ochoa & Zhao (2024), Pérez-Torregrosa et al. (2022), Gunderson et al. (2021), Konchiab & Munpanya (2021), Suñol et al. (2016).

- ✓ Identified Components Related to Teachers' Personality and Behavioral Traits in Oral Presentations

Presentation-related stress refers to teachers' concern or fear of audience judgment (Chandren & Yaacob, 2016), which can reduce vocal quality, speech clarity, focus, and interaction, while disrupting speech rhythm and physical behaviors (Ryskaliyev et al., 2016). Considerations include the neglect of anxiety in assessment tools, limitations of biological and vocal measurement methods, and individual differences (Pittig et al., 2013). Related studies include Tsang (2020), van Ginkel et al. (2019), Chollet et al. (2015), Cavanagh et al. (2014), and Kothgassner et al. (2012).

Humor in teaching refers to the purposeful use of verbal and nonverbal humor to enhance interaction and learning (Zhou & Lee, 2025). This component attracts attention, promotes active participation, reduces anxiety, improves relationships, facilitates information processing, and decreases cognitive load (Zhou & Lee, 2025; Peng, 2025). However, misinterpretation of humor, distraction, cultural differences, and the need for training in humor design are important considerations (Lei & Li, 2025; Huda, 2025). Related studies include Cavanagh et al. (2014) and Tsang (2020).

Teacher self-confidence refers to the perceived emotional and physical assurance in interactions with students, which enhances instructional quality and classroom interactions (Akman, 2020). However, overconfidence or false confidence, neglecting contextual factors such as experience and organizational culture, and the difficulty of accurate measurement are important considerations (Moore & Healy, 2008). Related studies include Cavanagh et al. (2014), Tsang (2020), van Ginkel et al. (2019), Chollet et al. (2015), and Greculescu et al. (2014).

Improvisation refers to teachers' ability to respond creatively and spontaneously to unexpected situations, drawing on content knowledge and communication skills (Aadland et al., 2017; Mæland & Espeland, 2017). This skill promotes flexibility, transforms unforeseen situations into learning opportunities, increases participation and creativity, and fosters classroom trust. However, lack of knowledge or experience may result in unstructured delivery, and factors such as time pressure and curriculum constraints can hinder successful implementation. Combining coherent planning with improvisation is essential (Mæland & Espeland, 2017; Aadland et al., 2017). Related studies include Tsang (2020).

Enthusiasm refers to a teacher's sustained emotional state of enjoyment, motivation, and positive energy in teaching and interacting with students (Keller et al., 2014). Teacher

enthusiasm increases students' interest and participation, enhances instructional quality, and reduces occupational burnout (Keller et al., 2014). However, its assessment is often superficial and based on observable indicators, and self-report methods may introduce bias; therefore, combining observation and self-report with a multidimensional approach is recommended (Moè et al., 2020). Related studies include Tsang (2020), Cavanagh et al. (2014), Greculescu et al. (2014), and Kerby & Romine (2009).

- ✓ Identified Components Related to Audience Interaction Skills in Teachers' Oral Presentations

Capturing student attention refers to the educational strategies and techniques used to maintain students' focus during instruction (Moè et al., 2020). This skill enhances interaction, learning, and enjoyment (Moè et al., 2020; Gumilar et al., 2023). Assessment of attention capture is sometimes limited to the beginning of the lesson and is not monitored throughout the presentation. Excessive efforts to capture attention may lead to teacher fatigue. The effectiveness of these strategies depends on students' age, culture, and subject matter, and balanced use is essential (Gumilar et al., 2023; Moè et al., 2020). Related studies include Pérez-Torregrosa et al. (2022), Gunderson et al. (2021), Thienpermpool (2021), Murillo-Zamorano & Montanero (2018), and Greculescu et al. (2014).

Understanding the target audience refers to teachers' ability to identify students' characteristics, needs, prior knowledge, and learning styles, and to respond appropriately (Butt et al., 2011). This skill enables effective selection of language and instructional methods, increases motivation, and enhances instructional quality. However, accurately understanding the audience requires analysis of individual differences, which can be challenging in large classes or with limited resources (Shernoff et al., 2016). Related studies include Kleftodimos & Triantafyllidou (2022) and Tsang (2020).

Alignment of verbal and nonverbal communication refers to the coordination between teachers' speech and nonverbal behaviors (Nadolski et al., 2021; Tsang, 2020). This alignment enhances comprehension, trust, and the quality of communication (Nadolski et al., 2021; Tsang, 2020). The main challenge lies in differentiating these dimensions in assessment tools and in the neglect of their integration. Related studies include Ishino et al. (2022), Nadolski et al. (2021), Gunderson et al. (2021), and Cavanagh et al. (2014).

Effective audience interaction refers to teachers' ability to establish two-way dialogue and respond to verbal and nonverbal feedback. This skill enhances participation, motivation, and active learning (Gumilar et al., 2023; Shernoff et al., 2016). Challenges include difficulties in interacting in large classes, the need to consider individual differences and cultural sensitivities, and potential negative consequences of unmindful use of learner-centered strategies (Gumilar et al., 2023; Shernoff et al., 2016). Related studies include Ishino et al. (2022), Kleftodimos & Triantafyllidou (2022), Pérez-Torregrosa et al. (2022), Konchiab & Munpanya (2021), Tsang (2020), and Suñol et al. (2016).

The analysis revealed an uneven distribution of attention across domains. Verbal skills, vocal skills, and nonverbal behaviors were the most frequently represented domains in the reviewed studies. In contrast, personality and behavioral traits, audience interaction, and presentation management received substantially less attention. This pattern suggests that existing research has predominantly operationalized oral presentation competence through observable performance behaviors while underrepresenting affective and interactional dimensions.

4.4. Conceptual framework derived from a qualitative synthesis of the literature

The thematic synthesis of the reviewed studies resulted in a multidimensional conceptual framework of teachers' oral presentation competence. The framework comprises eight interrelated domains and 32 components that collectively represent the cognitive, behavioral, and affective dimensions of effective oral presentation. Rather than operating as isolated skills, these components interact dynamically during instructional communication and jointly contribute to presentation effectiveness. The proposed framework provides a

comprehensive representation of teachers' oral presentation competence and offers a foundation for future assessment, teacher education, and professional development initiatives (Figure 2).

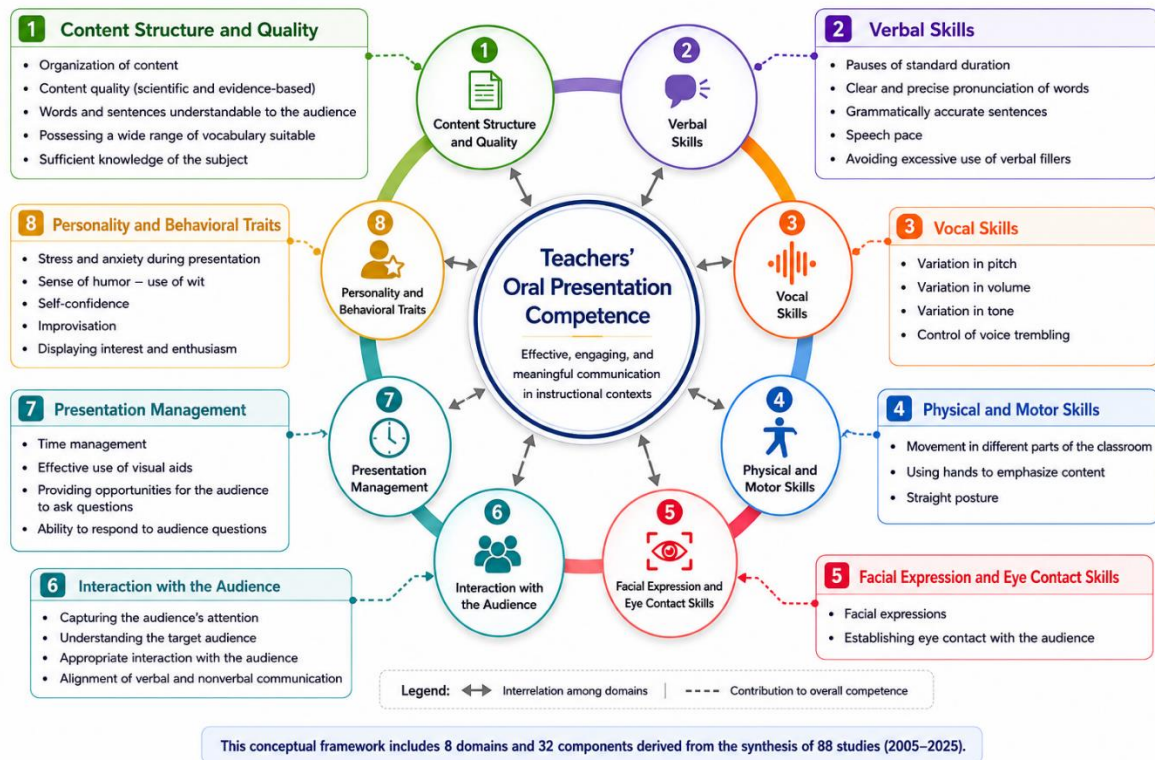


Figure 2. conceptual framework derived from a qualitative synthesis of the literature of Teachers' Oral Presentation Competence

The framework indicates that oral presentation competence cannot be reduced to verbal delivery alone. Rather, effective presentation emerges from the interaction of cognitive preparation, behavioral performance, audience engagement, emotional regulation, and presentation management.

5. Discussion

This study aimed to conceptualize teachers' oral presentation competence through a qualitative systematic review and thematic synthesis of 88 peer-reviewed studies. By synthesizing evidence across diverse educational contexts, the study identified eight interrelated domains and 32 components that collectively define teachers' oral presentation competence. The findings contribute to a more comprehensive conceptualization of the construct, extending beyond the predominantly behavior-oriented perspectives reported in previous research.

5.1. Contribution and Novelty of the Study

The primary contribution of this study lies in the development of an integrative conceptual framework derived from a qualitative synthesis of the literature that brings together cognitive, behavioral, affective, managerial, and interactional dimensions of teachers' oral presentation competence. Unlike previous studies that focused on isolated presentation skills or individual assessment rubrics, the present review integrates fragmented evidence into a multidimensional conceptual framework comprising eight domains and 32 components of teachers' oral presentation competence. While previous studies have often examined these dimensions separately or have prioritized readily observable behaviors such as voice quality, gestures, and eye contact, the present synthesis highlights the broader and more complex nature of oral presentation competence. In particular, the findings underscore the importance of dimensions that have received comparatively limited attention in prior research, including emotional regulation, improvisation, audience responsiveness, and instructional flow.

5.2. Implications for Assessment and Teacher Education

The findings have important implications for assessment practices in teacher education. The dominance of verbal and nonverbal indicators in many existing assessment instruments suggests a relatively narrow operationalization of oral presentation competence, often overlooking the cognitive, affective, managerial, and interactional processes that underpin effective teaching. The framework proposed in this study provides a foundation for the development of more comprehensive assessment tools capable of capturing both observable performance indicators and less visible yet pedagogically significant dimensions of competence.

The findings also suggest that oral presentation competence should be viewed as a developmental competence throughout teacher education rather than as a peripheral communication skill. Effective teacher preparation requires opportunities for deliberate practice, reflection, and feedback that support the integration of cognitive, behavioral, and affective dimensions of performance. Embedding these components within teacher education curricula may contribute to more authentic professional learning experiences and better prepare future teachers for the communicative demands of classroom teaching.

5.3. Implications for Learning Spaces and Educational Technology

Beyond assessment and teacher preparation, the findings provide insights into the role of oral presentation competence in shaping learning spaces. The review suggests that oral presentation competence is not merely an individual characteristic of teachers but also a factor that influences the communicative ecology of learning environments. Through voice, movement, eye contact, audience interaction, and emotional expression, teachers continuously organize attention, participation, and social engagement within educational settings.

From this perspective, learning spaces are not neutral environments but are actively shaped through communicative practices. The manner in which teachers present content, manage interactions, and respond to learners can influence classroom climate, learner engagement, and opportunities for participation. The proposed framework therefore offers a useful lens for understanding how oral presentation competence contributes to the creation of inclusive, interactive, and pedagogically meaningful learning environments.

The findings also have implications for educational technology. The framework may inform the development of technology-enhanced assessment and feedback systems, including video-based reflection environments, multimodal learning analytics, virtual teaching simulations, and AI-supported feedback tools. By providing a theoretically grounded representation of oral presentation competence, the framework may support the design of digital environments that facilitate both assessment and professional learning.

5.4. Limitations and Directions for Future Research

Several limitations should be acknowledged. First, the review was restricted to English-language studies indexed in selected academic databases, which may have resulted in the exclusion of relevant research published in other languages or sources. Second, as a qualitative synthesis, the study focused on conceptual integration rather than on estimating the causal effects of individual components on teaching effectiveness or student outcomes.

Furthermore, the frequency with which specific components appeared in the reviewed studies should not be interpreted as a direct indicator of their relative importance in practice. Some dimensions may be underrepresented in the literature despite playing a significant role in authentic teaching contexts.

Future research should empirically validate the proposed framework across different educational levels, disciplines, and cultural contexts. Studies employing mixed-methods, experimental, and longitudinal designs may further examine the relationships among the

identified components and their contribution to teaching effectiveness. In addition, future work could support the development and validation of assessment instruments and technology-enhanced feedback systems based on the multidimensional framework proposed in this study.

This review was limited to English-language peer-reviewed journal articles, doctoral dissertations, and master's theses. Conference proceedings, books, technical reports, and other forms of grey literature were excluded to ensure the inclusion of studies providing sufficient methodological detail and scientific rigor. However, this decision may have introduced publication bias by excluding relevant evidence reported outside the academic literature. Therefore, the findings should be interpreted in light of this limitation.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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