

## **Assessing the Effects of Reading and Preparation Habits on Oral Presentation Skills**

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**Abstract:** Oral presentations are a fundamental component of education and learning, allowing students to share our knowledge and insights with others. From classrooms to conference halls, students are entrusted with the responsibility of disseminating information that can shape minds, influence opinions, and drive innovation. Oral presentations are more than just a means of communication; they are an essential element of human connection, persuasion, and progress. The main aim of the study is to find the relationship and impact of students' reading and preparation habits on their oral and presentation skills. The study was based on primary data. The questionnaire was used to analyze independent variables such as reading habits, preparation time and practice. The study concludes that the correlations analysis is tested between the four variables such as oral presentation, reading habit, time spent and practices before presentation shows a strong relationship. The study also shows that there are significant influences of reading habits and preparation habits on oral presentation skills.

**Keywords:** Reading habits, Oral presentation, Preparation habits, Communication skills.

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### **1.1 Introduction**

The ability to communicate orally continues to be an essential skill for students in school and university. An oral presentation is a short talk on a topic given and present views on a topic based on their reading. It also refers to public speaking and/speech-making. It is a brief discussion of a defined topic delivered to a public audience to impart knowledge or to stimulate discussion (Islam & K, 2013). It is the process and act of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform, influence, or entertain an audience. An oral presentation is similar to giving a speech, but it is not just a person behind a podium speaking. A presenter must consider how best to communicate the information to the audience using various skills that make up an effective presentation.

Oral Presentation is one of the integral parts of university learning. A lot of assessments happen through presentation. Oral presentation not only assess students' content knowledge but also builds language proficiency and other soft skills. According to book's (J, Vitelli, & Hollowell-Zimmer, 2003) the fear of speaking in public, termed as '*Glossophobia*' is the number one fear of all fears. People who have this fear can experience all kind of symptom such as sweaty palms; accelerate heart rates, memory loss and even difficulty in breathing (Laskowski, 2019). These signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process (Basic, 2011).

Reading is a powerful means of communication. It is one of the fundamental building blocks of learning. Reading exposes individuals to a vast array of information, ideas, and perspectives. Lifelong learning is essential for personal growth and development. Reading enables individuals to stay intellectually curious, adapt to changing circumstances, and remain relevant in an ever-evolving world. Hence, cultivating a reading habit is invaluable for both schools going students and university graduates. Like all other habits, the habit of reading in an individual develops over the course of time (Thariuskodi, 2011). It is the cultivation of an attitude and possession of skills that make reading pleasurable, regular, and constant activity. Reading habit is identified as the single most important determinant of a student's success in education and in modern complex society (Nessien, 2018).

Preparation is a skill which can be learned with discipline, experience and improves over a period. The advantage of preparation is that people can manage problems more quickly and efficiently because it gives solution at hand ready to be implemented (Spiers, 2017). Preparation is essential for successful oral presentations. It empowers the ability to communicate effectively, engage the audience actively, and deliver a

confident and impactful performance. While some nervousness before a presentation is normal, thorough preparation can help alleviate anxiety. When you know your material inside and out, you're less likely to feel overwhelmed by nerves, enabling one to deliver a smoother and more confident presentation. Therefore, by dedicating sufficient time and effort to preparation, one can ensure that the intended message is heard and understood distinctly.

## 1.2 Problem statement

Communications apprehension has been named differently such as reticence and shyness, distress, stage fright, unwillingness to communicate and audience sensitivity (McCroskey & C, 1982) and it is prevalent among people. Most studies reported that anxiety and nervousness as one of the main problems faced by a presenter or a speaker. Research shows that delivering oral presentations is the most stressful communicative event rated by Asian students. The oral presentation, a common yet significant academic oral activity that university students routinely engage in, is reported to be the most anxiety-provoked situation (Woodrow, 2006). Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening (Raja, 2017).

Despite having a good academic performance, most of the university graduates substantially lack good command over oral presentation and communication skills. These have impeded the opportunity to find appropriate jobs in the world of work. One of the causes of unemployment among graduates is being unable to communicate effectively in English and face difficulties in doing oral presentation (Whai, Gee, & Leong, 2015). It's widely accepted that *technical skills may take you to interview, but it's the soft skills that give you the job*. Hence, the study tries to explore the perceived causes of academic oral presentation difficulties confronted by the students at Gedu College of Business Studies, Royal University of Bhutan.

## 1.3 Research questions and objectives

### Objectives

1. To study the relationship and impact of students' reading and preparation habits on their oral presentation skills.
2. To compare the reading and preparation habits in between male and female students.

### Questions

1. What is the relationship between students' reading habits and their oral presentation skills?
2. What is the relationship between students' preparation habits and their oral presentation skills?
3. What is the impact of students' reading and preparation habits on their oral presentation skills?
4. Is there a difference in reading and preparation habits in between male and female students?

## 1.4 Research Significance

Oral presentation plays a significant role not only in an academic setting but also in career prospects. This research will firstly help the college management, especially the academic committee, to understand the level of difficulties and plan appropriate strategies to support the presentation and oral skills amongst the students. Secondly, it will also help the college to organize a professional development programme on oral skills and presentations for the entire faculty. The study will clarify the influence of reading habits and preparation, challenges and difficulties, and the factors that cause a major impact on oral presentation skills.

## Literature Review

Oral presentation skills form the foundation of literacy and academic success in every person (Rigg, 2019). It affects a child's ability to learn and become successful readers and communicators. Oral presentations are becoming an important part of learning for both teachers and students. It involves multi skills, a carefully planned and constructed guideline that will help in developing the receptiveness to oral presentation in student (Zivkovic, 2014). Therefore, every presenter must carefully prepare to communicate his or her presentation to the audience in the best understandable way possible.

However, one of the drawbacks of using presentation in the classroom is that students often find oral presentation extremely challenging as people face with anxiety and nervousness. If oral presentation is not set up correctly, the difficulty of task involved in presenting in front of others can be difficult and according to Dom Barden 75% of people experience public speaking anxiety at small or large gatherings. Because of this, it is important that teacher understands the skills involved in giving presentations (Gavin Brooks, 2014) and developing speaking skills using three communicative activities as Discussion, problem solving and role-play.

According to Acquisition of reading habits is a gradual process of learning letters, words, sentences, paragraphs, and complete texts. Researchers note that for reading to become a habit, reading must be

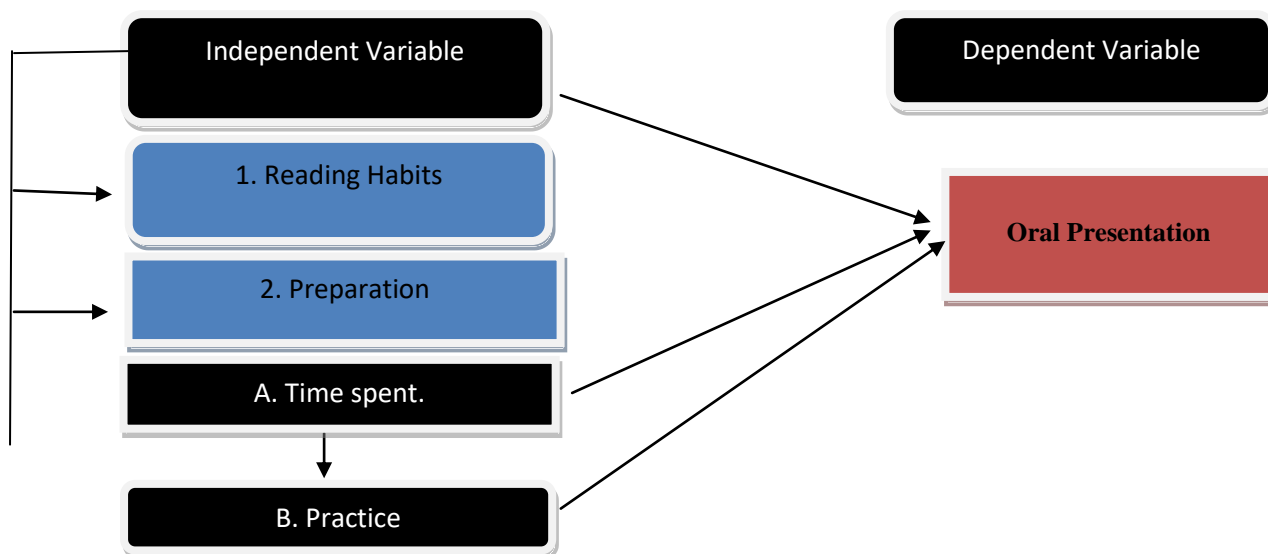
encouraged. In practice, reading accompanies a child throughout her life, with the understanding that reading is a means for personal growth; it shapes the imagination, and plays a critical role that allows the individual to control language and play a role in society.

Reading is an activity-oriented skill. It involves the mechanics of the brain and the combination of the other organs before comprehension occurs. This activity becomes a habit when it is frequently carried out. Reading habits stimulate the promotion of one’s personal development and social progress in general. This habit usually considers in relations to the number of materials read, the frequently of reading and the average time spent on reading (Chettri & Rout, 2013). Reading habits accompany individuals as student’s progress in age and affect in doing oral presentation. Researchers found an association between students reading habits and their demographic profiles, academic performance, and professional growth (Acheaw, 2014)

Attitude towards reading may defined as an individual feeling about reading. It causes learners to adapt or avoid a reading situation. Attitude and interest toward reading can be related to feeling and their willingness to read. A person reading attitude may characterized as a system of feelings related to reading, which makes the student approach, or maintain a strategic distance from a situation that involves readings. (Rosli & Razali, 2017). According to (Balan, Katenga, & Simon, 2019), several factors influence-reading habits. Research shows that reading habits are related to age, gender, marital status, educational background, occupations, and parent’s educational background.

To examine the change in reported levels of class preparation, preferences, study habits to access correlation between these and changes in examination scores as students progressed through a course series with different content delivery methods. (Shin & Brock, 2017)

### 2.1 Conceptual Framework



This study will measure and understand how independent variables affect dependent variables. The independent variables are categorized as Reading habits and Preparation (Time spent, and Practices). The reading habit factors are time and number of times read. The relationship between independent and dependent variables is determined through data analysis using SPSS software.

## Research Methodology

### 3.1 Research design

Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant to the research purpose with economic in procedure (Blanche, Durrheim, & Painter, 2006). This research is quantitative research, the data will be collected through survey questionnaires from potential respondents using appropriate sampling methods.

### 3.2 Population and Sample frame

A sample design is the framework, or road that serves as the basis for the selection of a survey sample and affects many other important aspects of survey as well. The sample design provides the basic plan and

methodology for selecting the sample. The target population will be the 2<sup>nd</sup> year and the final year students at the college.

### 3.3 Sampling Technique

One of the best sampling techniques that helps save time and resources is simple random sampling method. Therefore, a simple random sampling technique is used in this research. Everyone is chosen by chance and each member of the population has an equal chance, or probability, of being selected.

#### Sampling size

Yamane's sample calculation is chosen to determine sample size.

$$(n = N / 1 + N(e)^2)$$

Total population (N) = 1,129

Taking 5% as margin of error (e) = 0.05 (based on research condition)

Sample size (n) = 295

$$1 + 1129 * 0.05^2$$

$$1129 / 3.8225$$

**Total: 295**

Therefore, the sample size for the study is 295.

### 3.4 Data Collection

The researcher has collected the data through the primary data collection. The data will be collected with the help of a print questionnaire, which will be distributed to the college students of Gedu College of Business Studies.

### 3.5 Data Analysis Methods

All the collected primary data would be quantitative and categorical by nature. Data for this study is collected through questionnaire survey instrument and analyze using statistical package for the social science (SSPS).

Sl.no	Data analysis	Method	Remark
1	Descriptive statistics	Mean, median, standard deviation	To assess Influences of Reading and preparation Habits of GCBS students toward Oral presentation vary due to gender.
2	Inferential statistics	Pearson Correlation, regression, one sample t- test and independent sample t-test	To assess the relationship between Reading and preparation Habits of GCBS students toward Oral presentation, which is obtained from, reading habit and preparation like time spent in preparation and practice before presentation.

## Results and Findings

**Table: 4.1 Reliability analysis**

Sl: No	Factor	No. of items	Alpha
1	Oral Presentation	6	0.795
2	Reading Habit	4	0.872
3	Time Spent	4	0.701
4	Practice before Presentation	3	0.838

The above table of reliability shows all the items are above 0.7 thus, which means that all the questionnaire, are acceptable for survey according BY (ACHOUR).

This study is carried out with 295 participants of GCBS Student. Where 133 were from the second year and 162 from third year. Total strength of second and third year is 1129 from which sample survey is done with 133 out of 509 students who were from second year and 162 out of 620 were third year from GCBS using Yamane formula.

### 4.3 Demographic characteristics of the respondents

This section analyzes the demographic characteristics of the respondents is present in the table given below:

Summary of demographic profile of the Respondents

Table 4.3.1 gender

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	151	51.2	51.2	51.2
	female	144	48.8	48.8	100.0
	Total	295	100.0	100.0	

Total respondent is 295, the ratio of male and female who responded are 51.2% male and 48.8% female where valid percent column shows the same values, and it would be different if we had missing data.

### Sample Descriptive analysis

**Table 4.4.1 Descriptive Statistics of oral presentation**

	N	Minimum	Maximum	Mean	Std. Deviation
OP6	295	1	5	3.56	1.044
OP5	293	1	5	3.54	1.011
OP4	295	1	5	3.71	.994
OP3	295	1	5	3.52	1.097
OP2	295	1	5	3.38	1.090
OP1	295	1	5	3.39	1.075

The above table (4.4.1) shows the descriptive statistics of oral presentation and taken in descending order, which means the highest will come first and lowest at the bottom. The table revealed that the highest mean of oral presentation is 3.71 from the statement, "I communicate ideas with enthusiasm" and its mean value is above average. The lowest mean, which is 3.38 from the statement, "Oral Presentation is easy to perform.", and its mean is above average.

**Table 4.4.2. Descriptive Statistics of Reading Habit**

	N	Minimum	Maximum	Mean	Std. Deviation
RH4	295	1	5	3.17	1.303
RH3	295	1	5	3.31	1.235
RH2	295	1	5	3.05	1.241
RH1	295	1	5	2.96	1.167

The above table (4.2.2) shows the descriptive statistics of reading habit and taken in descending order, which means the highest will come first and lowest at the bottom. The table revealed that the highest mean of reading habit is 3.31 from the statement, "I get lots of enjoyment from Reading." and its mean value is above average. The lowest mean, which is 2.96 from the statement, "I read every day. (Books, Journal articles, magazine, and Newspaper)" and its mean is above average.

**Table 4.4.3. Descriptive Statistics of Time spent**

	N	Minimum	Maximum	Mean	Std. Deviation
TS4	295	1	5	3.84	.976
TS3	295	1	5	3.81	1.001
TS2	295	1	5	3.69	.959
TS1	295	1	5	3.68	.961

The above table (4.4.3) shows the descriptive statistics of time spent and which are taken in descending order, which means the highest will come first and lowest at the bottom. The table revealed that the highest mean of employee's performance is 3.84 from the statement, "I spend more time than i want to try to find things." and its mean value is above average. The lowest mean which is 3.68 from the statement, "Time spent on preparing presentation make me confidence." and its meaning is above average.

**Table 4.4.4. Descriptive Statistics of practice before presentation**

	N	Minimum	Maximum	Mean	Std. Deviation
PBP3	295	1	5	3.17	1.303
PBP2	295	1	5	3.31	1.230
PBP1	295	1	5	3.06	1.237

The above table (4.4.4) shows the descriptive statistics of practice before presentation and are taken in descending order, which means the highest will come first and lowest at the bottom. The table revealed that the highest mean of practice before presentation is 3.31 from the statement, “I practice where I will be delivering my talk.” and its mean value is above average. The lowest mean, which is 3.06 from the statement, “I rehearse multi time before presentation.”, and its mean is above average.

**Independent T-Test**

**Table 4.4.3 Independent sample t-test**

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
Mean_RH	Male	151	3.0430	1.03189	.08397
	female	144	3.2066	1.06941	.08912
Mean_TS	Male	151	3.7930	.65432	.05325
	female	144	3.7205	.76042	.06337
Mean_PBP	Male	151	3.1038	1.08743	.08849
Mean_OP	Male	151	3.4289	.80993	.06613
	female	144	3.6084	.64284	.05376

The mean of male (3.0430) which is slightly lower than female (3.2066) toward Reading Habit.  
 The mean of male (3.7930) which is slightly more than female (3.7205) toward time spend in preparation.  
 The mean of male (3.1038) which is slightly more than female (3.2593) toward practice before preparation.  
 The mean of male (3.4289) which is slightly lower than female (3.6084) toward oral presentation.

**Table 4.4.1 Descriptive Statistics of oral presentation;**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean_RH	Equal variances assumed	.103	.749	-1.37	293	.182	-.16355	.12234	-.40434	.07723
	Equal variances not assumed			-1.33	290.981	.183	-.16355	.12245	-.40455	0.07745
Mean_TS	Equal variances assumed	.820	.366	0.880	293	.380	.07256	.08248	-.08976	.23488
	Equal variances not assumed			0.877	282.138	.381	.07256	.08277	-.09036	.22548
Mean_PBP	Equal variances assumed	.030	.862	-1.223	293	.222	-.15551	.12717	-.40578	.09477
Mean_OP	Equal variances assumed	4.918	.027	-2.095	291	.037	-.17950	.08569	-.34815	-.01085
	Equal variances not assumed			-2.106	281.844	.036	-.17950	.08522	-.34726	-.01175

The P value is (0.182) which is more than 0.05. Thus, it is not significant and there is no difference in perception of reading habit of male and female students studying in GCBS.  
 The P value is (0.380) which is more than 0.05. Thus, it is not significant and there is no difference in perception of time spend in preparation of male and female students studying in GCBS.  
 The P value is (0.222) which is more than 0.05. Thus, it is not significant and there is no difference in perception of practice before preparation of male and female students studying in GCBS.

The P value is (0.037), which is less than 0.05. Thus, it is significant and there is difference in perception of oral presentation of male and female students studying in GCBS.

**Table 4.5 Correlations**

		Mean_OP	Mean_RH	Mean_TS	Mean_PBP
Mean_OP	Pearson Correlation	1	.444**	-.040	.424**
	Sig. (2-tailed)		.000	.498	.000
	N	293	293	293	293
Mean_RH	Pearson Correlation	.444**	1	.140*	.973**
	Sig. (2-tailed)	.000		.016	.000
	N	293	295	295	295
Mean_TS	Pearson Correlation	-.040	.140*	1	.147*
	Sig. (2-tailed)	.498	.016		.012
	N	293	295	295	295
Mean_PBP	Pearson Correlation	.424**	.973**	.147*	1
	Sig. (2-tailed)	.000	.000	.012	
	N	293	295	295	295

The data analysis shows that oral presentation has significant and positive correlation. Reading habit has (0.444) correlation which is positive and moderate correlation. Time spent in preparation has (-0.040) which is a negative and negligible correlation. Practice before presentation has (0.424) which is positive and moderate correlation.

**Table 4.6 Regression**

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457 <sup>a</sup>	.208	.200	.65947

a. Predictors: (Constant), Mean\_PBP, Mean\_TS, Mean\_RH

The value of R= 0.444 and P= 0.66197, which is not significant. It shows that there is no significant influence of reading habits and preparation on oral presentation. The value of adjusted R square is 0.208. It means that 20.8 % of variability is expressed by independent variable remaining 79.3% is influenced by some other factors.

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.094	3	11.031	25.365	.000 <sup>b</sup>
	Residual	125.688	289	.435		
	Total	158.781	292			

a. Dependent Variable: Mean\_OP

b. Predictors: (Constant), Mean\_PBP, Mean\_TS, Mean\_RH

By looking at the ANOVA table, P results .000 which signifies there is significant impact on oral presentation.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	2.919	.225	Beta	12.960	.000
	Mean_RH	.411	.163	.588	2.529	.012
	Mean_TS	-.107	.055	-.103	-1.937	.054
	Mean_PBP	-.090	.157	-.134	-.574	.566

a. Dependent Variable: Mean\_OP

The above table shows that there are significant Influences of Reading and preparation Habits on Oral Presentation skills of GCBS Students. Since the value of p is .000 and the value of standardized Beta is .558 for reading habit, -.103 for time spent and -.134 for practice before presentation.

## Conclusion and Recommendation

### Conclusion

The discussion of this study is essentially about the current situation of students' reading and preparation habits, that impact overall oral presentation. Through a questionnaire study, it was found that students do not have adequate reading habits that would ultimately enhance their oral presentation. Based on the current situation, this study proposes optimization strategies for reading and preparation habits in the college. The study also suggests the role of tutors in facilitating students' deeper understanding and the importance of reading habits and preparation in academia, especially on oral presentation skills. Through this research, it presents that gender does not play a part in the reading and preparation habit in oral presentation. This conclusion is drawn based on an independent sample t-test conducted. The test resulted in the acceptance of null hypothesis since p-value was 0.182, which is more than 0.05 for reading habit and same for Preparation habit where gender does not play a part because p value is more than 0.05.

The correlations analysis is tested between the four variables such as oral presentation, reading habit, time spent and practices before presentation. After having the correlation analysis, Pearson correlation resulted in reading habit .444, which shows strong positive relationship, time spent -.040, which shows a strong negative relation. Therefore, it is the indication of variables moving opposite direction and practice before presentation .424, which is strong relationship between four variables, which indicated that oral presentation increase means that other variables also increase.

### Regression

The value of  $R = 0.444$  and  $P = 0.66197$ , which is not significant. It shows that there is no significant influence of reading habits and preparation on oral presentation. The value of adjusted R square is 0.208. It means that 20.8 % of variability is expressed by independent variable remaining 79.3% is influenced by some other factors.

By looking at the AVONA table, P results .000, which signifies there is significant impact on oral presentation. There is significant Influences of Reading and preparation Habits on Oral Presentation skills of GCBS Students. Since the value of p is .000 and the value of standardized Beta is .558 for reading habit, -.103 for time spent and -.134 for practice before presentation.

### Limitation of the study

Since the study is conducted in one of the colleges under Royal University of Bhutan, the findings may not be applicable for all other colleges. The study does not represent the overall findings of the university. Further, there could be other factors that may be responsible for poor oral presentation skills besides reading and preparation habits. Future researchers may explore the current study by applying other research methods for holistic findings.

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