

Raising Awareness to Empower Voices: Applying a Consciousness-Raising Approach to English Presentation Skills

Rizdika Mardiana^{1*}, Dewi Utami², Nurrahma Restia Fatkhiyati³ & Jeffrey Dawala Wilang⁴

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ABSTRACT

This study explores how a consciousness-raising (C-R) instructional approach enhances linguistic awareness, strategic preparation, and confidence in English presentation tasks among Indonesian high school students. Grounded in Ellis' (2002) and Widodo's (2008) framework, the six-step C-R speaking plan guided thirty Grade 12 students through noticing, analyzing, reformulating, and performing structured presentations. Data were collected through semi-structured interviews and written reflections and analyzed using Braun and Clarke's (2006) thematic analysis. Five themes emerged such as linguistic and cognitive awareness, emotional responses to speaking, strategic coping and learning efforts, performance pressure and learning contexts, and motivation and future orientation. The findings highlight the transformative potential of C-R instruction in bridging language awareness and communicative practice. Implications are offered for integrating C-R pedagogy into EFL speaking courses.

¹ Universitas Negeri Jakarta, Jakarta, Indonesia. Email: mardianarizdika@yahoo.com

*Corresponding author

² Islamic Institute of Az-Zaytun Indonesia, Email: dewigeulis.utami@gmail.com

³ Universitas Negeri Jakarta, Jakarta, Indonesia. Email: nurrahma_fatkhiyati@unj.ac.id

⁴ Suranaree University of Technology, Nakhon Ratchasima, Thailand. Email: wilang@g.sut.ac.th

INTRODUCTION

Speaking in English remains a notable challenge particularly for Asian learners in English as a Foreign Language (EFL) contexts, where classroom interaction often benefits grammatical accuracy over spontaneous communication (Nguyen & Boers, 2019; Tuan & Mai, 2015). The obstacles are struggle with linguistic accuracy, pronunciation difficulties, vocabulary limitations, and weakening affective barriers, most notably evaluative anxiety in public speaking situations, particularly experienced by Indonesian high school students (Riyadi, et al, 2024; Sjaifullah, 2019; Kosasih, 2021; Amelia, 2022, Tuan & Mai, 2015). These obstacles exist not only in the linguistic domain but also cognitive and emotional domain. They reflect the need for instructional approaches in order to foster awareness, reflection, and confidence. Within the Indonesian context, this issue is further blended by rising levels of speaking anxiety and reducing self-efficacy, which significantly obstruct learners' communicative engagement and oral performance (Aulia et al., 2024; Đorić & Kuruzović, 2025). These challenges exist in presentation skills which are increasingly essential in academic and professional settings. Therefore, it is crucial to design pedagogical approaches that develop both linguistic and affective dimensions of speaking competence.

Consciousness-Raising (C-R), proposed by Ellis (2002), is an instructional approach focusing on learners' awareness of linguistic forms in meaningful contexts presenting a powerful pedagogical tool for language development. C-R has been applied to grammatical instruction by Widodo (2008). However, its efficacy in the area of oral production, particularly presentation skills, is still underexplored. The present study investigates how a C-R approach can help Indonesian students in noticing, analyzing, and deploying presentation language effectively while building confidence in public speaking.

Recent studies suggest that language learning is more effective when students are encouraged to notice and reflect on how language works. The C-R approach offers a way to help learners focus on language form, meaning, and use in communication (Ellis, 2002; Ghorbani et al., 2012). This offer is given through guided noticing, analysis, and self-evaluation so that learners could transfer their knowledge of language rules into actual speaking performance, leading to better self-monitoring and strategic speech planning (Marzban & Mokhberi, 2012; Ho et al., 2025).

In the Indonesian EFL context, recent studies have reported that structured speaking activities combined with reflection can help reduce anxiety and improve oral performance (Riyadi, et al, 2024; Sjaifullah, 2019; Ati & Parmawati, 2022). For example, explicit noticing activities followed by self-reflection could foster greater learner confidence and their control over language during presentations (Micán & Medina, 2015). The underlined message from this study is learners become more prepared and more independent in delivering spoken presentations when they consciously focus on linguistic and discourse patterns, such as expressions for opening, transitions, or closing.

Furthermore, speaking performance is strongly influenced by learners' emotional states, particularly enjoyment, motivation, and reduced anxiety (Huachun & Chen, 2025 and Derakhshan et al. 2021). However, it is not only affective engagement that plays an important role in oral communication. Reflective presentation activities in the forms of a rehearsal and self-monitoring before assessment could be beneficial in the Indonesian EFL context (Ningias & Indriani, 2021; Kosasih, 2021). Combining affective awareness with linguistic noticing could help learners improve both accuracy and confidence in English speaking.

Based on the previous studies abovementioned, the application of C-R pedagogy to speaking and presentation instruction remains limited in both international and Indonesian

contexts. Most previous studies have focused on grammar or writing instruction (Widodo, 2008; (Akhmarianti, 2021) rather than oral performance. There is a need to explore how a C-R approach can support learners' linguistic awareness, strategic preparation, and confidence in speaking. The present study fills this gap by applying a six-step C-R approach framework comprising identifying, comparing, noticing, reformulating, articulating, and performing, in an Indonesian high school classroom. This study examines how structured noticing and reflection influence learners' awareness, affective readiness, and English presentation performance using data from semi-structured interviews and reflective journals.

LITERATURE REVIEW

C-R in Language Pedagogy

The C-R approach is based on the assumption that greater awareness of language forms leads to better structural understanding (Akhmarianti, 2021). The activities offered are designed to draw learners' attention to specific linguistic features by encouraging comparison and analysis, without requiring immediate language production (Ellis, 2002). Widodo (2008) outlines five key principles of C-R instruction: input enrichment, noticing, guided discovery, explicit reflection and reinforcement.

In recent years, the C-R approach has gained attention within form-focused and noticing-based pedagogies, which emphasize the role of learner attention in language acquisition (Ghorbani et al., 2012; Schenck, 2022). The noticing hypothesis, which argues conscious awareness is necessary for learning to occur (Schmidt 1990), aligns with this perspective. Moreover, other empirical studies show that focused attention on linguistic forms enhances explicit understanding and contributes to long-term retention of language features (Marzban & Mokheri, 2012; Ho et al., 2025).

Structured observation activities, such as textual improvement, input, and focused analysis, help learners process language forms more completely before spoken production (Schenck, 2022; Winke, 2013). Aligning with these findings, the C-R framework (Ellis 2002) emphasizes a progression from noticing to analysis and ultimately to language use in communication. Moreover, explicit form-focused instruction combined with opportunities for communicative output is more effective in improving speaking fluency and accuracy than indirect exposure alone (Ghorbani et al., 2012). This suggests that the success of C-R instruction depends not only on exposure to language input, but also on learners' active engagement, guided discovery, and reflective practice.

Pedagogy is formed by interaction between teachers and learners that plays a critical role in communicative competence. To master this competence, learners need to gain awareness of grammar and functional expressions, especially understand register differences and use language appropriately in different contexts better (Derakhshan et al., 2021; Ho et al., 2025). Highlighting the flexibility of C-R approach as a pedagogical framework, there are three focuses namely vocabulary, collocations, and pragmatic competence that recent research has extended its application to (Ibrahim & Soozandehfar, 2024); Amirian & Sadeghi, 2012). This linguistic awareness has been linked, particularly in situations that require rapid and accurate lexical and grammatical choices, to improved self-regulation and speaking performance (Derakhshan et al., 2021; Ho et al., 2025).

Recent studies in the Indonesian EFL context underline the importance of awareness-raising pedagogy in linguistic inaccuracy and speaking anxiety. More positive attitudes toward integrated grammar instruction that combine form analysis with communicative activities are shown by Indonesian learners rather than treating grammar and speaking as separate components. The integrated approach not only enhances learners' confidence but also

stimulates greater attention to vocabulary, grammatical accuracy, and spelling (Riyadi, et al, 2024; Đorić & Kuruzović, 2025). Similarly, conscious reflection and focused observation can reduce speaking anxiety and support students' ability to monitor and improve their own performance (Sjaifullah, 2019); (Micán & Medina, 2015). These findings support Widodo's (2008) view of C-R as a pedagogical bridge between declarative knowledge and communicative competence, functioning as both cognitive and affective scaffolding.

In general, evidence from both international and national studies abovementioned have confirmed the continued relevance of C-R in language pedagogy. C-R stimulates learners to attend to, reflect on, and gradually apply linguistic forms with increasing autonomy by acting as a transitional stage between explicit instruction and communicative practice. As a result, the C-R approach is particularly useful for speaking instruction, including presentation tasks, where learners need to consciously control language use and manage the flow of communication (Ghorbani et al., 2012; Akhmarianti, 2021).

C-R in Speaking Instruction

Two early studies on C-R primarily focused on grammar and reading instruction (Fotos, 1993; Takimoto, 2006). However, this approach also has considerable potential for speaking development (Goetz, 2023). Ellis (2015) noted that through C-R activities, the awareness of linguistic forms and the development of learners' ability to identify and correct their own errors is leading to improvements in both accuracy and fluency. When integrated with communicative activities such as oral presentations, C-R helps bridge declarative knowledge of language with procedural speaking practice.

Starting from originally applied to grammar instruction, C-R has recently been applied in speaking contexts. Integrating C-R into speaking tasks allows learners to focus on linguistic form while negotiating meaning, particularly in terms of pronunciation, grammatical accuracy, and discourse organization (Marzban & Mokhberi, 2012; Ho et al., 2025). This integration results in the learners' experience of the relationship between form and function directly, resulting in more accurate and fluent spoken language (Ghorbani et al., 2012).

Furthermore, learner engagement in each stage of C-R instruction namely observation, reflection, and reformulation enhance self-monitoring skills and speaking fluency. Xavier and Gesser (2022) reported that C-R-based speaking tasks enabled learners to identify and correct interlingual errors during interaction. Similarly, applying C-R in communicative tasks improved learners' ability to organize speech and use cohesive devices effectively (Hosseinpur & Nevisi, 2020). These findings suggest that conscious attention to form within communicative contexts leads to more fluent and accurate spoken output.

The other affective benefits of C-R in speaking instruction is learners who feel linguistically prepared and are aware of language forms tend to experience lower anxiety and greater confidence when speaking (Huachun & Chen, 2025); Derakhshan et al., 2021). Reflection and guided observation promote a supportive learning environment in which errors are considered as a way of development, thereby strengthening learners' resilience and confidence in oral communication.

Research in the Indonesian EFL context indicates similar patterns to international findings. Incorporating C-R activities into speaking instruction positively influences learners' performance and motivation. In accordance with that, reflective C-R tasks reduced students' speaking anxiety and increased their readiness for oral presentations (Sjaifullah, 2019). Similarly, observing improvements in linguistic accuracy, Riyadi et al (2024) and Đorić & Kuruzović (2025) noted that self-assessment ability, and speaking fluency among students engaged in C-R activities and reflection. In addition, post-presentation reflection helped

learners identify recurring language errors and plan for subsequent performances (Ati & Parmawati, 2022).

Beyond linguistic and affective benefits, studies in Indonesian EFL context also highlight the strategic value of C-R in speaking instruction. Structured observation tasks enabled students to plan their presentations more effectively and use appropriate expressions during delivery (Micán & Medina, 2015). Similarly, reflective observation enhanced learners' metacognitive awareness by helping them recognize their linguistic strengths and weaknesses (Aulia et al., 2024). These findings support Widodo's (2008) view that C-R should extend beyond grammar practice to an integrated approach that links form, meaning, and function.

Based on the evidence from international research and the Indonesian EFL context, the application of C-R principles in speaking tasks, especially presentation-based activities, increase learners' metalinguistic awareness, communicative competence, and confidence. Teachers can support learners' gradual transition from dependence on linguistic support to more independent and strategic language use by offering systematic guidance through observation, analysis, and reformulation. Therefore, C-R can be regarded as a pedagogical approach that improves not only spoken accuracy but also the reflective and affective foundations of effective oral communication.

Affective Factors in EFL Speaking

It has long been recognized that the major challenge in learning English as a foreign language is speaking anxiety. Many learners face anxiety of making mistakes and low self-confidence when speaking, which can inhibit their oral performance (Horwitz et al., 1986; Liu & Jackson, 2008). Previous research suggests that pedagogical approaches combining structured practice, reflection, and repeated opportunities for speaking can help reduce anxiety and build learners' confidence (Dewaele & MacIntyre, 2014).

In shaping learners' willingness to communicate and the quality of their oral production, teachers need to focus on the emotional and psychological factors, as it is resulted by two studies focusing on the affective dimension of language learning (Shao et al., 2019; Derakhshan et al., 2021). Among these factors, the strong influence of foreign language speaking anxiety on learners' cognitive processing and self-perception has also received considerable attention. High levels of anxiety have a negative impact on fluency, vocabulary utilization, and pronunciation accuracy due to increased cognitive load, avoidance of speaking activities, and decreased confidence (MacIntyre, 2017; Zheng & Cheng, 2018). In contrast, learner engagement and improved speaking performance are assisted by positive emotions such as enjoyment, motivation, and self-confidence (Huachun & Chen, 2025); Li, 2021).

Recent studies further indicate that speaking anxiety often arises from fear of negative evaluation, limited linguistic self-confidence, and perceived communicative pressure (Paraguas, 2025); Łodej & Osmoła, 2024). Evidence from Indonesian EFL classrooms shows that even learners with sufficient linguistic competence may perform below their potential in oral tasks due to emotional factors, particularly when instruction lacks adequate scaffolding and practice opportunities (Sjaifullah, 2019; Micán & Medina, 2015).

The attention of research in Positive Psychology in Second Language Acquisition (PPSLA) shifted from simply reducing anxiety to fostering emotional resilience and positive learning experiences in response to high levels of speaking anxiety among foreign language learners (Shao et al., 2019). Studies indicate that in order to create psychologically safe learning environments that reduce anxiety while promoting a sense of achievement and

enjoyment, structured and reflective speaking activities, such as presentations and collaborative discussions are suggested (Derakhshan et al., 2021; Resnik & Dewaele, 2020). This perspective aligns closely with C-R speaking pedagogy, in which cognitive engagement through noticing and reflection also supports learners' affective readiness.

In the Indonesian EFL context, there is a strong relationship between affective factors and speaking performance. Lower anxiety and increased learners' confidence, particularly in oral assessment settings could be reached if teachers use structured speaking tasks with gradual scaffolding (Riyadi, et al, 2024; Đorić & Kuruzović, 2025). Similarly, greater self-confidence could be reached by providing self-reflection and feedback in helping learners regulate emotions and monitor progress (Ningias & Indriani, 2021; Ati & Parmawati, 2022). Yet, the importance of teacher support and peer collaboration in reducing anxiety and enhancing learners' willingness to communicate is also highlighted by other studies (Đorić & Kuruzović, 2025; Aulia et al., 2024; Dewaele & MacIntyre, 2014)

Generally, all findings mentioned above suggest that affective factors cannot be separated from the linguistic and cognitive aspects of speaking ability. Anxiety, motivation, enjoyment, and self-confidence interact dynamically to influence learners' participation and oral performance. As a result, structured reflection, supportive interaction, and emotionally safe learning environments should be integrated to acquire effective speaking pedagogy. Within this framework, the Consciousness-Raising approach offers a strong pedagogical foundation, as its emphasis on awareness and reflection contributes not only to linguistic development but also to learners' confidence and psychological readiness to communicate effectively.

Research Gap and Questions

Despite growing interest in C-R, little is known about how it operates in oral presentation contexts in secondary EFL classrooms. This study addresses this gap by exploring how C-R speaking tasks shape students' linguistic awareness, affective responses, and strategic preparation. The questions to address in the study are:

1. How does a C-R speaking approach influence students' linguistic awareness in English presentation tasks?
2. How does participation in C-R speaking activities affect students' affective experiences (e.g., anxiety, confidence) when speaking in English?
3. How do students develop and apply strategic preparation and delivery techniques through C-R instruction?
4. How do students perceive their learning gains through self-reflection after the C-R speaking intervention?

METHODS

Research Design

This study employed a qualitative classroom-based design using interviews and self-reflection journals. The aim was to capture both experiential and metacognitive perspectives of learners undergoing a presentation-focused C-R intervention.

Participants

The participants in this study were 30 Grade 12 students aged 16–18 who were enrolled in a non-formal English communication and study skills program in Indonesia. They were selected through purposive sampling based on criteria aligned with the objectives of the study. To be included, students needed to meet four criteria: (1) they were currently in Grade 12, (2) they had an intermediate level of English proficiency based on classroom placement

assessment, (3) they had prior experience in English speaking activities but still faced difficulties in oral presentation tasks, and (4) they were willing to participate in the full instructional intervention as well as the reflective activities. These criteria were established to ensure that participants had adequate exposure to English learning while still experiencing challenges in presentation-based speaking tasks. This made them suitable for examining how the C-R approach could support the development of linguistic awareness, affective readiness, and strategic preparation.

All 30 students took part in the instructional intervention and completed self-reflection journals. From this group, four students voluntarily participated in semi-structured interviews to provide more detailed accounts of their learning experiences. Pseudonyms were used to protect participants' identities, and informed consent was obtained prior to data collection. The four interview participants were selected to represent diverse speaking experiences, including students with high speaking anxiety, moderate anxiety, and relatively high confidence in speaking. This variation enabled the researchers to capture a broader range of perspectives on how the C-R approach influenced students' presentation skills and learning experiences.

Data Collection Methods

We used semi-structured interviews and students' self-reflections to collect data. Semi-structured interviews were used to obtain students' reasons why they were anxious in speaking English before the teacher used the designed teaching approach in a conversation classroom. The reasons were then utilized as a basis for designing the teaching approach. Interview questions and a consent letter were given to the students before the interview in order to draw a picture of the issue that would be raised. Students who agreed to do the interview were asked to fill in the consent letter voluntarily. The interview was established via the WhatsApp application, especially voice message, to give a span of time to think about the response that they would give. The students were given a chance to respond to the questions over three days. By giving them time to think about the answers to the interview questions, we hoped that the students would come up with all their speaking anxiety reasons. A face-to-face interview was avoided to decrease their anxiety in giving answers.

Their answers were used to design the teaching approach. The outcome of the conversation course was to measure students' ability to present the results of their project. The teaching materials were delivered in two sessions. The objectives were to give grammar points and language expressions for each presentation step. In the first session, a teacher taught grammar points. Simple past tense was provided as a grammar point to state what they did in their project. Simple present tense was also learned to greet the audience and to point out the results of their project in the presentation. In the second session, the teacher provided some steps to do the presentation with the language expressions used in each step. Students did their presentation in the third session for 6-8 minutes each.

Students were asked to write a self-reflection to describe their learning experience in the classroom. The reflection was used to know whether the designed teaching approach fit their needs in decreasing their anxiety to produce spoken language. There are three things that they needed to point out in their reflection: things that they had known before the class; things that they learned from the class; and things that they would do after they learned it. The intervention followed a six-step C-R framework (adopted from Ellis 2002 and Widodo, 2008): (1) Identifying Presentation Stages and Expressions, (2) Comparing Good vs. Bad Presentations, (3) Noticing Incorrect Expressions, (4) Reformulating Errors, (5) Articulating

Rules and Patterns, (6) Final Presentation Performance. These steps combined explicit noticing with communicative output, encouraging students to consciously engage with presentation language.

Instruments

The instrument of this study was an interview guide whose questions were constructed from the results of some previous studies (He, 2013; Huang, 2018; Öztürk and Gürbüz, 2014) and the writers' personal observations in the classroom. The interview questions were given to the participants using the WhatsApp feature called "voice note" and they were given the chance to think about the answer for three days. The questions investigated whether they perceived their speaking anxiety due to shyness, lack of vocabulary, lack of confidence, fear of making mistakes, fear of speaking tests, the unfamiliarity of the topic, lack of knowledge, or lack of speaking anxiety. They were also asked to mention their efforts to diminish their speaking anxiety. The second instrument that we used in this study was self-reflection. The reflection was used to know whether the designed teaching approach fit their needs in decreasing their anxiety to produce spoken language. The questions are 1). What did you know about presentation material as one of the speaking skills before the material was given by the instructor two meetings ago?; 2). What have you learned from those two meetings?; and 3). How do you respond to the presentation material given? All the questions were validated by experts in language education.

Data Analysis Methods

The data were analyzed using Braun and Clarke's (2006) thematic analysis framework. Transcripts and reflections were coded inductively and deductively to capture linguistic, affective, and strategic patterns. Themes were then reviewed, defined, and named. The analysis of the excerpt is illustrated in the following table (Table 1).

Table 1

The Analysis of Excerpt to identify code and theme

Excerpt	Code	Theme
"The difficulty is finding vocabulary..."	Vocabulary limitation	Linguistic barriers
"I was nervous before because I didn't know how to start."	Speaking anxiety	Affective factors
"I make the material interesting by adding pictures and metaphors."	Strategic preparation	Delivery strategy

FINDINGS

This section presents the thematic findings emerging from both interview data (*I*) and self-reflection journals (*R*), analyzed using Braun and Clarke's (2006) six-phase thematic analysis. The themes reflect students' linguistic awareness, affective experiences, and strategic engagement in presentation-based speaking activities framed by the C-R approach.

Table 2.
Distribution of Coded Responses Across Themes

Theme	Interview Evidence (n=4)	Reflection Evidence (n=30)	Main Issues Identified
Linguistic & Cognitive Awareness	3	21	Vocabulary limitation, pronunciation, grammar
Emotional Responses	4	18	Anxiety, nervousness, fear of mistakes
Strategic Coping & Learning Efforts	2	20	Rehearsal, planning, visual support
Performance Pressure & Learning Contexts	4	15	Oral exams, presentations, interviews
Motivation & Future Orientation	3	17	Academic and career aspirations

Note: The frequencies presented in the table refer to the number of interview responses and reflection journals coded under each theme, rather than the total number of participants. Since one participant's response may contain evidence for multiple themes, the total frequency across themes exceeds the total number of participants.

Table 2 presents the distribution of coded responses across the six themes identified through thematic analysis. The frequencies indicate how often each theme appeared in the interview and reflection data, rather than the total number of participants involved in the study. Because a single participant's response could contain multiple codes, one response may contribute to more than one theme. The analysis showed that linguistic and cognitive awareness emerged as one of the most prominent themes, appearing in 3 of the 4 interview responses and 21 of the 30 reflection journals. Self-reflection and learning gains also appeared frequently, with 24 reflection journals containing explicit evidence of increased awareness of strengths, weaknesses, and areas for improvement. Emotional responses, particularly anxiety and nervousness, were evident in all interview responses and in 18 reflection journals, highlighting the central role of affective factors in students' speaking experiences.

Linguistic and Cognitive Awareness

Table 2 shows that linguistic and cognitive awareness was one of the dominant themes identified in the analysis. This theme appeared in 3 interview responses and 21 reflection journals, suggesting that many students became more aware of important linguistic features in speaking, including vocabulary, pronunciation, grammar, and presentation-related expressions, after engaging in the C-R activities.

A major challenge identified by participants was limited vocabulary, which frequently hindered their ability to express ideas fluently during presentations. This concern appeared consistently across both interview (*I*) and reflection (*R*) data.

"The difficulty is finding vocabulary because I still have a limited vocabulary." (*I: Ade*)

"Because I lack vocabulary, so I can't apply it." (*I: Ade*)

After the implementation, several reflections illustrated a shift from *unawareness* to *conscious noticing* of language forms.

"I need to read more to expand my vocabulary and improve pronunciation." (R)

"I learned which words and sentences are used in the opening, transition, and closing of a presentation." (R)

Students also reported an increased ability to self-correct pronunciation and grammar errors after listening to themselves or their peers:

"I used to say 'I am agree,' but after listening again, I realized it was wrong. I can fix it to 'I agree.'" (I: Difa)

"I noticed that I often say words incorrectly, so I repeat them until I get them right." (R)

This finding aligns closely with the C-R step of noticing and reformulating language, emphasizing how learners consciously attend to and restructure their linguistic output.

Emotional Responses to Speaking

Table 2 shows that emotional responses emerged as one of the dominant themes in the analysis. This theme appeared in all 4 interview responses and in 18 of the 30 reflection journals, indicating that many students experienced emotional challenges when speaking in English, particularly anxiety, nervousness, shyness, and fear of making mistakes.

At the beginning of the intervention, many participants described speaking English as an emotionally demanding experience. Their anxiety was often triggered by limited vocabulary, fear of negative evaluation, and uncertainty about how to express their ideas clearly.

"Yes, sometimes I meet someone who speaks English and I get anxious." (I: Ade)

"Very nervous." (I: Hafidotul)

"I was confused about what to say during a school dialogue." (I: Hafidotul)

These emotional difficulties were especially evident in performance-related situations such as oral examinations, English club activities, and interviews, where students felt greater pressure to perform well.

Following the structured presentation instruction, however, many students reported noticeable changes in their emotional responses. The reflection data suggest a gradual reduction in anxiety and an increase in confidence during speaking activities.

"This material helped me to evaluate myself so I won't be embarrassed or afraid to make mistakes." (R)

"I will try to be brave enough to ask questions and be confident when speaking." (R)

"Before, I didn't know what to say. Now I feel more prepared and less nervous." (R)

These shifts suggest that explicitly structured speaking tasks, especially those involving functional language expressions, can mediate emotional responses, helping students regain a sense of control over their speaking performance.

Strategic Coping and Learning Efforts

Another theme was the strategic ways students engaged with language learning to overcome their perceived barriers. Students reported self-initiated practices such as listening to songs, translating texts, and reading dictionaries as their primary vocabulary-building methods.

"I like translating English texts, such as speeches or songs." (*I: Aisyah*)

"Whenever I see a new word, I look it up in the dictionary." (*I: Difa*)

"I learned to practice pronunciation at home before the presentation." (*R*)

Reflections revealed how C-R tasks led to more deliberate strategic preparation:

"I make the material as interesting as possible by adding pictures and metaphors." (*R*)

"I prepare my opening and closing expressions before going to the front." (*R*)

Such statements indicate a shift from passive learning to active, strategic engagement, an essential goal of consciousness-raising instruction.

Performance Pressure and Learning Contexts

Students identified various performance contexts—such as oral tests, English club presentations, and interviews—as both anxiety-inducing and growth-stimulating.

"During my admission interview test." (*I: Aisyah*)

"Yes, during eltridici (an English club)." (*I: Ade*)

"I got stuck during the oral exam because I didn't know what to say." (*I: Almira*)

Interestingly, these pressure points became opportunities for linguistic noticing and strategic application after the intervention. Several students reflected that the structured language instruction helped them handle these contexts more effectively:

"Before, I panicked when I didn't know the words. Now I prepare my lines and practice transitions." (*R*)

"Knowing the steps of a presentation makes it easier to focus during oral exams." (*R*)

This aligns with the C-R emphasis on connecting form-focused awareness with real communicative contexts, bridging the gap between noticing and actual performance.

Motivation and Future Orientation

Future-oriented motivation was a recurring theme. Many students viewed English not only as an academic requirement but as a tool for mobility, opportunity, and success.

"We might be sent abroad, so we need to be able to speak English." (*I: Difa*)

"If I can't speak English, I'll be left behind." (*I: Ade*)

After the sessions, several reflections expressed stronger agency and a more purposeful orientation toward learning:

"I will keep practicing so I can present better in the future." (*R*)

"This skill is important if I want to study or work abroad." (*R*)

This motivational aspect provides an important backdrop to the effectiveness of C-R instruction, as awareness-building can be more impactful when learners have clear goals for their language use.

Integrating Linguistic, Affective, and Strategic Dimensions

The analysis reveals a developmental trajectory across the six steps of the C-R speaking plan:

1. Initial stage: Students were aware mainly of their weaknesses, especially vocabulary and anxiety. (*I*)
2. Noticing stage: Learners became more conscious of language use and errors. (*I/R*)

- 3. Strategic engagement: They began applying coping and preparation strategies. *(R)*
- 4. Affective shift: Confidence increased, anxiety decreased. *(I/R)*
- 5. Future orientation: Motivation to continue learning grew. *(I/R)*

Table 3
Interview and Reflection Evidence based on Five Themes

Theme	Interview Evidence	Reflection Evidence
Linguistic & Cognitive Awareness	Vocabulary and pronunciation challenges	Increased awareness of expressions and linguistic accuracy
Emotional Responses	Shyness, nervousness, fear of mistakes	Increased confidence and reduced anxiety
Strategic Coping Efforts	Songs, translations, dictionaries	Structured preparation, visual enhancement, rehearsals
Performance Pressure & Learning Contexts	Oral exams, English club, interviews	Better handling of performance situations through structured language
Future Orientation & Motivation	Emphasis on global communication	Stronger sense of ownership and forward-looking goals

The combined interview and reflection data demonstrate that C-R presentation instruction significantly influenced learners in three interconnected domains:

- Linguistic: Students became more aware of presentation expressions, vocabulary, and pronunciation, enabling better error correction and language use.
- Affective: Learners experienced a reduction in nervousness and fear of mistakes, reporting increased confidence in presentation contexts.
- Strategic: Students developed practical coping strategies and preparation techniques, demonstrating greater control and agency over their learning.

This multi-dimensional growth suggests that the C-R speaking plan served as both a linguistic and psychological scaffold, supporting students in navigating authentic presentation tasks more effectively.

DISCUSSION

The findings of this study align closely with the fundamental principles of Consciousness-Raising (C-R) pedagogy, demonstrating that the integration of *noticing* and *reflection* can significantly enhance both linguistic awareness and affective engagement in speaking tasks. By embedding C-R into presentation-based instruction, students experienced not only linguistic gains but also psychological and strategic transformations in how they approached speaking in English.

The results indicate that students developed a heightened awareness of presentation-specific language features, such as vocabulary choices, pronunciation patterns, transitional expressions, and sentence structures. This growth was evident in both the interview data, where students identified lack of vocabulary and pronunciation difficulties as their primary barriers, and the reflection data, where they articulated a clearer understanding of how to use functional expressions for openings, transitions, and closings.

This progression supports Ellis' (2002) claim that C-R enhances the form–meaning connection by making language patterns more salient and memorable to learners. Notably, students not only recognized their linguistic errors but also engaged in self-repair, demonstrating a movement from unconscious production to deliberate language control. Such outcomes suggest that noticing linguistic features within meaningful tasks can bridge the gap between knowledge and use, particularly in contexts where explicit grammar instruction has traditionally been dominant.

Beyond linguistic outcomes, this study provides evidence of affective transformation. At the start, students expressed feelings of nervousness, shyness, and fear of making mistakes, particularly in high-stakes speaking situations such as oral exams and English club interviews. These emotional barriers have been widely documented in EFL literature as key inhibitors of speaking performance (Horwitz et al., 1986; Dewaele & MacIntyre, 2014).

However, as students progressed through the C-R steps, especially noticing common expressions, reformulating errors, and practicing structured openings and closings, they reported lower levels of anxiety and higher confidence. This suggests that structured linguistic support can act as a psychological scaffold, giving students a sense of preparedness that reduces their emotional vulnerability during speaking tasks.

A striking finding was the emergence of strategic behaviors aimed at improving presentation performance. Before the intervention, many students relied on informal or unsystematic methods to prepare for speaking tasks (e.g., listening to songs, translating texts). After participating in structured C-R activities, students demonstrated intentional strategies, such as planning language chunks, rehearsing specific expressions, enhancing visuals, and anticipating transitions in their speech.

This evolution from ad hoc coping mechanisms to systematic strategic preparation aligns with Schmidt's (1990) Noticing Hypothesis, where learners move from awareness of gaps to strategic action. The reformulation phase of the C-R model played a particularly crucial role here, as students became more confident in correcting themselves and anticipating linguistic demands.

The self-reflection data further revealed a significant increase in learner agency. Students demonstrated the ability to evaluate their own strengths and weaknesses, set learning goals, and take ownership of their learning processes. They also expressed a stronger future orientation, linking English presentation skills to academic and professional mobility.

This finding resonates with contemporary research emphasizing the role of reflective learning in fostering learner autonomy (Benson, 2011). By giving students opportunities to consciously articulate their linguistic patterns and performance strategies, the C-R approach empowers them to become self-regulated speakers, rather than passive recipients of teacher feedback.

Widodo (2008) focused primarily on C-R as a grammar-based instructional strategy, emphasizing declarative knowledge of language structures. This study extends that work by applying C-R to authentic communicative contexts, specifically oral presentations. The integration of performance tasks, structured reflection, and self-assessment moves beyond traditional form-focused instruction, situating language learning within realistic communicative purposes.

In doing so, the study offers a pedagogical extension of C-R, moving from a grammar-focused technique to a holistic language-learning framework that simultaneously addresses linguistic competence, affective readiness, and learner autonomy.

CONCLUSION

This study demonstrates that integrating Consciousness-Raising speaking tasks into presentation instruction can produce multi-dimensional learning gains. First, students showed improvement in linguistic awareness, particularly in vocabulary use, pronunciation accuracy, and the structural organization of their presentations. Second, they discussed reduced anxiety and increased confidence when speaking English, especially in formal or high-stakes contexts. Third, learners developed more strategic preparation techniques, allowing them to plan and execute their presentations more effectively.

Importantly, the findings suggest that C-R is not merely a linguistic tool, it is a transformative pedagogical approach capable of reshaping how learners perceive and perform language tasks. By promoting noticing, reflection, and strategic use, C-R can help learners progress from linguistic dependence to greater communicative autonomy. This makes it particularly valuable in EFL contexts where oral communication remains underdeveloped.

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