

# Academic Presentation Training: a Flipped-Classroom Tool to Enhance Academic Communication in an EMI Environment

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## EXTENDED ABSTRACT

### 1. INTRODUCTION

Nowadays, academic training creates opportunities for university students to develop and apply linguistic and cultural knowledge and skills in order to communicate in an English Medium Instruction (EMI) academic environment. Academic mastery of English as a foreign language (EFL) is part of many EMI university programmes taught worldwide. Based on observations, training and research in a course on preparation and delivering academic presentations in English in the bachelor's degree programme of Applied Foreign Languages for Administration and Management (in English and a second foreign language) at New Bulgarian University, the article focuses on training students to prepare and deliver EFL academic presentations as a flipped-classroom tool to enhance academic communication in an EMI environment. Since the field is little researched, while EFL training scarcely masters presentation skills involving certain aspects causing particular difficulties for learners, it is viewed necessary to create a broader foundation on which to step in order to suggest a presentation model to follow in an EMI academic environment.

### 2. METHODOLOGY

The study's scope is to analyse the role of academic presentation in EMI environment, the influence of cultural differences in academic presentations, developing skills for academic communication through presentation, as well as the possibility of building an academic presentation model. Its purpose is to analyse the relevance of academic presentations in EMI environment, to examine the impact of presentations on the development of academic communication skills in English as a foreign language through surveying students enrolled in the bachelor's degree programme of Applied Foreign Languages for Administration and Management (in English and a second foreign language) from 2017 to 2022, to investigate the cultural aspects of presentations and their impact on communication, and to suggest a model for effective academic presentations.

### 3. RESULTS AND CONCLUSIONS

This outlined training incorporates strategies tailored to low-context cultural communication, indicating that reducing anxiety can be achieved through skill-building and familiarisation with cultural norms. All in all, structured training and cultural adaptation are effective in overcoming communication anxiety, particularly in EMI environments. This highlights the importance of preparing EFL learners not only in language proficiency but also in mastering the cultural communication styles that can influence their academic and professional success. To support students in mastering presentation skills, several pedagogical approaches can be integrated into the training process. The Natural Approach, which emphasises language acquisition in a low-stress, immersive environment, can help reduce foreign language anxiety by allowing students to practise preparing and delivering presentations in a more relaxed setting. The Task-Based Approach, focusing on real-life, practical tasks such as preparing and delivering presentations, encourages students to learn by doing. Additionally, Suggestopedia, which uses positive reinforcement and relaxation techniques, can further reduce anxiety and boost students' confidence in their presentation abilities. Personality traits, as outlined in Holland's theory, also play a critical role in how students approach presentations. By combining these approaches with the deliberate use of non-verbal communication and culturally informed presentation strategies, a comprehensive academic presentation model can be suggested that helps students of all personality types succeed. This model encourages them to overcome communication anxiety, develop presentation techniques, and build confidence, ultimately leading to more effective and impactful presentations.

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