Guiding Freshers: Overcoming English Presentation Barriers with ChatGpt, Duolingo

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Abstract—Freshers in Bangladesh face significant challenges in delivering English presentations due to fluency, anxiety, and lack of practice. Despite studying English from an early age, students often struggle with oral presentations because of insufficient opportunities to practice speaking. This study explores how AI-driven language learning tools, such as ChatGPT and Duolingo, can help overcome these barriers. Through surveys involving 22 participants and a review of relevant literature, the study found that while AI tools offer potential by providing personalized feedback, a large portion of students remain skeptical about their effectiveness. The results indicate that these platforms can reduce presentation anxiety, improve fluency, and build confidence in low-pressure environments. However, gaps in understanding how to use these tools effectively and inconsistent access to resources remain obstacles. The findings suggest that integrating AI tools into academic programs could significantly improve students' presentation skills if combined with proper guidance and regular practice.

Index Terms—AI tools, English presentation, ChatGPT, Duolingo, fresher students

I. INTRODUCTION

A. Problem Background

English language proficiency, especially in oral presentations, remains a critical challenge for fresher students in Bangladesh. Despite being a mandatory subject from early education, English is rarely spoken outside academic settings, leaving many students ill-prepared for formal communication tasks, such as presentations. The limited use of English in daily interactions, coupled with a focus on written exams over spoken assessments, leads to fluency and confidence issues. According to [1], students often face anxiety and underperform when required to deliver presentations in English due to a lack of practice and insufficient vocabulary. Furthermore, the problem is exacerbated by the scarcity of practical resources that encourage spontaneous speaking, such as informal conversational platforms or accessible language learning tools. Similarly, [2] highlights the role of AI-based language learning tools in fostering language resilience and persistence, suggesting that these tools could offer a pathway to improving oral communication skills in various educational contexts.

With the growing demand for English proficiency in academia and the global job market, improving presenta-tion skills is crucial for student success. The emergence of AI-powered language learning platforms like ChatGPT and Duolingo offers a promising solution. [3] suggests that these platforms, driven by natural language processing (NLP), can provide instant feedback on language use, pronunciation, and fluency, making them ideal for self-directed practice. Additionally, [4] found that these tools significantly improve speaking confidence and performance by offering a personalized, low-pressure environment to practice, thus addressing some of the key barriers Bangladeshi students face. The findings by [5] support this notion, indicating that AI-assisted tools not only enhance presentation skills but also help in overcoming the challenges associated with language anxiety among students.

B. Aim and Objective

The aim of this study is to explore the English presentation challenges faced by fresher students in Bangladesh and assess the role AI-driven language learning tools like ChatGPT and Duolingo can play in overcoming these barriers. Specifically, this research seeks to understand students' self-assessed English proficiency, their frequency of using English for presentations, and their attitudes towards integrating AI tools into their learning routines. The study will also investigate how AI tools, as highlighted by [3] and [4], can enhance speaking confidence and overall performance in language learning.

C. Hypothesis and Expected Outcomes

The central hypothesis of this study is that AI-powered language tools, such as ChatGPT and Duolingo, can significantly reduce presentation anxiety and improve fluency among fresher students. It is expected that these tools will enhance students' confidence, particularly by offering real-time feedback and enabling flexible, self-paced learning. By conducting surveys and analyzing the outcomes, the research aims to demonstrate that AI technologies can be a valuable supplement to traditional language education, helping to bridge the gap between theoretical knowledge and practical communication skills.

II. METHODOLOGY

A. Research Design

A structured questionnaire was prepared to understand how AI-driven platforms can help freshers overcome barriers in English presentations.Drawing inspiration from prior research on AI platforms in education, such as [5], who examined an AI-assisted presentation training platform, the questionnaire was tailored to capture students' experiences using tools like ChatGPT, Alexa, and Duolingo. The survey focused on evaluating familiarity with these tools, preferences between AI and traditional methods, and confidence in using AI to improve presentation skills.

B. Participants and Sampling

The survey was distributed using Google Forms, with the link shared via email and social media platforms such as WhatsApp and Facebook. About 22 participants, all freshers from various universities, were selected. The data collection spanned two weeks, giving participants ample time to respond.

C. Survey Instrument

Each survey question was designed to address specific English presentation challenges. For example, participants were asked how often they had to present in English since starting university, what challenges they faced (e.g., nervousness, lack of confidence, fluency issues), and whether they had used AI tools like ChatGPT or Duolingo for presentation practice. The survey also asked whether students believed AI could help reduce anxiety, improve vocabulary, and boost confidence. Additional questions sought feedback on potential improvements for AI tools.

D. Data Collection and Management

Responses were automatically recorded and stored in a Google Spreadsheet, ensuring efficient data management. The Google Forms link was shared via email and social media platforms, including WhatsApp and Facebook, to maximize reach and engagement.

E. Data Analysis

The data were analyzed to identify trends in student preferences and their perceptions of AI tools in overcoming English presentation challenges. Participants' answers regarding their preference for AI tools over traditional methods and their confidence in using AI to enhance presentations were closely examined. This analysis helped evaluate how AI tools, with their real-time feedback on grammar, pronunciation, and fluency, could reduce the anxiety commonly felt by fresher students.

F. Secondary Sources Review

In addition to the survey, five secondary sources were reviewed to provide background on the difficulties freshers typically face in English presentations and how AI tools are being used in education to address these issues. Articles and research papers on the causes of presentation anxiety, lack of confidence, and limited English-speaking practice among university students in Bangladesh were examined.

G. Synthesis of Data

The data from both the survey and secondary sources were synthesized to develop an understanding of how AI platforms like ChatGPT, Alexa, and Duolingo could be integrated into academic environments to help students overcome barriers in English presentations.

III. RESULTS

A. Confidence Levels in English Presentations

The figure illustrates the confidence levels of students when delivering presentations in English. The data indicates that two-thirds of the students report feeling insecure or lacking confidence in their presentation skills.
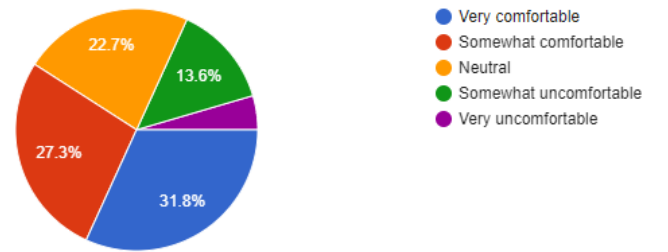

Fig. 1. Comfort Levels in Delivering English Presentations

B. Challenges in Enhancing English Presentation Skills

This figure identifies the primary challenges faced by students in improving their presentation skills. A lack of practice opportunities, coupled with anxiety and nervousness were the most frequently reported barriers, emphasizing the need for supportive resources and environments.
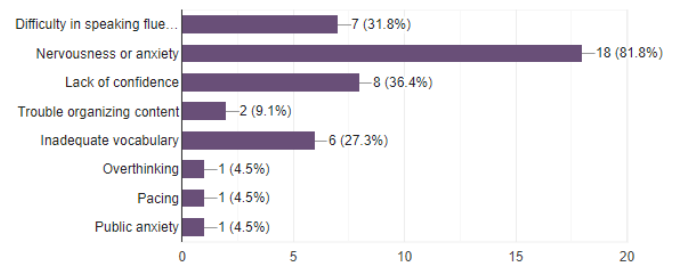

Fig. 2. Challenges in Enhancing English Presentation Skills

C. Familiarity with AI Presentation Tools

The chart depicts the level of familiarity among students with AI tools, such as ChatGPT and Duolingo, which are utilized to improve English presentation skills. According to the data, 68% of the students indicated that they are familiar

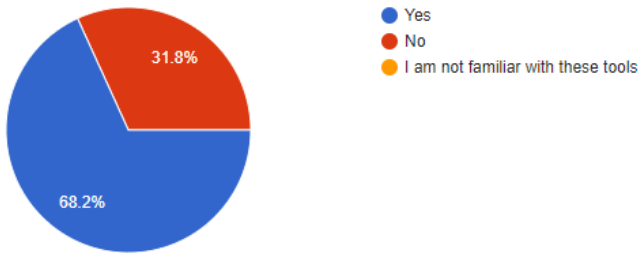with these tools and actively use them to enhance their presentation capabilities.

Fig. 3. Familiarity with AI Presentation Tools

D. Preference for AI Tools Over Traditional Methods in Improving Presentation Skills

This figure highlights the participant's preference for AI tools such as ChatGPT and Duolingo over traditional methods in enhancing their presentation skills. It can be observed that 68.2% of respondents favor AI tools while 31.8% still prefer conventional approaches. This demonstrates a clear trend towards the adoption of AI-driven solutions for skill development.
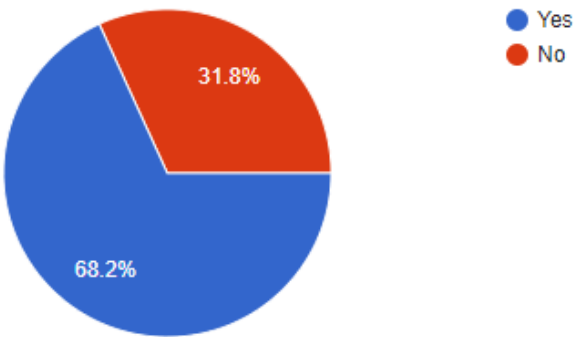

Fig. 4. Preference for AI Tools Over Traditional Methods

E. Perceived Effectiveness of AI Tools in Improving English Presentation Skills

The chart illustrates varying levels of confidence in AI tools such as ChatGPT and Duolingo for improving English presentation skills. A majority of respondents (45.5%) expressed low confidence while 22.7% were not confident at all. Only 13.6% felt very confident with 18.2% remaining neutral. These findings suggest that while some individuals see potential in AI-driven learning tools, a significant portion of the participants remain skeptical about their effectiveness in this context.
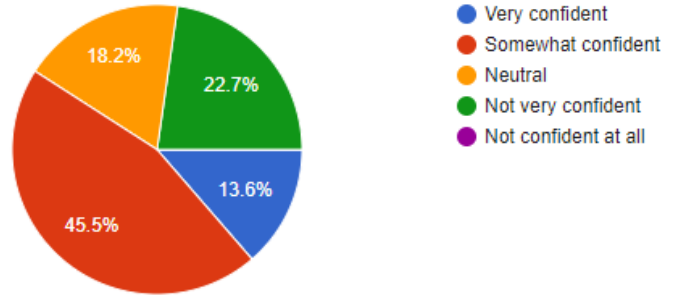

Fig. 5. Perceived Effectiveness of AI Tools in Improving English Presentation Skills

IV. DISCUSSION AND ANALYSIS

The study suggests that AI tools like ChatGPT and Duolingo hold great potential in helping fresher students improve their English presentation skills. These tools offer personalized feedback, allow students to practice in real-time, and support language development. However, while many students are aware of these resources, they still lack confidence in using them effectively. This points to the need for better guidance on how to integrate these tools into regular practice. By incorporating AI into academic programs and encouraging consistent use, students can overcome common obstacles such as anxiety and nervousness during presentations.

These findings also highlight that AI can ease the workload for educators by providing personalized and scalable support to students. With AI, students can practice in a low-pressure setting and receive instant feedback, helping them refine their skills at their own pace. Despite these advantages, some students aren't using AI tools regularly, which could be due to a lack of understanding or inadequate support from educational institutions. To fully harness the benefits of AI for presentation skills, schools should offer structured training and workshops, creating more opportunities for students to use these tools. Overall, while AI has tremendous potential, it works best when combined with other methods like peer reviews and live practice sessions.

V. CONCLUSION

This study highlights the critical challenges that fresher students in Bangladesh face when delivering English presentations, particularly due to a lack of fluency, practice, and confidence. The findings reveal a clear gap between students' interest in using AI tools and their actual usage for improving presentation skills. Platforms like ChatGPT and Duolingo, with their AI-driven feedback mechanisms, offer a promising solution by providing low-pressure environments where students can enhance their grammar, pronunciation, and fluency.

A. Challenges:

Despite the potential of AI tools, certain obstacles need to be addressed. Many students lack a deep understanding of

how to effectively use these platforms to improve their presentation skills. Additionally, issues such as inconsistent access to reliable internet, technological devices, and personalized learning content may limit the widespread adoption of these tools, particularly in more under-resourced areas.

B. Future Directions:

To maximize the benefits of AI in language learning, educational institutions should consider integrating these tools into formal curricula. Providing structured guidance, training, and regular practice sessions will help students make the most of these platforms. Furthermore, developing more localized and culturally relevant content could address the specific linguistic challenges faced by Bangladeshi students, enhancing the overall learning experience.

In conclusion, the adoption of AI technologies like ChatGPT and Duolingo can significantly improve the English presentation skills of freshers, fostering both confidence and competence. However, overcoming current challenges and implementing targeted support will be crucial to realizing the full potential of these tools in academic settings.

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