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UNDERGRADUATE EFL STUDENTS' VOICES OF AI-ENHANCED PREZI FOR ACADEMIC PRESENTATIONS

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abstract

The rapid integration of artificial intelligence (AI) into educational technologies has transformed how English as a Foreign Language (EFL) students prepare and deliver academic presentations. Although Prezi has gained recognition for its AI-assisted design and interactive presentation features, limited research has explored how undergraduate EFL students perceive its combined AI and video capabilities in supporting oral presentation skills within higher education. This study aimed to investigate students' perceptions of using Prezi as an AI-enhanced presentation tool for academic speaking tasks. A qualitative research design was employed involving 27 undergraduate students enrolled in an English Education program at a Muhammadiyah university in West Java, Indonesia. Participants were selected through purposive sampling based on their experience using both Prezi and Prezi Video in an Educational Technology course. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's thematic analysis. The findings revealed five major themes: initial adaptation to the platform, perceived benefits of AI-assisted design, enhanced organization and speaking fluency, increased presentation confidence through visual support, and challenges related to internet dependency and platform usability. Overall, participants perceived Prezi as a valuable tool that facilitates academic presentation, language development, and digital communication competence despite several technical constraints. These findings suggest that integrating AI-enhanced presentation tools into EFL instruction can promote more engaging and effective speaking practices when accompanied by adequate technological infrastructure and pedagogical guidance.

INTRODUCTION

The convergence of education and technology continues to accelerate, transforming traditional pedagogical landscapes across disciplines. One of the most impactful developments in this arena is the integration of Artificial Intelligence (AI) into the learning process. In recent years, AI has evolved from a speculative innovation into a practical component of classroom instruction, empowering educators with new tools to personalize learning, automate feedback, and scaffold complex cognitive tasks (Bender, 2024; Rahman & Watanobe, 2023; Waluyo & Kusumastuti, 2024). In language education, particularly in English as a Foreign Language (EFL) contexts, these technological shifts are catalyzing new approaches to instruction that prioritize digital literacy, autonomous learning, and multimodal communication.

In EFL contexts, effective oral presentation is a quintessential academic and professional competency. However, many students are unable to deliver fluent, coherent, and persuasive English presentations. Anxiety, limited expressive vocabulary, and difficulties organizing ideas are common obstacles to performance (Lo et al., 2024; Ma et al., 2025; Namoun et al., 2024).

These difficulties can be understood not merely as linguistic deficiencies but as the result of interacting cognitive and affective demands. From the perspective of Cognitive Load Theory (CLT), learners have limited working-memory capacity available for processing information during complex learning activities (Sweller, 1988; Sweller et al., 2019). Academic presentations require EFL learners to simultaneously retrieve appropriate vocabulary and grammatical structures, organize ideas, monitor pronunciation and fluency, manage visual materials, and attend to an audience. When these demands compete for limited cognitive resources, learners may experience cognitive overload, which can disrupt fluency, organization, and effective delivery. Presentation technologies that provide appropriate scaffolding for organizing and visualizing information may therefore help learners manage these simultaneous demands more effectively.

The difficulties experienced by EFL presenters also involve an important affective and behavioral dimension. The Willingness to Communicate (WTC) framework conceptualizes learners' readiness to initiate communication in a second language as a dynamic condition influenced by linguistic competence, communication confidence, anxiety, interpersonal factors, and situational conditions (Macintyre et al., 1988). Students who possess sufficient linguistic knowledge may still hesitate to speak when they experience anxiety or lack confidence in their ability to communicate effectively. Academic presentations can intensify these concerns because learners perform publicly and may perceive themselves as being evaluated by teachers and peers. Consequently, supporting oral presentation skills requires not only developing linguistic competence but also creating learning conditions in which students can rehearse, monitor, and refine their performance before communicating publicly. Digital presentation technologies may contribute to such conditions by offering learners greater opportunities for preparation, repeated practice, and self-evaluation.

Conventional presentation software such as Microsoft PowerPoint, although ubiquitous and familiar, typically organizes information through a sequential slide structure. While this structure can effectively support many presentation purposes, it may not always represent complex relationships among ideas or accommodate learners' diverse cognitive and communicative needs. Prezi offers a different approach through a nonlinear, spatial representation environment in which users can construct visual maps of information and dynamically zoom between different levels or sections of content (Sanchez et al., 2020). Rather than presenting information exclusively as a sequence of individual slides, Prezi enables learners to visually represent relationships among concepts, potentially supporting the organization of ideas and the construction of coherent presentation narratives.

This characteristic can be further understood through the perspective of multimodality, which views meaning-making as occurring through the orchestration of multiple semiotic modes rather than through language alone (Kress, 2010; Kress & van Leeuwen, 2001). Academic presentations are inherently multimodal because presenters communicate meaning through spoken language, written text, images, spatial arrangement, gestures, facial expressions, gaze, and other visual resources. From this perspective, Prezi is pedagogically relevant not simply because it makes presentations visually attractive, but because its spatial canvas, zooming functions, visual organization, and video integration allow learners to coordinate multiple modes of communication. The relationships among verbal explanation, visual representation, spatial organization, and embodied delivery may help learners construct meaning in ways that extend beyond linguistic expression alone. For EFL learners, such multimodal resources can provide additional means of representing and communicating ideas when linguistic resources are still developing.

The multimodal potential of Prezi is further extended through Prezi Video, which allows users to integrate live or recorded video with presentation content so that the speaker and visual information can appear simultaneously (Chou et al., 2015; Hamid et al., 2016; Lemeshchenko-Lagoda et al., 2020). This combination creates opportunities for EFL learners to rehearse academic presentations while coordinating spoken language, visual materials, and non-verbal communication. Learners can record themselves presenting and subsequently review their performance, providing opportunities for self-monitoring and iterative refinement (Chubko et al., 2020; Hamid et al., 2016). Through repeated rehearsal and review, students can attend to tone, pace, fluency, coherence, gestures, facial expressions, and eye contact, all of which contribute to effective communicative performance (Davies, 2022; Korpas, 2021). Such opportunities may also help learners become more confident and prepared to communicate, thereby addressing some of the affective conditions associated with WTC.

Beyond these multimodal and video capabilities, Prezi's AI-enhanced design features further expand its potential pedagogical value. Features such as AI-assisted presentation generation, automated formatting, intelligent templates, and layout recommendations can support learners in structuring and visualizing presentation content. From a CLT perspective, such technological scaffolding may reduce unnecessary cognitive demands associated with presentation design, allowing learners to allocate greater cognitive resources to organizing content, formulating language, and preparing oral delivery (Rahman & Watanobe, 2023; Tristiana et al., 2024). For EFL learners who must simultaneously manage language production and presentation design, AI-supported assistance may therefore function as a scaffold rather than merely as a design convenience. However, its pedagogical value ultimately depends on how learners engage with these features and whether the technological support facilitates rather than distracts from meaningful communication.

The integration of Prezi into EFL learning also corresponds with the broader orientation of Education 4.0, which emphasizes student-centered, technology-supported learning and competencies such as creativity, problem-solving, collaboration, communication, and digital literacy (Forutanian, 2021; Li et al., 2023; Winarsih, 2019). Prezi's combination of AI and video technologies positions it not merely as an alternative to conventional slideware but as a multimodal communication platform, one that encourages learners to integrate verbal articulation, narrative construction, and visual reasoning (Gonzalez-Torres & Pinza-Tapia, 2026; Yusny & Kumita, 2017). In this way, it supports a more holistic model of language learning that extends beyond linguistic accuracy to include digital fluency and expressive confidence.

Although digital technologies have become an integral part of English language education, research on AI-supported presentation platforms remains relatively limited compared with studies investigating AI-assisted writing, automated feedback, or conversational agents in EFL learning (Jeilani & Abubakar, 2025; Monova-Zheleva & Zhelev, 2024; Rahman & Watanobe, 2023). Existing studies on Prezi have primarily emphasized its effectiveness in enhancing students' motivation, classroom engagement, visual attractiveness, and general presentation performance (Chan, 2026; Jamilah et al., 2022; Mayhew, 2019). While these studies demonstrate the pedagogical value of Prezi as an alternative presentation platform, they generally conceptualize Prezi as a visual presentation tool rather than an AI-enhanced learning environment capable of supporting students' oral communication and reflective learning processes.

Moreover, recent developments in Prezi have introduced AI-powered features, including intelligent presentation design, automated layout recommendations, and integrated video presentation capabilities that enable learners to rehearse, evaluate, and refine their speaking

performance. Despite these technological advances, little is known about how EFL students perceive the pedagogical contribution of these AI-enhanced features to their academic presentation experiences. Existing research has rarely examined how AI-assisted presentation design influences students' organization of ideas, speaking fluency, confidence, and self-reflection simultaneously. Furthermore, previous studies have largely overlooked students' experiences of integrating AI-assisted presentation design with video-based presentation practice, particularly within higher education contexts in developing countries where technological infrastructure and digital readiness remain uneven.

Another important limitation of previous research is its predominant focus on learning outcomes or technology acceptance rather than learners' lived experiences. Quantitative studies have provided valuable evidence regarding presentation performance and engagement; however, they offer limited understanding of how students experience AI-supported presentation tools throughout the learning process. Exploring learners' perceptions is particularly important because successful technology integration depends not only on technological affordances but also on learners' experiences, challenges, and contextual conditions that shape meaningful classroom implementation. Understanding these experiences can provide richer pedagogical insights for integrating AI-enhanced presentation technologies into English language teaching.

Therefore, this study seeks to address these gaps by exploring undergraduate EFL students' perceptions of using Prezi as an AI-enhanced presentation platform. Rather than examining presentation outcomes alone, this study investigates how students experience Prezi's AI-assisted design and video presentation features in supporting language organization, speaking fluency, presentation confidence, creative expression, and digital communication competence. By foregrounding students' voices, this study extends previous research beyond technology effectiveness to a more comprehensive understanding of how AI-enhanced presentation tools mediate language-learning experiences in higher education.

By examining these experiences through the intersecting perspectives of cognitive demands, willingness to communicate, and multimodal meaning-making, this study contributes a more theoretically grounded understanding of AI-enhanced presentation technology in EFL education. It supports the view that digital technologies are not inherently transformative; rather, their value depends on how, by whom, and under what conditions they are used. Used thoughtfully, Prezi may thus serve as a bridge between traditional language instruction and the communicative demands of an increasingly networked world.

METHOD

This study employed a qualitative descriptive design to explore undergraduate EFL students' perceptions of using Prezi, particularly its AI-enhanced features, for developing academic presentation skills. A qualitative approach was considered appropriate because the study sought to understand participants' experiences and interpretations of using AI-supported presentation technology in authentic EFL classroom contexts rather than to measure predetermined variables quantitatively (Creswell & Poth, 2018; Lima & Newell-McLymont, 2021).

The study was conducted at the English Education Department of a Muhammadiyah university in West Java, Indonesia, during the 2024–2025 academic year. Participants consisted of 27 undergraduate EFL students (3 males and 24 females) who had completed a fourth-semester Educational Technology course requiring the use of Prezi and Prezi Video for individual academic presentations. Participants were selected through purposive sampling based on their direct experience with the AI-enhanced features of Prezi (Patton, 2015).

Participation was voluntary, and all participants provided written informed consent before data collection.

Data were collected through semi-structured interviews, allowing participants to describe their experiences while enabling the researcher to probe emerging issues in greater depth. The interview protocol was developed from the literature on AI-assisted language learning and digital presentation technologies and reviewed by two experts in English language education to ensure its relevance and clarity. The interviews explored students' experiences with Prezi, their perceptions of its AI-assisted and video features, and their influence on presentation organization, speaking fluency, and confidence, as well as the challenges encountered during its use.

Data collection was conducted over two weeks in June 2025. Each interview lasted approximately 20–30 minutes and was conducted either face-to-face or via encrypted Zoom, depending on participants' availability. Interviews were audio-recorded with participants' consent, transcribed verbatim, and supplemented by field notes documenting contextual observations and preliminary reflections.

The data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, including data familiarization, initial coding, theme generation, theme review, theme definition, and interpretation. To ensure the trustworthiness of the findings, the study adopted Lincoln and Guba's (1985) criteria for qualitative rigor. Credibility was established through member checking, dependability through an audit trail documenting the analytical process, confirmability through collaborative discussions among the researchers during coding, and transferability through rich descriptions of the research context and participants.

FINDINGS AND DISCUSSION

Exploring the perceptions of 27 undergraduate EFL students regarding their experiences of using Prezi as an AI-enhanced presentation tool in academic speaking activities, the thematic analysis generated five interconnected themes: (1) initial encounters with Prezi, (2) AI-supported structure and visual organization, (3) supporting fluency and spoken language development, (4) building confidence through visual anchoring, and (5) technical challenges and access limitations. Although participants generally viewed Prezi as an innovative platform that supports their presentation experiences, their accounts also revealed cognitive, affective, behavioural, and technological complexities in adapting to an AI-enhanced multimodal environment. The following sections interpret these themes in relation to previous studies and relevant theoretical perspectives.

Initial Encounters with Prezi: From Novelty to Adaptation

Most participants described their first experience with Prezi as both interesting and challenging. Although the platform's dynamic interface attracted their attention, many initially experienced confusions when navigating its nonlinear workspace and zooming functions. Several participants explained that adapting to Prezi required time and repeated practice before they became comfortable with its features.

"At first, it felt different, but I got used to it after a while." (Student 2)
"It seemed a bit confusing at first, but the tutorial helped." (Student 4)
"The interface was unfamiliar because I had only used PowerPoint before." (Student 11)
"After practicing several times, I understood how everything worked." (Student 15)

These responses reveal more than a simple process of becoming familiar with new software. From a Piagetian constructivist perspective (Piaget, 1952), students entered the learning experience with an existing cognitive schema for digital presentations that had largely been developed through their previous use of PowerPoint. This prior schema positioned a presentation as a sequence of discrete slides arranged in a predominantly linear progression. Prezi challenged this established representation by introducing a spatial canvas, nonlinear navigation, zooming relationship, and integrated AI and video functions.

Students' initial attempts to understand Prezi can therefore be interpreted through the processes of assimilation and accommodation. At first, some learners attempted to assimilate Prezi into their existing presentation schema by approaching it in ways similar to PowerPoint. However, the unfamiliar spatial and navigational structure could not be fully understood through this existing schema. Consequently, learners needed to accommodate their prior knowledge by modifying their understanding of how digital presentations could be designed and delivered.

Compared with Sanchez et al. (2020), who reported that Prezi immediately increased learners' motivation because of its visual appeal, the present study reveals a more nuanced picture. While participants eventually appreciated the platform, their initial responses were characterized by uncertainty rather than enthusiasm. One possible explanation is that earlier studies primarily investigated Prezi as a presentation medium, whereas the present study involved students using both Prezi's AI-assisted features and Prezi Video, which require greater digital competence and familiarity with multimodal presentation techniques. These findings therefore suggest that the successful implementation of AI-enhanced presentation tools depends not only on the technology itself but also on structured orientation and sufficient opportunities for guided practice, particularly for learners with limited prior experience.

AI-Supported Structure and Visual Organization

Almost all participants regarded Prezi's AI-assisted features as one of the platform's greatest strengths. Students reported that intelligent templates, automatic layout suggestions, and visual organization tools helped them organize ideas more systematically while reducing the time required to prepare presentations.

"The AI templates were helpful when I lacked ideas for design." (Student 1)
"They helped me save time in structuring my slides." (Student 4)
"The layout suggestions made my presentation look more organized." (Student 18)
"It was easier to focus on my content because the design was already prepared." (Student 21)

However, several students also noted that AI-generated suggestions were not always appropriate for their presentation objectives.

"Some of the suggestions were useful, but I didn't always use them." (Student 3)

From a multimodal discourse perspective, visual organization is not merely decorative but contributes directly to meaning-making. Kress and van Leeuwen (2001) argue that communication involves the orchestration of multiple semiotic resources and that visual elements, spatial arrangement, salience, and composition influence how information is represented and interpreted. Prezi's spatial canvas allowed students to arrange ideas according to conceptual relationships rather than merely placing information on successive slides.

Zooming, positioning, visual hierarchy, and transitions could therefore function as semiotic resources through which relationships among ideas were visible.

Student 18's observation that layout suggestions made the presentation *"more organized"* is particularly significant from this perspective. Organization here is not only aesthetic consistency but also the visual representation of conceptual structure. By placing related information within a shared spatial environment and allowing movement between broader and more specific levels of information. The AI-supported layout consequently participates in meaning-making by helping learners translate conceptual relationships into visual-spatial form. This finding strengthens the pedagogical rationale for Prezi. Its contribution lies not simply in making presentations more visually appealing, but in providing learners with multimodal resources through which academic meaning can be structured and communicated.

The students' accounts can also be interpreted more precisely through Cognitive Load Theory. CLT distinguishes among different forms of cognitive demand placed on learners' limited working-memory resources (Sweller, 1988; Sweller et al., 2019). In the present context, manually selecting layouts, formatting elements, adjusting visual hierarchy, and repeatedly reorganizing presentation components may create extraneous cognitive load when these processes consume cognitive resources without directly contributing to the central learning objective of developing and communicating academic content. Participants' statements that AI templates *"save time"* and enabled them to *"focus on the content"* suggest that AI-assisted design reduced some of these peripheral processing demands.

At the same time, Student 3's decision not to accept every AI suggestion reveals an equally important dimension of AI-enhanced learning, namely learner agency. AI-generated recommendations did not determine the final presentation; instead, learners evaluated whether particular suggestions corresponded to their communicative purposes. Selectively accepting, modifying, or rejecting AI output demonstrates that learners remained active decision-makers rather than passive recipients of algorithmic recommendations. Such critical evaluation is especially important in AI-supported education because productive use of AI requires learners to exercise judgment concerning the relevance, accuracy, and appropriateness of generated suggestions.

The finding therefore suggests that effective AI integration involves a balance between technological scaffolding and human agency. AI can reduce routine cognitive demands and provide organizational possibilities, but learners must retain responsibility for evaluating whether those possibilities serve their intended meanings and presentation objectives. In this sense, the participant's statement *"I didn't always use them"* should not be interpreted as a limitation of the technology alone. It can also be read as evidence of critical AI engagement in which students exercised control over the technology rather than allowing automated recommendations to replace their communicative decision-making.

The present findings also extend those of Elmahdi et al. (2025), whose study emphasized AI's contribution to vocabulary learning and instructional efficiency. Whereas previous research has often focused on AI as a generator of linguistic content, participants in the present study experienced AI as a scaffold for multimodal organization and presentation planning. The findings therefore broaden understanding of AI-assisted language learning by demonstrating that AI can mediate not only linguistic production but also the cognitive and multimodal processes through which learners organize academic communication.

Supporting Fluency and Spoken Language Development

One of the strongest themes emerging from the interviews was the perceived contribution of Prezi to speaking fluency. Most participants reported that the platform encouraged them to

rehearse more frequently, organize ideas more logically, and speak with greater confidence during presentations.

"Yes, I practiced speaking more naturally with visual support." (Student 1)
"Using visuals gave me confidence to speak more fluently." (Student 3)
"I rehearsed more because I wanted to match visuals with speech." (Student 5)
"The presentation flowed better because I knew what I wanted to explain next." (Student 17)

Rather than merely improving the visual appearance of presentations, Prezi appeared to support oral production by providing visual and spatial cues for sequencing ideas during speech. Students could associate particular visual elements with specific parts of their explanation, potentially reducing dependence on memorized scripts. The nonlinear structure also encouraged learners to conceptualize their presentations as relationships among ideas rather than as isolated sentences or slides. In this sense, visual organization functioned as an external representational resource that mediated the transition from conceptual planning to spoken production.

This process can be interpreted through Vygotsky's (1978) sociocultural perspective, in which culturally and technologically mediated tools support learners in accomplishing activities that may initially be difficult to perform independently. In the present study, Prezi's visual-spatial structure functioned as a mediational scaffold by externalizing the organization of ideas. Instead of maintaining the complete presentation sequence in working memory, students could draw on visual cues embedded in the presentation environment. These cues supported planning, retrieval, and monitoring during oral production. As learners became increasingly familiar with their content and presentation sequence, reliance on these external supports could potentially decrease, reflecting movement toward more independent performance.

Student 5's statement, *"I rehearsed more because I wanted to match visuals with speech,"* additionally reveals that Prezi influenced not only cognitive organization but also students' motivational regulation. Within Pintrich's model of self-regulated learning, learners actively regulate cognition, motivation, behaviour, and aspects of their learning environment in pursuit of academic goals (Pintrich, 2004). Rehearsing repeatedly to coordinate speech with visual information represents a behavioural strategy, but the decision to sustain that effort also reflects motivational regulation. The multimodal presentation task provided students with a concrete reason to persist: they wanted their oral explanation to correspond effectively with the visual sequence they had constructed.

This suggests that the relationship between technology and fluency was indirect rather than deterministic. Prezi itself did not automatically make students fluent. Rather, its visual and video affordances appeared to stimulate behaviours conducive to developing fluent performance, particularly rehearsal, planning, monitoring, and repeated practice. The distinction is theoretically important because it positions technology as part of a regulatory learning environment rather than as the direct cause of linguistic improvement . The opportunity to rehearse through Prezi Video further illustrates this self-regulatory process. Zimmerman (2002) conceptualizes self-regulated learning as a cyclical process involving forethought, performance, and self-reflection.

These phases are visible in participants' presentation practices. During forethought, students planned content and considered how speech would correspond to visual information. During the performance phase, they rehearsed and monitored their delivery while recording or practicing the presentation. During self-reflection, they could review their performance, identify aspects requiring improvement, and revise subsequent attempts. Repeated rehearsal

consequently created a feedback loop in which one performance informed the next. Viewed through Zimmerman's framework, Prezi Video was therefore more than a recording facility. It provided a technological environment in which students could engage in self-observation, self-evaluation, and strategic adjustment. Learners could notice problems with pace, sequencing, fluency, or correspondence between spoken and visual information and subsequently modify their performance. The perceived development of fluency reported by participants may thus have emerged partly through these iterative self-regulatory processes.

These findings both support and extend Winarsih (2019), who reported that visual media enhanced speaking confidence among EFL learners. The present study indicates that the relationship between visual technology and speaking development may involve interconnected processes of technological mediation, motivational regulation, and self-regulated practice. The pedagogical contribution of Prezi therefore lies not merely in visual innovation but in creating conditions that encourage learners to plan, rehearse, monitor, evaluate, and refine their oral communication.

Building Confidence through Visual Anchoring

Most participants reported increased confidence when delivering presentations using Prezi. They explained that the platform's visual structure helped them remember key points, maintain presentation flow, and reduce anxiety during public speaking.

"Seeing my ideas clearly presented boosted my confidence." (Student 4)
"I felt in control of the presentation flow." (Student 6)
"I felt more confident because the visuals guided my speaking." (Student 1)
"I was less nervous because I knew what to explain next." (Student 20)

These findings suggest that confidence emerged not simply because Prezi looked visually attractive but because its spatial organization reduced uncertainty during presentation delivery. The visual anchors functioned as cognitive prompts that enabled learners to maintain coherence without relying heavily on memorization. Consequently, students were able to focus more on communicating ideas than recalling prepared scripts.

Compared with Supratman and Wahyudin (2017), who highlighted the motivational effects of digital media, the present findings indicate that confidence was influenced by deeper cognitive mechanisms related to organization and planning. This distinction suggests that digital presentation tools enhance confidence most effectively when they support learners' thinking processes rather than merely improving presentation aesthetics.

Technical Challenges and Access Limitations

Despite the positive perceptions, participants consistently identified several barriers that limited their experience with Prezi. The most frequently mentioned challenges included unstable internet connections, unfamiliar navigation features, software performance, and limited compatibility with mobile devices.

"The internet connection affected my use." (Student 5)
"It didn't work well on mobile devices." (Student 13)
"Sometimes the zooming confused me at first." (Student 1)
"The presentation became slow when the internet was unstable." (Student 22)

These findings demonstrate that technological affordances alone do not guarantee successful learning outcomes. Instead, the effectiveness of AI-enhanced learning tools depends heavily on supporting infrastructure, digital literacy, and institutional readiness. Such findings are particularly relevant in developing-country contexts where technological resources remain unevenly distributed.

While Korpas (2021) emphasized Prezi's effectiveness in improving presentation quality, the present study highlights practical implementation challenges that have received comparatively little attention in previous research. This difference may reflect contextual disparities between educational environments. Consequently, integrating AI-enhanced presentation technologies requires not only innovative software but also reliable technological infrastructure, learner training, and institutional support.

Student Attitudes and Pedagogical Implications

Overall, participants expressed positive attitudes toward the future use of Prezi in EFL learning despite acknowledging several challenges.

"Creative and useful for visual learners." (Student 1)
"Yes, but I'd suggest a training session first." (Student 3)
"Yes, if internet access is not a problem." (Student 9)

These responses indicate that students perceived Prezi not merely as a presentation application but as a pedagogical tool capable of supporting language learning, creativity, and digital communication. Nevertheless, their recommendations emphasize that technology should be accompanied by appropriate instructional support. Without adequate orientation and infrastructure, the educational benefits of AI-enhanced platforms may not be fully realized.

Overall, this study extends previous research by demonstrating that Prezi contributes not only to presentation design but also to speaking preparation, self-regulated learning, confidence development, and reflective practice. These findings reinforce the view that AI-supported educational technologies should be understood as mediating tools whose effectiveness depends on how they are integrated into meaningful pedagogical practices rather than on their technological sophistication alone

The findings of this study have several pedagogical implications for English language teaching in higher education. For EFL lecturers, Prezi can be integrated as a multimodal presentation tool that supports not only students' presentation design but also speaking rehearsal, language organization, and confidence development. The AI-assisted design features reduce learners' cognitive demands during presentation preparation, allowing them to focus more on content development and oral communication. For curriculum developers, the findings highlight the importance of incorporating AI-enhanced presentation technologies into speaking and academic communication courses to promote students' digital literacy alongside communicative competence. In addition, teacher educators should provide professional development opportunities that equip future teachers with the pedagogical and technological knowledge required to integrate AI-supported presentation tools effectively in language classrooms. More broadly, the study suggests that successful educational technology integration depends not only on the availability of AI-powered applications but also on adequate digital infrastructure, learner training, and pedagogically meaningful implementation. These considerations are essential for maximizing the educational potential of AI-enhanced technologies in EFL contexts.

CONCLUSION

This study explored undergraduate EFL students' perceptions of using Prezi, particularly its AI-enhanced and video-integrated features, to support academic presentations. The findings indicate that although students initially experienced challenges in adapting to the platform, they ultimately perceived Prezi as a valuable learning tool that enhanced presentation organization, speaking fluency, confidence, and digital communication competence. The AI-assisted features supported idea organization and reduced design-related cognitive demands, while Prezi Video encouraged rehearsal, self-reflection, and more effective oral delivery. These findings demonstrate that AI-enhanced presentation technologies can function as pedagogical scaffolds that support both language development and multimodal communication in EFL learning.

This study contributes to the growing body of research on AI-assisted language learning by providing an in-depth understanding of learners' experiences with AI-supported presentation technology in higher education. Rather than focusing solely on learning outcomes, the study foregrounds students' perceptions of how AI-mediated presentation tools influence their speaking development and presentation practices. Nevertheless, the findings should be interpreted in light of several limitations, including the relatively small sample size, the reliance on self-reported data, and the focus on a single institutional context. Future research could employ longitudinal or experimental designs to examine the impact of Prezi on measurable speaking outcomes, compare its effectiveness with other AI-supported presentation platforms, and investigate teachers' perspectives and instructional strategies across diverse educational settings. Overall, when implemented with appropriate pedagogical guidance and technological support, AI-enhanced presentation tools such as Prezi offer considerable potential for fostering students' academic communication skills, digital literacy, and confidence in contemporary EFL classrooms.

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DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

During the preparation of this manuscript, Sakti GPT and Grammarly were used to assist in improving the linguistic quality of the manuscript, including grammar, sentence structure, clarity, readability, and overall language refinement. These AI-assisted tools were used solely for language editing and proofreading. All AI-assisted outputs were critically reviewed, verified, and substantially revised by the authors, who take full responsibility for the accuracy, originality, integrity, and final content of this publication.

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