

Manifestation of Cross-Cultural Values in the Oral Presentations of Japanese EFL Students

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Abstract—This study examines the manifestation of cross-cultural values in oral presentations delivered in English as a Foreign Language (EFL) classes, with a focus on Japanese students enrolled at a private university in Bali, Indonesia. It investigates how these students, influenced by their unique cultural backgrounds, express various aspects of life and culture in EFL classes facilitated by an Indonesian lecturer. The research involved six Japanese university students who participated in a short summer course in Bali. During the course, the students studied English alongside Indonesian culture, particularly Balinese traditions, while their interactions and activities were observed. At the end of the program, they were assigned to compare Balinese and Japanese cultures and to present their observations on the cultural differences they identified. Employing a qualitative research approach, the study utilized the exploratory case study method to examine the students' experiences. Data were triangulated through direct observation, content analysis, and in-depth interviews. Findings reveal that the Japanese students effectively identified and articulated cross-cultural values during their English oral presentations, aligning with the parameters of the assigned task. The use of visual aids, such as photographs, emerged as a notable strategy to enhance their confidence and clarity in describing cross-cultural elements. These results suggest that cross-cultural communication, as demonstrated in EFL oral presentations, not only fosters improved speaking skills among Japanese students but also enhances their confidence in communication.

Index Terms—cross-cultural communication, aspects of life, Japanese students, oral presentations, EFL class

I. INTRODUCTION

When individuals or groups from different cultural backgrounds interact, an exchange of information occurs, resulting in cross-cultural communication. These exchanges encompass various aspects of communication, including verbal and non-verbal language, social norms, values, beliefs, and practices understood and utilized by different cultural groups (Dwi, 2023). In educational contexts, cross-cultural interaction often aims to introduce one's local values, phenomena, wisdom, and challenges to others, fostering collaboration and cultural awareness. Cross-cultural communication involves multiple factors and plays a crucial role in promoting an understanding of diverse cultures. By exploring cultural differences, individuals can deepen their understanding and develop an objective perspective on cultural diversity (Dwi, 2023; Hu, 2014). Additionally, such communication supports the development of adaptive capacity, enabling individuals to effectively connect with people from varied cultural backgrounds. However, engaging with different cultures can sometimes lead to culture shock, which may hinder one's ability to adapt to differences. To ensure effective communication, it is essential for individuals to actively mitigate the effects of culture shock and enhance their adaptive skills. As such, cultivating cross-cultural communication skills through targeted training becomes imperative (Hu, 2014).

This study focuses on cross-cultural communication through a comparative analysis of Japanese and Balinese cultures in Indonesia. Specifically, it investigates the manifestation of cross-cultural values in English teaching, as facilitated by an Indonesian lecturer instructing Japanese students visiting Bali. Bali, a renowned island in Indonesia, is globally celebrated as a captivating tourist destination, characterized by its vibrant atmosphere of Balinese Hindu devotion. The strong relationship between Indonesia and Japan is deeply rooted in mutual respect and appreciation for each other's local and cultural values. This relationship is sustained through deliberate efforts to preserve and understand traditional practices amidst the global trend toward modernity and the increasing flow of information (Purandina & Sari, 2022; Jayantini et al., 2022).

In this context, learning English as a Foreign Language (EFL) incorporates cross-cultural interaction by integrating aspects of life that are closely connected to the learners' everyday experiences (Jayantini et al., 2022; Puspawati et al.,

2018). Cross-cultural interaction is integrated into the EFL classroom as a means to enhance the speaking skills of Japanese students. The students were tasked with delivering oral presentations that focused on cultural comparisons, traditions, the surrounding environment, natural resources, and community life—representative aspects designed to support the development of their skills and abilities. Comparative learning can take various forms; in this study, it was implemented through presentations enriched with engaging media, such as photos and descriptive explanations, to clearly illustrate the contrasts between life in Japan and Indonesia.

Learning a foreign language is a form of cross-cultural communication. In addition to developing language skills, learners gain insights into the cultures and societies that use the target language. Equally important is fostering cross-cultural understanding as an integral part of the learning process (Ratnasari, 2018). Comprehending other cultures, or cultural awareness, has been highlighted as a crucial component of teaching and learning a foreign language. Thus, in an educational setting, it is important to teach cross-cultural awareness in the classroom in various ways (Tanaka, 2006). Cultural awareness needs to be learnt in order to avoid misunderstandings since appropriate communication in one particular culture may be different from appropriate communication in another (Hartiningasih, 2016). Given the numerous ways to develop and maintain cross-cultural communication in foreign language teaching, this study narrows its focus to examining how Japanese students benefit from oral presentations that require them to compare various aspects of life, which serve as representations of cross-cultural communication.

While previous research has explored cross-cultural communication in foreign language teaching and learning, there is a lack of specific studies focusing on cross-cultural interaction between Indonesia and Japan. Furthermore, no research has been conducted on EFL teaching involving Japanese students learning English outside of Japan with a non-native English instructor. Additionally, there is limited research on the impact of cross-cultural interaction in enhancing students' presentation skills in foreign language learning. This study addresses this gap, highlighting the need to integrate cultural awareness into language learning. It aims to uncover the processes within EFL classrooms and propose strategies based on the principles of cross-cultural interaction. The investigation examines how oral presentations are perceived and embraced by learners, contributing to the development of confidence and motivation for Japanese students to engage with individuals from diverse cultural backgrounds.

II. LITERATURE REVIEW

The present research considers the significance of several previous studies which undertake a similar analysis to the focus of the study, i.e. (1) cross-cultural communication in foreign language learning, (2) oral presentations in EFL class. First, cross-cultural communication is a key part of foreign language learning, as it involves comprehensive understanding and effective interaction with people from different cultural backgrounds. In the context of EFL teaching, taking into account cross-cultural communication for classroom activities can offer broad scope for improving the language learning experience. Understanding different cultures encourages students to dig deeper into local values as well as to be engaged in global interactions. Second, oral presentations in EFL teaching may offer a bridge for connecting cultural gaps. This may occur through sharing stories, narratives, reports, or descriptive explanations supported by relevant photos on PowerPoint as a supporting medium for students' presentations. Students can offer glimpses into their own cultures and learn about other cultures. This learning not only fosters cross-cultural understanding but also provides authentic contexts to communicate meaning and message through the use of language.

A. *Cross-Cultural Communication in Foreign Language Learning*

Cross-cultural communication in foreign language learning is a multifaceted and dynamic field of study at the intersection between language acquisition and cultural understanding. It emphasises the importance of cultural competence alongside linguistic skills, supporting an understanding that effective communication across cultures involves more than just language proficiency. In addition, studying cross-cultural communication is significantly important in understanding different cultures, developing communication skills, and avoiding misunderstandings; it involves a type of anthropological research (Poerwanto, 2002). Since foreign language learning encompasses more than just grammar and vocabulary, incorporating essential life skills for effective communication is crucial. It is crucial to emphasise an understanding and mastery of the culture associated with the language being learned to prevent potential negative outcomes. Meanwhile, Ratnasari (2018) described the significance of cross-cultural understanding in foreign language teaching, specifically those in the Asian context. She discussed the importance of communicative competence, how verbal and non-verbal communication plays a significant role, and the challenges of teaching culture in language classes. Her research developed a literature review based on cross-cultural understanding, provided insights into how to incorporate it into language teaching, and addressed the complexity of defining culture and the challenges teachers face in teaching it effectively.

In line with an understanding of the importance of cross-cultural knowledge, Solodka et al. (2021) explored how foreign language teaching involves cultural interactions, focusing on developing learners' interpretative skills and pragmatic awareness in a Ukrainian university setting by analysing classroom interactions and providing recommendations for language teachers. Their study developed the learners' interpretative involvement in cross-cultural pragmatics, highlighting the development of meta-pragmatic awareness through reflection and comparison. It emphasised the importance of cultural knowledge in language learning and interaction, aiming to prepare learners to encounter diverse

cultural backgrounds. The research also focused on effective ways to undertake interpretative engagement in a Ukrainian university setting, emphasising the role of authentic situations in promoting meaningful learning.

Furthermore, the principles and strategies for cross-cultural teaching and learning were discussed, with a focus on the necessity of reflecting on language use in context. Through analysis and reflection, learners can develop a deeper understanding of language as a dynamic tool for social interaction. This approach aligns with Hu (2014), who explored the challenges faced by Chinese students in cross-cultural communication despite years of English education. Improving foreign language teaching is crucial for China's economic development and higher education, making this issue particularly relevant. Similarly, Hartiningsih (2016) emphasized the importance of learning English for both communication and cultural understanding. Her research highlighted the role of cross-cultural communication, providing examples of cultural differences in language and gestures. Hartiningsih (2016) suggested that both teachers and learners of foreign languages should be mindful of these differences to prevent misunderstandings. Her study focused on the significance of cross-cultural understanding in communication and its implications for English teaching, with findings that underscore the necessity of cultural awareness in language learning to avoid cultural and language shocks during communication.

B. Oral Presentations in EFL Class

Principally, oral presentations integrated within language learning settings may increase opportunities for students to speak in the target language. One strategic way to support this kind of exercise is by combining photography and informative description to allow learners to document and reflect on their knowledge, experiences, and feelings. In the context of EFL classes, oral presentation has been used as a means of enhancing language skills, improving cultural understanding, and establishing student engagement. This kind of speaking activity can be conducted by means of PowerPoint presentations. The students can utilise photos or images related to specific themes. Then by referring to the images, the students foster a deeper connection to the target language and cultural content.

As a communicative approach in language learning, oral presentations can be regarded as a learner-centred activity that fosters communicative competence. Oral presentations share many benefits like bridging the gap between learning and language use, utilising the four language skills in an integrated natural way, giving the students the opportunity to collect, search, organise and construct information, improving team work as well as helping students to become active and independent learners (King, 2002). There are three categories of oral presentations: free, guided, and controlled. This is dependent on a variety of elements, including topic selection, the amount of time allotted for the presentation, the grammar and vocabulary being used, the presentation style, and – above all – the proficiency levels of the students (Al-Issa & Al-Qubtan, 2010). Oral presentations provide a space for integrating language skills. All language skills, including both productive and receptive skills, are equally important, and oral presentations play a significant role in the development of various aspects of language acquisition. During a presentation, while one student speaks, the rest of the class engages by reading the notes on the slides, listening attentively to the content, and taking notes to formulate questions for the presenter. Oral presentations provide more than just opportunities for decision-making; they facilitate active participation, reinforce language comprehension, and encourage critical thinking and interaction among learners (Suliman, 2022).

Achieving excellence in oral presentations has its own challenges relating to, for example, fluency and pronunciation. English instructors and/or lecturers who work with EFL students, especially in settings similar to this one, ought to focus more on helping students become more proficient in these two areas of oral presentation (Sahan et al., 2022). Rather than using images as extras alone, for example, teachers should update their knowledge and skills to better utilise images as a multimodal resource to support the meaning-making process. The use of different text sources as learning media to help teachers and to support students' learning is known as multimodal instruction. One approach to addressing learning issues is the multimodal learning model (Nurhusna et al., 2023).

EFL students had a dual perspective on oral presentations: while they found them difficult, they also saw them as an opportunity to improve their abilities. The difficulties included certain psychological problems and poor oral presentation abilities. The advantage was that the EFL students believed that oral presentations helped them develop their second language (L2) and academic skills over time. Future studies should focus on finding solutions to the issues and making the most of the chances offered by oral presentations (Amelia, 2022). Using oral presentations, teachers can help students to enhance their speaking skills. There are several factors that may influence students' abilities in oral presentations. The factors are related to linguistic competence like grammar (Ngilma, 2022), and communicative competence (Chikh & Dich, 2015) that are closely related to speaking performance. This implies that students' speaking abilities are impacted by oral presentations. Furthermore, proficient oral presentation skills help to advance students' speaking abilities (Riadil, 2020). As explored by, factors influencing fluency and speaking learning can be interpreted in accordance with Brown's (1994) theories; i.e. speaking is influenced by several factors, including chronological age, grammar, vocabulary, fluency, and comprehension. Also, it is interesting to note that Ramadani and Hamdani (2021) found that the proficiency in speaking English of the polytechnic students under their observation was influenced by three factors, namely vocabulary, fluency, and the English environment. The English environment is a new factor which had not previously been studied in the context of understanding proficiency.

III. METHODOLOGY

A. *Research Design*

This study aims to investigate how cross-cultural communication is reflected in oral presentations within EFL teaching for Japanese students. Six Japanese students from Shitennoji University in Osaka, Japan, participated in a short course in September 2023, where they learned both English and Balinese culture. The students visited Bali and studied English at Universitas Mahasaraswati Denpasar. This research follows a qualitative methodology, incorporating classroom observation, content analysis, and interviews. Observations were conducted during the sessions when the students delivered their presentations, and further analysis was carried out through in-depth interviews to explore the students' perceptions and perspectives on the methods used. The study focuses on two key aspects of cross-cultural communication: (1) how the Japanese students presented and compared aspects of life in Bali and Japan, and (2) how the students perceived their English presentations and the role of oral presentations in enhancing their communication skills.

B. *Participants*

Six students from Shitennoji University in Osaka, Japan, participated in this study. They enrolled in a short course designed to enhance their English language skills while also learning about Indonesian culture in comparison to their own Japanese culture. This cultural comparison was intended to support their English learning process and boost their confidence in delivering oral presentations on various cultural topics. Each student was assigned a different theme to present, focusing on comparisons between Japan and Indonesia, thus facilitating cross-cultural communication. The themes of the presentations were as follows: Student 1: The environment, transportation, family members; Student 2: Geography, arts, public facilities; Student 3: Japanese Food; Student 4: Restaurants, fruits, buildings; Student 5: Tourist destinations, the weather, religion; Student 6: Leisure places, prices, culture. All themes selected for the presentations were chosen based on their relevance to the students' everyday experiences, ensuring familiarity and engagement. The participants were also asked to complete an informed consent form, ensuring they were fully aware of the study's objectives and voluntarily agreed to participate. To protect their privacy, the students' identities are kept confidential in this paper, with only initials and randomly assigned letters used. These careful steps were taken to ensure that the data collected would be rich, relevant, and appropriate for this qualitative research on language teaching.

C. *Data Collection*

The method applied in this research was a qualitative method (Padgett, 2017) which was realised through an exploratory case study with a triangulated design. This exploratory case study was designed by modifying the steps described by Kuong (2009). First, the students' oral presentations were observed, with particular attention given to the use of photos alongside written or spoken information. This combination was found to facilitate the learning process and encourage the Japanese students to speak with greater confidence. The researcher, acting as a facilitator, was directly involved in the students' presentations, which provided valuable indicators for further analysis of two key areas: (1) the ability of the Japanese students to present and compare aspects of life in Bali and Japan, and (2) the extent to which the students enjoyed and benefited from delivering their oral presentations in English. Content analysis was also conducted by examining the PowerPoint presentations of all the students to ensure accurate interpretation of the cross-cultural communication content. Additionally, purposive interviews were held following the students' presentations to gather their thoughts on the experience, including whether they enjoyed it and how confident they felt using English in their presentations.

D. *Data Analysis*

In alignment with the research objectives and design, data analysis was conducted in several stages. The process began by identifying the cross-cultural values communicated by the students within their presentation materials. The analysis then focused on the use of photos in the students' presentations to highlight the cross-cultural values referenced. Content analysis was conducted based on the topics, photos, and the Japanese descriptions included in the students' PowerPoint slides. The oral presentations were evaluated using a rubric that assessed presentation quality, articulation, and pronunciation. This stage aimed to map the participants' ability to present material based on presentation skills specific to foreign language learning. Once all the procedures were completed, the final stage involved reflecting on the process through a series of discussions. These discussions were held between the lecturer, Japanese students, and Indonesian students who were learning both English and Japanese at the university. These Indonesian students were specifically invited to participate in the discussions to provide additional perspectives.

IV. RESULTS

The Japanese students in this study were asked to deliver oral presentations as part of a strategy to build their confidence in speaking. Given the cultural tendency for Japanese students to be reserved, the lecturer intentionally created a relaxing and motivating atmosphere to help the students enjoy their EFL class more. The lecturer guided the students through their oral presentations, encouraging them to do their best. The students were allowed to use PowerPoint, incorporating photos and descriptions to support the relevant images they selected from various sources. During the oral presentations, the students explained images that aligned with their assigned topics, incorporating personal interests to enhance their presentations. The classroom atmosphere fostered interaction, and the students were able to confidently embark on their presentation journeys. Once the presentations were completed, a question-and-answer session followed, involving either

their Japanese peers, Indonesian peers, or the lecturer. This interaction allowed the students to engage in meaningful discussions, deepening their enjoyment of cross-cultural communication in the EFL class. It also provided an opportunity for the students to elaborate on the stories behind the photos they had used in their presentations.

TABLE 1
ASPECTS OF LIFE AND CROSS-CULTURAL COMMUNICATION POINTS PRESENTED BY THE JAPANESE STUDENTS

Student	Aspects of life	Cross-cultural communication points
Student 1 (ER)	Environment, transportation and family members	<ul style="list-style-type: none"> - Environmental issues in Japan and Bali. - Percentage of commodities imported into Japan and what Japan exports abroad. - Concern for the decline in food self-sufficiency in Japan. - The social issue of the decline in Japan's population.
Student 2 (NZ)	Geography, arts, public facilities	<ul style="list-style-type: none"> - Japan's geography with some of the locations of the mountains on the map. - Classical paintings from the 1700s which represent Japanese art, namely Ukiyoe paintings in the form of images of waves in the ocean and Mount Fuji. - Public facilities as represented by train stations, airports, public parks, art museums.
Student 3 (YM)	Japanese Food	<ul style="list-style-type: none"> - Food that represents Japanese university students' favourite food such as Udon, Tamagoyaki, Takoyaki, Nikujaga (meat & potatoes), Onigiri (rice-balls), and Takikomi Gohan (cooked-rice). - The types of food commonly consumed by younger Japanese people particularly easy-to-cook dishes influenced by Western cuisine.
Student 4 (JR)	Restaurants, fruits, buildings	<ul style="list-style-type: none"> - Restaurants in Japan such as sushi-go-round, beef rice bowl. Japanese people eat the food sold in those restaurants on a daily basis. - Favourite fruits like pears, oranges and apples. - Conventional Japanese houses, and the phrase 'Take one's shoes outside a building.' - Unique way of putting slippers neatly outside which is different from how Indonesians place their slippers.
Student 5 (IW)	Tourist places, the weather, religion	<ul style="list-style-type: none"> - Dotonbori, Tsutenkaku, Osaka USJ as recommended holiday destinations in Osaka. - Flowers in spring and Hanabi in the summer. - Festivals in certain months and snow to explain the weather. - Buddha statue to explain religion in Japan.
Student 6 (TZ)	Leisure places, prices, culture	<ul style="list-style-type: none"> - Tokyo Disneyland, Okinawa Aquarium and Ueno Zoo as recommended holiday destinations in Japan. - Differences in food, clothing, and shelter between Japan and Indonesia. - New Year decorations.

Table 1 shows the results of observations of the Japanese students' oral presentations. They talked about Japanese culture and aspects of life that could be compared to Balinese culture and things that were unique to Bali island that they were visiting. Six students, whose pseudonyms were ER, NZ, YM, JR, IW, TZ, shared their views about aspects of life from different perspectives. ER presented information on the environment, transportation and family members; NZ shared his stories on geography, arts, public facilities; YM talked about Japanese food; JR described restaurants, the fruits, buildings; IW told the audience about tourist destinations, the weather, religion, and TZ presented on leisure places, prices, and culture. All students enjoyed their presentation and they felt relaxed. Their presentations were interesting with insightful stories that evoked curiosity in terms of cultural values, technology and the way of life. Although not all of them compared Bali and Japan, specific points from each theme were presented as cross-cultural values that became points of comparison that the Japanese students could investigate further.

Environment, transportation and family members

In discussing the three topics, Student 1 (ER) presented a comparison of the Japanese and Indonesian environments, with a focus on the waste problem. ER's presentation also provided information on the percentage of commodities imported into Japan and the nation's exports. She expressed concern over Japan's declining food self-sufficiency. However, while the title of the slide was "Transportation in Japan," ER did not provide specific information about transportation types. The content diverged from audience expectations, as the title suggested a discussion of the various means of transportation commonly used in Japan. Instead, the focus on food self-sufficiency and commodities was unexpected and did not meet the audience's interest, particularly that of the Indonesian lecturer and students. The audience had anticipated a comparison of transportation systems between Japan and Indonesia and expressed disappointment when this was not addressed.

The last topic ER discussed was 'family members in Japan'. The presentation was about ER's family members and a social issue in Japan, namely a decline in Japan's population. ER gave brief information about her family members by saying that her family consists of 'My mother, father, myself, and my younger sister, who is 12 years old and is in the first grade of middle school, and my younger brother, 9 years old and is in the fourth grade.' But in terms of content, in fact, it would have been more appropriate if the title of the slide was 'Japan's demography issue' instead of 'Japanese declining population problem'. The mismatch between the slide title, theme and what was being said was something that unexpected from a Japanese student; they are generally very organised in terms of the presentations of openings, well-structured

content and conclusions. In terms of content, ER showed her ability to make comparisons, especially on environmental issues with specific attention to waste problems that are of concern to people in Japan and globally.

Geography, arts, public facilities

Student 2 (NZ) attached several photos in his slides. Slide 1 was titled 'Japan Geography', and NZ showed a photo of a map of Japan with some of the positions of the mountains on the map. The writing was all in Japanese and NZ briefly explained in English that this was a map of Japan with the locations of the mountains. This photo helped NZ to explain the information in simple English. In terms of presentation skills in English without text, NZ did well because most young Japanese people are not able to present as fluently as NZ did. Interestingly, NZ did not write a Japanese-English translation, he only attached photos. The next slide included an explanation about the arts. NZ chose to introduce classical paintings from the 1700s as a representation of Japanese art, namely Ukiyoe paintings in the form of images of waves in the ocean and Mount Fuji. It would have been clearer if NZ had explained why famous Japanese paintings were represented by images of Mount Fuji or the ocean and why it was beautiful for Japanese people. NZ just said '(the paintings were) cool' without mentioning the reason for using the word 'cool'. If he had explained the reasons, there would have been a lot of exchange of cross-cultural values, understanding, and points of view from the two different cultures.

In explaining public facilities, NZ used photos of train stations, airports, public parks, and art museums. In general, NZ seemed more confident about preparing presentation materials without text. He was able to develop his presentation flexibly in English and it was easy to understand, although some of his pronunciation was difficult to catch so he was asked to repeat himself several times. In this way, the audience could understand what he meant. NZ covered an introduction to Japan in general from the perspective of Japanese people in his presentation. In terms of presentation skills in English without translation, NZ deserves much appreciation because most young Japanese people are not able to deliver a presentation in English as flexibly as NZ.

Japanese food

The photos that Student 3 (YM) chose and the content of the presentation gave information about the food that the younger generation of Japanese people often eat, namely food that is very easy or very simple to cook. However, the food that YM presented would not be a typical meal for Japanese people in their 40s. Typical Japanese food is usually depicted by a bowl of rice, miso soup, grilled fish, pickles, green tea (*ocha*) and some nuts. Japanese home-cooked meals usually have a lot of plates for side dishes, both small and large because there are a lot of utensils for the soup, pickles, etc. Traditional food is not just one plate containing all the side dishes like the younger generation of Japan usually enjoy today. In comparison with Indonesians, people also eat with just one plate, containing everything on top of the rice, but the Japanese always have a small bowl for rice, a small plate-like saucer, etc. That is why the Japanese like ceramic food containers. Thus, the gradation of culture was seen through YM's presentation about Japanese daily food.

YM's presentation led to learning about life values through food. This happened when she also explained about several types of food by stating, '*Takikomi gohan is a type of rice dish. It is also called Gomoku Gohan or Gomoku Meshi. In Kansai, it is also called medicinal rice, Kayakumeshi, and coloured rice. It is a type of rice that is made by cooking ingredients together with the rice. Usually, rice is seasoned with salt, soy sauce, sake, stock, etc. when cooking. It is often made using seasonal ingredients during the autumn harvest.*' This information reflects the cross-cultural communication that occurs in EFL classes through oral presentation that may be part of a dynamic and interactive method to ensure that students enjoy their presentation. This can significantly enrich EFL teaching. By leveraging the power of visual storytelling, like YM, oral presentations with photos not only improves language proficiency but also fosters a wider connection between students and the world around them. As a way of evoking confidence by making use of cross-cultural communication realised through oral presentation, EFL teaching and learning involves innovative strategies and informative presentations to engage learners and motivate them. Learning from how YM constructed her ideas and delivered fascinating facts, oral presentation can be seen to stand out as a method that brings language learning to cross-cultural communication in EFL learning in impactful ways.

Restaurants, fruits, buildings

Student 4 (JR) also only put photos on the slides without any writing, except mentioning the names of fruits like pear, orange, apple. JR included photos of restaurants in Japan such as sushi-go-round and beef rice bowl; and the writing 'building' on the picture of a conventional Japanese house, and the writing 'Take one's shoes outside a building'. In the slide explaining restaurants, JR showed restaurants where Japanese people eat on a daily basis. These are not expensive restaurants that only some Japanese people can afford to eat at. Looking at JR's presentation, it is worth noting that Indonesian students when introducing Indonesian food or Balinese food, usually choose to introduce *Babi Guling* (suckling pig) and *Satay Lilit* (minced-meat satay), which are foods eaten on certain days only, not foods that Indonesians eat every day or food that can be cooked by themselves every day. They prefer to present seasonal food. In fact, in cultural exchange events like this, it is better to present something which is eaten on a daily basis that reflects the life that people in one country live.

In cross-cultural communication, audiences are often more interested in learning about the daily lives of people from the country being discussed. It is important to introduce aspects of daily life that are familiar to the local audience, as this provides a meaningful reference for foreigners seeking to integrate with the local culture. In JR's presentation, she took a relaxed approach and shared personal preferences, such as her liking for imported fruits over those available in Japan. This flexibility in her presentation was possible because she felt more at ease in this class setting, where the lecturer was

more engaged than she might have been in Japan. JR did not appear shy or fearful of making mistakes, and she sought to present Japan in a relaxed, accessible manner.

In her slide about buildings, JR included significant Japanese cultural content. Notably, she had paid attention to how Indonesians remove their shoes when entering a house, a practice that differs from Japan. This observation could have sparked an opportunity for JR to reflect on and discuss the cultural differences between Japanese and Indonesian practices regarding footwear. By exploring these differences, JR could have made her presentation even more culturally relevant and engaging for the audience, highlighting how everyday customs reflect deeper cultural values.

Tourist destinations, the weather, religion

In his presentation, IW showcased photos of popular tourist destinations in Osaka, including Dotonbori, Tsutenkaku, and Osaka USJ. He also used images of flowers in spring, *hanabi* (fireworks) in summer, festivals at specific times of the year, and snow to illustrate Japan's weather. Additionally, he included a photo of a Buddha statue to highlight religion in Japan. Throughout his presentation, IW focused on using minimal text and relied on body language to convey his points. Despite his initial shyness, he appeared very relaxed, without any noticeable embarrassment or tension. He frequently engaged with the audience to confirm whether his English pronunciation was correct, demonstrating his willingness to interact and seek feedback.

The classroom environment, which encouraged student presentations and discussions, played a significant role in boosting the self-confidence of the Japanese students, as they did not feel pressured. IW effectively synchronized the photos with his verbal descriptions, which contributed to a more coherent and engaging presentation. Although IW was typically a shy and quiet person, his enjoyment of the presentation, as seen through his improvisation and interaction with the audience, highlighted how the oral presentation process could enhance students' self-confidence.

IW's presentation illustrated the social and interpersonal benefits of oral presentations, helping students develop socializing skills through audience engagement. Moreover, IW seemed to gain both cultural and personal benefits by discussing diverse topics, thus increasing cultural awareness and sensitivity. This was particularly valuable in the multicultural classroom setting at Shitennoji University, where students were encouraged to interact with Indonesian peers. Through the process of preparing and delivering their presentations, the students not only enhanced their communication skills but also experienced personal growth, gaining a sense of accomplishment from successfully engaging with a cross-cultural audience.

Leisure places, prices, culture

In his presentation, TZ recommended several popular holiday destinations in Japan, such as Tokyo Disneyland, Okinawa Aquarium, and Ueno Zoo. He then attempted to explain the differences in food, clothing, and housing between Japan and Indonesia, using the heading "Differences in food, clothing, and shelter between Japan and Indonesia." However, it is noteworthy that TZ used the term "shelter" to refer to typical Japanese houses, which was not the most appropriate term. He likely meant to describe places where people live, such as houses, but the word "shelter" was a misstep in this context. TZ also included photos of traditional decorations displayed in Japanese homes during the New Year, reflecting Japanese culture. It can be assumed that young Japanese people today may not fully understand the symbolism behind each decoration, but they are still familiar with the tradition of displaying these decorations as the New Year approaches.

During his presentation, TZ mixed Japanese and English more frequently than the other students. When he encountered an English word he did not know, he resorted to Japanese or substituted the word with another English term he was more familiar with. This indicates that TZ was eager to participate in his learning despite the limitations in his language proficiency. Through his oral presentation, TZ engaged more deeply with the material, demonstrating his commitment to learning. His willingness to adapt his language choices highlights the importance of oral presentations in creating opportunities for discussion, questions, and peer interaction, which contributes to a more dynamic and interactive classroom environment. By incorporating oral presentations into EFL classes, lecturers provide students with a comprehensive learning experience. These presentations not only improve students' speaking and communication skills but also encourage active learning, fostering a more engaging classroom experience both inside and outside the class.

V. DISCUSSION

The research demonstrates that through the ability to summarise aspects of life that the Japanese students regarded critically, oral presentations helped to promote students' critical thinking and self-expression. When they were given a topic to present, the students demonstrated by their choices about what to present that they were thinking critically about what to present and what story or message they wanted to convey. Observing the results and identification from the interviews, this study has similar perspective to state the benefits of oral presentations that is to help facilitating the decision-making process (Al-Issa & Al-Qubtan, 2010). By only giving the topic, for students explore what to say that evoke their critical thinking. In this way, language teaching must be designed to have an impact on students in the context of their surroundings so that they can also contribute to sustainable development in EFL teaching and learning (Jayantini et al., 2024). In terms of performance, the Japanese students displayed courage in speaking and appeared relaxed during their presentations. This can be attributed to the way the learning environment was structured and the teacher's role in providing encouragement. The classroom was designed with a relaxed atmosphere, where there was no pressure of right or wrong answers, fostering interactivity and making students feel more comfortable. As a result, the students were not

afraid to stand in front of their peers and share their stories, even though they were not yet fluent in English. This positive environment helped them overcome shyness and build confidence. Such classroom conditions significantly contribute to increasing students' self-confidence. By creating an open and supportive learning atmosphere, students feel more motivated to engage in speaking activities. This aligns with the understanding that the classroom environment, alongside factors like vocabulary and fluency, plays a crucial role in enhancing language proficiency (Ramadani & Hamdani, 2021).

Oral presentations are considered reflective. They aim to allow learners the opportunity to develop more skills rather than just being lectured since the presentation requires students to present on a specific issue individually or collaboratively (Amelia, 2022). This study found that the personal life stories and issues the students chose to share in their presentations reflected aspects of their lives and provided insight into their cultural perspectives. The reflective aspect of preparing and delivering oral presentations, along with the process of identifying what to present, enhanced the students' ability to think in English. The students were challenged to express their ideas confidently and clearly, particularly in comparing different cultures, such as Japanese and Balinese cultures. Moreover, oral presentations using a visual storytelling approach, supported by photos, significantly boosted the students' confidence in speaking English publicly. While the Japanese students in this study were not yet able to explicitly compare Japan and Bali, they were well-prepared to present information about Japan. They successfully communicated various aspects of their lives. In terms of presentation content, several interesting phenomena were observed: (i) some students used a combination of photos with descriptions, while others relied heavily on photos, which encouraged them to speak more, though some slide titles were broader than expected and not always aligned with the specific topics, (ii) there were few comparative aspects included in their presentations, and (iii) the students explored unique elements that had not been previously examined in depth.

Overall, oral presentations provided significant benefits for the Japanese students involved in this study, spanning linguistic, cognitive, and social domains, and enhancing the overall learning experience. One key benefit was the increased confidence in speaking and presenting. Regular practice in a supportive environment proved to have a considerable impact on boosting the students' confidence in delivering presentations in English. Additionally, the presentations required students to demonstrate critical thinking and organizational skills. Through the preparation process, students were compelled to logically and critically organize their ideas. Choosing photos and crafting descriptions to enhance their presentations also involved evaluating and analyzing information, which improved their cognitive skills and information retention. The process of researching, preparing, and presenting material not only facilitated better retention and understanding but also encouraged problem-solving. This comprehensive approach enabled the students to engage deeply with the content, furthering both their academic and personal development.

VI. CONCLUSION

In their English oral presentations, the Japanese students employed visual storytelling by incorporating multiple photos as a strategy to boost their confidence in communicating the intercultural values they identified. The findings suggest that cross-cultural communication within EFL classrooms can significantly help Japanese students improve their speaking skills while fostering greater confidence in communication. Oral presentations that include photos not only enhance the students' ability to establish cross-cultural communication but also assist them in building self-confidence when using English, a global lingua franca. The Japanese students were able to present cross-cultural values related to the assigned discussion topics with ease, demonstrating how effective visual aids can help them articulate their understanding of cultural differences. By using several photos in their presentations, the students employed a strategy that enhanced their ability to explain cross-cultural values comprehensively. This use of visual aids supported their oral communication skills and facilitated their confidence in presenting complex topics.

Observations of the students' presentations and their enjoyment of the class highlighted the significant role that oral presentations, supported by photos in PowerPoint, played in improving their communication confidence. The learning atmosphere, along with the lecturer's continuous encouragement and motivation, contributed to the students feeling relaxed and positive about their presentations. Even though the students were not able to directly compare Japanese and Balinese cultural values, they confidently shared information about Japan, reflecting their familiarity with the subject matter. Although their presentations did not offer deeply comparative viewpoints, the students successfully identified key aspects of life with cross-cultural value, providing valuable insights into the comparative study between Japanese and Balinese cultures.

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