

# Applying Risk Management in Improving Oral Presentation Skill

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## ABSTRACT

Today engineering students are required to communicate their ideas, developments, plans and innovations to the society at large. Their works usually reflect today's need of the sustainability of the world and its resources. They try to show how effective their works are, what advantages those things have over the former ones to make the world a better place and what risks can be avoided by employing those things, etc in their project presentations. They need to convey meanings and values through their presentations. In this background, the author would like to equip the students with the needed skills for the oral presentation so that they have to overcome problems in presenting their work. A careful research was done by making a need analysis of 30 of 4<sup>th</sup> Year students at Technological University (Kyaukse) so that needs, lacks and wants could be found out first. These needs were overcome by using risk management. So it is hoped that this paper will be able to point out the needs, lacks, and wants of the students concerning with oral presentation and the ways to overcome them.

**Keywords:** oral presentation, problems in oral presentation, need analysis, "needs, lacks and wants", risk management

## 1. INTRODUCTION

In the technological universities in Myanmar outcome based education is being carried out. And one of today's students' attributes is to communicate effectively in the engineering society. They have to communicate their ideas, proposals, their work, developments and innovations through English. They need to be proficient users of English who have rhetorical competence and communicative competence to face the challenges of giving a presentation. Knowing that developing not only content but also skills is essential, the author felt to make improvements in teaching learning situations of oral presentation skill of her students. So the needs, lacks and wants of students were identified by doing a need analysis and based on the results found out, lacks of the students were concentrated and they were supposed as risks to the success of giving an oral

presentation. After that risk management was done by risk control measures and periodically re-assessing risks and modifying risk mitigation measures. These measures should include skill based approach and using many techniques and methods such as task based learning, video observation techniques, laboratory techniques, brainstorming method, co-operative and collaborative method.

## 2. COMMUNICATION THROUGH ORAL PRESENTATION AND ITS IMPLICATIONS

The globalization of social, academic and professional contacts tend to indicate the importance of communication through English. Communication takes place between sender and receivers when the thoughts and ideas are transmitted well through the delivery of the sender. So the more skilful the sender is the more effectively the information is conveyed. According to Nick Brieger and Jeremy Comfort, the definition of oral presentation is as follows:

*"An oral presentation is a prepared talk given by a speaker (the transmitter) to one or more listeners (the receivers), to be effective, the speaker message must be passed to the listeners, it must be heard and correctly understood."*

### 2.1 Objectives of Oral Presentation

The main objectives of an oral presentation is to share information through mutual and deep understanding of motivations, interests and communication of sender and receivers alike. Other common goals of oral presentation may include-

- to establish relationships
- to identify and clarify issues and shared values
- to share perspectives, histories, beliefs and opinions
- to develop ideas and options
- to develop recommendations

### 2.2 Needs of a Good Presentation

The students need to speak competently and confidently, individually or in groups both small and large. The two common competences of a good presenter are

1. rhetorical competence
2. communicative competence

The three aspects of rhetorical competence are knowledge, attitudes and skills as follows:

- knowledge about several basic mechanic of public speaking
- attitudes that enhance effective communication
- the demonstrated skill of a speaker in constructing and delivering messages

The communicative competence includes

- using the knowledge of grammar and vocabulary of the language
- using the knowledge of the rules of speaking (knowing how to begin and end conversations, what topics may be talked about in different types of speech events, which address forms should be used with different persons i different situations, etc.)
- knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations
- knowing how to organise the content

### 2.3 The Needed Approaches for Oral Presentation: Skill Based Approach and Communicative Approach

Skill based approach works around the teaching belief that in order to learn a complex skill-related activity such as giving a presentation, or listening to a lecture, one has to master individual or micro skills that build up that activity. For example, practising oral presentation skill involves micro skills such as introducing, maintaining, finishing a topic, signposting the turnings, making persuasive speech, clarifying, summarizing, etc. So in this research, the targeted skills were aimed to achieved by skill based approach and communicative approach.

### 2.4 What Risk Management is?

*Risk management is the identification, evaluation and prioritization of risks followed by coordinated and economical application of resources to minimize, monitor and control the probability or impact of unfortunate events or to maximize the realization of opportunities.(Wikipedia)*

Controlling the risks with an action plan and monitoring of the action plan are selected as ways of risk management for successful oral presentation.

## 3. NEED ANALYSIS

### 3.1 Questionnaires on Students’ Needs

The target students were of 30 students from Technological University (Kyaukse). They had just come across B1 +and they were learning at B2. The questionnaires were made for them to find out their needs. The first 10 questionnaires were concerned with rhetorical competence

and the latter 10 were concerned with communicative competence. Really, these questionnaires could make the students reflect the target skills in the target situation.

		1	2	3	4
1	You can divide the topics into its main parts by making a research.				
2.	You can organise the details of the topic.				
3.	You can convey the information with logical links.				
4.	You can categorize things and prioritize to get an order.				
5.	You can make comparisons and contrasts and give evidence and examples .				
6.	You can describe statistical data analysis.				
7.	You can clarify things you want to say.				
8.	You can give reasons in sound manners .				
9.	You can give sound impacts and sound conclusions.				
10.	You can give power point presentation highlighting the gist.				
11.	You can introduce yourself and your team members.				
12.	You can introduce your topics including brief outlines.				
13	You can use expressions for opening and closing of topics.				
14.	You can use linkers and markers to highlight turnings .				
15	You can use stress and intonation in place				
16	You can keep eye contact and make the speech sound natural.				
17.	You can explain what the receiver doesn’t catch up with good manners				
18.	You can control your fear.				
19.	You can summarise the data to make the audience understand the main points.				
20.	You can handle questions and can give reasonable answers				

Key:1=poor, 2=average, 3=good , 4= excellent

Table 3.1 Questionnaires on students’ needs for oral Presentation

### 3.2 Identification of Problems or Risks through Needs Analysis

Based on the questionnaire answers, it is clearly seen that needs for their presentation skill lie not only in rhetorical competence but also in communicative competence. As concerned with lacks, 90% of students said that they lack in a lot of basic micro skills such as sign posting, introducing, maintaining and finishing the topic, using eye contact and body language, employing some ethics.75%of the students also said that they were poor in skills of categorising and prioritizing and, describing statistical data analysis clearly and using power point and visual aids properly.20% of the students said that they are good at the above skills. So they were identified as risks for the presentation.

### 3.3 Wants of the stake holders

The wants of the stake holders are simply to be as follows:  
 Showing confidence in handling the information and ideas  
 Showing responsibility for the tasks assigned showing respects to others  
 Showing ability to reflect their values and attitudes  
 Showing innovative ideas and readiness to face new challenges  
 Showing intellectual and social engagement  
 These things should be also taken into consideration as risks.

### 3.4 Planning for Risk Management

To ensure intended outputs, to meet the stakeholders' expectations and to fulfil the needs, the integrity of the system is maintained by planning and monitoring with an action plan.

#### 3.4.1 Planning with an Action Plan

The risks identified from the need analysis were taken into consideration for risk management. An action plan was set up with the following parameters:

- \*what will be done
- \*who will be responsible for doing it
- \*what resources will be required
- \* when it will be completed/How long it will take
- \* how the results will be evaluated

##### 3.4.1.1 What will be done

Video techniques for modelling, collaborative learning , experiential learning and e- learning would be employed to cover the risks but the most obvious characteristics of teaching learning process was that almost everything that was done was done with the communicative purpose. Activities were carried out by students in small groups so that the time allotted could be maximized mostly but there

would be individual work using e- learning and practicing by recording themselves.

##### 3.4.1.2 Who would do it

The teacher who would conduct this class should have good stock of teaching methodology and should have enough teacher training and his clear teaching and learning strategies should make students acquire and use knowledge academically. His instructions should be really valid and reliable to facilitate learning to learn and stimulate quality learning.

<i>Target students</i>	<i>IV Year BE students from TU (Kyaukse)</i>
<i>Level</i>	<i>Upper Intermediate</i>
<i>Lecturer</i>	<i>Daw Thida Kyaw, Lecturer M.A.(English for Specific purposes)</i>
<i>Target Skill</i>	<i>Oral presentation skill</i>
<i>Integrated Skills</i>	<i>Skimming and scanning skills, vocabulary and grammatical skills , critical thinking skill, speaking skill, power point presentation skills</i>

Table 3.2 Students' background information

##### 3.4.1.3 What resources will be required

The resources required always reflect the target situation and they will be needed for different stages. The teacher need to facilitate or scaffold the learners with various kinds of materials and practice. The following should be made sure to be ready for the class.

- \* Materials for vocabulary and expressions
  - \*Materials for behaviours and manners
  - \*Materials for modelling organisation
  - \*Materials for making a summary or winding up the main points
  - \*Materials for power point practicing
  - \*Materials for video techniques
  - \*Materials for listening
  - \*Materials for recording
  - \*lab facilities such as projectors an speakers
- These materials were really

##### 3.3.1.4 How long it will take

Learning oral presentation should be module based learning. It should take 30 hours of student learning time (SLT). The following table shows how SLT was worked out for risk management of an oral presentation lesson.

Components	Teaching learning activity	Student Learning Time
Face to face	Pair work, group discussion, role play, problem solving tasks	8hrs
Guided learning	video clip learning, audio clip learning, e- learning	8hrs
Independent learning	Individual work, Self-study	10hrs
Assessment	Formative assessment and summative assessment	4hrs
Total SLT		30hrs
Credit=Total SLT/40		0.75 credit

Table 3.3 SLT credit calculation

### 3.3.1.5 How the results would be evaluated

A regular basis of formative assessment would be done to know the improvement or weak areas to be improved. The coverage areas would reflect the risk identification as follows:

- \*Making introducing, maintaining and finishing a topic (individually or in groups)
- \*Making comparisons and contrasts with evidence and examples
- \*Using eye contact and using gestures
- \*Using manners in Q And A
- \*Giving information with statistical data

## 4. FINDINGS ON RISK MANAGEMENT MEASURES

By using the risk management procedure, the results were as follows:

Students' lack areas were covered by making use of learning time, discussion time and practice time.

### 4.1 Using experiential learning:

Experiential learning could really build up knowledge and skills for the students in improving their oral presentation skill. They could experience and reflect on their products and get a concept and then they tried out what they had learned really. These four steps really made learning in a cycle and students got involved and got results from it. However, the teacher needed to scaffold and facilitate them for their learning to learn at right places to control risks.

### 4.2 Using collaborative learning

By using problem solving tasks, a lot of micro skills targeted such as making introducing, maintaining, and finishing/making comparisons and contrasts could be learned. As a result, It was obviously found that group discussion and group presentation could enhance getting culture and building confidence. In this way, risks were monitored and maintained.

### 4.3 Using e- learning

They could find video files and audio files through the Internet either under the teacher's guidance or by themselves. and language input through listening audio files and watching video files were being ensured by this learning. And they could put up the drafts to the teacher and teacher could give them reviews on line.

### 4.4 Using practice time:

In practice time, it was found that the students practiced by recording themselves. They found their weak points and corrected themselves. practice time could enhance thinking and doing at the same time.

## 5.SUGGESTIONS & RECOMMENDATIONS

From the findings, it is clearly seen that practice time could be a solution and risks could be controlled through risk management. By arousing motivation to practice, video techniques and e- learning could be strongly recommended provided that effective facilitation of the teacher is essential. For example, teacher Problem solving activities such as jigsaw activities are also recommended for the success and motivation of the class. The students outcomes should be clearly stated and always referred to whenever the teacher has to teach. In the same way, the students should clearly perceive target situation manners and behaviours. The students improvement should be ensured by strong foundation of expressions and vocabulary and practice of logical thinking.

## 6. CONCLUSION

In conclusion, although there are a lot of needs for the success of their presentation skills, risk management procedure could really bring out the needed skill for the target situation. So it is hoped that this paper would firstly point out the relation between clear linguistics and non linguistics objectives and implementation them with risk management. So risks should be highlighted from needs and they should be addressed to respective steps for the success of improving oral presentation skills. Secondly, as what and how are clearly stated in the action plan they are the priorities and road maps for the teachers and students and these can make students and teachers not to get lost in the teaching learning situation. Thirdly, this research paper

would be of some help for the younger teachers as realistic and useful reference.

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