

Maneuvers Enhancing Pupils' Presentation Skills

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Abstract

Even though there is exploration of highly advanced forms of communication, there exists lack of oral presentation skills within the students. A study on oral communication anxiety discloses a major number of persons are affected depressingly by this phenomenon. Anxiety is learned and toughened by experience. Despite the cause of the difficulty or the remedial training strategy used to advance students' presentations, educators must be responsible in supporting the students to increase competent communication presentation skills. The theoretical hypothesis is that it may be reduced by suitable training maneuvers. If educators' efforts are really victorious, the result will be attained by the students easily. The chief intention of this paper is to recognize some probable reasons for many pupils' inability to effectively deliver presentations and to discuss some training maneuvers intended to help students to develop a skill in the area of oral presentation delivery.

Keywords: Oral presentation, Communication, Strategies, Anxiety, Training.

Even though there is exploration of highly advanced forms of communication by means of the Internet, there exist some age-old problems like improper grammar, usage, and mechanics; poorly written forms of communication because of insufficient preparation and organization; and lacking of oral presentation skills. As each of these basic problems can regularly frustrate pupils' mastery in educational disciplines, added discussion about maneuvers to improve students' skills in any one of these areas of communication is merited in today's literature. This paper focuses on the last communication problem noted above—lack of oral presentation skills and its intention is to address: (1) a few likely reasons for students' incapability to efficiently deliver presentations and (2) some promising maneuvers to help students for enhancing their skill in the area of oral presentations.

Pupils' inability to efficiently deliver presentations

The inability to efficiently deliver oral presentations may root from a communication associated anxiety known as oral communication apprehension. McCroskey defined this broad-based anxiety as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 78). The primary mechanisms of oral

communication apprehension is which may contribute to an increase in nervousness and loss of self-confidence and, as a result, depressingly affect one's action to take on in oral communication, whether the form of communication is speaking face-to-face in a meeting; in the middle of numerous persons in a group discussion; or to an audience by delivering a presentation/speech.

The uneasiness of speaking before a group of persons remains as a difficulty even in this twenty-first century. According to Krannich, the panic of delivering a speech or a presentation positions as the primary fear among most people, which includes students as well as adults from many varied backdrops. The fear of communicating in front of a group weighs as one of the major reasons why numerous employees refuse job promotions.

According to Phillips, a thing contributing to poor communication presentation may lie in one's remembrance of his or her parents mistreating language to ventilate complaints, rebuke one another, or verbally annoy family members, including oneself. As the person becomes matured, these harmful experiences may direct the individual to be scared of communication dialogue, resulting in withdrawal from oral communication encounters.

Because the alarm of participating in oral communication activities is learned by practice, a theoretical assumption is that one's anxiety may be reduced by suitable guidance.

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There are various avenues through which academic institutions can progress students' presentation of delivering class presentations. With the complete help of the institutions' administrators, curriculum could be revised to embrace a set of oral communication necessities for all division of students and disciplines. Also, the entire existing courses should be modified to comprise additional oral communication coursework. Teachers could strengthen their exploration in communication apprehension to formulate training maneuvers that would considerably reduce pupils' fear to speak in front of groups.

There are many strategies commonly used in workshops and put into practice in many college communication courses to assist the students in order to turn out to be improved oral communicators. The first one is that a teacher should keep in mind that the classroom communication performance manipulates students' communication behavior. The teacher acts as a viable role model. If students' presentations are to be lively, well-organized, and engaging, then the professor's daily lectures must be the reason.

Next, it is necessary that the teacher offer clear prospects concerning layout, content, and delivery. To speak about layout issues, one must be certain to explain the reason of the presentation, the time frame and the kind of audio-visual aids that are essential. To address content matters, the teacher should evidently elucidate what the listeners should learn from listening to the presentations and the types of supporting proof like statistics, examples, etc., should be used as well as the

requirement to incorporate expressive language like emotional appeals, repetition, simile, metaphor, etc. Finally, for deliverance issues, the instructor must highlight the significance of vocal variety, hand gestures, facial expression, and eye contact. To assist students by delivering more attractive presentations, the professor could require an extemporaneous delivery, which needs advance preparation, but makes use of only limited notes during the speech.

Subsequently, instructors could film presentations. While students observe the presentation, they could assess it using the appraisal form. The students' critiques could promote a good discussion which could additionally highlight the teacher's expectations.

Finally, if possible, instructors should fix in-class presentations to real work-life circumstances. If students understand that the type of speech allocated for a class reflects a business presentation, then they are more probable to put effort for a strong presentation.

Numerous factors can help instructors customizing the strategies to fit the oral presentation skills specifically needed by their students. Some that can be considered are the course discipline and learning objectives; types of assignments; age and number of students enrolled in a class; instructor's teaching method and behavior; and the predestined extent of required evaluative feature essential to evaluate the efficiency of students' oral presentations.

Despite the cause of the difficulty or the remedial training strategy used to advance students' presentations, educators must be responsible in supporting the students to increase competent communication presentation skills. Certainly, students should have the chance and training that will allow them to achieve communication skills, particularly listening, public speaking, interpersonal communication, written communication, and the mannerism of enthusiasm skills and potentials. If educators' efforts are really victorious, this result will be attained by the students.

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