



Teaching Communication Skills – A Pedagogical, Transformative Approach

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Good presentations skills are the need of the hour. There are some typical problems associated with presentations. From amongst the so many problems it is important to study which one plagues people the most. Facing an audience is a problem for many at all levels. “Speak clearly, if you speak at all; carve every word before you let it fall.” Oliver Wendell Holmes. There is a growing body of research around the benefits of self and peer assessment, giving rise to several opposing positions. With regard to the assessment of oral presentations, Magin and Helmore (2001) found that the reliability of summative assessment could be improved by combining teacher marks with the averaged marks obtained from multiple peer ratings.

There are numerous reasons why students may be reluctant to speak up in the classroom have been identified in literature. For instance, students may feel nervous at the thought of speaking out loud whilst in the presence of a large group (Turk, 1985; Cottrell, 1999; 4 Bryan, 2001; McCarthy and Hatcher, 2002).

Petress refers to this as “Communication apprehension – a clinical fear of communicating with or in the presence of others” (Petress, 2001: 3). While the fear of speaking may prevent some students from speaking in seminars altogether, those that do sometimes find their nerves restrict them from adequately sharing their views and intelligence, resulting in an embarrassed, unconfident student who then promises him/herself never to speak up again. Students may feel fear at the possibility of embarrassing themselves and appearing foolish or saying the ‘wrong’ thing. As Turk illustrates, “Were it not for nervousness, common sense and normal intelligence would ensure that most talks were interesting and well planned. But nervousness seems to disable common sense, and normal intelligence gets swamped by anxiety” (Turk, 1985: 100). Other possible explanations which may deter students from speaking up include low self esteem and self belief (students may convince themselves they have

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nothing of value to contribute to class discussions), the fear of being ridiculed, (Brookfield and Preskill, 1999; Petress, 2001) and wanting to avoid conflict potentially created by expressing their own opinions (Petress, 2001). Lack of confidence in presenting and talking to an audience could also be attributed to a lack of familiarity with the content of the topic at hand (Drew and Bingham, 2001).

Author Richard Payne (2000) says that while many people believe that the ability to give a presentation is a gift – which may be true for people who have a greater natural ability – the necessary skills can be learned and developed through training and practice. He says that “Nerves are natural, and you may find you are most nervous at the start-the anticipation is often worse than the actual doing. Learn your introduction and opening, so that you can be confident when your nerves are at their peak.”

Observing communication from a historical perspective, authors Robert James Branham and W. Barnett Pearce (1996) explored the diverse forms of the conversational frame in public address. Conversations can be exclusive as well as inclusive. The very qualities, such as intimacy and identification, which make a given conversation meaningful to some participants could render it impenetrable to others present. It is the authors’ premise that both interpersonal and public forms of speech are used to constitute or reconstitute interpersonal relationships and individual identities. They classify communication as conversational an exclusive. The conversational style described by these authors incorporates physical and verbal signification of the intimacy, engagement, and identification associated with interpersonal interaction. In exclusive conversations, the aim is to enhance the power and autonomy of some by disempowering and excluding the participation of others. The exclusive conversation is sometimes a poignant enactment of separation and the reversal of power relations.

This study aims to explore the issues related to public speech training programs for students, parameters which should be used as pedagogy to improve their public speech skills. This paper is divided into five sections. Section II reviews literature on public speech and pedagogies used to improve the public speech skills of beginners especially MBA students and to see which parameters are difficult to be developed and which were easy to be taught in an Public speaking and presentation module. Section III explains the four experiments which were performed on students based on 30 parameters. Sections IV analyses the data with t test for Pre-test and post- test observations, paired test and exploratory factor analysis. Section VI discusses the results and concludes.

II Literature Review

The Role of Self Confidence

Safaa Mohammad Al-Hebaish (2012) conducted a study with 53 undergraduate female English majors with the specific aim of studying how self-confidence can impact the process of second language learning in a country like Saudi Arabia. It is Safaa’s belief that among the four language skills the achievement of oral performance is thought to be highly correlated with self confidence. He has relied on Brown (2000) and Skehan (1989) who said that “the affective domain is the emotional side of human

behaviour and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad."

While investigating the correlation between general self-confidence and academic achievement in the oral presentation course, he came to the conclusion that self confident learners are ready to speak in public and accordingly achieve academic progress. On the other hand, learners who suffer from a lack of self-confidence find that developing oral communication skills becomes problematic making them feel uncomfortable, afraid and frustrated in the classroom. Data collected through a general self-confidence questionnaire administered to the participants revealed that the participants' level of general self-confidence was a significant predictor for their academic achievement.

In practicum, researchers Awoke Dolliso and Vikram Koudinya (2011) say that after graduation, students need oral presentation skills to succeed in the workplace. Employers are looking for graduates with excellent oral presentation skills. Communication skills are important for people entering the workforce. Thus the role of educational institutions and specifically of the instructors offering oral presentation courses is important in helping students to improve their skills.

Teaching Communication Skills in a Classroom

But teaching communication skills in a classroom cannot be done the usual way. Exploring the current paradigm shift in the use of technology in the classroom, Priscilla Berry (2013) addresses how content and methods of teaching business communication must be reframed with a view that aligns with a culturally diverse audience and a 24/7, communicative, free and open environment.

Her premise is that "We are now connected in ways deemed impossible just a mere five years ago and this connectivity requires a new and bold way of communication, not only in terms of clear use of standard English, but also with knowledge of and sensitivity to cross-cultural communication and to parts of the world that are fragile in many ways."

She says that today, people will not work for one employer throughout their career and then retire. Not only do they change companies, but also move countries – it is estimated that employees change jobs five or more times in their professional lives. Thus, it is important for employees to understand cultures other than their own. The root of this understanding is in language skills for writing and speaking. Mastering this skill, learning problem-solving for corporate communication scenarios should be the aim of students studying business communication. The shift to an educated and professional use of modern technology will make a huge difference in going forward through our capacity and willingness to be educated and to listen.

William H Light (2007) while developing a model for teaching presentation skills specifically to knowledge teams deliberated that traditional public speaking training treats content creation as an exercise in preparing outlines and slides. This essentially means that an audience has to 'suffer data dumps'. Teams hidden behind charts, bullets and logic cannot connect with listeners or generate interest, excitement or even relate with their audience. Presentation effectiveness, according to William, is critical to team performance. The best data finding and analysis can go to naught if poorly delivered. It comes as a surprise to people that presentations can be fun, like telling a story, something that involves contributions from listeners. When engaging the listener becomes the prime objective, the team no longer needs to be experts. They can simply be facilitators.

A Pedagogical Approach

Studies conducted by Elise, Julie and Marjorie (2008) find that active preparation and participation in class vastly improved the students' oral and written communication skills. They were interested in studying how pedagogical choices contributed to skill development in less formal and more ongoing ways. In their pilot study on full-time, second-term MBA students, they presented students with two questionnaires – a pre-test to share their experiences with and responses to class discussion and a subsequent questionnaire about their experience with this course.

It was their expectation to study the impact of the number of students participating in the discussion on the premise that the greater the number of students participating in the discussion, the more one's arguments are challenged. This increases the opportunity to think through problems and solutions, formulate counterarguments, and respond thoughtfully. It is also a means for active learning of course content while reinforcing the skills required to engage in the discussion process (i.e., making connections, forming arguments, articulating them in spoken or written form). Therefore, as students engage in higher-order cognitive thinking (i.e., application, analysis, synthesis and evaluation) relative to course content, they are required to practice communication-based skills to demonstrate content acquisition

The results collated from the questionnaires indicated that compared to other courses, students reported higher levels of preparation, more frequent participation, relatively more comfort when they participated, and that the number of students who participated in the class discussion was relatively higher. Students also indicated that class participation enhanced their learning and that their confidence about participation in future courses had increased.

Mastering the Art of Communication

On the other end of the spectrum, to engage students of an undergraduate sales management class, improve their presentation skills and increase their content learning, researchers Robert E. McDonald and Joseph M. Derby (2015) introduced a Pecha Kucha format of presentation as a requirement of the syllabus. Simply put, the Pecha Kucha method is a new approach for developing student communication skills that

involves a highly disciplined presentation structure – 20 slides presented at a rate of 20 seconds per slide – limiting the overall presentation time to 6 minutes and 40 seconds. The word Pecha Kucha is Japanese for ‘chit chat’ and is sometimes referred to as ‘lightening talk’.

The background for introducing this approach in the curriculum of sales students is that the ability to make a powerful and effective presentation is a skill that is particularly important for a sales career. Active-learning exercises like Pecha Kucha promote both thinking and doing, and also improves student engagement. Active learning is also effective because “students are simply more likely to internalize, understand, and remember material learned through active engagement in the learning process” (Bonwell & Sutherland, 1996). Experiential learning facilitates student involvement beyond being passive listeners. This approach requires students to use higher order thinking processes such as analysis, synthesis, and evaluation of the course content (Hunt & Laverie, 2004) thereby helping students to develop important and valuable skills sought by businesses.

This innovative approach was applied on a batch of 60 students and two years later on a batch of 42 students. The effectiveness of the format was assessed through instructor observation, pre- and post presentation student surveys, student reflection papers, and examination. Students were encouraged to time their presentations but automating the slide show to advance every 20 seconds. They were advised to practice the presentation to the point that could deliver it without relying on note cards. They were also challenged to marry the visual images on the slides with their verbal presentation (Klentzin, Paladino, Johnston, & Devine, 2010). The aim is to teach the presenter to deliver a presentation in which visuals enhance the audience’s understanding rather than compete for its attention.

Although the assignment did not affect student performance on examinations, other assessments indicated that students learned about themselves from the exercise and all their presentations were professional level. Self-awareness was reported in the reflection exercises. Nearly all students met the exacting time requirements. Despite being nervous, the majority presented without extensive reliance on notes. Students who knew their subject matter well and practiced their presentations demonstrated exceptional presentation skills, confidently presenting the material like professionals.

Assessment Strategies

Exploring the role of assessment strategies in improving presentation skills, researchers Awoke Dolliso and Vikram Koudinya (2011) came to the conclusion that the pedagogical nature of peer assessment and self-assessment techniques had a significant impact on student learning. Such strategies give more useful feedback and learning opportunities.

The researchers used a combination of peer, self, and instructor assessment strategies in a presentation course offered at the Iowa State University. Instructor and student peers used a pre-designed presentation evaluation rubric to assess each student's

presentation performance. Peer feedback and an individual student presentation video record were given to the presenter at the end of his or her presentation for self-assessment. Instructor assessment alone was used for grading.

Data collected from their studies indicated that students considered peer assessments fair and relevant because input is from their peers (though the quality of assessment could be questioned as friendships could affect judgment). Literature suggests Peer assessment helps students become autonomous learners and critical analyzers (Papa, 2010; University of Technology Sydney, 2007). Self assessment, on the other hand, has been found to be biased by subjectivity, lack of accountability (Papa, 2010) and reliability, and it has the danger of inflating grades. But it promotes personal growth and an understanding of one's own strengths and weaknesses. Instructor assessment strategy gives a single perspective and may sometimes be prone to the subjectivity of one person, but it eliminates any intentional biases. Thus, the inherent strengths and weaknesses in each of these assessment strategies suggest the indispensability of an integrated approach for evaluating student oral presentations.

In their study of how students evaluate their communication skills in comparison to the faculty evaluations, Lisa, Angela, Kathryn and Hannah (2013) concluded that students' self-assessments of communication skills were consistently lower than faculty members' evaluations.

Pharmacy students, who are usually required to communicate with prescribers, patients and caregivers, were part of both individual and group oral presentations. Faculty members (licensed pharmacists) used a scoring rubric divided into two areas – rapport and presentation of recommendations, to evaluate students' communication skills. Students were also asked to assess their skills using the same rubric.

On comparing the assessment scores, it was noted that faculty evaluation scores of students for both the individual and group oral assessments were significantly higher than students' self-assessment scores. Students' self-assessment scores of their communication skills increased from the individual to the group oral assessment.

It is the researcher's belief that oral assessments provide students with an opportunity to use higher-order thinking skills, including analyzing and evaluating information, and to communicate that information in an appropriate manner to.

Elise, Julie and Marjorie (2008) argue that equally important to our understanding of comfort—and to the success of communication-skill development—would be a focus on question-answering by students (e.g., student participation in class discussions). Therefore, research should not be limited to a discussion of the benefits of required writing and speaking versus discipline based courses that incorporate writing and speaking assignments. Researchers ought to examine how a broader range of pedagogical choices might impact the development of writing and speaking skills.

The practical implication of their study is that an informal approach to communication through the use of class discussion has an effect on the students' perceptions of communications skills and that a single pedagogy can positively impact skill development in both writing and speaking

III Experiments

In the present study, the researchers have explored the utilization of 30 parameters in a one minute presentation. It is an attempt to unlock the presentation potentials and be able to create original and creative presentations in the context of the present fast paced Cut copy and plagiaristic society. The Module was a part of Business Communication in an executive MBA and regular MBA programme and consisted of a diverse range of professionals and varied experience levels. From the review of literature on Presentation, a primary question that arose was how can effective presentations be prepared in a very short time for a shortest available time slot of presentation? If evaluation is a process of understanding and learning , self and peer evaluation be used as a tool to develop the skill and achieve the goal.

The major thrust of the present discussion was to draw the attention of the reader towards the connectivity between Speech Evaluation and critique as an important tool to design and shape Presentations. The conclusions and summarizations emphasize on using the 30 parameters as key factors to generate insight that emerge from self and peer evaluations and which would then finally facilitate the transformation process of unlocking potentials.

The study was repeated with various batches May 2015. Based on literature review and trainers' experience usually a student feels following difficulties in public speech and following 30 areas required training.

1. Opening powerfulness
2. Use of catchy presentation openers
3. Clarity in Introduction of topic
4. Confidence in Introduction of self
5. Use of silver thread control in Posture
6. Use of lighthouse technique in Eye contact
7. Facial Expressions
8. Pleasant and stress free expression on face
9. Good Use of hand gestures
10. Well Projected Voice
11. Good Modulation of Voice
12. Smile

13. Overall Content coverage in the Main Body
14. Well Organized flow of speech
15. Apt Use of Humour
16. Level of audience connect
17. Clarity in the main message
18. Quality of words used
19. Quality of sentence framing
20. Use of transition from one point to another
21. Consideration of Important aspects of presentations
22. Use of rule of 3's
23. No use of unnecessary fillers like a ,um ,er
24. No use of undesirable mannerisms like fidgeting
25. Good Use of stage area
26. Closing Powerfulness
27. Following structure 15% opening,75% Body, 10% close
28. Time management
29. Overall Impact
30. Magnetic close by using quotes / proverbs and sayings

Four groups consisting of 53 MBA , 32 EMBA , 35MBA HR and 40 EMBA were selected for training. In all 160 students were treated on the above parameters and retested. Students achievements were recorded. The assessment was done by participants and trainers. The scores were averaged for each student on each parameter. The data was observed to examine the student wise and parameter wise difference. Four hidden factors were explored each for Pre-Test data and Post Test data

IV Results and Discussion

The participants and trainers marked students who were to be treated with 30 parameters of public speech with a score from 1 to 10. These scores were subjected to t test with test value of 5.5 (mean of 1 to10). Similarly after training students were evaluated by participants. Table 1 shows t test value Pre test and Post test t stats with P Values (Level of significance at two tails). Difference of means from 5.5 has also been calculated. It is observed that Pre Test score showed that all students scored below average before training. Students scored very bad score on points mentioned at serial no 1, 2, 5,6 15,16, 27 and 30. These negative difference were statistically significant at 5% level. Students were not able to open properly without any catchy words; body language was poor without any eye contacts; the closure was without any effective point. However when students were told about the discrepancies and trained except point no 16 i.e. their performance fluctuated on the count that they could add humour to their speech. The major improvements were observed for points at serial no 3, 4, 5, 9, 10,

11, 14, 16, 17, 18, 19, 20, 27, 28 and 29. The score on these points were statistically significant at 1% level.

Table 2 shows paired t test (test of difference on each part of public speech). All differences are statistically significant at 1% level. However students gained more on points mentioned at serial number 1, 3, 14, 16, 17 and 22 where in t stats are above 10. Though students count not perform well on the count of adding humour to their speech and pair test shows there was much more improvement in this area also.

Table 1 (Pre and Post t test on 30 parameters of Training)

	One-Sample Test						
		Test Value = 5.5					
		t	Sig. (2-tailed)	Mean Differenc e	t	Sig. (2- tailed)	Mean Differen ce
S No		Pre test			Post test		
1	Opening powerfulness	-3.9001	0.0005	-1.3485	3.0600	0.0045	1.1364
2	Use of catchy presentation openers	-3.6324	0.0010	-1.2273	5.5811	0.0000	1.3182
3	Clarity in Introduction of topic	-0.1591	0.8746	-0.0455	10.4859	0.0000	2.0455
4	Confidence in Introduction of self	-0.2390	0.8126	-0.0758	10.4572	0.0000	2.1667
5	Use of silver thread control in Posture	-2.6100	0.0137	-0.8939	7.3062	0.0000	1.7424
6	Use of lighthouse technique in Eye contact	-2.2136	0.0341	-0.8030	4.9286	0.0000	1.5606
7	Facial Expressions	-1.8280	0.0769	-0.6818	2.5891	0.0144	1.0455
8	Pleasant and stress free expression on face	-1.8280	0.0769	-0.6818	4.2592	0.0002	1.2576
9	Good Use of hand gestures	-1.1200	0.2711	-0.3485	6.0759	0.0000	1.6818
10	Well Projected Voice	1.0885	0.2845	0.3485	7.5886	0.0000	1.9848
11	Good Modulation of Voice	1.0901	0.2838	0.3788	7.2446	0.0000	2.0455
12	Smile	-0.5469	0.5882	-0.1970	2.9126	0.0065	1.0758
13	Overall Content coverage in the Main Body	-0.9774	0.3357	-0.3485	4.1109	0.0003	1.4697
14	Well Organized flow of speech	-1.0727	0.2914	-0.3182	8.0090	0.0000	1.8333
15	Apt Use of Humour	-4.4542	0.0001	-1.4697	0.6415	0.5258	0.2273
16	Level of audience connect	-3.0025	0.0052	-0.9242	7.4872	0.0000	1.5606
17	Clarity in the main message	-0.3763	0.7092	-0.1061	7.0937	0.0000	1.7121
18	Quality of words used	-1.3143	0.1981	-0.3485	5.0167	0.0000	1.3182
19	Quality of sentence framing	1.2109	0.2348	0.3182	10.4859	0.0000	2.0455
20	Use of transition from one point to another	-1.7728	0.0858	-0.5000	7.0409	0.0000	1.5606
21	Consideration of Important aspects of presentations	-2.4841	0.0184	-0.8636	4.0068	0.0003	1.5000
22	Use of rule of 3's	-4.0113	0.0003	-0.9242	5.4249	0.0000	1.2879
23	No use of unnecessary fillers like a ,um ,er	-1.7918	0.0826	-0.6818	5.9179	0.0000	1.6515
24	No use of undesirable mannerisms like fidgeting	-0.1359	0.8928	-0.0455	6.8906	0.0000	1.6818
25	Good Use of stage area	-1.4582	0.1545	-0.4394	6.2194	0.0000	1.4697
26	Closing Powerfulness	-2.0319	0.0505	-0.6818	3.4197	0.0017	1.3182

27	Following structure 15% opening, 75% Body, 10% close	-3.2006	0.0031	-0.9242	7.4673	0.0000	1.7121
28	Time management	-1.8270	0.0770	-0.5303	9.2386	0.0000	2.0152
29	Overall Impact	-1.0237	0.3137	-0.2879	11.0522	0.0000	2.2576
30	Magnetic close by using quotes / proverbs and sayings	-3.3413	0.0021	-0.9545	5.6165	0.0000	1.5909

Table 2 (Paired test)

	Paired Samples Test			
Pairs		Mean Difference	t	Sig. (2-tailed)
1	Opening powerfulness Post - Pre	2.4850	10.0740	0.0000
2	Use of catchy presentation openers post - pre	2.5450	9.4770	0.0000
3	Clarity in Introduction of topic post - pre	2.0910	10.1600	0.0000
4	Confidence in Introduction of self Post - Pre	2.2420	9.2500	0.0000
5	Use of silver thread control in Posture Post - Pre	2.6360	9.1520	0.0000
6	Use of lighthouse technique in Eye contact Post - Pre	2.3640	9.0750	0.0000
7	Facial Expressions Post - Pre	1.7270	9.2850	0.0000
8	Pleasant and stress free expression on face Post - Pre	1.9390	8.7500	0.0000
9	Good Use of hand gestures Post - Pre	2.0300	6.9170	0.0000
10	Well Projected Voice Post - Pre	1.6360	7.7040	0.0000
11	Good Modulation of Voice Post - Pre	1.6670	8.0440	0.0000
12	Smile Post - Pre	1.2730	5.4050	0.0000
13	Overall Content coverage in the Main Body Post - Pre	1.8180	8.1230	0.0000
14	Well Organized flow of speech Post - Pre	2.1520	10.2810	0.0000
15	Apt Use of Humour Post - Pre	1.6970	6.4560	0.0000
16	Level of audience connect Post - Pre	2.4850	10.4040	0.0000
17	Clarity in the main message Post -Pre	1.8180	10.0000	0.0000
18	Quality of words used Post - Pre	1.6670	8.4240	0.0000
19	Quality of sentence framing Post - Pre	1.7270	8.8150	0.0000
20	Use of transition from one point to another Post - Pre	2.0610	9.4810	0.0000
21	Consideration of Important aspects of presentations Post - Pre	2.3640	9.7830	0.0000
22	Use of rule of 3's Post - Pre	2.2120	12.4170	0.0000
23	No use of unnecessary fillers like a, um, er Post - Pre	2.3330	8.8540	0.0000
24	No use of undesirable mannerisms like fidgeting Post - Pre	1.7270	8.2270	0.0000
25	Good Use of stage area Post - Pre	1.9090	8.0950	0.0000

26	Closing Powerfulness Post - Pre	2.0000	8.3900	0.0000
27	Following structure 15% opening,75% Body, 10% close Post - Pre	2.6360	9.1520	0.0000
28	Time management Post - Pre	2.5450	8.1830	0.0000
29	Overall Impact Post - Pre	2.5450	9.0150	0.0000
30	Magnetic close by using quotes / proverbs and sayings Post - Pre	2.5450	9.1250	0.0000

Factor Analysis Post Training

Post training data was used to explore Factors for 30 components. Principal Component Method was used to explore four factors. Table 3 explains that 69% variances are explained by four factors. Scree plots (Chart 1) shows that 3 more factors can be explored but the slope explains 4 factors explain majority of variances. Table 4 depicts the loadings for each component. Based on loading with higher values the four factors have been shown in table 5. These four factors have been renamed as **Content Delivery, First and Last impression, Over all Contents and use of Body language with contents.**

Table 3

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.751	42.503	42.503	12.751	42.503	42.503
2	3.731	12.438	54.941	3.731	12.438	54.941
3	2.702	9.006	63.948	2.702	9.006	63.948
4	1.628	5.426	69.373	1.628	5.426	69.373
5	1.433	4.776	74.149			
6	1.288	4.294	78.443			
7	1.069	3.563	82.006			
8	.889	2.962	84.968			
9	.753	2.508	87.476			
10	.637	2.124	89.600			
11	.521	1.738	91.338			
12	.476	1.586	92.924			
13	.391	1.303	94.227			
14	.324	1.080	95.307			

15	.296	.987	96.294		
16	.250	.834	97.128		
17	.213	.712	97.840		
18	.164	.548	98.387		
19	.131	.435	98.822		
20	.089	.295	99.118		
21	.065	.216	99.334		
22	.049	.164	99.497		
23	.043	.142	99.640		
24	.036	.119	99.759		
25	.030	.100	99.859		
26	.017	.057	99.916		
27	.013	.044	99.960		
28	.007	.022	99.982		
29	.005	.016	99.998		
30	.001	.002	100.000		

Extraction Method: Principal Component Analysis.

Scree Plot

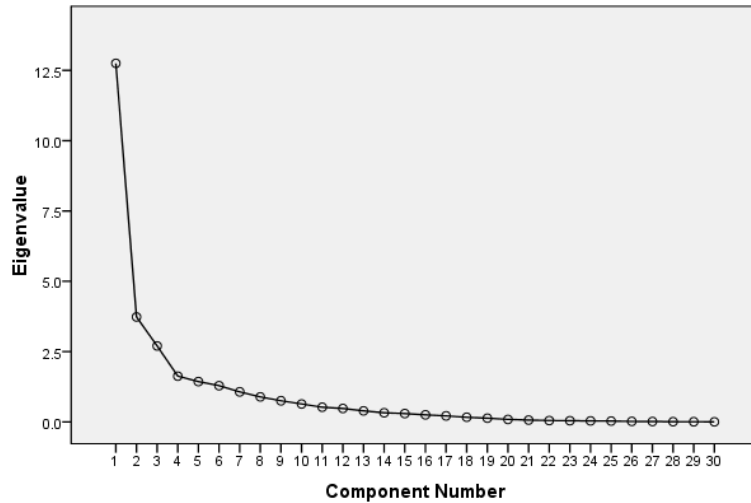


Table 4

Component Matrix^a

	Component			
	1	2	3	4
Quality of sentence framing Post	.816	-.246	-.078	-.178
Confidence in Introduction of self Post	.808	.006	-.001	-.134
Use of lighthouse technique in Eye contact Post	.781	-.020	-.134	-.093
Clarity in Introduction of topic post	.775	-.260	.113	-.027
Clarity in the main message Post	.761	.088	-.174	-.079
Well Organized flow of speech Post	.753	-.094	-.279	-.126
Pleasant and stress free expression on face Post	.747	.130	-.360	.137
No use of undesirable mannerisms like fidgeting Post	.746	-.102	-.089	-.218
Use of rule of 3's Post	.741	-.186	.167	-.509

Use of transition from one point to another Post	.729	-.072	.343	-.009
Well Projected Voice Post	.713	-.522	-.153	.046
Good Modulation of Voice Post	.710	-.372	-.116	.148
Quality of words used Post	.695	.228	-.200	.230
Apt Use of Humor Post	.680	.046	.212	-.134
Smile Post	.671	.298	-.180	.430
No use of unnecessary fillers like a ,um ,er Post	.655	-.100	-.298	-.210
Facial Expressions Post	.654	.611	-.198	.250
Use of silver thread control in Posture Post	.647	-.399	-.059	-.050
Level of audience connect Post	.645	-.253	-.065	.160
Good Use of stage area Post	.633	-.447	.007	-.160
Use of catchy presentation openers post	.620	-.078	.362	.383
Good Use of hand gestures Post	.522	-.445	-.063	.517
Opening powerfulness Post	.510	.506	-.173	.123
Overall Content coverage in the Main Body Post	.503	.785	-.066	-.132
Closing Powerfulness Post	.535	.748	.219	.030
Consideration of Important aspects of presentations Post	.541	.714	-.023	-.356
Time management Post	.077	.058	.759	-.095
Following structure 15% opening,75% Body, 10% close Post	.489	.067	.744	.017
Overall Impact Post	.460	-.033	.580	-.115
Magnetic close by using quotes / proverbs and sayings Post	.418	.052	.548	.428

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Table 5 (Parts of Factors)

Components			
1	2	3	4
Quality of sentence framing Post	Facial Expressions Post	Following structure 15% opening,75%	Smile Post
Confidence in Introduction of self Post	Opening powerfulness Post	Body, 10% close Post	Use of catchy presentation openers post

Use of lighthouse technique in Eye contact Post	Overall Content coverage in the Main Body Post	Overall Impact Post	Good Use of hand gestures Post
Clarity in Introduction of topic post	Closing Powerfulness Post	Magnetic close by using quotes / proverbs and sayings Post	
Clarity in the main message Post			
Well Organized flow of speech Post			
Pleasant and stress free expression on face Post			
No use of undesirable mannerisms like fidgeting Post			
Use of rule of 3's Post			
Use of transition from one point to another Post			
Well Projected Voice Post			
Good Modulation of Voice Post			
Factors Renamed			
Contents Delivery	First and last Impression	Over all contents	Use of body language with contents

V Conclusion

While the fear of speaking may prevent some students from speaking in seminars altogether, those that do sometimes find their nerves restrict them from adequately sharing their views and intelligence, resulting in an embarrassed, unconfident student who then promises him/herself never to speak up again. Students may feel fear at the possibility of embarrassing themselves and appearing foolish or saying the 'wrong' thing. After graduation, students need oral presentation skills to succeed in the workplace. Employers look for graduates with excellent oral presentation skills. Communication skills are important for people entering the workforce. Thus the role of educational institutions and specifically of the instructors offering oral presentation courses is important in helping students to improve their skills. Training plays a significant role to improve public speech skills of students.

Oral assessments provide students with an opportunity to use higher-order thinking skills, including analysing and evaluating information, and to communicate that information in an appropriate manner. Our experiments

showed that students are not able to open properly without any catchy words; body language was poor without any eye contacts; the closure was without any effective point. However, when students were told about the discrepancies and trained, they improved on all points except that they were not able to add humour to their talk. Their performance fluctuated on the count that they could not add humour to their speech. Over all there was significant improvement on all 30 parameters of public speech. **Content Delivery, First and Last impression, Over all Contents and use of Body language with contents** were the hidden factors of all these 30 parameters. The major thrust of the present discussion was to draw the attention of the reader towards the connectivity between Speech Evaluation and critique as an important tool to design and shape Presentations. The conclusions and summarizations emphasize on using the 30 parameters as key factors to generate insight that emerge from self and peer evaluations and which would then finally facilitate the transformation process of unlocking potentials.

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