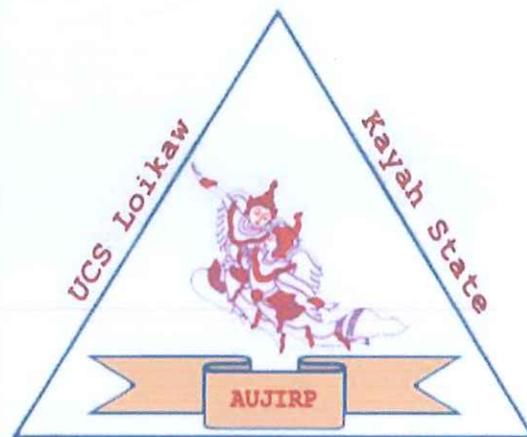


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PREPARING AN EFFECTIVE ORAL PRESENTATION FOR THE FIFTH YEAR ENGINEERING STUDENTS AT THE YANGON TECHNOLOGICAL UNIVERSITY (YANGON) IN MYANMAR

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ABSTRACT

The aim of this paper is to focus on the way to develop the oral presentation skill of the fifth year engineering students at the Yangon Technological University in Myanmar. In This paper, oral presentation, designing the presentation, method of delivery and presentation delivery are mentioned. It also includes sample preparations for an effective oral presentation which will simulate students' interest and motivation. If the students come to know the ideas presented in this research report, they will develop their skills. It is hope that this paper may contribute towards the development of oral communication skill in any occasion and may be helpful to some extent for the fifth year engineering students at the Yangon Technological University.

KEYWORDS:

Oral, Effective, Designing, Method, Presentation, delivery, Motivation, students, presenters and Yangon Technological University

1. INTRODUCTION

This paper is intended to be aid for the fifth year engineering students at the Yangon Technological University in Myanmar, who wish to speak in public to fellow students, colleagues or other interested group. Since the oral presentation is used to inform, persuade, motivate, and instruct or change people attitudes or ideas, it is the most important for the fifth year engineering students as the role of technology has become more and more vital in the third millennium. More detail factors can be found in this paper. In addition, how to prepare an effective oral presentation and what factors should be considered are discussed in this paper. All the fifth year students need to have a good speaking skill in order to answer fluently the questions asked by their superiors in seminars and to communicate with other people in their field of work. Moreover, in order for the students to make their oral presentation effective, sample presentations are presented in this paper. These sample presentations are intended for the fifth year engineering students not only to develop their oral presentation skill but also to be competent speakers. Therefore, it is hoped that the fifth year engineering student will, to a certain extent, be skillful in oral presentation.

2. ORAL PRESENTATION

The public presentation is generally recognized as the most important of the various genres of oral business communication. As is true of all kinds of communication, the first in preparing a public speech or remark is to determine the essential purpose of the communication. As Hildebrandt and Murphy note, business presentation tends to have one of three general purposes: to persuade, to inform or instruct, or to entertain. Out of the purpose will be talking to the main ideas to be included in the presentation. These ideas should be

researched thoroughly and adapted to the needs of the audience. The ideas should then be organized to include an introduction, a main body or text, and a summary or conclusion, or, as the old adage about giving speeches goes, "Tell them what you are going to tell them, tell them, and tell them what you told them". The introduction should grab the listener's interest and establish the theme of the remainder in the presentation. The main body should concentrate on points of emphasis.

The conclusion should restate the key points and summarise the overarching message that is being conveyed. The effective of an oral presentation in any situations are: to know what say, when to say it, and how to say it. The essential items always included in thorough preparation for an effective oral presentation are: determining the purpose of oral presentation, analysing the audience, selecting and narrowing the subject, gathering the material and arranging and outlying the points clearly. An effective oral presentation might have three general purposes: to inform, to persuade, and to entertain. To inform: The purpose in conducting an oral presentation when the presenter wants the audience to; 1. acquire or improve a skill or their ability to do something. 2. acquire knowledge of a subject new to them. 3. learn more about or increase their understanding of the subject they already know something about, and 4. learn something new to them.

To persuade: The purpose when the presenter wants the audience to; 1. modify or change their attitude or opinions, 2. accept or approve a point of view, and 3. be motivated to take specific action. To entertain: The purpose of the presentation when the presenter intend to provide pleasure or amusement through his marks. Humour is the primary means of entertainment, but curious bits of information serve the same purpose if the people are not supposed to make an effort to understand them. Sometimes, a presenter becomes very engrossed in his own interest and very impressed by the fact that seems important to him. Thus, he forgets that he is talking to other people whose knowledge and interests may differ widely from his own. The most important thing the presenter can do is to see things from the viewpoints of his audience. It is essential to project himself as others will listen to him. It influences the choice of purpose, guides the section of subject, modifies the building of the seminar and actively controls the behavior during the actual presentation. To do the effectively, it is necessary to analyse the audience. The presenter should consider the people who will make up the audience. It is obvious that what would be highly interesting to one audience would be dull to another. Therefore, the best way to find out this is to ask some of those who will be among the group to which the presenter will talk. If he does not know any such person, he can learn from others who have had dealing with them. If this method is sometimes impossible, the presenter can infer the attitudes and beliefs of the audience from their education, occupation, age, and the like. There are a number of facts about the audience that the presenter should know. They include the size of the audience, the age, the occupation, the gender, the education of the members of the audience, their membership in social and professional organizations and so on. Moreover, the presenter can infer what the members of the audience know about the subject of the presentation. Therefore, he can aim the presentation at a level knowledge, characteristics of the average members of the group, and so on. Furthermore, he should also find out the interest and desire of the audience if these are related to the subject and purpose of the presentation. Their membership in social and

3. PREPARING AN EFFECTIVE ORAL PRESENTATION

In preparing an effective oral presentation, the presenter must consider the following how to formulate his presentation topic definitely and wisely to avoid any unclearness, to define his objective and purpose and to

define. When planning a presentation, the main factors to be considered are: plan, purpose, people, place, seating, equipment, presenting, timing, visuals and content. And the speaker should decide on the purpose or objective of the presentation.

Defining objectives: The presenter does not just think about the subject of speech. Think about what the speaker wishes to achieve at the end of the presentation. Presentation asks himself, "Why am I giving this presentation?" (purpose or objective), as well as "what am I going to talk about?" Having a clear purpose will help presenter what he will say and how he will say it. Achieving presenter's objective: The main purpose of an informative speech to have the audience understand and remember a certain amount of information. When the presenter gives a presentation he should think about the people he will be talking to- the audience.

The tone, formality, technical content and style of his presentation will depend on who these people are. The presenter may know in audience exactly who is in his audience. If not, he should try find out as much as possible beforehand. Audience's aims: The audience will be interested to hear what the presenter has to say and they will want to listen to the presenter for a reason. Number and formality: The size of the group will determine the formality of presentation. For a large audience sitting in rows, a formal presentation will be necessary. For a smaller group sitting around a table, the presentation can be much more informal.

Knowledge: The presenter should consider the level of knowledge that his audience has about the subject of his presentation when he plan the content of his talk. Attitude: In most cases, the presenter's audience will be friendly and interest in what he has to say. Occasionally his audience will be unfriendly. This may occur if the audience has strong opinions about the subject of his presentation.

Relationship with the audience: The presenter thinks of the audience as a group of individuals, rather than as a whole group together. If the audience likes the speaker, they will probably be more willing to listen to what he say and may be more willing to agree with his ideas and proposals. Here are something to consider that may help the presenter develops a good relationship with the audience. Inspired confidence: The audience needs to have in himself as a presenter, otherwise they may not have confidence in what he has to say. Here are four ways in which the presenter can encourage confidence: to know his subject extremely well, to have a positive attitude, to speak clearly and to be confident and look confident.

To make sure that presentation goes as smoothly as possible, the presenter tries to arrive early and familiarise himself with the place, seating arrangements, and equipment. The presenter may wish to ask questions about the room where he will be giving the presentation. To make a good impression on the audience, it is not just what the speaker says that is important. The way that he says is important too. What the speaker says: This is the content of his presentation.

The planning the content what is an important part of the preparation for giving a presentation. How the speaker say it; His audience will notice the way he uses his voice and body language. This will affect the way the listen to what he has to say. The presenter should speak loudly enough for his audience to hear his voice clearly and slowly enough for them to easily follow his argument. He also need to think about these things, such as project his voice, speak clearly, speed, pausing intonation, and stress.

4. DESIGNING AN EFFECTIVE ORAL PRENTATION

There is no secret to developing an effective presentation. Establishing the objectives, planning and organizing materials, and using appropriate visual aids are the essential ingredients: the recipe for the effective presentation calls for three all ingredients, and the presenter must use them in the order in which they are presented. By establishing the objective first, the presenter can prepare material that supports each objective. For any successful presentations , the presenter must know his objectives. It is these objectives that drive his presentation and move the audience to his end goals. His end goals may be that the attendees take a particular action, adopt a new perspective, or respond to facts and information. Establishing these goals requires careful planning. After all, they become the foundation upon which his content, organization, and visual aids are built. When the presenter is determined the characteristics of his audience, then he is ready to plan and organize his material. The presenter keeps in mind that the use of visual aids will help to produce effective one-way or two-way communication. Visual aids help the presenter's presentation make thing happen, and these help the presenter reaches his objectives by providing emphasis to whatever is being said. The presenter clears pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce his message, clarify points, and create excitement. Visuals add in important dimension to a presentation, the speaker must capitalize on this dimension. It is critical that he prepares visual aids that reinforce major points, stimulate audience, and work well in the physical setting of his presentation. Visual aids and audio-visuals include a wide variety of communication products, including flip charts, overhead transparencies, slides, audio-slide shows, and video tapes.

Demonstrating a process or simply passing around a sample of some equipment or model are also effective way to clarify message visually. If visual aids are poorly selected or inadequately done, they will distract from what the presenter is saying, When the presenter has prepared the visuals he wants to use in his presentation, he must practice using them. He practice run in full , preferably with someone he knows well and with someone he does not know well. Alternatively, use a video or audio tape recorder, or a mirror. If the presenter is making a group presentation builds on the previous one and that all the points are covered. Rehearsal is a fundamental step in developing and refunding effective presentations. Practicing his presentation and working closely with the meeting organizer to secure the necessary technical supports will assist the presenter in making a smooth performance.

5. METHODS OF DELIVERY

There are four basic methods of delivering a speech: reading verbatim from a manuscript; reciting a memorized text; speaking impromptu; and speaking extemporaneously. Certain speeches must be delivered word for word, according to a meticulously prepared manuscript. If the presenter is in a situation where he must speak from a manuscript, he has to do his best to avoid these problems. The presenter practices aloud to make sure the speech sounds natural. The presenter works on establishing eye contact with the listeners. He also needs to be certain the final manuscript is legible at glance. Above all, the presenter has to reach out to the audience with the same directness sand sincerity that he would be speaking extemporaneously. Among the feast of the legendary orators, none leaves them more in awe than their practice of presenting even the longest and most complex speeches entirely from memory. Nowadays it is no longer customary to memorize any but the shortest of speeches- toast, congratulatory remarks, acceptance speeches, introduction and like, if presenter is giving a

speech of this kind and want to memorize it, by all means do so. However, he makes sure to memorize it so thoroughly that he will be able to concentrate on communicating with the audience, not on trying to recall what they have memorized are no better off than those who read dully from a manuscript.

An impromptu speech is delivered without any immediate preparation whatever. Few people choose to speak impromptu, but sometime it can't be avoided. In fact, many of the speeches the presenter gives in life will be impromptu. He might be called on suddenly to "say a few words" or, in the course of a class discussion, business meeting, or committee report, want to respond to a previous speaker. In popular usage, "extemporaneous" means the same as "impromptu". But technically the two are different. Unlike an impromptu speech, which is totally off the cuff, an extemporaneous speech is carefully prepared and practiced in advance. In presenting the speech, the extemporaneous speaker uses only a set of brief notes or a speaking out line to jog the memory. The exact wording is chosen at the moment of delivery.

6. PRESENTATION DELIVERY

In presentation delivery, there are several factors to be considered in order to become a well-organized presentation. They are the introduction, getting attention and interest, revealing the topic, previewing the body of presentation, supporting visual aids, signaling the end of the presentation, reinforcing the central idea, summarizing the presentation, handling question and discussion, and sample preparation for an effective oral presentation. First impressions are important. If the presenter gets through opening stages of his speech without blundering, the rest will go much more smoothly.

A good introduction, he will find, is an excellent confidence booster. In the process of gaining attention, the presenter should state clearly the topic of his speech.. If the presenter does not, the listeners will be confused. Most of people are poor listeners. Even good listeners need all the help they can get in sorting out a speaker's ideas. One way to help his listeners is to tell them in the introduction what they should listen for in the rest of the speech.

When the presenter make an oral presentation, he needs to use supporting visual aids to know clearly the presentation for audience. There are many kind of visual aids. They are Flip chart, Overhead Transparencies, posters, Slide and Slide projectors, VCRs and LCD projectors or monitors, Computer and LCD panels or projectors. The second major function of a conclusion is to reinforce the audience's understanding of, or commitment to, the central idea. There are many ways to do this. The audience hopes the information he has given the presenter will help to broaden his awareness of the peculiar thought processes called daydreams. The value of a summary is that it explicitly restates the central idea and main points one last time. But as cab be seen, There are more imaginative and compelling ways to end a speech. They can be used in combination with a summary or, at times in place of it.

The presenter should let his audience know he is going to stop soon. However, he will almost certainly hear speeches in his class in which speaker concludes so abruptly that he is taken by surprise. There are several way to how the presenter lets an audience know his speech is ending? One way is thought what he says." In conclusion, "One last thought, "In closing," My purpose has been, "Let me and by saying"_ these are all brief cues that the speaker is getting to stop. The most important part of the speaking process can occur after the presentation is delivered, that is, during a question-and-answer period. The question –and-answer period

provides the opportunity to assess the audience's understanding of the presentation and, if necessary, to elaborate on the key points. This period gives The presenter direct feedback about the audience's interests and its beliefs about the information presented. In fact, handling question is thought to be the most difficult part of the presentation.

The most important part of the speaking process can occur after the presentation is delivered, that is, during a question -and -answer period. The question -and -answer period provides the opportunity to assess the audience's understanding of the presentation and, if necessary, to elaborate on the key points. The period gives the presenter direct feedback about the audience's interest and its beliefs about the information presented. In fact, handling question is thought to be the most difficult part of the presentation. Although the presentation has been good and the audience is clearly interested, someone will have something to say. Similarly, after finishing the talk, the presenter also wants the audience to explain their needs. This places a responsibility on the audience to respond even if they have a complete negative view of both the presenter and the information. Thus, the question-and- answer period is crucial to the success of a presentation and it is not an event to be taken lightly.

7. SAMPLE PRESENTATIONS FOR AN EFFECTIVE ORAL PRESENTATION

Topic	-	Use It or Lose It: Keeping the Brain Young
Level	-	Advanced
Time	-	15 minutes
Purpose	-	To share knowledge about the benefits of using brain Young
Central Idea-		There are three factors concerned with keeping the The brain young, I. The effects of ageing on the brain II. The results of several research project III. The Role of " Mental Fitness Training" in memory and other mental function

Good morning! Ladies and gentlemen. It's a pleasure with you today. Firstly, let me introduce myself. I'm.....I'm one of the fifth year students at the Yangon Technological University.,

Now the topic I am going to talk about is "Use it or lose it". It means how to keep the brain young. I have divided my presentation into three main points. They are (1) the effects of ageing on the brain, (2) the results several research projects and (3) the role of "mental fitness training" in memory and other mental functions.

We always hear the same complaint when the people get older. They say that their memory is terrible. Is it all in the mind, or do real changes take place in the brain with age to justify such grumbling? Perhaps, the answer is the brain's cells; the neurons die and decline in efficiency with age. I'd like to present about the effects on ageing on the brain. Here! There are three categories of mental function changes because of reduction in the efficiency with which the brains neurons work. The first type is mental speed; this means that if we get older, we will be more cautious but react more slowly.

The second one is mental lose with age. The temporal lobes of the brain control new learning and are particularly vulnerable to the effects of ageing. This means that, as we get older, we take longer to learn a new

language, we are slower to master new routines and technologies at work, and we have to rely more on diaries and other mental aids.

The third one is working memory and it is the last mental function changes. It is also the effects of ageing.

When we get older

When we get older, we are more forgetful to keep the things in mind our day to day life. Compare to working memory, absent-mindedness memory systems handle new learning. But it also effects on ageing on the brain.

This is enough for the first point of my presentation.

Let me continue to the second point. In this point, I'm going to express the results of several research projects. Although our mental function effects on ageing on the brain, we are not hopeless. The research projects show, animal kept in stimulating environments are more spouting and lengthening of the connecting nerve fibres in their brain than animals kept in unstimulating environments. But, it is not all bleak although the numbers of neurons send out new and longer connection to maintain connections and function reasonably well with small drops in ability. Another fact, the principle "use it or lose it" might apply to the ageing brain according to the research on a group of experienced and professors. The part of older people intellectual apparatus can be spared the effects of ageing practice and skill they are faster and more accurate in responding to general knowledge questions than younger competitors.

Now let's move to the third point. It is about the role of mental fitness training in memory and other mental functions. We find that the older people can be trained to use their memory better with the effects of mental fitness training with jogging

That the end of my presentation. If you have any suggestions, I will be glad to answer them as much as I can. I am warmly welcome your questions. Thank you!

Topic - Why ironing shirt is better than working out

Level - Advanced

Time - 15 minutes

Purpose - To share knowledge of some health benefits by

Doing household task and doing exercise

Central Idea- There are two factors to get healthy habits

I. Doing household task

II. Doing exercise

Good morning! Ladies and Gentlemen, I'm glad to see you all. May I introduce myself? I'm....., I'm one of the fifth year students at the Yangon Technological University, Yangon.

Today, I'd like to talk about "Why ironing shirts is better than working out" The purpose of my presentation is to share knowledge about the benefits of healthy by doing household task and doing exercise. I'll take about 15 minutes of your precious time. If you have any questions, I'll be glad to answer them at the end of my presentation, Ok!

I have divided my presentation into two main points. The first one is "doing household task" and the second point is "doing exercise"

Now let me start the first point, " doing household task". Doing household task can lessen the risk of serious disease. And doing a few household chores can be effective at lowering the heart rate and reducing the weight. To do so, there is no need to follow a structure program. In many studies, walking, stair-climbing, gardening and ironing can reduce heart disease and other serious illness. One interesting thing I'd like you to know is three ten-minutes bouts of brick walking are as effective as one lasting half an hour.

Now I'd like to talk about the second point- " Doing exercise ". According to Dr Adrienne Hardman doing exercise at least three times a week and a minimum of 20 minutes a time can improve fitness than health. There is no need to do high intensity, frequent exercise. It is more effective to encourage everyone to do a little. Many benefits of can be achieved from any level of activity. Some long-term benefits do not depend on the fitness. They depend on only regular activity. The smallest level of activity, a brisk walking can reduce heart disease because it can alter fat and carbon hydrate in the body. The level of fat in the blood does not rise so much by doing low-intensity exercise before eating. The greatest benefits occur when people who are least active do a little.

That is the end of my presentation . If you have any suggestions, I will be glad to answer them as much as I can. I'm welcome to your questions.

Thank you for paying attention!

.8. CONCLUSION,

Oral presentation is significantly important for the fifth year engineering students of the Yangon Technological University, in Myanmar, to cover ideas or share knowledge about advanced technology. Whether the presenter presents a product, outlines a proposal, attempts to enlist support for a project, or to do the seminar, one thing is certain, that is, a splendid presentation will get marvelous results. Considering an oral presentations as a communication process, the presenter finds effective presentation skills on the basic of analysing all elements in the process.

To perform an impressive oral presentation and achieve an ideal communication goal, he should earnestly accomplish three P's: Preparation, practice and Presentation. When preparing oral presentations, the presenter needs to take into consideration such communication factors as input, sender, receiver, raise and context. These factors during the presentation are turned to good account by speakers in addressing such elements as communication goals, speechwriting, audiences, blocks to speaking setting and presentation occasions.

This paper is essential for developing the oral presentation skill of the students. Language teachers should make their students have positive attitudes towards the oral presentation and their presentation skill which are vitally crucial their future career. With regard to the students, if students have much practice, they will develop their communication skill and they will become proficient speakers. Therefore, this paper is hoped to be a useful and effective part in the learning of oral presentation aspects.

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