

**ISLAMIC HERITAGE**

LEADS THE TRANSFORMATION OF THE UMMAH

**ISLAMIC HERITAGE**  
LEADS THE TRANSFORMATION OF THE UMMAH

*Editors*

*Hasan Bahrom  
S. Salahudin Suyurno  
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## Prakata

Sejarah warisan Islam telah memberikan impak yang cukup besar kepada perkembangan dunia hari ini. Ia bukan sahaja memberi sumbangan kepada aspek kerohanian malah turut menyumbang kepada aspek ekonomi, politik, pendidikan, sosial, kesenian, kebudayaan, sains dan teknologi. Perkembangan ini memperlihatkan bahawa pentingnya ketamadunan ilmu kepada ketamadunan dunia. Perkara ini selaras dengan tuntutan al-Quran yang menyatakan dengan jelas bahawa Allah SWT memuji sesiapa yang berusaha menuntut ilmu dan juga bertaqwa kepadaNya. Namun sejak akhir-akhir ini, sumbangan hasil pensejarahan Islam sering dipandang sepi oleh generasi muda. Sejarah warisan Islam tidak lagi dijadikan panduan dan iktibar dalam melebarkan ketamadunan ilmu Islam. Mereka lebih tertumpu kepada ketamadunan Barat yang dikatakan ‘kaya’ dengan khazanah ilmu. Sedangkan kemajuan hari ini seharusnya berlandaskan kepada ketamadunan Islam.

Penelitian atau pengkajian mengenai warisan Islam perlu direncanakan sebagai ketamadunan dunia. Idea-idea baru mengenai sejarah warisan Islam perlu diketengahkan. Oleh yang demikian, menerusi *1<sup>st</sup> International Islamic Heritage Conference* (IsHeC 2015) dilihat akan dapat membantu kepada perkembangan produksi seterusnya menjana idea-idea baru khususnya untuk memperkayakan kajian dalam bidang sejarah warisan Islam kepada masyarakat. Dengan penganjuran seminar ini secara tidak langsung membantu untuk menjalankan hubungan antara para sarjana dalam bidang sejarah warisan Islam. Ini adalah satu cabaran dan membuka peluang baru untuk membina satu perpaduan intelektual merentas sempadan dunia.

Buku ini merupakan kompilasi diskusi ilmu antara para ilmuan yang terlibat secara langsung dalam pembentangan kertas kerja mereka dalam *1<sup>st</sup> International Islamic Heritage Conference* (IsHeC 2015) daripada pelbagai platform ilmu Islam antaranya Kesenian, Ketamadunan, Komunikasi, Pendidikan, Kewangan, Sains dan Teknologi dan lain-lain lagi. Semoga curahan ilmu melalui penulisan ini mampu memberi sumbangan dalam menambah khazanah ilmu Islam kepada masyarakat.

Editor,

*1<sup>st</sup> International Islamic Heritage Conference* (IsHeC 2015),

Akademi Pengajian Islam Kontemporari,

UiTM Melaka.

## *Kata Aluan Rektor UiTM Melaka*

Dengan Nama Allah Yang Maha Pemurah Lagi Maha Pengasih  
Assalamu'alaikum warahmatullahi wabarakatuh

Segala puji bagi Allah, Tuhan seru sekalian alam, dengan limpah kurniaNya serta keizinanNya, kejayaan penganjuran *1st International Islamic Heritage Conference* 2015 yang berlangsung di Hotel Mahkota Melaka pada 11-12 November 2015, telah menghasilkan banyak kertas kerja yang amat bermutu. Justeru, buku ini mengumpulkan puluhan penulisan para ilmuan dan cendekiawan dari dalam dan luar negara untuk bacaan semua.

Pelbagai isu telah dikupas termasuklah perihal seni Islam, budaya, politik, gendar, pendidikan, sejarah, kemasyarakatan, sains dan teknologi, ekonomi, kewangan, falsafah, bahasa dan komunikasi, kedermawanan dan pengurusan. Pembaca juga akan mendapati buku ini memuatkan kajian-kajian yang komited melaksanakan usaha mengintegrasikan antara ilmu duniawi dan ukhrawi. Ini membuktikan kesegaran keilmuan tamadun Islam itu sendiri. Semoga perkongsian ilmu ini dapat meningkatkan komitmen umat dalam memartabatkan perintah Ilahi dalam kehidupan duniawi sebagai jambatan ukhrawi. Sekaligus ia bakal memberi manfaat pada alam sejagat.

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Sekian, terima kasih. Wassalam

**PROF. MADYA DR MOHD ADNAN BIN HASHIM**

Rektor ,  
UiTM Melaka.

## LEARNING ORAL PRESENTATION IN A COLLABORATIVE ENVIRONMENT IN TERTIARY CLASSROOMS: ISLAMIC PERSPECTIVES

Juritah Misman<sup>313</sup>  
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### **ABSTRACT**

Effective oral communication skills are very important for humans to proliferate positive and virtuous knowledge and information to others. Islam proposes good teaching and learning practices that help increase better learning environments. Commonly, oral presentation skills in tertiary English classrooms include approaches such as lectures of theories, usage of multimedia aids to teach students delivery skills and techniques to become effective speakers. The main aim of this study is to look at ways for students to learn oral presentation skills in a collaborative environment. The use of pair work activities are presented as means to help and support the learning of presentation skills through collaborative approaches which are creative and innovative. Four pairs of expert and moderate learners learned together in active learning activities which required them to make engaging discussions, give honest comments and feedback and give positive suggestions to help them become better speakers. Technology (such as notes, computers, cameras, videos) was also incorporated to aid learners in building and improving their presentation skills. The study also discusses Islamic perspectives towards collaborative learning environment of developing oral communication skills.

**Keywords :** *oral skills, oral presentation, collaborative learning, group work, Islamic perspectives*

### **INTRODUCTION**

In Islam, education should be centered towards three important relationships: orientations towards Allah, the Mighty Creator; orientations towards relationships with the society; orientations towards human relationship patterns with nature and environment (Asnawan, 2010). In addition, in a classroom society, teachers and their learners play important roles to enhance positive educational environment that transmit knowledge and information. Essentially, teaching and learning classrooms could utilize various methods and strategies that foster positive social oral communication skills. A positive interactive classroom also enables students to socialize with peers, and interact with other learners incorporating learning aids such as technology. These learning orientations could help boost students' academic and social development.

As a model of effective communication strategies, we could adhere to the communication principles advocated by our Prophet Muhammad, who used variety of communication mediums and efforts to communicate and relay his messages to spread his teachings and disseminate the knowledge of Islam. Similarly, our classroom methods and techniques should be guided these same principles which are mainly to develop dynamic flow of communication amongst human beings and the nature and environment. Peer collaboration, could be suggested in this paper, as an important tool to support positive social interactions inside or outside classrooms. Active social interactions help our students to learn better. Vygotsky proposes that during the interrelated, dynamic process of learning and

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development, students become active participants in their learning through the use of language and interactions with others (Wink & Putney, 2002: 86). Fundamentally, the process where students engage and communicate with the society in the classroom supports learners to actively participate in the learning process.

Current and globalized world conditions increase the need to produce students who have effective communication skills and have appropriate command of English in order to get good employment. Furthermore, employers in Malaysia search for graduates who have good command of communication and presentations skills; recruiting human resource power with good command of language and has good oral skills fulfills firms and businesses prospect to compete and expand their businesses, locally and internationally. To match with this demanding job market, the researchers look into approaches that could help to equip tertiary learners with better oral communication and oral presentations skills. Learning oral presentations through a peer collaborative process could be suggested in tertiary classrooms using the orientations that education could be enhanced through variety of methods encompassing positive communication and interactive engagements with the classroom society.

Islam also promotes diverse groups of people to interact and share ideas. Al-Timidhi (2000 cited in Aminudin, Ahmad, Zulkifli) advocated the benefits of students comprising of variety of knowledge and social background to work and learn together and accepting one another. Al-Timidhi claimed that a Muslim who mixes around with others and remains patient of their weaknesses is better than a Muslim who does not mix around and is impatient of their weaknesses. In this paper, the research would look into teaching strategies that promote students to work with their peers, and engage actively in various small-group tasks. The main aim of this study is to look at ways for students to learn oral presentation skills in a collaborative environment. The use of pair work activities were presented as means to help and support the learning process of pairs of students to learn and develop their presentation skills together. The researchers also suggested some classroom strategies that are innovative and creative to be used in the Malaysian tertiary English-classrooms.

Collaborative learning environment is suggested with the purpose of reinforcing individual learners to take the responsibility of their learning and emulate professional characteristics as they learn to develop oral communication skills targeting on the development of their oral presentation skills. In relevance to nurturing our students' potential with good communication skills, it is important to note that our Prophet Muhammad was a successful entrepreneur with professional charisma such as having effective communication expertise and, interpersonal skills. Prophet Muhammad was also well-known with his expertise in understanding his clients' needs. Muhammad was also well-known for his charismatic features such as punctuality, honest, etcetera. Pahroi Mohamad Juoi underlined two basic guidelines to nurture professional muslims: (1) "zikrullah" and, (2) thinking. "Zikirullah" according to Imam Ghazali is to read consciously and take in lessons learned and moral values presented in the Holy Quran. Whereas, thinking is to see and delve into the messages relayed in this world and through Allah's creations.

Commonly, the teaching and learning of oral presentation skills in tertiary English classrooms include approaches such as lectures of theories, usage of multimedia aids to teach students delivery skills and techniques to become effective speakers. At times, peer assessment is practiced to get students to assess their self and peers' oral presentations performances. Common approaches to teaching oral presentation skills tend to focus on the dissemination of theories by the lecturers giving students lessons about facts, concepts, procedures and relevant skills for them deliver effective presentation skills. This study incorporates all these strategies with the combinations of strategies in interaction between group members to find solutions in supporting the development of oral presentation skills

together. The outcome of this learning process would helpfully help individual students to achieve optimal learning.

Generally, this paper focuses on a number of collaborative learning sessions that presents activities which involved learning theories and content about making effective presentations by having peer discussions about powerful introductions that captivates the audience, making effective deliveries by using effective body language such as the use of effective voice, gesture and others and analyzing and assessing their presentations by looking into their strengths and weaknesses. Inclusively, the collaborative learning sessions suggested the use of contemporary methods and strategies in which, the learning experiences present undergraduates with a great deal of opportunities to enhance students' oral skill competencies through diverse valuable communicative tasks such as listening skills, holding discussions, giving formal and informal presentations, giving feedback and reviews, socializing, and exchanging ideas. These oral skills are important so that students are able to engage confidently in communication experiences with peers and others in the society.

### **IMPORTANCE OF DEVELOPING ORAL PRESENTATION SKILLS AMONG GRADUATES AND ISLAMIC APPROACHES TO EFFECTIVE ORAL SKILLS**

Students from higher learning institution need to advance themselves with effective oral communication skills. In the context of higher learning education, there are many researches that sustain the importance of oral skills among graduates in various learning disciplines. It is interesting to note that technical and medical disciplines such as engineering, biology, and mathematics, nursing, focusing on technical knowledge have begun to explore the significant role of oral communication. Methods that encompass communication and interactive participations of the classroom such as the use of group work interactions, discussions and individual and group presentations are commonly used to promote better learning and application of technical context.

Besides, Mohd Salleh and Mohd Noah (2001) presented a study that highlighted oral communication skills to rank among the most important skills to be acquired by accounting and business learners to enter their professional world. This is because professionals from the business and accountancy field are involved in various oral communication situations ranging from conveying messages, managing people, participating in client presentations and meetings, problem solving, decision making, discussions, and so on. In fact, local and international studies consistently acknowledged that accountancy and business employers require effective oral communication skills as requisites in newly graduated business and accountancy students ( Gray, 2010). This means that employers will have a higher tendency to employ potential newly graduated students who can depict high competence in oral communication skills.

In brief, the notion of the importance of developing effective oral communication skills among today's graduates is acknowledged by many academicians, professional. This is to make sure that the learning of presentation skills of undergraduates matches that of the perceived requirements of the concerned workplace. Educators and communication educators can aim to, as close as possible, prepare undergraduates with strong oral communication abilities through diverse speaking instructions and learning practices.

Through Islamic perspectives, successful communication is able to influence others and embrace Allah's barakah. Presenters should consider these elements to become virtuous speakers (Ismail, 2010) :

- Comprehension – Communication is effective if others comprehension what we verbalize. A good presenter need to use language that is simple that attract listeners and the content must also be beneficial and comprehensible to audience to relay good messages.

- Interest – Communication is achieved when parties involved are happy with the communication exchange. Presenters' words and behaviour should create positive and amicable environment as they address the audience.
  - Influence to behaviour – Communication could effectively influence behavior, values and beliefs. People's behavior could be moved from negative behavior to emulating Islamic teachings. Communication could be done effectively through discussions, debates, forums, meetings, consultancy or counseling.
  - Improve relationships – Communication relayed must connect positively to audiences. Contents relayed must not be misleading that could lead to misinterpretations that could drift personal relationship of peers or society.
  - Further actions – Effective communication lead to further action. For example, speakers may they be salesperson, teachers, leaders relay messages to promote others to do positive actions such as create better understanding, solve problems better and others.
  - Eye communication – Effective eye contact from speakers to listeners could lead to positive values and perceptions as first impressions could improve personal relationships.
  - Body posture and movement – Speaker's body posture should be positive, energetic and ready-to-go. Speakers need to face their audiences and body movements need to be natural and dynamic. Image presentation should also reflect that the speaker is positive to built healthy relationship.
  - Voice projection – Speakers' voice influence audience to pay attention and become attracted to our communication. Voice projection should be clear, confident, cleverly manipulated and confident to present the speaker as confident and trustworthy.
  - Involve audiences – Involve the other party in your communication. Speakers should show their interests to what your listeners are saying.
  - Talk about topics that you have expertise on – When a speaker talk about topics they are expert with, they tend to be competent, confident and trustworthy to their peers. Also, get feedback from the audiences and be sure to respect others' opinions.
- Deliberations towards all these elements would equip speakers in tertiary classrooms to become effective orators and receive positive blessings from Allah.

### **SOCIO-CULTURAL PERSPECTIVES AND THE LEARNING OF ORAL SKILLS**

Based on the socio-cultural vision of language learning, interaction should occur by mediation of a mean or tool which can be the language. Learners not only interact by using language, but also representations of symbols, images, pictures, media, body language, people, animals, things and so on. To Vygotsky, social interaction is the basis of all learning and development. Learning is the process of apprenticeship and internalization in which skills and knowledge are transformed from social to the cognitive plane. Interaction involves two or more parties to negotiate meanings and interaction involves the individual with his or her social environment and generally carries it into future performance whether in academic or social terms.( Winegar,1997 cited in Lantolf and Thorne, 2006).

Learners' oral skills could be developed using various learning experiences. There are several useful strategies through which speaking practices and presentation skills of ESL learners can be developed. Chohan and Smith (2008) discussed some useful strategies in making oral communication more inclusive for international students and ESL speakers. The benefit of peer modeling, use of video and creating 'safe environments' are highlighted as practical guidance for learners and teachers to develop oral communication activities and practices. Adams (2004) investigates the comparative impact on self-efficacy of students being exposed to a 'peer model performance' of former student and an 'expert performance'. Findings indicated increased level of confidence for the students viewing the peer model

performance. Reasons behind the change include being able to see ways in which problems with pronunciation were overcome using strategies that they learnt in class, and the belief that if the former student was able to present effectively, they too would to achieve the daunting task.

It is beneficial to note that, in promoting various methods and ways as means in teaching and learning, Muslims should endeavour learning orientations towards knowledge, technology, communication and information. The basis of values, dedications and absorption of knowledge should be oriented towards the Mighty Allah. Hence, learning curriculums or even learning approaches should adhere to certain guides: 1) strengthening the integration of knowledge ( general knowledge and religion); 2) using technology to achieve its function to spread knowledge 3) knowledge is the implementations of skills, not just theory receptions 4) developing virtuous and religious Muslims inclusive to any kinds of worldly developments (Asnawan, 2010).

### **LEARNING WITH PEERS AND EXPERT-NOVICE COLLABORATION**

Working together is essential in Islam as one could not survive on one's own – and it falls upon all Muslim believers to honor this responsibility and hold on to unity. God says in the Noble Quran:

**{And hold fast all together by the rope which Allah (stretches out for you) and be not divided among yourselves; and remember with gratitude Allah's favor on you; for ye were enemies and He joined your hearts in love so that by His grace ye became brethren; and ye were on the brink of the pit of fire and He saved you from it. Thus doth Allah make his signs clear to you: that ye may be guided.}** (Al-Imran 3:103)

In any levels of life circumstances, Islam promote human beings to hang on together and assist one other in celebrations and through difficulties. Togetherness and collaborations bring out the goodness in each Muslim individuals and shun out the evil that may be therein. In turn, Satan the accursed and his devices, may not influence us with evil doings and evil thoughts.

With regards to collaborations between expert and novice learners, Vygotsky (1978) affirmed that children's interaction between capable peers, especially parents, teachers and peers is essential for learning and development. Interaction and engagement between learners and capable peers could create favourable environment to language learning. In our local Malaysian classroom context, when learning the English language, students are highly distinct individuals even when they are in the same classroom; and to learn and perform successfully, learners need different kinds of assistance in their learning and instruction.

Fundamentally, tertiary education requires students to be independent, matured and responsible to their learning. In active learning situations, tertiary students play a major role in their study acts. They actively learn and solve problems, practice and apply their learning (Marhamah Salleh, 2013). Silberman, stated on significant learning process involving peers, in a credo : What I hear, I forget; What I see, and ask questions about or discuss with someone else, I begin to understand; What I hear, see, discuss and do, I acquire knowledge and skill ; What I teach to another, I master.

Group tasks, specifically here, peer collaborations, provide opportunities for tertiary learners to intensively conduct analysis on certain cases or problems, here problems to deliver speeches. Group tasks also develop potentials of leadership, redibility in discussion sessions, foster respect and compassion towards another person's individualism, appreciate another person's opinions and beliefs; finally, it creates mutual and supportive environment to endeavour problems and achieve mutual goals.

In the collaborative learning context, the capable speaker learns by teaching. When teaching a less accomplished learner, the more capable speaker can verbalize, clarify and extend their knowledge of the subject matter. The stronger speakers can internalize teaching and learning strategies, assess and guide the weaker speakers' participation, gradually entrusting control of activity as the weaker speakers' competence increases (Daute & Dalton, 1993; Van Lier, 2004; Walqui, 2006). This means that, by going through peer collaboration learning process, the expert engages his peer in his or her successful strategies and expert thinking and practice as they work out the activities and solve the problems together. On the other hand, when assisted by a more capable peer, the novice learner can experience models of successful learning or participate in a more complex social activity.

In this study, peer collaborations in learning and developing oral presentation skills, is propagated. In the learning process, learners receive support from their peers in terms of help with executing their language, transmitting and transferring information, exchanging ideas and encouragement, modelling, giving feedback and suggestions. In the learning process, peers or group members could actually become the second eye to monitor and assess their partners' oral presentation skills and actual performances. This means that the partner and group member can give immediate assistance and guidance; as he or she could perhaps offer ideas and immediate feedback that could clarify the oral communication and presentation skills and provide feedback about the strategies that they are learning and the weaknesses and strengths of their presentation skills as they practice the skills and strategies together. Pahroi (2010) exclaimed that Muslims with positive attitudes are those who are confident of themselves, able to be positive towards others, able to see opportunities in every situation, able to focus on actions and solutions and not on problems, possess a high drive to give and finally, possess a hundred percent belief to take charge of responsibility. Hence, when a Muslim is confident of himself, he or she focuses on potentials and valuable values rather than being doubtful about his or her weaknesses. A confident Muslim has time for others. He or she loves other people as he or she focuses on the potentials of other people. As the sayings goes, "If you see positivity in others, you will reap positive results". On the contrary, negativity upon self and towards others bring upon destruction. In Islam, it is wrong to label, have negative ideas, curse, look down upon others.

### **BRINGING TECHNOLOGY AND REAL-LIFE RESOURCES INTO THE LANGUAGE AND ORAL CLASSROOMS**

Technology is a useful tool to enhance learning. Islamic teachings contend that Muslim believers equipped themselves with all aspects of knowledge and current technology to face challenges or enemies. Current developments showed that young people in the contemporary society, who are mainly our students at the tertiary levels, are closely knitted to the use of modern technology in their daily lives. Most of our young students posses gadgets such as hand-phones, i-pads or i-tablets that have internet access, camera and video functions, radio functions. These new media technology, together with the applications, influence immensely on how the current society, live their lives today.

So, teaching and learning in tertiary classrooms, could also utilize these technology gadgets to enhance optimal learning. Learning through hands-on experiences, such as using real-life resources, can enhance learning in the oral classroom to cater to the different needs and levels of different students. For example, students who are audio-style learners like to listen to more to input from radios, videos, television, songs and such. Whereas, visual-style learners prefer learning by looking at information from films, newspapers and magazines; kinesthetic learners like learn by doing things such as playing with scrabble, designing weblogs, pamphlets and creating dramas and plays. Learning can be enhanced when students learn using various real-life resources to support language learning such as using television, video, radio, audio books, newspaper, magazines, books, the internet, information computer

technology (ICT) or even real people (Hurd and Murphy 2005). Learning activities can be done individually or in groups to cater to learners' interest and proficiency level as the real-life resources could increase motivation and confidence to learn, especially in group activities, when students use these resources to interact and learn from each other to complete the tasks given.

This study suggests collaborative learning tasks that are supported by ICT as the use of ICT technology that can promote innovative and creative aspects in learners. Learners and teachers can use ICT to support imaginative expression, autonomy and collaboration. ICT offer opportunities to be creative in authentic contexts in ways which have not been as accessible or immediate without new technologies ( Loveless 2002) Creativity can be promoted and extended with the use of new technologies when teachers and learners understand the opportunities of the varieties of creative and innovative strategies. For example, in this study, the learning of oral presentation skills uses high technology information tools such as camera, computer, video clips, books which are innovatively incorporated to promote critical thinking and creativity in learners.

Next, in terms of video recordings of presentation and speaking practices, most presenters found watching their own and peer performances useful. Apart from observing and giving feedback to other's performances, learners valued self-reflection opportunities and the identification of one's strengths and weaknesses of their presentations made by the learners. However, some students found the exercise counterproductive, in that they did not like watching themselves in the video playback. Finally, in terms creating 'safe environments', Johnson (1997) suggests small group interaction to reduce pressure and to promote a more comfortable communication setting.

## METHODS

### SUGGESTED ACTIVITIES

This study suggests four collaborative learning sessions of learning oral presentation skills.. The researchers believe that the youths attending tertiary classes nowadays own a hand-phone at least, to record his/her own's presentations. Some graduates in Malaysia tertiary classrooms even own high-technology devices such as smart-phones, i-Pads, i-Tablets, digital video cameras which they carry around with them to classes. So, instructors can ask the students to use the innovative devices to record their speeches and watch the video recordings on playback for their learning.

In the four sessions, pairs went to the process of recording and viewing their presentation performances as they practice the presentation skills and strategies. The pairs also self- and peer evaluated each other's strengths and weaknesses based on their recorded speeches and discussed, gave feedback and suggestions to improve their presentation skills performances.

### LEARNING SESSION 1 :

#### **Resources needed:**

**Students with one or two peers, computer, video camera or i-phone, or i-pad, or hand phone for video recordings, blank papers to jot down notes, pen/pencil,**

The first session generally involves peer learning tasks that require each learner to record their presentations , watch sample videos of effective presenters, discuss critically about the videos and also about their presentation performance on play-back. The tasks are as follows:

1. First, in Session 1, each speaker is required to give a prepared speech on any topics. An example is "Best Reading Material I Have Read" or any topics given or chosen by them.
2. Next, for fifteen minutes the pairs watch multimedia video shows of samples of effective presentations from a CD on a computer screen. The CD is taken from the

- textbook “The Art of Public Speaking” by Lucas (2007), which depicted a variety of model speakers with varieties of speech samples.
3. While watching, the students take notes about the sample speeches shown. Here, the students are asked to closely observe oral presentation samples that they liked most, focusing on the strengths and weaknesses of the model speakers shown in the video samples. Hughes and Mallet (2012) suggests that in preparing for a presentation, speakers can watch video models of other presenters and take note of the different ways presenters control their nerves, values presented and the key points they want the audience to remember (p52).
  4. Then, for the first discussion activity, the two students discuss about the videos they like and things they learn from the videos in terms of the model speaker’s strengths and weaknesses. Then, the subjects are to watch their previous recorded speech on play-back on the computer screen for 10 minutes to study and take notes of their strengths and weaknesses.
  5. For the final step in Session 1, the subjects conduct a second discussion activity in which they self and peer evaluate their own and their partner’s speeches. Here, the capable and moderate learners are encouraged to discuss openly and honestly to each other. The peer discussions included providing evaluation, feedback, comments and suggestions to each others’ speeches. Presentation techniques can be improved and refined by giving feedback and asking others to give the presenters feedback (Hughes and Mallet 2012). A useful technique of studying your presentation is by video recording yourself and then analyzing your presentations

### 3.3 LEARNING SESSION 2

#### Resources needed:

**Students with one or two peers, computer/handphone/i-phone/i-tablet etc. , recorded speech, handouts on capturing your audience with powerful speech introduction, blank papers to jot down notes, pen/pencil**

The second session generally involves partners/ group members to learn and develop on creating effective introduction in speech through tasks that involve discussing input from handouts, watching sample videos of effective presenters, discussing critically about the videos and also about their presentation performance on playback and try to give feedback and provide comments and suggestions on refining their speech introduction. The tasks are as follows:

1. Next, in Session2, the collaborative pairs read an article entitled “Starting on the Right Foot: Openings That Capture Audience” from a textbook by Leeds (2003, pp.105-116) to be read within 20 to 25 minutes.
2. Then, learners watch model video shows on making effective strategies for openings of speech to captivate the audience (Video 9.1, Video 9.2, and Video 9.3) on computer screen. The short video clips were taken from the textbook “The Art of Public Speaking by Lucas (2007).
3. Here, the learners spend ten minutes to take note of the language rhetorics and the different strategies used to execute effective introduction in speeches so as to get audience’s attention.
4. Then, for the first discussion activity, the learners discuss about things learnt from the handouts and model videos.
5. Then, the learners watch their previous recorded speech on playback on the computer screen for 10 minutes to study and take note of their strengths and weaknesses with regards to their introduction in the recorded speeches. Making notes is useful for learners as notes can assist learners to reflect on their learning and progress so as to

- enable learners to work out their strengths and weaknesses (Nicholson, Adams, Furnborough et. al. in Hurd and Murphy 2005)
6. For the final step in Session 2, learners conduct the second discussion activity in which they self and peer evaluate their own and their partner's speeches, in terms of the attention getter strategies in beginning of speech to capture the audience, by providing evaluation, feedback, comments and suggestions about each others' speeches.

### **LEARNING SESSION 3**

#### **Materials needed:**

**Students with one or two peers, computer/handphone/i-phone/tablet etc., recorded speech , handouts on using smooth transitions , blank papers to jot down notes, pen/pencil**

The third session consists generally, of activities whereby partners/ group members learn on developing effective speech delivery skills such as using effective voice, body language and smooth transitions in speech through activities that involve discussing input from handouts, watching sample videos of good models of presentations, discussing critically about the videos and also about their presentation performance on playback and try to give feedback and coach on refining their speech delivery, especially on using effective voice, body language, smooth transitions. The activities are as follows:

1. In Session 3, learners read a handout on "What is Good Delivery : Speaker's Voice and Speaker's Body" from the textbook by Lucas(2007, pp. 305-313) from the textbook "The Art of Public Speaking" by Lucas (2007) to be read for about 20 minutes.
2. Then, learners watch a model video shows on effective non-verbal communication elements in giving oral presentations (Video 12.2, Video 12.4) on computer screen. The short video clips are from the textbook "The Art of Public Speaking by Lucas (2007). Contextually, by getting learners to computer-aided tasks, may generate language learners' creativity which in turn enhances the language learning process. Whenever language learners are able to exploit the language and computer knowledge and skills for tasks fulfillment, their learning independence increases and this in turn encourages learners to become more creative.
3. Here, the learners spend ten minutes to take note of the usage of effective non-verbal communication strategies to execute powerful speeches that capture audiences' attention.
4. Then, for the first discussion activity, learners discuss about things they learn from the handouts and model videos.
5. Next, learners watch their previous recorded speech on "Best Reading Material I Have Read" on playback on the computer screen for 10 minutes to study and take note of their strengths and weaknesses of their delivery skills.
6. For the final step in Session 3, learners conduct the second discussion activity in which they self and peer evaluate their own and their partner's speeches, in terms of non-verbal communication strategies in making effective speeches to capture the audience attention. Learners can discuss with the other members by providing evaluation, feedback, comments and suggestions to each others' speeches.

### **LEARNING SESSION 4**

#### **Resources needed:**

**Students with one or two peers, computer, video camera or i-phone, or i-pad, or hand phone for video recording , blank papers to jot down notes, pen/pencil**

The fourth and final session consists generally, of activities whereby partners/ group members view their improvements and progress in their speech performances by recording another

speech with the same or similar topic. Evaluation of the speech performance could be assessed by looking at the skills learnt earlier that involve discussing input from comparing the performances of previous and latest presentations videotaped, discussing critically about the videos and also about their presentation performance on playback and try to give feedback and coach on refining their speech delivery. The activities are as follows:

1. To view learners' improvements and progress in their speech performances, learners can record another speech with the same or similar topic loudly and clearly for better listening.
2. Next, learners need to watch and review back the second recorded speech. Again, to get a larger viewing, learners can upload their video recordings from the camera or camcorder onto your computer. Save the speeches on the computer desktop and name the file appropriately. Then, view the recordings from the computer screen.
3. Again, as learners watch their recorded speeches, get a pen and paper to jot down their strengths and weaknesses that they observed and identified in their own and your peer's speeches.
4. Repeat the process of observing the minor and major details such as the clarity of speech's purpose, the structure and logical flow of your content from one point to another, enough support of ideas and information, voice variety, confidence, positive use of your posture, gestures and facial expression to enhance speakers' points, effective language, captivating speech introduction.
5. After learners have 'self-evaluated' his/her and their peer's recorded speeches, talk to each other positively about their strengths and weakness.
6. Try to also observe the improvements made in the second try of the speech presentation when learners give their comments, feedback and suggestions over their performances.
7. Pinpoint the improvements and use the suggestions given by the second pair of eyes (peer's observations) to build up learners' on-going process of working on individual's strengths to polish their presentation skills.

## **CONCLUSION**

This study discusses Islamic perspectives towards collaborative learning environment of developing oral communication skills. Several tasks relevant for the learning of oral presentation skills in the tertiary classrooms were designed to promote collaborative approaches to be used in tertiary classrooms to teach oral communication and oral presentation skills. In line with the notion of teaching the contemporary youth society in the tertiary levels, the use of modern technology learning aids such as smart-phones, i-pads, laptops, video-cameras which are quite easily available and accessible to almost the entire population of tertiary learners, are suggested. These modern and high-tech devices enable peers in the small interaction groups to better practice and develop better presentation skills.

Considering the potential of expert and novice collaboration in enhancing learning context, it is hoped that in the tertiary communication classrooms, by pairing or grouping capable and moderate learners, they become more independent and more active and could learn from each other. The individual needs of learners will then be fulfilled as learners receive valuable assistance from their peers to boost the learning and development of oral skills. Hence, Muslim believers in Malaysia should look into the potentials of incorporating teamwork, common practices of teaching and learning oral presentation skills which could undergo the learning process of small group interactions, plus the capitalization of modern technology to evoke optimal learning for individual students regardless of their competency and cognitive levels.

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