

**COMPILATION OF PAPERS ON RESEARCH,
GLOBAL SYNERGY
FOR PROGRESS AND BENEFITS:
UNITING SCIENCE, RESEARCH AND COMMUNITY SERVICE**



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Chapter 2

Global Synergy: The Importance of Language and Oral Presentations in Uniting Science, Research, and Community Service

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Abstract: *This paper attempts to unlock keywords used in the Theme of this Colloquium while positioning Language and Oral Presentations as key for Global Synergy. This paper brings together related works showing the importance of Language through effective oral presentations. This is the basis for Global Synergy of any kind to be achieved. Science and Research can only be made available to Communities through the medium of language. English is the global language, and this study focusses on oral presentations. Communication through Language and the subskill of Oral presentations is the vehicle for knowledge transfer in any field, as well as reaching out to Communities. While much emphasis is given to Science and the field of Research, less is said of the Global Language, English, which is mandatory. How can Science and research findings reach communities if not through the medium of the global language? This study was conducted with undergraduates in a local public university and confirms previous findings. These findings reveal their awareness of the importance of effective oral presentation, while highlighting their lack of confidence and nervousness during such activities. This is an area of great concern to achieve effective oral presentations in English for Global Synergy among all communities. This study also provides suggestions on how these challenges can be addressed.*

Keywords: *Oral Presentations, Global Synergy, Uniting Science and Research, Community Service*

1. INTRODUCTION

The topic plays out the integration of scientific discoveries through research studies and how these can be applied for the betterment of the community. First, let us unlock some of the keywords and phrases:

What is Global Synergy? This term denotes the links between all aspects of our world and underscores the importance of this connection. Hence, not only are the positive aspects to be shared globally, but also ways of overcoming various challenges that are presented to different segments of the world. Some challenges may not be faced at current times but may present themselves with modifications at a later time. This, then, is the platform where sharing ways of dealing with or minimizing problematic areas becomes useful for the community. Communities from all over the globe, and hence, Global Synergy comes to be actively required and encouraged by all.

Global Synergy is not limited to the Sciences alone but to all disciplines, including education, language, culture, and the social sciences. However, the Colloquium's topic specifically refers to uniting Science, as a chosen discipline. The researchers will include education and language, coming from the language

department of Universiti Teknologi Mara, Seremban Campus.

What does uniting Science and Research mean? This is about integrating Science with Research. Usually, scientific discoveries take place in laboratories and in specific spaces within the realm of academic or technical circles. To push these beyond, globally, would be an instance of how Science and research can be integrated globally and findings shared and made accessible to the world communities. This includes work in medicine, engineering, environmental issues, Language, AI usage and much more. The sharing of this new knowledge will mean that other communities can benefit from this according to their individual needs.

What about community service, and how does integrating this into science and research play out? Community Service is about sharing scientific discoveries with other communities who may not have this expertise or experience. Hence when research on science is integrated with community service, insights assist communities within their specific contexts to overcome barriers. Hence, science and technology do not remain in academic journals; rather, they travel to communities across the oceans, making relevant and impactful results.

Hence, the equation of the theme for the Colloquium after unlocking the terms, is how Global Synergy can be achieved by uniting or integrating Science, research and Community Service. The focus of this paper is using the Global language, English and the subskill of oral presentations to achieve Global Synergy. Only then can the direction of progress and benefits be mapped out clearly.

1.1 Language and Communication as a Science

We can safely include Linguistics, which is defined as the science of human language. Countless people communicate with each other and within communities in an impressive variety of ways. In Linguistics, researchers try to understand these various ways within a linguistic system of norms.

Together with this is how language is an expression of culture. Culture is an embodiment of values, beliefs and customs associated with a community. This culture brings a group of people together and helps foster solidarity. Hence, in understanding language, we get glimpses of culture which assist us in building together Global Synergy. This helps to unite diverse communities and disciplines.

In short, Language is a Science and hence within the theme of this Colloquium. The focus of this paper is a sub skill of language, oral presentations. This is essential in achieving Global Synergy with the transfer of knowledge and information effectively.

Global synergy is also about uniting diverse communities and disciplines with a common goal of addressing local needs while participating and engaging in global needs in the endeavour of a global community for the betterment of all. This can only be achieved through a global language which is effectively used in English Oral Presentations.

2. PROBLEM STATEMENT

This study is situated among undergraduates in a public university. The context of this study is Language and Communication through Oral Presentations. Oral Presentation is a part of the curricular of most undergraduate programmes.

Although undergraduates recognise Oral Presentations as necessary, they lack confidence in making them and shy away from such activities.

This study examines undergraduate perceptions of the importance of Oral Presentations and their thoughts on how they can improve their oral presentations.

In a world where face-to-face communications are minimised, oral presentations are still an important part of communication. It is hoped that the findings of this study will reveal obstacles and ways of coping with oral presentations. This is one way of uniting Science and research with the community.

More than that, such effective oral presentations can bring progress in a crucial area—communication.

3. OBJECTIVES

1. To investigate how undergraduate students perceive oral presentations.
2. To propose ways to improve oral presentations among undergraduate students.

It is crucial to understand what undergraduate students think about oral presentations. Only by this investigation can ways be worked into to assist in better communication through effective oral presentations.

When the students themselves can identify reasons for avoiding oral presentations, they become more aware of their shortcomings and look towards improving their oral presentation skills. Awareness will enable the students to put oral presentations in a pivotal position.

4. RELATED WORKS

Oral presentation is the most popular speaking genre in classes as well as the workplace (Chang & Huang, 2015). Most higher education courses include presentations as a method of assessment as well as classroom teaching and learning activities. In addition, successful communicative goals include effective oral presentation skills (Evans, 2013). According to Van Emden and Becker (2017), being able to speak effectively to an audience is one of the benefits that students can gain from their tertiary education. Also, being able to present effectively is a valuable skill for students in whatever subjects they study and will consequently give greater achievements in their academics, career prospects, and their working lives in the future (Van Emden & Becker, 2017). The Learning Centre of the University of New South Wales (2010) defines an oral presentation as a short talk on an assigned topic delivered to a group of people.

4.1 Students' Attitude Towards Oral Presentations

One study by Dansieh et al. (2021) was done to investigate the possible causes of anxiety towards oral presentations among tertiary students from Technical University, Ghana. The study found that even though students are aware of the importance of oral presentations, 63% of the respondents experienced anxiety when asked to give oral presentations. Additionally, 23.9 % experienced nervousness while another 13% experienced stage fright when asked to give oral presentations. The study further revealed that the respondents associated their unfavourable experience to three causes: 1) fear of making mistakes (65.2%), 2) fear towards the audience (21.7%), and 3) lack of knowledge in oral presentations (13%).

Another recent study that measures students' attitudes towards oral presentations was conducted by Pham et al. (2022) on 600 second-year, third-year, and fourth-year students at the Faculty of Foreign Languages of Van Lang University in Vietnam. Despite showing a positive understanding towards the importance of oral presentations, 57.1% of the students dread the idea of standing and speaking in front of an audience.

The next study that sheds light on students' attitudes towards oral presentation is by Marinho et al. (2017). Additionally, the study also reported that 63.9% of the respondents expressed fear towards oral presentations and it is also highlighted that the female gender is prevalent in the percentage. Marinho et al. (2017) also claim that students with less experience in conducting oral presentations and students with negative self-perception tend to have more fear towards oral presentations.

5. CONCLUSION

In order to get more concrete feedback and to confirm past research, a small study was carried out with a group of undergraduate students in a public university where the researchers work. The participants were undergraduates who were predominantly female with 84% and only 16% male. As for the first statement, on the importance of oral presentations in terms of frequency (always, very often, sometimes, and so on), the number who felt this to be true Always comprised 48%, while another 48% felt that it was important very often. Only 1% found this to be true 'sometimes'. This could be because oral presentations in the curriculum are usually pair or group work. Hence, students who are weak and do not favour oral presentations may not find this to be important all the time. Additionally, they can get others in their group to do more of it, with them doing less of it. These are some inferences made.

The second statement on the importance of oral presentations in helping to share knowledge and information was true for 64% of respondents, while 36% felt that it was 'very often'. Considerably, the majority felt that oral presentations were important for the dissemination of information and knowledge. The third statement on the enjoyment of oral presentations shows only 28% found this to be true always, with much more, 40% stating this to be 'sometimes', showing that there is no joy element in oral presentations.

The reasons for this response are unfolded in the next few questions, where the majority felt that they were not good at oral presentations, lacked confidence and were nervous.

The subsequent questions helped in ways to address these shortcomings. The majority felt that they needed to practice more, work more with their peers and with themselves, listen to good oral presentations, and actively participate in class speaking activities.

Hence, this study not only confirms previous studies on oral presentation challenges but also provides suggestions on ways that can be further developed within the curriculum to help undergraduate students overcome challenges and become good oral presenters.

Global synergy for progress and benefit requires good and effective oral presentations in English. This is a basic and compulsory element for global progress. This paper addresses this issue, which is integral for everything else to fall into place easily. Effective oral presentations are where communication takes place, requiring the accuracy of facts presented in a clear and confident manner.

Oral presentations will foster clear and polite communication globally while paving the way towards building better relationships and sharing diverse cultures as well as knowledge and assistance where required. Good communication through oral presentations will create a more connected and prosperous world and encourage the positive building of trust.

6. ACKNOWLEDGEMENTS

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7. FUNDING

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8. AUTHORS' CONTRIBUTION

All authors worked together on this study, which included writing the literature review, administering and analysing the questionnaires to the undergraduate students, presenting the data suitably, and assisting in writing the manuscript. All authors offered valuable feedback and contributed to shaping the research, analysis, and manuscript.

9. CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication, nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to ICGSPB.

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APPENDICES

DEMOGRAPHIC DATA

1. Gender

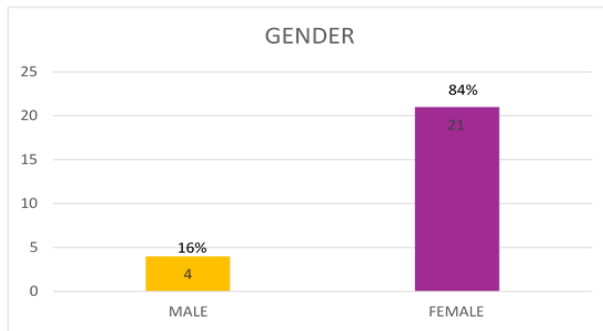


Figure 1 - Percentage for Gender

2. Faculty

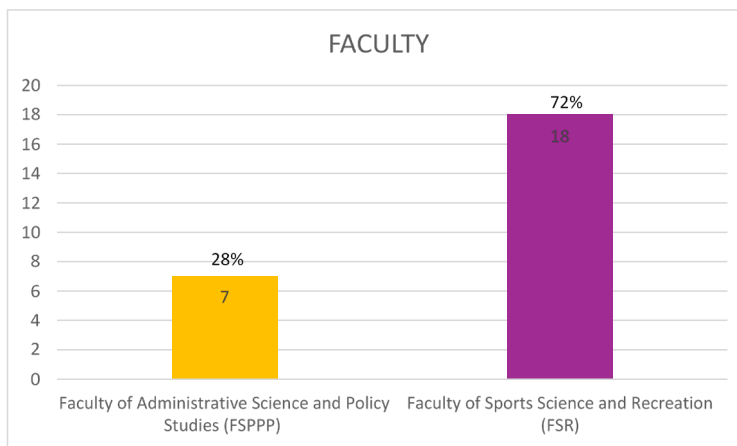


Figure 2 - Percentage for Faculty

COPING WITH DIFFICULTIES/ IMPROVING ORAL PRESENTATIONS

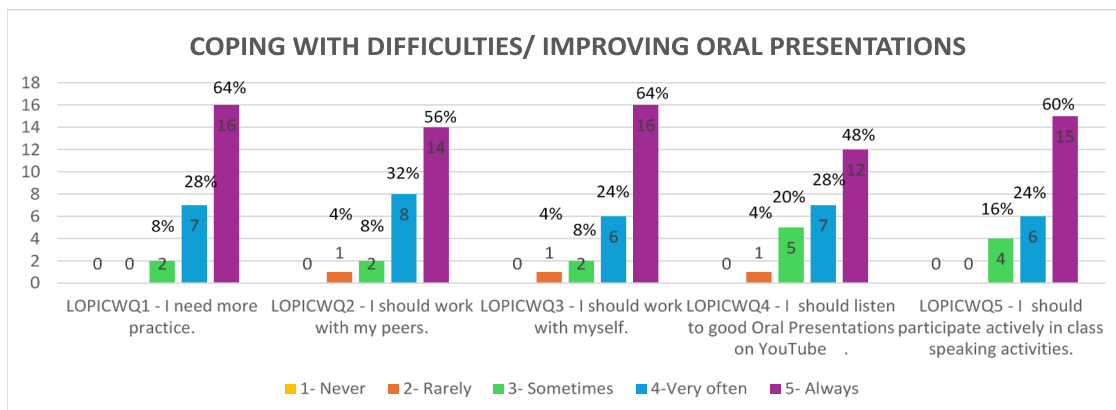


Figure 5 - Percentage for Coping with Difficulties or Improving Oral Presentations