GROUP ORAL PRESENTATION
IN BUSINESS COMMUNICATION B

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Oral presentations are becoming more and more important in language learning process, especially in the university environment. In Business Communication B course at Kanazawa Institute of Technology (KIT), students also have a chance learn how to do group oral presentation on some business-related topics and this is one of the most important parts in the assessment process of Business Communication B course. In this paper, a review of the literature will illustrate how this oral activity could help students develop their communication skills in business settings as well as point out some problems that EFL students might deal with while presenting in English. Then, it will introduce how this group activity is carried out and analyze some of students' perceptions towards group oral presentation in Business Communication B classes through a questionnaire.

 Keywords: group oral presentation, presenting, Business Communication, students' perceptions

1. Introduction of oral presentations in EFL language classroom

1.1   Some benefits of oral presentations

Nowadays, more EFL teachers try to make their classes more student-centered, communicative and dynamic by asking students to do oral presentations as this is one of the activities that encourage "students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively" (Ali Said Al-Issa and Redha Al-Qubtan, 2010:1) [1)]King (2002)[7)] also states that oral presentations help bridging the gap between language study and language use, developing oral skills or integrating all four skills in general, enhancing team work or autonomy in studying language. Besides, this activity, if guided and organized properly will also be very beneficial to students in some working situations in their real life later. (Meloni & Thompson, 1980) [9)] Moreover, with all the availability of technology both at school and home, students' presentations with PowerPoint, videos, slide projectors, pictured posters, VCD/DVD, internet and other visual aids could make any language class much more interesting and interactive than the traditional ones. (King, 2002)

1.2   Some potential difficulties of oral presentations

Though listing many advantages of oral presentations for language learners, King (2002) [7)]says that when asking students to give presentations, teachers need to be aware of some problems that might dominate the purpose of developing language skills, for example speech anxiety, group boredom or the lack of presentation skills.

Indeed, speaking in front of a group can be very daunting for many students, especially for students who come from culture with traditional teaching method and also with great fear of failure or making

mistakes. "Unfamiliar activities having a communicative or process oriented were not highly valued by students from traditional background" because "a gap between the current level of performance and the intended learning experience results in a breakdown of language production and frustration for learners." (Ellis, 1996: 214) [6]Before Ellis (1996), Cothran (1995) [4]also mentions that speaking in public sometimes actually lower students' confidence and comfort in language class; and therefore, it is not effective in helping students develop their language skills.

Furthermore, having students give presentation in class can be conflicting to the idea of creating a low-threat learning environment that Krashen (1982) [8]introduces for a better language acquisition proceeds. Why? It's because students have to cope with speech anxiety including voice, eye contact, heavy breathing, body gesture, etc. Last but not least, teachers ask students to work in groups presenting something in English, which can create boredom and difficulty for students as well. (King, 2002)

2. The main purpose of this study

There are many factors that teachers need to consider before asking students to do oral presentation in English. There are also not many researches in the field mentioning about this. Most writers just chose to discuss certain theoretical or practical aspects related to oral presentations in EFL classroom. (King, 2002; Webster, 2002)[13] Last spring semester (April 2013 - August 2013) when I decided to introduce and carry out this student-centered activity in my Business Communication B classes, many students came to my after the first class session to show their uncomfortable feeling and frustration with this oral activity in English. However, with the belief that group oral presentation is necessary in building up students' confidence and autonomy in language learning as well as making Business Communication Class more interactive and interesting, I still continued with this activity and also collected students' ideas about this activity through a questionnaire at the end of the course in order to know how students accept this and if they have any problems with this activity.

3. Oral presentations in Business Communication B class
3.1 Oral presentation in English classroom at KIT

Even though oral presentation is not new to students at tertiary level and KIT students are not exception, in most required English courses offered at KIT, students are not expected to do group presentation. It is not the main focus of most English courses. As far as I know, some teachers ask students to do short presentation in integrated learning sessions to review vocabulary, reading texts that they have learned or in optional Writing and Presentation courses, students are expected to do oral presentation. In other general required English Topics courses, unless some teachers use Reading Circle Method in the class to help students develop their reading comprehension and autonomy in general, we hardly see any oral presentation activity in the class. Therefore, not to mention the big differences between Reading Circle Presentation with the oral presentation activity we carry out in Communication Business Courses, we can sum up that KIT students do not have much experience with speaking in public, especially in English.

3.2   Group oral presentation in Business Communication B courses at KIT

With all these understandings about oral presentation and KIT students, when I was given Business Communication B classes, I still decided to try Group Oral Presentation as one of the main

activity throughout the course in order to meet one of the objectives in the set syllabus created by some formers teachers at EEC. (Appendix 1)

3.2.1. Task

As stated in the course syllabus (Appendix 1) oral presentation is an important part in assessment in Business Communication B because it is worth 30% of the total point for this course.

Students were put in groups of three or four. I asked them if they wanted to choose their own partners. If they could find their partners, I let them work together. "Have students choose their own partners since it is much easier for students to work out their schedules for getting together outside class" and they will also be "responsible for evenly distributing the assignments among members" (King, 2002: 409) However, I sometimes assigned members for groups because some students found it hard to find their partners and group together to prepare for the presentation.

There are actually five business themes in the textbook "*Intelligent Business*" by Johnson, C.(2009) that we had to study for Business Communication B, which means in this class, students were expected to do five presentations during the whole course. I gave them the worksheet with presentation topics and requirements at the very beginning of semester. (Appendix 2) For each theme, there were two topic guided questions related to textbook theme or readings in the textbook. The students were given 15 minutes at the end of the class session before the presentation day to discuss with their members and choose the topics that they are interested in. (Appendix 2) Though there are not many options regarding to topics for presentation, students still had a chance to choose either topic one or two for each theme, which could somehow trigger their interest and motivation in doing presentation. In addition, students normally listened and read something related to the topics in the textbook in the class session before the presentation day. They had to tell me what topic they chose and they could go to my office to ask for more suggestions or feedback on their presentation before presenting in front of their classmates. As Bahous, Bacha & Nadhani (2011) [2]mention, teachers should provide students with enough background information, i.e. reading materials, prior to a discussion so that students can support their arguments properly.

Then, they had one week to prepare for their presentations. I asked each member of group to take turn to present what they found out for that specific question in around five minutes. The requirements for presentation were shown very clearly in the worksheet with Japanese translation and also explained in details right on the first day of the class. (Appendix 2) The date of each presentation is also stated in the course syllabus (Appendix 1)

3.2.2. Rubrics for group oral presentation

I would rather call this type of simple rubric (Appendix 3) what I expected students could learn from doing oral presentation in groups together. And I emphasized on simplicity because I did not want students to be overwhelmed by the requirements and assessment and also it is suggested that EFL teachers in Japan should make their language classroom more intimate and move away from evaluation paradigm, which seems ingrained Japanese society, lower learners' anxiety (Cutrone, 2009)[5]

For one presentation, the whole group could get maximum 6 points, equally focusing on those parts: preparing slides/ handouts (handout), finding the answer for the topic question (content), making presentation more colorful and interesting by finding some pictures, video clips, PowerPoint backgrounds on internet, TV commercials (visual), checking grammar and spelling

(grammar/spelling), speaking with body language (eye contact/gesture) and clear voice and intonation (voice/ pronunciation) (See Appendix 3)

They were asked to prepare a handout for teacher and also each for each group. They could briefly paraphrase their idea in one A4 paper or just simply print out the content they have on their PowerPoint slides. The reason why I asked for handout preparation was because I knew it could be hard for some students to listen to their friends in English, and in that case a handout would help them find it easier to follow the presentation. In addition, preparing a simple handout with main ideas and keywords for presentation could help students of the group get 1 point out of 6 for the whole presentation, which somehow could release students from worry of points of presentation.

About the content of the presentation, normally, if they could some information and presented something related to the topic questions, I give them 1 point for that.

About the visual part, all I wanted from students was searching and learning to make their presentation more interesting and appealing to others by using different visuals available in the textbook, articles or other media.

About the grammar and spelling part, I did not ask for perfect grammar structures or no spelling mistakes in their handouts or slides, I just wanted them to be more careful and try to use comprehensible sentences or also come to my office more often to check and to learn English together with me.

About the eye contact and gesture, this was a way to draw students away from reading everything in their prepared handout or slides. I wanted them to learn to be more comfortable and natural English speaker or presenter.

About the pronunciation and voice part, what I aimed at was that students should check pronunciation of some keywords and learn how to draw audience's attention by using clear speech as well as comprehensible intonation in presenting something in English.

At the end of each presentation, I normally thanked them for presenting and ask if their classmates have any questions. I also asked question if I did not understand something from their slides or speech. Also, if the presentation was too short, I tried to elicit more information from them to check their preparation and understanding of the topic. This normally did not affect students' total score for that presentation. However, as Olson (2002) [11] and Moate (2006)[10] mention that good guided questions allow learners to share information and allow for flexible responses. It also helps students become less reliant on rote learning and be more confident in expressing their understanding of relevant points about a topic.

4. Questionnaire and results

At the end of the semester (on class session 16, August 2013), students were asked to complete a questionnaire on their experience with presentation in Business Communication class. I chose questionnaire to understand more about what students thought about doing group oral presentation in business because questionnaire survey was considered the best way to determine opinions regarding any aspect of a language program. (Brown, 2005)[3]

In total, there were 88 student participants in this questionnaire survey. All of them were sophomore students at KIT and were taking Business Communication B classes with the writer in

spring semester. (April 2013 – August 2013) Though they studied in the same classes but their level of proficiency were quite different from each other.

There are only 8 closed questions in this questionnaire. (Appendix 4) Question 1 focuses on the presentation topics that students are interested in and find practical and useful. Question 2 asks them directly whether they like group presentation or not. If the answer for question 2 is "Yes", they continue with question 3, which elicits the reason why they like group presentation. If the answer for question 2 is "No", they can go next with question 4, which elicits the reason why they don't like group presentation. Then with question 5, it can tell us which part that students find difficult in preparing and giving presentation. Question 6 is about students' perception over this type of Oral Presentation and the Reading Circle Presentation they did before in Business Communication A or some other general English courses. Question 7 asks which skills students really want to focus in Business Communication B course, and last but not least, with group oral presentation, I would like to know if students enjoy Business Communication class or not in question 8.

When asked which theme/ topic in the textbook that students found practical and useful, most students voted for topic Methods of selling (66%) of unit 9 and Job-search website (61%) of unit 8 in the textbook. Students' idea on other business topics for presentation can be found in the diagram in Figure 1
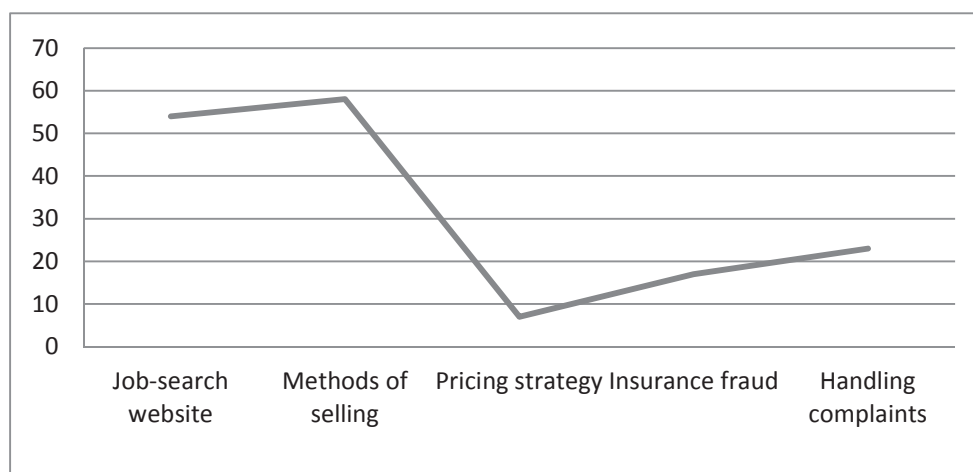

Fig. 1 Practical and useful business topics

In question 2, when asked if they like group oral presentation or not, only 1 out of 88 students did not answer. 62 out of 88 (71%) of students showed their interest in this student-centered activity. And more than a quarter (28% of students) answered that they did not enjoy this group activity. (Figure 2) When I asked student to answer the questions in this survey, I emphasized that this is not for points and I would like their honesty because all I wished was to make the Business Communication Class better if I had a chance to teach it again in the future. As a result, though it came out that quite many students did not enjoy this activity, I was still optimistic because first, the group who liked presenting

in English still outnumbered the one who did not. Second, from this I could know the reasons behind the answer "No" and problems that students had to face while learning to present in Business class.
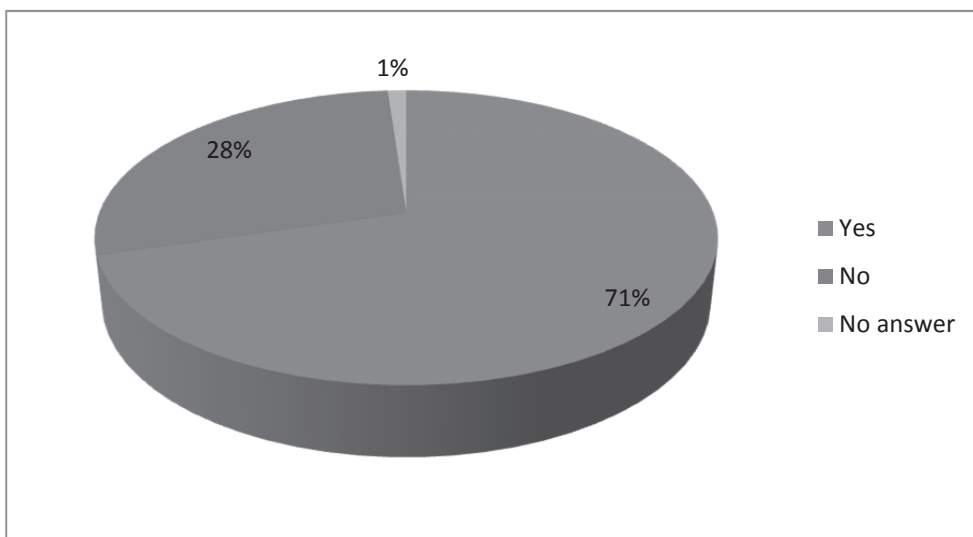

Fig. 2 Do you like group presentation?

Most students who liked group presentation pointed out that it was because they had a chance to improve their oral skills (94%) and they could choose the topic they like (56%). Some students (more than 30%) thought that presenting in group was interesting and fun and they could learn a lot from their friends while working together. Very few students liked it because they could get good points or it was easy to work with partners they chose. (Table 1)

Table 1: The reason why students enjoy group oral presentation

I like group presentation because:	Number of students (Total 62)	Percentage
It's a chance to improve my speaking skill	58	94%
I can choose the topic that I like	35	56%
It's interesting and fun	20	32%
It's easy to work with my friends	2	3%
While working together, I can learn a lot from my friends	21	34%
I get good points for presentation	9	15%
Others (___)	5	8%

Following is the table that shows the students' answers why they did not like group presentation. (Table 2) As we can see from this, the majority of students disliked it because they thought it was difficult (80%) and many of them thought it was an activity that took a lot of their time (56%) and ten students (around 40%) said they did not like speaking in front of their friends.

Table 2: The reasons why students disliked group presentation

I don't like it because:	Number of students (Total: 25)	Percentage
It's difficult	20	80%
It takes a lot of time	14	56%
I don't like group work	3	12%
I don't like speaking in front of my friends	10	40%
Teacher's question can be difficult	6	24%

The next question (question 5) asked about the part of presentation that students might find difficult to achieve. As I presented in part 3 of this paper that there were 6 parts that students need to pay attention in order to get maximum score for each presentation: handout, content, examples/ spelling, grammar/ spelling, eye contact/ gestures and pronunciation/ intonation.

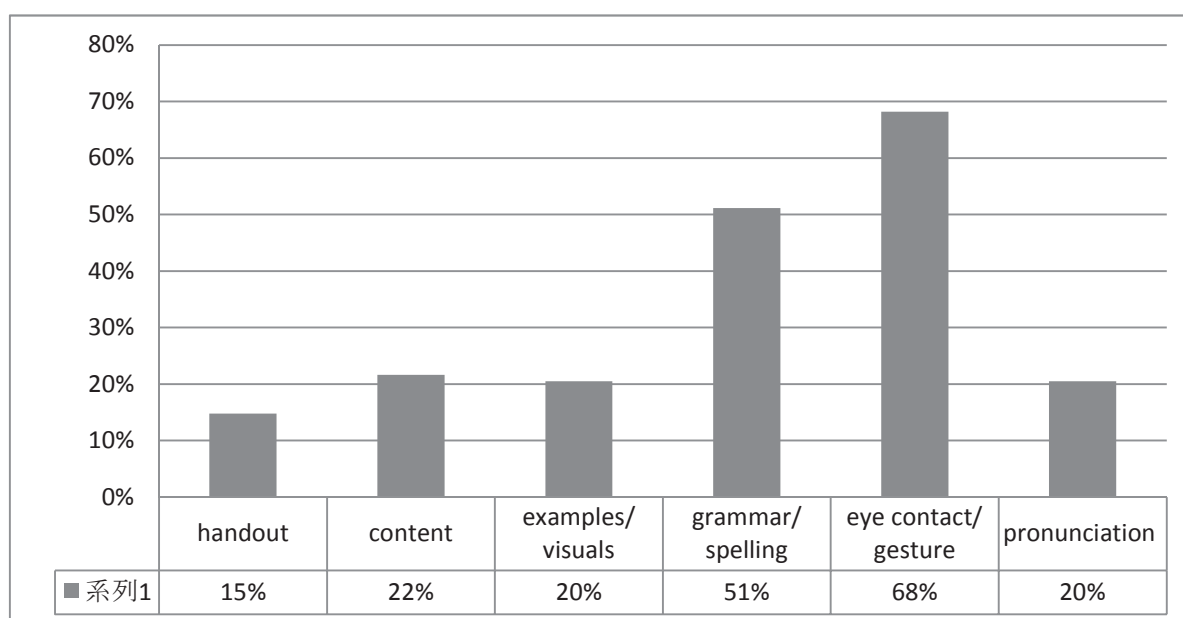|	handout	content	examples/ visuals	grammar/ spelling	eye contact/ gesture	pronunciation
■ 系列1	15%	22%	20%	51%	68%	20%

Fig. 3 Which part of presentation point do you think is difficult to get?

And from Figure 5 above, the part that most students had problems with was using eye contact/ gestures while presenting (68%). Patrick Ng & Esther Boucher-Yip (2010) [12]say that Japanese EFL students may feel uncomfortable with face expression, body gestures when speaking. Apart from this, grammar/ spelling part is also the big concern of 51% students. Finding examples, illustrations and visuals for presentation and also checking on pronunciation and finding appropriate answers for the topic questions could cause some difficulties for 20% students.

Most students (55 out of 88 = 63%) thought that group presentation in this business class was more difficult than reading circle presentation which they used to do in Business Communication A or other English courses before. Actually for reading circle presentation, each student takes care of different part, and the purpose of this type of student-centered work is to help students prepare the reading

well and comprehend the reading text more and also gradually become autonomous reader. The group presentation that is used in Business Communication classes focuses more on oral and presentation skills. Therefore, it is in fact quite difficult to compare between the two types of presentation. However, the data for this question showed that most students found it familiar and easier to prepare and give Reading Circle presentations than the presentations in Business Communication B classes.

Despite the difficulties that students might find in doing group presentations in business class, most students still wanted to learn and improve their speaking skills. (Figure 6) Besides, only 7% of students said that they did not like Business Communication class and 5% students found it tiring during the whole course. The rest (60%) of them enjoyed the course and 28% of students thought the course was ok. (Figure 7)

Table 3. What skills do you want to work on and improve more in Business Class?

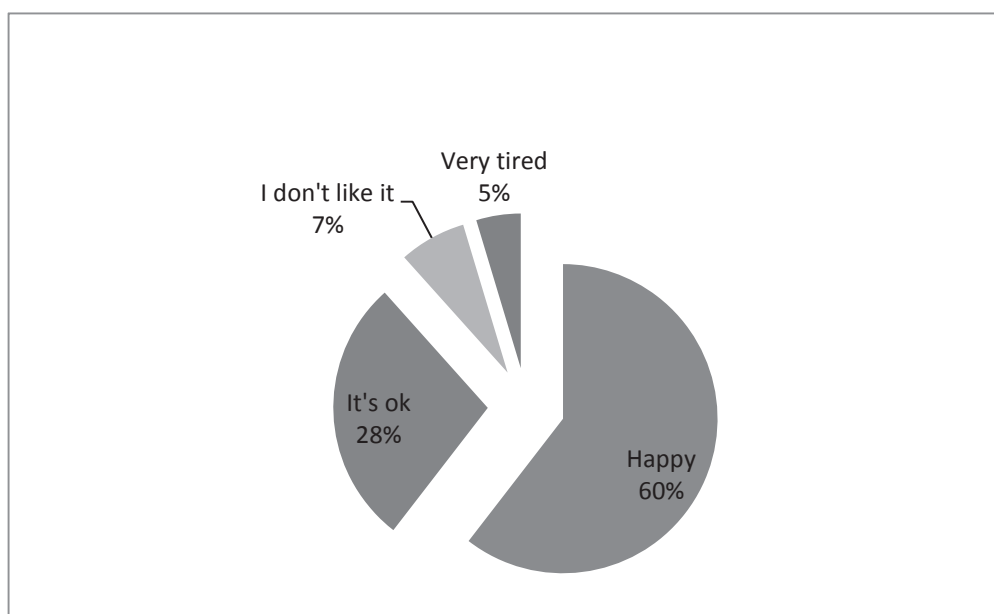| Speaking	Listening	Reading	Writing	
45	39	19	14	N = 88
51%	44%	22%	16%	

Fig. 4 How do you feel about Business Communication B Class?

5. Limitation

Before coming to the conclusion of this study, there were some following shortcomings that the writer needs to figure out for some better remedies in the future.

First, since not all students who took Business Communication B last spring semester (April – August 2013) were participating in the questionnaire survey and most of them were male as well as were taught by the writer, the result could be limited and thus, further study is needed to confirm the findings of this present study.

Second, the questionnaire that were given to the students were not quite simple and in English only, which might not be enough for a profound analysis of students' perceptions towards this activity and even might cause some confusion or misunderstanding to some students. If it were in both English and Japanese and more detailed with more options, it could give students more chances to explain their ideas and thought in either English or Japanese and the study would be better and more accurate.

Third, as the purpose of this study is to know more about students' attitudes towards group oral presentation activity in business class, we could have a more profound analysis if we followed up the questionnaire by some interviews with some representatives from these groups of students. The interview could have produced further analysis to understand more about the issue instead of simply describing situations.

Last but not least, there are also some other ways to make oral presentation activity more interesting by having peer assessment or providing students with more options of presentation topics. However, as the time for this paper and for Business English courses was limited, the activity seemed to be quite controlled regarding topics and assessment, which can affect the overall attitudes from students towards this student-centered activity.

6. Conclusion

From the data of this questionnaire survey, we could see that more than 70% of students still like group oral presentation. Though 25% of students did not like and many students found difficulties in using natural gesture expressions in delivering their speech, I still believe that group oral presentation should be continued in Business Communication B. I am also optimistic oral presentations in business classes could help students who have very little opportunity to interact with others in English develop their confidence, presentational skills and oral skills outside class. However, when teachers carry out this activity in the class, it is recommended that teachers should have sufficient experience in conducting group activities in Japan, especially at KIT and be aware of some problems that these students normally have to deal with when presenting in English (language problems and also culturally speech expressions problems) so that they could provide students with sufficient help and encouragement

In addition, evidence from this study suggests that most students overwhelmingly viewed presentation activity as an opportunity to improve their English ability especially speaking skill in business setting and cared about which topics that could be practical and useful for them in the future. Thus, presentation topics should be very important in motivating students to do group presentations. And in the future choosing appropriate textbooks accordingly as well as some more practical options for presentation topics is suggested.

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APPENDIX 1

Business English B (Spring 2013)

Instructor: Hong-Nguyen Nguyen (**GUEN**)
Office: **23.206**
Office Hours: **4:40 to 5:10 (Monday, Tuesday, Thursday and Friday)** or **by appointment**
Email: nguyen83@neptune.kanazawa-it.ac.jp

A. **Course topic and purpose**
   Johnson, C.(2009) *Intelligent Business*. Pearson Longman

You will learn to use common English sentence structures and vocabulary to read, write, listen and speak about some topics in business setting. In this course, you also participate in various pair work, group work, games and also presentation. (active learning)

B. **Objectives**
At the end of the course, students will be able to:
   - understand, pronounce, spell, and use the core vocabulary related to business from the textbook.
   - understand grammar structures in business setting.
   - correctly respond to the questions in the listening and reading comprehension parts.
   - learn and use vocabulary and grammar structures for presentation and other reports in business.
   - get used to studying English on their own after finishing the English course.

C. **Evaluation**
Quizzes – 50%
There are 5 quizzes (about 20 minutes) which test your understanding of both content of each unit and the English used to express it. Various question types are used and listening skills are also tested. (5 quizzes on 5 lessons)

Presentation – 30%
Students will be in groups to do 5 short presentations (10 minutes) on different topics related to business. For each presentation, students can get 6 points.

Other – 20%
You will get 1 point (1%) every time
   - you come to my office; choose a topic from the box and talk to me about that topic (max. 3%)
   - you do your homework and you get **a star** at the top of the handout. (max. 15%)
   - you participate in the activities of the integrated learning sections (class 8 and 15) (max. 2%)
   - you participate in-class activities (games, answer reading/vocab/listening questions) (max. 5%)

D. **A few more things in GUEN'S class: "3 - PLEASE"**☺
   - Please **respect** each other in class.
   - Please do your homework and summit it **on time**.
   - Please bring dictionary to class and always prepare the lesson before coming to class.
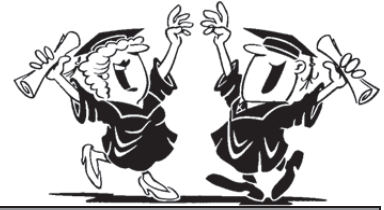
CLASS DIARY

Day	Date	Hand in	In class	Notes
1			Course introduction. Unit 8	Preparation for Presentation 1
2			Unit 8 *Presentation 1*	
3			Unit 8, **Quiz 1 (Unit 8)** Unit 9	
4			Unit 9	Preparation for Presentation 2
5			Unit 9 *Presentation 2*	
6			Unit 9, **Quiz 2 (Unit 9)** Unit 10	Preparation for Presentation 3
7			Unit 10 *Presentation 3*	
8			**Integrated Learning 1**	
9			Unit 10, **Quiz 3 (Unit 10)** Unit 11	
10			Unit 11	Preparation for Presentation 4
11			Unit 11 *Presentation 4*	
12			Unit 11, **Quiz 4 (Unit 11)** Unit 12	Preparation for Presentation 5
13			Unit 12 *Presentation 5*	
14			Unit 12, **Quiz 5 (Unit 12)**	
15		**DEADLINE OF 'OTHERS' POINTS**	**Integrated Learning 2**	
16			**SELF-CHECK/ SELF-EVALUATION**	

KEEPING RECORD OF YOUR GRADE

QUIZZES (50%)						PRESENTATION (30%)						OTHERS (20%)	FINAL GRADE
1	2	3	4	5	TOTAL	1	2	3	4	5	TOTAL		

APPENDIX 2   PRESENTATION TOPICS プレゼンテーションのトピック

Unit 8 – Job-seeking   就職活動

1. Give some advice for **preparing a good resume in English**.

英語でよい履歴書を書くためのアドバイスをしなさい。

2. What is the process for job-hunting in Japan? Do you use **online job-search sites** like Monster.com to look for jobs? Why or Why not?

日本では、就職活動をどのように進めますか？　仕事を探すために Monster.com　のような　オンライン上の就職活動サイトを使いますか？　その理由は？　使わないとしたら、その理由は？

Unit 9 – Selling   販売

1. Introduce one way companies **attract attention when they launch a new product**? (eg. Social media marketing, TV advertising, etc.)

会社が新商品を売り出す時、その会社が注目を集める方法を１つ紹介しなさい。（例：ソーシャルメディアを使った販売促進活動、テレビのコマーシャルなど）

2. Some people don't buy products or services from a particular company because of **ethical reasons**. Are there any companies whose products or services you (or people in your country) would never buy? Why?

倫理上（道徳上）の理由で、特定の会社から製品を購入したり、サービス提供を受けたりしない人達がいます。あなたまたは日本の誰かが、製品を買わない、またはサービス提供を受けないような会社がありますか？

Unit 10 – Price   価格

1. What are the **advantages and disadvantages of large chain stores and small shops**? Which do you prefer to shop in?

大型チェーン店あるいは小売り店の都合のよい点、不都合な点は何ですか？あなたならどちらで買い物をしたいですか？

2. What are some **strategies** that a company can use to **improve profitability**? Give some examples.

会社が利益向上のために使う戦略は何でしょうか？例をあげて述べなさい。

Unit 11 – Insurance   保険

1. Introduce the class to **one famous insurance company** in Japan or in the world (name, how the company was formed, mission, etc.)

日本あるいは世界で著名な保険会社を１つ、クラスで紹介しなさい。（名前、その会社がどのように組織立てられたか、その会社の目的など）

2. Introduce some types of insurance that a company usually offers. In your opinion, what is the **most important type of insurance**? Why?

会社が普通に提供する保険のいくつかの種類を紹介しなさい。あなたはどのタイプの保険がもっとも重要だと思いますか？その理由は？

Unit 12 – Service   サービス

1. How would you describe the **quality of service in Japan**? How do you think it can be improved?

日本のサービスの質をどのように説明しますか？そのサービスの質は、どのように改善されると思いますか？

2. What should a customer service staff member do to **deal with complaints**?

顧客サービス課のスタッフは、苦情処理のために、何をすべきでしょうか？

> For each unit, please choose **ONE** topic and prepare a **5-10 minute presentation in groups.** Everyone has to **present.**

各ユニット毎に、１つのトピックを選び、グループで５−10分間のプレゼンテーションをしなさい。グループ発表では、各自がプレゼンをすること。

REQUIREMENTS　　必要条件

1. For each presentation, your group should prepare handouts for the teacher and your classmates. In the handout, there should be the <u>name and student number</u> of each member; <u>main ideas and pictures</u> of the topic you are presenting (the handout should be **one page only**). You can also print out your powerpoint slides as the handout (6 slides/ 1 page)

それぞれのプレゼンでは、各グループは、教員と学生のためのハンドアウト（資料）を用意しなければいけません。ハンドアウトは、１ページにしなさい。そこには、プレゼンをする学生の名前と人数、プレゼンをするトピックの写真と main ideas（要旨、要点）を書いて下さい。また、パワーポイントのスライドを（１ページに６枚のスライドを入れる）印刷物として配布して下さい。

2. The **total points for each presentation = 6.**　　　プレゼンの評価の観点＝合計６ポイント

Handout preparation　ハンドアウトの準備	1
Content　内容	1
Visual aids (powerpoint/ poster/pictures) ビジュアルエイド（パワーポイント、ポスター、写真など）	1
Spelling/Grammar　　スペルや文法の間違い	1
Eye Contact/Gesture　　目線やジェスチャー	1
Pronunciation/Voice　　発音や声	1

*Attendance of all members is necessary. If 1 or more members are missing, everyone in the group will lose 1 point.　　　プレゼンでは、グループの全員が必ず参加して下さい。一人、あるいは数名が欠席した場合は、グループ全員が１点減点になります。

<u>NOTES:</u>　　注意

Please come to me for help during office hours. (I can help checking presentation, grammar, pronunciation, and any other things that are related to Business English course) Even when you can't speak to me in English, I could ask my Japanese co-workers to help with translation.

分からない所があったら、オフィスアワーの間に、来て下さい。プレゼンテーションをチェックしたり、文法や発音のチェックをしたり、Business English course に関連するどんなことでも、お手伝いしましょう。英語が話せなくても大丈夫ですよ。通訳をしてくれる日本人スタッフにお願いして、通訳してもらいますから。

APPENDIX 3   Group Presentation Sign-up Sheet

Date: _____   Unit: _____

Group

TOPIC: 1 / 2

Class-number Name	POINTS FOR EACH PART		TOTAL SCORE
	Handout preparation	_____/ 1	
1.	Content	_____/ 1	
2.	Visual aids	_____/ 1	
3.	Spelling/Grammar	_____/ 1	COMMENTS
4.	Eye Contact/Gesture	_____/ 1	
5.	Pronunciation/Voice	_____/ 1	

APPENDIX 4   QUESTIONNAIRE

1. Circle the <u>themes</u> (topics of presentation) that you think is very <u>practical and useful</u> for you
    (a) Job-search website
    (b) Methods of selling
    (c) Pricing strategy
    (d) Insurance fraud
    (e) Handling complaints

2. Do you like group presentation in Business class?   Yes   No

3. I like it because:

YES

    (a) I have a chance to improve my speaking skill
    (b) I can choose the topic that I like
    (c) It's interesting and fun
    (d) It's easy to work with my friends
    (e) While working, I can learn a lot from my friends
    (f) I get good points for presentation
    (g) Others (_____)

4. I don't like it because:

NO

    (a) It's difficult
    (b) It takes a lot of time
    (c) I don't like group work
    (d) I don't like speaking in front of my friends
    (e) Teacher's questions can be difficult

5. Which <u>part</u> of presentation point do you think is <u>difficult</u> to get?
   (a) handout
   (b) content
   (c) examples, visuals
   (d) grammar/ spelling
   (e) eye contact/ gesture
   (f) pronunciation

6. The presentation in this class is <u>easier/ more difficult</u> than Reading Circle Presentation style. (Circle 1 word)

7. What skill(s) do you want to work on and improve more in this Business Class?
   (a) Speaking
   (b) Listening
   (c) Reading
   (d) Writing

8. How do you feel about Business Communication class? <u>Circle one emoticon</u>.

| Happy. I like it. | It's ok. | Sad. I don't like it. | I'm tired. |

Hi ---- Business English B is difficult … but believe it or not, WE DID IT. We all have finished the textbook. We have also done pretty well with presentation and quizzes. GREAT JOB, everyone!. Again, it's been a pleasure to know you. I wish you all the best for your future. Please help me answer these questions. **You can circle many answers for question 1, 3, 4, 5 or 7. NGUYEN**

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