Presentation Skills for Postgraduates

A 10-hour course in effective presentation skills for MSc (CompSc) students

Letter from the Director

Dear Student,

Welcome to your Academic English course!

You are probably wondering what this programme will offer you and what you will find in this booklet. You are among the **7,500 undergraduate and postgraduate students** who will take one of our courses this year – so you are in very experienced hands.

Our goal is to assist you to develop the English skills you need for your **professional and academic development** so that you can approach your university studies with more confidence and a greater chance of success.

To achieve this goal you will find yourself in a small group of around twenty students where we **encourage English to be spoken at all times**. Your teacher will do his or her best to provide an **active and supportive learning environment** for you by providing tasks to help you engage with your learning, and by giving you **valuable feedback** on your work.

Your CAES teacher will also **explain the course assignments and assessment criteria** to you clearly in advance and **answer any questions** you may have about the course and about English language learning in general.

To get the most from your course you should **participate actively in the class** by **speaking in English** as much as possible and by taking a full and active part in your classes, for example by **working with others in group work**.

I hope you enjoy your English course and wish you every success in your studies!

Dr Miranda Legg
Acting Director of the Centre for Applied English Studies

CAES Rules

1. Attendance and Participation

CAES expects students to attend 100% of scheduled classes (including the add/drop period) and complete all assigned out-of-class tasks (if applicable). 20% absence is allowed for emergencies or sick leave. Students who are not able to meet the 80% attendance requirement due to various reasons should contact their teacher immediately. **Students may risk failing the course if they miss a substantial proportion of the course without providing any medical certificate or legitimate reason for their absence.**

Students have the responsibility to contact their teacher before the commencement of the course if they know in advance they have problems meeting the 80% attendance requirement. Examples of such cases include students who are pending faculty's approval for their application for leave of absence.

If students know in advance that they have problems with attending the scheduled classes then they should also contact their teacher immediately and provide an explanation. It is very important for the teacher concerned to be informed about this ahead of time so that they can make appropriate arrangements for these students.

CAES classes are highly interactive. We would like our students to get the most out of our courses by actively participating in lessons via responding to their teacher and classmates. If for any reason participation in interactive activities is not possible in some of our courses with a virtual learning element (e.g. due to internet connection problem), students should let their teacher know in advance.

If students have any special needs or circumstances that may affect their attendance or ability to complete course assignments on time, they are strongly encouraged to seek professional advice from HKU-CEDARS (https://www.cedars.hku.hk/).

2. Punctuality

We expect students to be punctual for all the scheduled classes and tutorials of CAES. Students may be marked as partially absent if they are **late for 10 minutes or more** for a class without a valid reason. **Lateness for two times** may count as **one absence.**

IMPORTANT NOTE:

The rules stated above apply to both face-to-face and online classes.

3. Academic Honesty

HKU expects all students to display a high level of integrity when completing course assignments. Any form of academic dishonesty will not be tolerated, and failure to observe the rules and conduct of academic integrity will result in negative consequences. As such, you should complete your course assessments honestly at all times. Examples of basic principles of academic honesty include: (i) completing the entire assessments yourself; (ii) NOT submitting the same assessment more than once unless specified otherwise by the course teachers concerned, and (iii) not colluding (i.e. cooperating with others secretly with an intention to deceive) with anyone when producing your work.

We would like to draw your attention to sections 3.1 and 3.2 for details of two common forms of academic misconduct which result in severe consequences.

3.1 Plagiarism and self-plagiarism

Plagiarism is defined as "the use of another person's work (including but not limited to any materials, creations, ideas and data) as if one's own without due acknowledgement, whether or not such work has been published and regardless of the intent to deceive" in the Policy on Student Plagiarism in Undergraduate and Taught Postgraduate Curricular (116/1080). **Some common types of plagiarism include:**

- **paraphrasing and/or quoting without acknowledgement;**
- **inappropriate paraphrasing and/or quotation of sourced content**

This is not an exhaustive list but it gives you an idea of some common types of plagiarism cases in students' work.

Self-plagiarism is defined as "the reuse of one's own work without acknowledging that such work has been submitted elsewhere" in the Policy on Student Plagiarism in Undergraduate and Taught Postgraduate Curricula (116/1080). Students should not submit the same piece of work for different courses (except for adjunct English-in-the-Discipline courses and with teachers' permission). They should always check with the teacher if they are unsure.

Examples of plagiarism:

You are strongly advised to visit the following links about the University's Policy on Plagiarism:

https://tl.hku.hk/plagiarism/how-to-avoid-plagiarism/

Learning resources to help you avoid plagiarism:

https://tl.hku.hk/plagiarism/learning-resources/

Consequences of Plagiarism

In the University of Hong Kong, plagiarism is a disciplinary offence. If a submission contains plagiarism, only the unplagiarised parts will be marked. This may result in the work being considered as incomplete, unstructured, lacking content and organization.

The link below contains information about consequences and disciplinary procedures concerning students who have committed plagiarism:

https://tl.hku.hk/plagiarism/consequences-of-plagiarism/

3.2 Ghostwriting and its consequences

Ghostwriting, also known as 'contract cheating', is when a student gets someone (paid or unpaid) to complete **part of OR all of** an assignment. It is serious academic misconduct. CAES takes ghostwriting very seriously and when such cases are confirmed, severe penalty will apply. The assignment concerned will be treated as a non-submission (i.e. 0 mark). Such cases will also be reported to students' Home Faculty for disciplinary action. If such cases are further reported to the University Disciplinary Committee, the student who is found guilty is subject to various forms of punishment, details of which can be found in section 4 of Statute XXXI of the University's Statutes and the Disciplinary Committee Regulation: https://calendar.hku.hk/disciplinary-committee-regulations/

4. Submission of Assignments

If students are **sick** and unable to hand in an assignment, they must **contact their teacher** to let them know immediately. The following are general guidelines on penalties/policies for late submission of assignments for all CAES courses.

- Assignments which are handed in **up to four days** late without any medical/legitimate reason will **have one full letter grade deducted each day** (e.g. a B- becomes a C- after one day late).
- If the assignment is submitted **four days after the deadline without a medical certificate/a legitimate reason,** it will be treated as non-submission (N – 0 mark). It is up to the programme coordinator to decide whether such students should be given feedback on this assignment.
- Students who do not submit an assignment at all or miss an assessment without a medical certificate should be given an N (0 mark).

Bad Weather

In the case of bad weather such as **Black / Red Rain** or **Typhoon Signal 8**, please follow the university guidelines (updated 2021 by The Registry):

(a) Tropical Cyclone Warning Signal No. 8 (or above) is hoisted; or (b) Tropical Cyclone Warning Signal No. 8 will be issued within two hours as announced by the Hong Kong Observatory; or (c) "Extreme conditions" after super typhoons are in force (announced by the Government before the Hong Kong Observatory replaces Tropical Cyclone Warning Signal No. 8 with Tropical Cyclone Warning Signal No. 3); or (d) Black Rainstorm Signal is in force, the following arrangements will apply:

For classes and examinations not yet started:

If any of the warnings or announcements is hoisted or in force at or after **6:00 am**	All classes and examinations commencing *before 2:00 pm will be cancelled automatically.*
If any of the warnings or announcements is hoisted or in force at or after **11:00 am**	All classes and examinations commencing at any time *from 2:00 pm and before 6:00 pm will be cancelled automatically.*
If any of the warnings or announcements is hoisted or in force at or after **3:00 pm**	All classes and examinations commencing *from 6:00 pm onward will be cancelled automatically*

For classes and examinations already started:

When Tropical Cyclone Warning Signal No. 8 or above is hoisted or the No. 8 Signal will be issued within two hours as announced by the Hong Kong Observatory, or "extreme conditions" are in force	- All classes and outdoor examinations will be suspended immediately. - All examinations, except those held outdoors, will continue until the end of that examination session. - All examinations, except those held outdoors, will continue until the end of that examination session.
When Black Rainstorm Signal is hoisted	All classes and examinations, except those held outdoors, will continue. For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home.

When Tropical Cyclone Warning Signal No. 3 or below or Red or Amber Rainstorm Signal is in force, it should be assumed that all classes and examinations will be held as scheduled unless an announcement to the contrary has been made by the University.

GET HELP ON LANGUAGE LEARNING & ANY COMMUNICATION-INTENSIVE PROJECT!

CSS comprises the CAES Writing Centre and CAES Speaking Studio. These CSS units provide academic, professional, and social English-development opportunities for students of all ability levels through one-to-one consultations, workshops, and discussion groups.

We offer:

- **1:1 consultations** with trained peer consultants from a wide range of disciplines on written and spoken assessments.
- Support at any stage of the assessment process.
- **Workshops and discussion** groups on writing and speaking skills and international language tests

Students are welcome to upload assignment instructions, notes, outlines and drafts before consultation.

For more information, and to book go to: https://caescss.hku.hk

Support services provided by HKU-CEDARS

It is important to CAES that every student has a successful learning experience in our courses.

If students feel that they have any special needs which might impair their ability to participate in activities or complete course assignments, they are encouraged to contact CEDARS and/or their course teacher and the course coordinator as soon as possible.

Teachers will make an effort to accommodate special needs students when arranging or conducting learning activities.

If students have any special needs that might impact their ability to complete any assessed task they should present documentation to CEDARS and ask that the course coordinator is informed so that special arrangements can be made if deemed appropriate.

The CEDARS webpage on accessibility support for students with disabilities is linked below:

https://www.cedars.hku.hk/

Additional information can be found at the HKU Equal Opportunities web-site: http://www.eounit.hku.hk/eng/index.htm

CEDARS –Main Building/Meng Wah Complex

CEDARS-Counselling and Person Enrichment Section (CEDARS-CoPE) promotes attitudes and skills that are necessary for their success in the university environment and in their pursuit of productive, satisfying and psychologically healthy lives.

Please visit this link for contact information of CEDARS: https://www.cedars.hku.hk/contact-us

Counselling and Psychological Services

- https://www.cedars.hku.hk/cope/cps

Special Educational Needs (SEN) Support

- https://wp2.cedars.hku.hk/cope1920a/learn-more-about-special-educational-needs-sen-support/

Careers and Placement advice

- https://www.cedars.hku.hk/careers/home

Course Overview

Main aim of these workshops
To enhance your presentation skills in English for situations when you have to present or undertake public speaking in general

- Establishing an awareness of what an expert presenter sounds like
- Clarifying criteria goals for effective presenting
- Applying the Assertion Evidence Approach for contemporary talks
- Building confidence in delivering messages in establishing focus on your presentation
- Incorporating vocal delivery techniques with effective visuals
- Applying the presentation skills and strategies in practice

Workshop	Content
Workshop 1	**What is an Effective Presentation?** • Compare Introduction and an Elevator Pitch • Analyse elements of good and bad presentation to establish criteria for effective presentations • Understand significance of Audience, Purpose, and Context
Workshop 2	**Introducing the Assertion Evidence Approach (AEA)** • Understand principles of AEA for contemporary presentations • Confirm positive impact of visuals, concise messages and spontaneous speaking • Implement effective organisation strategies such as engaging openings, signposting, and impactful endings
Workshop 3	**Effective Delivery with Visuals and Paralinguistic Features** • Understand how the rules of thought groups can enhance vocal delivery • Impact of incorporating chunking, pausing, pace and word stress • Impact of combining paralinguistic features with voice and visuals • Implement group presentation and Q&A strategies
Workshop 4	**Final Presentation and Wrap Up** • Understand what it means to speak with enthusiasm • Engage your audience through your delivery, visuals and language use • Incorporate AEA and paralinguistic features into your presentation • Presentation Practice

Note: This is a general guide. Actual workshop content may change according to the needs of the group as determined by discussion between teacher and students. *Any changes will reflect course objectives*

Workshop 1: What is an Effective Presentation?

By the end of this session, the aim is that you will be better able to

- determine your presentation skills' needs for your current postgraduate study

- reflect on shortcomings in your presentation skills

- apply the elevator pitch technique to your introduction

- identify the basic criteria for effective presentations

- understand significance of audience, purpose, and context

Warm up

In groups of 3-5, discuss the following:

- How do you currently present or share information to an audience?
- What have you presented recently?
- What style were you using? (academic, casual-informal, informative, persuasive…)
- What do you feel are your shortcomings in presentations? *

* Spend more time discussing the last question
(as a group be prepared to share some of these with the class)

Discussion Notes:

Task 1: Introduction

In groups of 3-5, give an introduction to the rest of the group. You will only have around 30-50 seconds to do this. You now have 5 minutes to prepare. In your introduction, share the following information with the rest of the group.

- Your name and what you would like others to call you
- What area of computer science you focus on
- Why you study computer science
- Something interesting about yourself

NOTES for Task 1

When preparing, did you consider:

1. How will you <u>organise</u> and <u>connect</u> these four 'messages' to share in a <u>concise way</u>?
2. What <u>body language</u> will you or should you use?
3. How will you maintain <u>eye contact</u> with the group?
4. Will you maintain a friendly <u>tone</u> or a more serious tone?
5. How loud will your <u>voice</u> be?
6. How will you <u>engage</u> your audience?

Or did you spend most of the time thinking about facts you are already very familiar with?

Another issue:

In conferences, symposiums, networking events, interviews, universities, your audience interacts with a large number of people for the first time.

1. Will they remember you?
2. Do they have a reason to care (about you or what you said)?

Elevator Pitch

An elevator pitch is a brief, persuasive speech that you use to spark interest in what you are presenting. You can also use them to create interest in a project, idea, or product – or even in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.

The Four-Step Elevator Pitch

Step 1: Start by introducing yourself (*you and your company / organisation*)
Step 2: Provide a summary of what you do *(your specialty)*
Step 3: Explain what you want (*how can you help / what you can offer*)
Step 4: Finish with a call to action

https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples

Task 2: Elevator Pitch as Introduction

In the same groups of 3-5, give an elevator pitch using the four steps above. You will only have around 30-50 seconds to do this. You now have 5 minutes to prepare.

Remember:

a. give your audience a reason to care
b. make yourself memorable
c. consider the questions listed on the previous page (tone, body language, eye contact, voice, etc)

NOTES for Task 2

How to "call to action" [Step 4]

People often provide contact details for their call to action in the elevator pitch. When networking or trying to establish communication after the initial contact, which is the better option for a call to action?

Providing your contact details OR Asking of their contact details	
e.g. Here is my email address. Feel free to contact me anytime to step up a meeting.	**e.g.** Perhaps I can have your email. I will get in touch and set up a meeting for us.

Task 3: Good vs Bad Presentation

We tend to instinctively know if a presentation is good or bad. But what makes it good or bad? Let's watch a bad presentation. What aspects make it unacceptable?

Regardless of the type of presentation, the criteria for a good presentation tends to be consistent:

a. Organisation and Content
b. Language use
c. Vocal delivery
d. Body language
e. Visual aids

The way each of these aspects are used and adjusted is dependent on **Audience**, **Purpose,** and **Context** of the presentation.

1. Who is your audience? What are they expecting?
2. What are you trying to achieve? What is the purpose of your presentation?
3. What is the context of this presentation?

Audience, **Purpose**, and **Context** will affect the type of language you use, how you use visuals, the way you interact with your audience, the type of information you include in your presentation, etc.

Examples:

a. **How will the content and language differ in a:**
   1. presentation aimed at a specialist audience
   2. presentation aimed at the general public

b. **How will you engage the audience differently when presenting:**
   1. at a large academic conference
   2. to your classmates during your lesson

c. **How will your language and visuals differ when:**
   1. presenting research results
   2. presenting to inspire audience

Task 4: Analysing an Effective Presentation

Watch Matt Cutts' 3-minute talk on trying something new for the next 30 days on TED TALKS. In your opinion, what effective presentation criteria does he employ?

Resource used: **https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days**

Transcript

A few years ago, I felt like I was stuck in a rut, so decided to follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for 30 days.

The idea actually is pretty simple. Think about something you've always wanted to add to your life and try it for the next 30 days.

It turns out, 30 days is just about the right amount of time to add a new habit or subtract a habit - like watching the news - from your life.

There're a few things I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of the challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day.

I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from desk-dwelling computer nerd to the kind of guy who bikes to work - for fun.

Even last year, I ended up hiking up Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges.
I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel from scratch in 30 days. It turns out, all you have to do, is write 1,667 words a day for a month. So, I did.

By the way, the secret, is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now, is my book the next great

American novel? No, I wrote it in a month. It's awful. But, for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say "I'm a computer scientist". No, no, if I want to I can say, "I'm a novelist."

So, here's one last thing I'd like to mention. I learned that when I made small, sustainable changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less likely to stick. When I gave up sugar for 30 days, day 31 looked like this!

So, here's my question to you. What are you waiting for? I guarantee you the next 30 days are going to pass, whether you like it or not, so why not think about something you have always wanted to try, and give it a shot for the next 30 days.
Thanks.

Task 5: Group Presentations in Workshop 4

In Workshop 4, you will be giving a 5-10 minutes group presentation (2.5 min per person)

- 2-4 people per group. Form groups now.

- Exchange contact information

- Agree on a topic (anything)

Make-up Homework for Workshop 1 (for Absent Students)

Record a 30 – 50 second video of your Elevator Pitch [Task 2] and send it to your lecturer by the next session. Refer to page 7-9 to help you prepare.

Additional Reading

Criteria to use for Effective Presentation – you can use it as a checklist or a guide

Organisation and Structure
- define precise objectives/purpose through clear messages
- analyse & address audience needs by frontloading key points/info
- guide audience throughout with clear signposts

Language
- use clear accurate language appropriate to level and knowledge of audience
- use vocabulary appropriate to audience level and context of the presentation
- highlight key points with active verbs
- use language devices to include and engage the audience

Vocal Delivery
- maintain appropriate pace/speed
- use *thought groups* and pausing for clarity & emphasis
- stress *content words* for emphasis
- use intonation to maintain interest
- maintain *intelligible* pronunciation

Body Language
- combine *paralinguistic features (such as* body language, gestures, facial expressions, body movement, tone and pitch of voice) with vocal delivery
- maintain eye contact with audience at all times

Visual Aids
- use visual aids to help/aid audience understanding
- share clear messages with minimal text on the slides where possible
- use pictures and diagrams instead of text and bullet points

Handing Q&A
- respond by thanking the audience for the question
- answer smoothly, succinctly, satisfactorily
- defer difficult question(s) convincingly

Workshop 2: Introducing the Assertion Evidence Approach (AEA)

By the end of this session, the aim is that you will be better able to

- understand the principles of the Assertion Evidence Approach (AEA)

- confirm the positive impact of visuals, concise messages, and spontaneous speaking

- implement effective organisation strategies such as engaging openings, signposting, and impactful endings

Why use the Assertion Evidence Approach (AEA)?

You will probably agree the style of presentations has not changed much in the time you've been in education - a set of PowerPoint presentation slides and the presenter using text, quotes, bullet points, diagrams, and maybe a few pictures to help deliver their talk.

Relying on outdated PowerPoint templates lead to science and technical presentations being unfocused, reducing audience understanding and engagement. And if the audience is not engaged or does not understand your presentation, it defeats the purpose of it.

The **Assertion Evidence Approach (AEA**) is designed for scientific and technical presentations, allowing for better audience engagement and comprehension of content, and a more confident presenter.

3 main (and very simple) principles of the Assertion Evidence Approach:

1. You have your main presentation topic but **build the talk on clear messages within the topic**
2. Clearly state each message on the slide accompanied by a **visual rather than bullet points and dense text**
3. You explain your message and the visuals by **forming sentences spontaneously rather than reading off slides or reciting a script**.
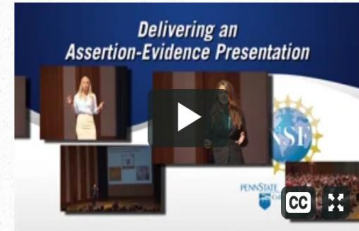
Build talks on messages, not topics	Support messages with visuals, not bullets	Explain visuals by forming sentences on the spot
Building your talks on messages, rather than phrase topics (as most people do), will make your presentations more focused.	Most speakers project too many words, which overloads the audience. However, audiences can process visual evidence while listening.	The best speakers fashion sentences on the spot, but do so after planning and practice. Delivering in this way projects much more confidence.

Alley, M., & Eicher, A. (n.d.). Leonhard Center, Penn State University Park, PA, 16802

Principle 1: Build Your Talk on Messages, Not Topics

When presenters build their talks on topic phrases, their presentation is unable to focus on important details and it is easy for the audience to lose track of what the speaker is conveying.

This can be easily resolved by building your talk on messages.

Make a list of take away messages for your presentation and structure your presentation using them. Explicitly state the messages on your slides concisely so there is no room for confusion.

Compare the following examples:

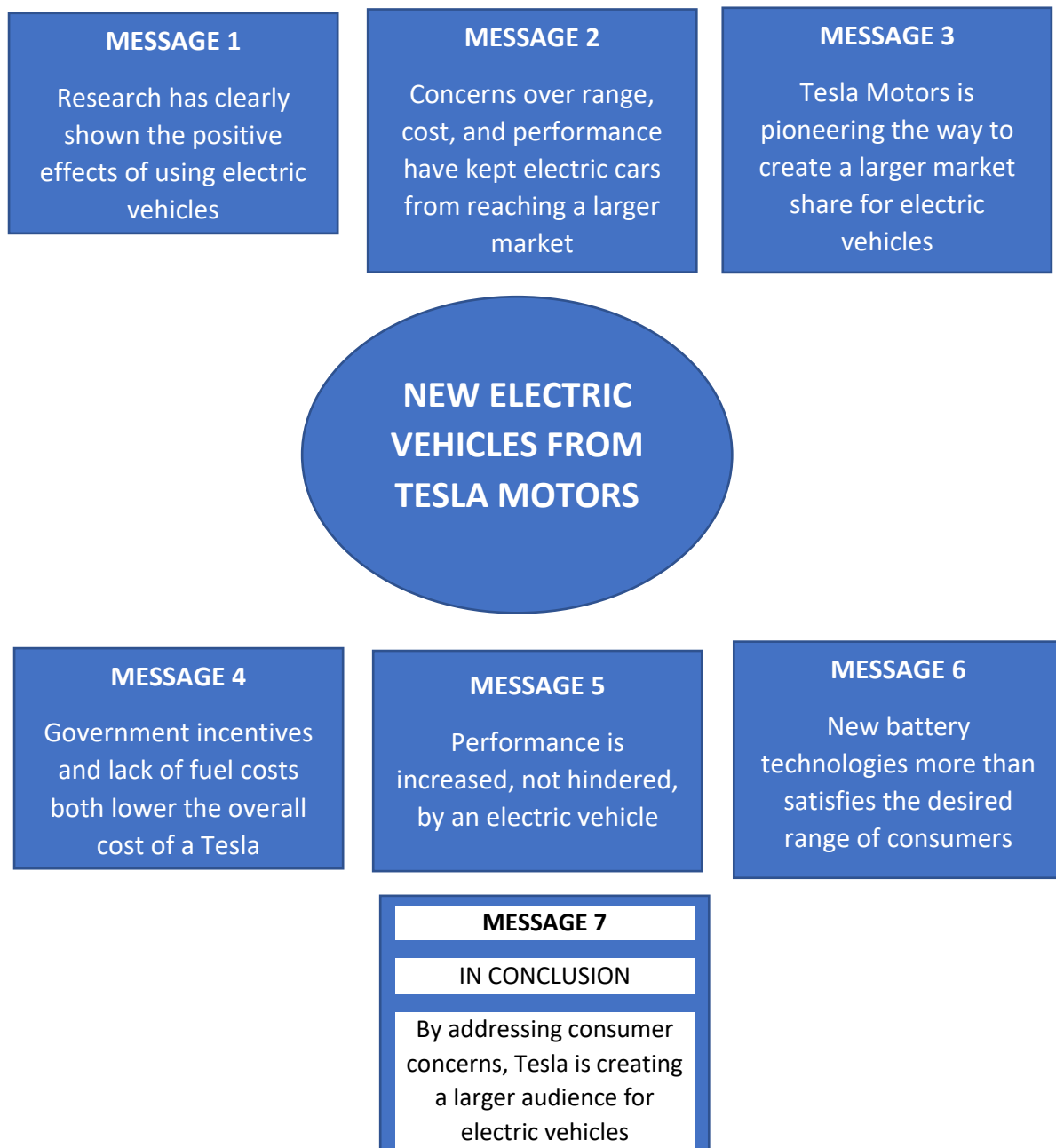| Topics	Messages
Effect of Green Roofs	Green roofs effectively lower building temperatures
Tesla Motors	Research shows positive effects of using electric vehicles

As the audience member, which would be easier for you to understand and remember?
The topic or the message?

Task 1: Analysing an AEA Presentation

Andrew Getsy is a computer engineering student who gave a talk on 'New Electric Vehicles from Tesla Motors' using the AEA approach. Watch the first 5 or 6 minutes of the presentation. **Discuss:**

1. how he uses messages to structure his presentation
2. where he places the take way messages in his slides
3. whether you find it easier to remember / understand his messages this way

You can pause the video every few minutes for a discussion if you wish.

MESSAGE 1	**MESSAGE 2**	**MESSAGE 3**
Research has clearly shown the positive effects of using electric vehicles	Concerns over range, cost, and performance have kept electric cars from reaching a larger market	Tesla Motors is pioneering the way to create a larger market share for electric vehicles

NEW ELECTRIC VEHICLES FROM TESLA MOTORS

MESSAGE 4	**MESSAGE 5**	**MESSAGE 6**
Government incentives and lack of fuel costs both lower the overall cost of a Tesla	Performance is increased, not hindered, by an electric vehicle	New battery technologies more than satisfies the desired range of consumers

MESSAGE 7

IN CONCLUSION

By addressing consumer concerns, Tesla is creating a larger audience for electric vehicles

Task 2: Audience Engagement

In the previous workshop, we discussed the importance of giving the audience a reason to care about your presentation (elevator pitch). If no one is listening or paying attention, it defeats the purpose of your presentation.

How did Andrew Getsy engage his audience during the presentation? Note down some strategies he used. You can watch the first few minutes of the presentation again to help you.

Reminder: The easiest way to engage your audience is change them from passive recipients to active participants.

Task 3: Nominalisation of Messages

While using messages can help the audience better follow your presentation, you do not want to fill up your slides with text. You need to ensure your messages are concise and easy to read. Nominalisation (noun phrases) can help you do that by presentation information using fewer words, and at the same time sound more academic.

Compare the message below from Andrew Getsy's slides with the spoken language he uses.

Consumers are concerned about the range, cost and performance and these factors have meant that electric car sales won't reach high numbers. *(Written form)*

vs

Concerns over range, cost, and performance have kept electric cars from reaching a larger market. *(nominalized message)*

Convert the following sentences into shorter, nominalised structures while retaining their original meaning.

1. **Plastics dominate the world and our lives because they are cheap to produce but we haven't considered the tremendous ecological and health costs they eventually cause.**

Nominalized sentence:

_____

_____

_____

_____

_____

_____

_____

2. **Benefits of deep breathing are associated with certain eastern religions, meditation practices and martial arts, and are said to contribute emotional balance and social adaption.**

Nominalized sentence:

_____

_____

_____

_____

_____

_____

_____

Principle 2: Support Messages with Visuals, Not Bullets

Our presentation slides tend to influence what we include and exclude in our presentation during the preparation stage. They also influence our delivery and audience understanding depending on the quality of slides. For example, if our slides have too much text, which is a very common problem, we might end up reading off the slides and our audiences might not be as engaged as we want them to be.

Despite the importance of slides, we are still using PowerPoint defaults which were created in the 1980s without research on how people learn. Using these defaults often lead to too much text, inefficient use of space, and a cluttered slide.

Using visuals instead of bullet points can resolve this issue. Audiences learn better when both words and visuals are present compared to only text. A picture is worth a thousand words, so find visuals which support your message!

Principle 3: Spontaneous Speech

When thinking about delivery in effective presentations, there are 2 things to remember:

1. Written and spoken language are very different.
2. As an audience member, it is very obvious when someone has memorised a script or is reading off something (which often makes the presenter less engaging and seem less confident).

Forming sentences on the spot is a more effective approach. You will need to be very familiar with your topic and ideas and have a lot practice, but you will come across as more confident and engaging.

Task 4: Written vs Spoken Language

Andrew Getsy uses his natural spontaneous language to add to this main content and engage at the right level of his audience. Compare his outline with the spontaneous language he uses:

1. **Andrew Getsy's outline:**
   http://writing.engr.psu.edu/slide_handouts/andrew_getsy.pdf

2. **Transcript of his presentation:**

(0.00)

*"**Alright, so**, every single day, each and every one of us, sees **tons of cars**, driving up and down our roads. By a quick show of hands by the audience, how many, in just say, the past week, have seen a 100% all electric car driving on the road …"*

(2.33)

*"**Now**, I know what a lot of you are probably thinking, "I'm not paying for gas, **that's pretty awesome**, …"*

(7.54)

*"… so, you check into your hotel for the night, you can plug your car in, you come to leave in the morning and your car is charged up and ready for you to go, continue on your trip or vacation. **Pretty awesome. Even cooler**, if you're a Tesla owner, all these charging stations are completely free of charge and free for you to use …"*

Bonus question:

Andrew engages his audience throughout the presentation using questions, asking them to raise their hand, etc. **What would happen if he memorised a script and the audience did not react/respond the way he wanted to?**

Implementing Effective Organisation Strategies

Engaging Opening

When we speak, we have about 60 seconds to captivate an audience's attention. Think about what we discussed in the first workshop (give audience a reason to care about what you are saying).

Here are some tips to start a presentation:

1. Start off with an anecdote (i.e. "imagine…") or personal story

2. Ask questions: direct, rhetorical, loaded (i.e. "what if…", "have you ever thought…")

3. State shocking statistics / headline / facts
    (more effective if unexpected or against popular belief)

4. Use a powerful quote

5. Use humour (carefully – not everyone has the same sense of humour)

Task 5: Think of an Engaging Opening

With your presentation group, think of an engaging opening for the following topic (using one of the strategies above). The opening should not be longer than 1 minute. Your group will present it to the class.

> *"Low cost of plastic has kept people overlooking its harms to ecology and health"*

Signposting

Signposting guides the audience through your presentation. It helps both you, the presenter, and the audience know:

- **What is coming next** (e.g. an outline of the presentation or a section, e.g. "and we will now look at potential solutions to these problems")

- **Where you currently are in the presentation** (For example, if you are going to talk about three main risk factors, tell the audience there are three risk factors and you can also briefly say what they are)

- **Linking back to previous points** you have made in the presentation (e.g. "As I mentioned earlier")

Task 6: Highlight the Signposting Devices.

Find signposting devices in the transcripts below.

Good afternoon everyone. Have you ever listened to a great speaker and felt captivated by their speech? It's like listening to sheer poetry. Whether you are giving a speech, or simply talking to your classmates and friends, we all want to be able to express ourselves eloquently.

The topic I will be talking about today is 'how to speak eloquently'.

I will be dividing this talk into three parts. First of all, I want to introduce the concept of creating a vibrant vocal. This focuses on the tone of our voices, how we handle our words, their pauses, pace and word emphasis. A great communicator can confidently tell the story that sparks audience reaction. Moving on to the next part, let's look now at the power of words. Our words are packed with meaning and can be a very powerful tool to use. So where does that lead us? The more options you will have in your vocabulary to communicate your desired message, the more sophisticated you will sound. What I'm trying to say is, an articulated speaker will choose the words carefully and understand the power of words. That is not to say that you are overloading your speech with fluffy flowery language. Don't overdo it. You still want to be the authentic you.

Finally, I will talk about speaking with heart. You can find words and voice to reflect your feelings and thoughts on different levels. Practice can give you proficiency over communication, giving you the true power and influence as a communicator. Let me give you an example. Have you ever heard Martin Luther King's speech "I have a dream"?

Right, let's sum up now, shall we? We briefly looked at creating strong vocals, followed by the strength that our words have. Lastly, we looked at speaking from your heart. That's the recipe for an eloquent speaker. Thank you.

Reference:

How to speak eloquently

https://blog.londonspeechworkshop.com/how-to-speak-eloquently

Martin Luther King's speech "I have a dream"

https://www.americanrhetoric.com/speeches/mlkihaveadream.htm

Impactful Ending

Gaining audience's attention at the very beginning of your presentation is important, but how we end the can make all the difference in your presentation's overall impact.

While it is good to thank and acknowledge the audience and summarise your main points, you can do a lot more to ensure the ending is memorable and impactful. You do not want the audience to immediately forget about your presentation once it is over.

1. Include a strong call-to-action

2. Refer back to opening message

3. Answer a question you asked in the opening

4. Close with a story (especially if you started with one)

5. End with a memorable quote / question for the audience to think about

6. Don't end with a Q&A slide

Task 7: Preparation for Group Presentation

Your group should have chosen a topic for your presentation in Workshop 4. Discuss the following with your group:

1. Audience and purpose of your presentation
2. The main messages of your presentation (how many and in what order to present them)
3. Visuals you can use to support your messages
4. Ways to motivate or engage your audience to listen
5. Possible ways to have an engaging opening

Make-up Homework for Workshop 2 (for Absent Students)

Complete both Task 3 and Task 5, and email your answers to the lecturer by the next session.

Workshop 3: Effective Delivery with Visuals and Paralinguistic Features

By the end of this session, the aim is that you will be better able to

- understand the rules of thought groups and how this can enhance vocal delivery

- confirm the impact of incorporating chunking, pausing, pace and word stress

- confirm the impact of combining paralinguistic features with voice and visuals

- implement group presentation and Q&A strategies

What is Vocal Delivery?

1. **Power:** how loud or soft you speak
2. **Pace:** how fast or slow you speak
3. **Pitch:** how you use your voice to communicate emotion
4. **Pause:** how you use a quiet moment for emphasis, or to allow listeners to absorb what you are saying (Chunking / Thought groups)

Impact of Using Thought Groups / Chunking

Chunking or a micro-pause in your speech allows your brain to cope with working memory overload. It allows the speaker to take a breath while speaking, and also indicates the end of a chunk of information. This helps listeners to understand the messages by dividing them into smaller chunks. Each chunk of thought group expresses an idea or thought.

Sentences can be divided into chunks with verb phrases, noun phrases, and prepositional phrases. If you find that too difficult, an oversimplified way to help you think about it is the use of punctuations in written text to divide information into smaller and more manageable chunks.

Examples:

1. Since cloning technology is far from being perfected **/** it is not unreasonable to believe **/** that the quality of cloned meat **/** may not be consistent.
2. In case you haven't heard **/** the lecture on academic writing **/** has been rescheduled.

Task 1: Chunking

Read these sentences out loud to yourself. Try to notice where you take pauses. The longer the sentence, the more pauses you will take. You might be invited to read the last sentence out loud to the class.

1. They lived together.
2. They lived together / for a long time.
3. They lived together / for a long time / before she found out.
4. They lived together for a long time before she found out that he had deceived her.
5. They lived together for a long time before she found out that he had deceived her by lying.
6. They lived together for a long time before she found out that he had deceived her by lying about his age.
7. They lived together for a long time before she found out that he had deceived her by lying about his age, his friends, his income and his past.
8. They lived together for a long time in what seemed like perfect happiness until one day she accidentally discovered that he had systematically deceived her over and over again by lying about his age, his friends, his income and his criminal past.
9. They lived together for a long time in what seemed like perfect happiness until one day last December she accidentally discovered that he had systematically deceived her over and over again by lying about his age, his friends, his income and his criminal past, so she packed her bags.

Task 2: Understanding Basics of Syllable Word Stress

<u>What is a Syllable?</u>

"A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word"

<u>What is word stress?</u>

Every single word has a certain syllable that is 'stressed'. The stressed syllable is different in pitch than the other syllables. It is usually longer, louder or higher in pitch.

Multiple syllable words may have primary stress or both primary and secondary stress. Adding primary and secondary stress can help with your intonation within a sentence if you tend to sound a little flat.

- **Try vocalising and adding primary stress to the first 3 words below**
- **Try vocalising the primary and secondary stress to the second 3 words below**
- **Try adding stress to the 2 short sentences below.**

Primary Stress	= strongest syllable in a multi-syllable word	fan**TAS**tic **WON**derful **AWE**some
<u>Secondary Stress</u>	= second strongest syllable in a multi-syllable word	<u>AC</u>a**DEM**ic <u>EX</u>pla**NA**tion en<u>VIR</u>o**MEN**tal

1. We had a _____ weekend.

2. The academic explanation is one related to environmental issues.

These words are also 3 EXTREME ADJECTIVES, 2 ADJECTIVES and 1 NOUN i.e., Key content/message words that need to be stressed.

Task 3: Quick Check on Syllable Stress

- **Mark the word stress in the following word forms**

Photograph	Drama	Democrat
Photography	Dramatic	Democracy Democratic
Photographic	Dramatically	Democratically

- **Mark how the word stress can grammatically change the meaning of the following words**

Noun	Verb
A desert	desert
Some progress	progress
A lot of produce	produce
Export numbers	export
A transplant	transplant
A short extract	extract
By default,	default

Task 4: Noun vs Verb Pronunciation

Read these sentences by correctly pronouncing the verbs and nouns.

1. In order to desert the desert, you need to walk a long way through the sand.
2. To progress significantly, some progress is vital.
3. China produces a lot of produce.
4. To export successfully, export numbers need to be in high volume.

For the NOUN form, the syllable stress is on the first syllable.
For the VERB form, the syllable stress in on the second syllable.

Task 5: Word Stress Practice

Step 1: Identify how many syllables are in each of the following words
Step 2: Circle which syllable you think should be 'stressed'?

Application	Example	Environment	Critical	Comprehension
Important	Binary	Understand	Analog	Present (noun)
Controversy	Geography	Television	Realistic	Present (verb)

Task 6: Sentence Stress

This sentence can be read in 7 ways, each with a different connotation. In groups of 3-4, figure out the 7 ways and what each one implies.

"I never said she stole my money"

Try reading these sentences by putting the stress on different words:

1. **Why aren't you doing your homework?**
   - Say it like someone else is doing the student's work
   - Say it like the student is doing someone's homework
   - Say it like the student is doing something else

2. **You had pizza for breakfast?**
   - Say it like you are surprised at what they ate
   - Say it like you are surprised when they ate
   - Say it like you are surprised this person ate pizza

Task 7: Paralinguistic Features

Jill Bolte Taylor is a researcher who studies the brain. In this TED Talk she talks about what happened to her when she had a stroke. We will notice **Chunking**, **Pausing for Effect**, **Word Stress**, and **Paralinguistic Features (body language).**

Watch the first 5-6 minutes of this talk. Take notes on how she uses gestures to compliment her speech and help audience better understand ideas.

Notes:

Task 8: Group Presentation Strategies

With a partner create a list of at least 5 strategies for group presentations. *(Things that should be done for groups that don't have to be considered for individual presenters.)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Task 9: Preparation for Group Presentation

With your group, work on your opening, ending, and group presentation techniques. Decide order of presentation, transitions, and visuals if you haven't already. Practice what you have prepared.

Notes:

Reminder:

- Provide (a limited number of) slides with clear design priorities to guide the audience
- Limit your written word to your message
- Avoid bullet points in a traditional linear way
- Use high quality graphics/visuals that highlight the key information (check copyright)
- Understand that empty space brings greater clarity to visuals

Make-up Homework for Workshop 3 (for Absent Students)

Complete both Task 6 and 8, and email your answers to the lecturer by the next session.

Self-Studies Task

1. Self-practice in front of a mirror or use you phone to record yourself. You can focus on word and sentence stress, as well as paralinguistic features we learnt in class today

2. Group practice: handover, beginning and ending, handling Q&A

Workshop 4: Final Presentation & Wrap Up

By the end of this session, the aim is that you will be better able to

- understand what it means to speak with enthusiasm

- engage your audience through your delivery, visuals and language use

- incorporate AEA and paralinguistic features into your presentation

Reminders:

1. Speak with enthusiasm

A most appreciated quality in speakers is vitality and enthusiasm - an audible positive feeling for the topic and the audience. Enthusiasm is often conveyed through the voice. Your positive energy is reflected in the variety in the use of pace, tone, volume and pauses.

Vary the pace, pitch, and volume of your delivery

Speaking in a monotone voice is a common problem to many speakers. It can give the impression of you being disinterested in your own presentation, lacking confidence, or being underprepared for the presentation.

2. Body Language

Did you know that body language communicates with the audience as much as your words do! Even before speaking / your presentation begins, your body is communicating with your audience!

Presentation Preparation

Use 10 minutes to prepare for your presentation with your group. Remember the strategies you have learned in this class. Can you incorporate any of them in your presentation?

Presentation Checklist

Organisation and Structure Criteria	√ / X
Defined objectives/purpose	
Analyse and address audience by providing key points/info	
Guide audience with clear signposts	
Language Criteria	**√ / X**
Use accurate and clear language appropriate to level and knowledge of audience	
Use vocabulary appropriate to audience level and context of presentation	
Highlight key points with active verbs	
Use language to include and engage the audience	
Vocal Delivery Criteria	**√ / X**
Maintain appropriate pace/speed	
Use chunking and pausing for clarity and emphasis	
Stress content words for emphasis	
Use intonation to maintain interest	
Maintain intelligible pronunciation	
Body Language Criteria	**√ / X**
Combine paralinguistic features such as:	
- Body language	
- Gestures	
- Facial expressions	
- Body movement	
Maintain contact with audience at all times	
Visual Aids Criteria	**√ / X**
Use visual aids to help aid audience understanding	
Share clear messages with minimal text on slides where possible	
Use pictures and diagrams instead of text and bullet points	
Handing Q&A Criteria	**√ / X**
Respond by thanking the audience for the question	
Answers smoothly and satisfactorily	
Defer difficult questions convincingly	

Additional Reading

1. Intonation

Intonation shows the rise and fall of your voice when you talk. It's really how you say things rather than 'what' you say'

Falling Intonation (↘)
You use it when giving a statement, asking wh-question, giving a command or exclamation.

Example:
Nice to meet ↘you.
What country do you come ↘from?
How nice of ↘ you!

Rising Intonation (↗)
You use it when asking yes/no questions or when questioning (showing uncertainty)

Example:
Have you finished ↗already?
The view is beautiful, ↗isn't it?

Task 1: With a partner, read the following with the fall, rise and level tones.

1.This Thursday
2. She's leaving.
3. Now.
4. In the morning.
5. Another one.

Now try these mini-dialogues with your partner

A: How are you today?
B: I'm fine.
A: Are you sure?
B: Yes!

A: Coffee?
B: Thanks.
A: Here.
B: It's too hot.

2. Connected Speech

Words pronounced in isolation and the way they are pronounced in a conversation are different. When we speak in normal conversations, the words are used in a **continuous sequence** because we tend to simplify and link words together to help the language flow with a rhythm. This is known as the "connected speech".

Consonant – Vowel Linking (Catenation)

Try reading this:
 "just a moment"
 "not at all"

What do you notice?

Linking occurs when the first word ending with a consonant is joined to the first vowel of the next word.

Vowel Linking (Intrusion)

This is when an extra sound is inserted to the words to link them in connected speech.
The three sounds /r/, /j/ and /w/ often does this.

> /r/ - "law and order"
>   "mister and mrs"
> /j/ - "be on"
>   "me and you"
> /w/ - "Oh I see"
>   "you and me"

These are just SOME of the aspects of connected speech! If you are interested to learn pronunciation and techniques on speaking English fluently, you can consider doing a self-study on connected speech.

Here are some links to help you get started:
https://www.eslbase.com/tefl-a-z/connected-speech
https://www.teachingenglish.org.uk/article/connected-speech
https://www.rmittraining.com/news/blog/connected-speech

Task 2: Look at the following phrases and say them as if they were one word.

off and on	that's all	once upon a time
it's all over	what's up	forget it
watch out	now or never	pick it up

Can you see how the sounds of each word connect to the next?

If you think you did not do well in the activities, practise more. Constant practice allows you to rewire your brain – to connect emotion, intended meaning, and your voice and learn the word stress, sentence stress and intonation patterns of another language in a more natural manner.

Over time, practice will ensure that the intonation patterns are stored in your long-term memory, and then make it part of your natural speech.

<u>Resources</u>

TED Talks

The TED website is a great resource not only for the presentation content itself but also the way that the presenters organize and structure, use vocal delivery to good effect, maintain contact with the audience at all times and use their well-designed visual aids to enhance their talk.

The other great feature of this website is you can turn on the subtitles to read and listen to the talk which is divided into the thought groups. There is also a transcript.

The talks may not be totally computer science context but everything else about the presentations can be used to help you improve on your presentation skills. **Examples include:**

Tim Leberecht: Vice President of Marketing and Communications (Frog Design) – pace, thought groups and word stress, visual aids

http://www.ted.com/talks/tim_leberecht_3_ways_to_usefully_lose_control_of_your_reputation

Kirk Citron: Editor and Advertising Agency President – pace, pausing, visual aids

https://www.ted.com/talks/kirk_citron_and_now_the_real_news

Cameron Sinclair: Co-founder of Architecture for Humanity – visual aids, vocal delivery

https://www.ted.com/talks/cameron_sinclair_the_refugees_of_boom_and_bust

http://www.youtube.com/watch

The Three Minute Thesis

"The 3MT competition cultivates students' academic, presentation, and research communication skills. Presenting in a 3MT competition increases their capacity to effectively explain their research in three minutes, in a language appropriate to a non-specialist audience." **The University of Queensland, Australia, 2019**

https://threeminutethesis.uq.edu.au/

Assertion-Evidence Approach

As seen on this course, the AEA is a contemporary way of presenting scientific topics and messages in an academic setting.

https://www.assertion-evidence.com/

HKU Discipline Specific Presentations for the Improvement of University Speaking

Sign up for access to a large number of sample presentations with annotated feedback.

http://optimus.hku.hk/home/