

CCS 1090d

Academic English Skills

Week 5, Session 2

Dr Vicky Papachristou

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Aims of today's session

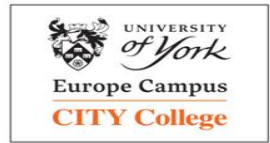


- Oral presentation delivery: do's and don'ts
- Managing "stage fright"
- Overview:
 - Viewing a short video "5 Things Every Presenter Needs to Know".
 - "Death by PowerPoint" – screening and discussion

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Oral presentation



“Developing your ability to speak to an audience is one of the greatest benefits you’ll ever get from your time in further education...you will be gaining experience which will be vital for your future, and which may change you in ways you didn’t expect when began” (Emden & Becker, 2004, p.1)

- Do you agree with this statement?
- In what ways do you think the assessed oral presentation will help you in the future?

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Oral presentation



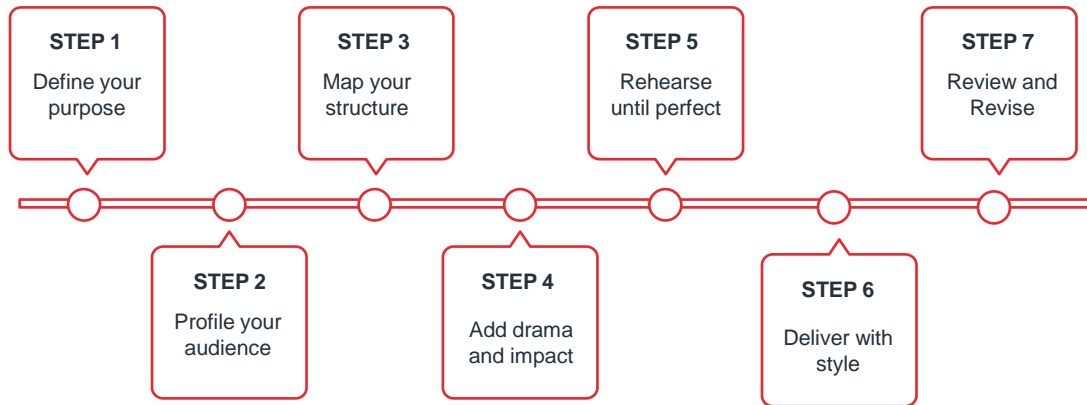
A good way to feel more confident:

- *Rather than thinking ‘All these people are looking at me. I feel so nervous!’, try to turn the situation around by thinking, ‘All these people are here just to listen me. I feel so important!’*

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7 Steps to Presentation Success



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A good presentation involves paying attention to:

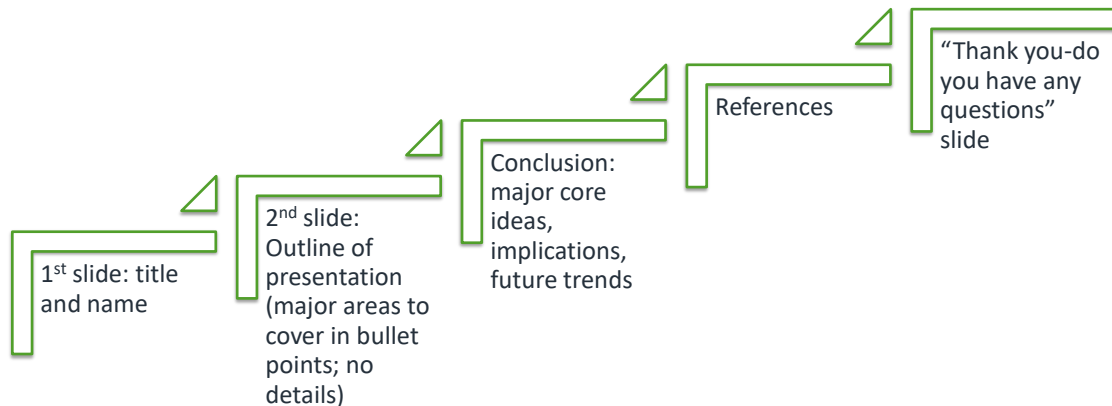
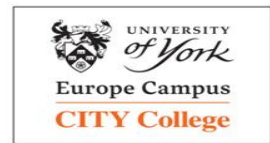


- The needs of your audience
- Careful planning
- Delivery
- Use of sources

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Structure of presentation



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Example



Title, name etc.

International Faculty
CITY College

Comparison between L1 Greek and L1 English vowels: how similar or different are they and what are the teaching implications?

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Introduction: Outline

Outline

- ✓ Theoretical background
- ✓ Aims of the study
- ✓ Hypotheses
- ✓ Methodology
- ✓ Results and conclusions
- ✓ Teaching implications

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In-text citations

Theories of Phonological Acquisition

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L1 Theories

- **Native Language Magnet Theory** (Kuhl et al., 1992, 2000)

L2 Theories

- Contrastive Analysis Hypothesis (Lado, 1957)
- Markedness Differential Hypothesis (Eckman, 1987)
- Interlanguage (Selinker 1972; Tarone, 1979)
- Speech Learning Model – “new” vs. “similar” sounds, “equivalence classification” (Flege, 1987a, 1995, 1997)

Conclusion



Conclusions

- Higher Education curriculum is **not just for the benefit of individual students**, enabling them to succeed personally in a competitive, economy-driven world, **but for the benefit of the wider society.**

(Fung, 2017, p. 156)

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References

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- Baltazani, M. (2007). Prosodic rhythm and the status of vowel reduction in Greek. In *Selected Papers on Theoretical and Applied Linguistics from the 17th International Symposium of Theoretical and Applied Linguistics* (pp.31-43). Thessaloniki.
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 - Eckman F. R. (1987). Markedness and the Contrastive Analysis Hypothesis. In G. Ioup & S. H. Weinberger (Eds.), *Interlanguage Phonology: The acquisition of a second language sound system* (pp. 55-69). New York: Newbury House.
 - Flege, J. E. (1987a). A critical period for learning to pronounce foreign languages? *Applied Linguistics*, 8, 162-177.
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 - Flege, J. E. (1997). English vowel production by Dutch talkers: more evidence for the “similar” vs “new” distinction. In Allan James and Jonathan Leather (Eds.), *Second-language speech: structure and process* (pp.). Berlin: New York: Mouton de Gruyter.
 - Flege, J. E., & Fletcher, K. L. (1992). Talker and listener effects on degree of perceived foreign accent. *Journal of the Acoustical Society of America*, 91(1), 708-721.
 - Flege, J. E., & Mackay, I. R. A. (2004). Perceiving vowels in a second language. *Studies in Second Language Acquisition*, 26, 1-34.
 - Flege, J. E., Bohn, O.S., & Jang, S. (1997). Effects of experience on non-natives speakers' production and perception of English vowels. *Journal of Phonetics*, 25, 437-470.

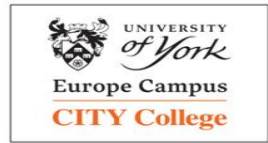
References:

- Alphabetically listed (based on APA)
- You should follow your own system: IEEE

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Careful planning (1)



Structure

- Presentations consist of an introduction, the body of the talk and a conclusion.



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Careful planning (2)



Introduction

A good introduction does five things:

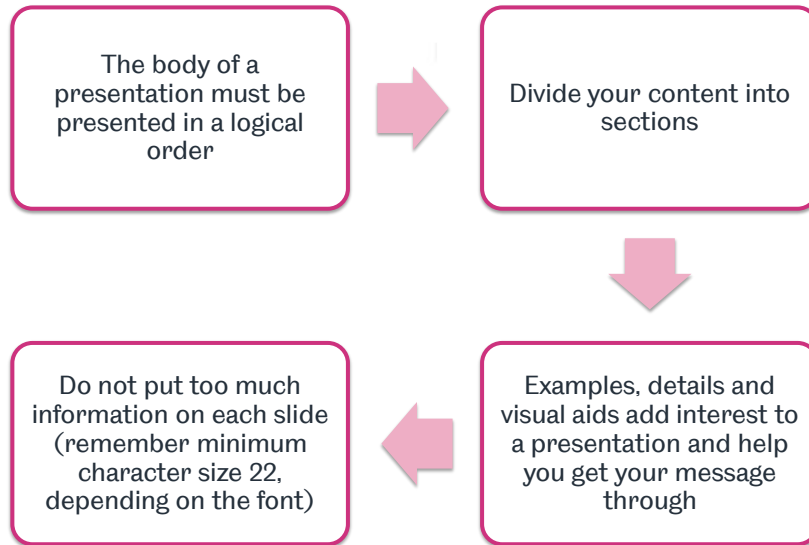
1. Introduces yourself and your topic
2. Attracts and focuses the attention of the audience
3. Puts the speaker and audience at ease
4. Explains the purpose of the talk and what the speaker would like to achieve
5. Outlines the structure of the presentation (overview of key points)

It is often a good idea to begin a talk with a question, a short story, an interesting fact about your topic or an unusual visual aid.

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Careful planning (3): Main Body



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Careful planning (4)



Conclusion

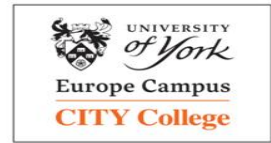
A good conclusion does two things:

- Reminds the audience of your key points
- Reinforces your message

Your conclusion should end the presentation on a positive note and make the audience feel that they have used their time well listening to you.

Don't forget to **thank** your audience for listening to you and invite questions!

Signals for concluding



Can you think of some signals for concluding?

- In summary, In conclusion,*
- To conclude, To sum up, To summarise,*
- So,*
- Finally,*

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Delivery



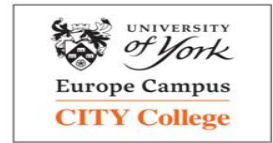
The main points to pay attention to in delivery are:

- the quality of your voice
- your rapport with the audience
- use of notes
- use of visual aids

Adapted from: <http://ec.hku.hk/epc/presentation/default.htm>

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Delivery: Quality of your voice



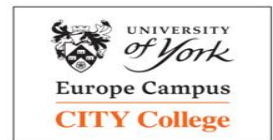
Voice quality involves attention to:

- volume
- speed and fluency
- clarity
- pronunciation

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Delivery: Rapport with the audience (1)



This involves:

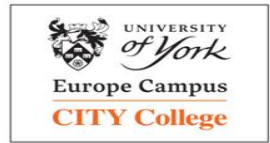
- attention to eye contact and
- sensitivity to how the audience is responding to your talk
- Avoid sensitive topics (e.g. religion)

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Delivery: Rapport with the audience (2)

Maintaining eye contact



- Eye contact creates a relationship between the speaker and the audience
- It encourages the audience to listen
- Look your audience in the eyes
- Avoid looking at anyone too long because this can be intimidating!



Delivery: Use of notes



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Effective use of notes



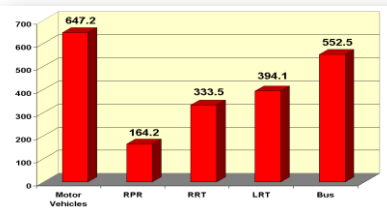
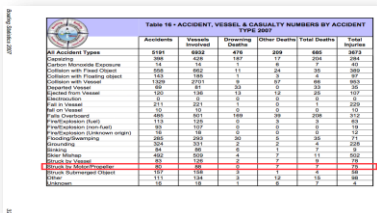
- How are you going to remember what you are going to say?
- The best solution may be to use notes
- Notes can be on paper or cards
- A good alternative is to use photocopies of your visual aids, with notes written on them
- Avoid reading your notes instead of looking at the audience

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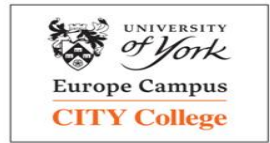
The most common types of visual aids are:

- Tables
- Graphs
- Diagrams
- Images
- Text (i.e. a bulleted list, not paragraphs)



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Visual aids (2)



Visual aids are important because they:

- Focus attention on key points
- Help the audience to understand what you are saying
- Provide visual interest to balance the spoken word

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Visual aids (3)



To be effective, visual aids should:

- Be very simple and uncluttered visually
- Relate to the main points you are making, not the details
- Be easy to read or understand at a glance

Body language-Posture



Stand straight but
not too stiffly

Balance your weight
evenly on both feet

Standing in the right
position will make
you feel better,
sound better, and
look better

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Body language - Movement and gestures



Too much movement is distracting

No movement at all is boring and uncommunicative

Keep open posture; don't fold your arms

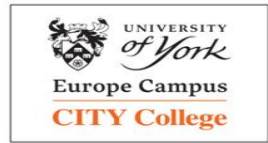
Use movements and gestures to signal transitional points or to stress points of importance



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Body language-Facial expression



Facial expression must match your message

If you claim something is interesting, look as if you find it so

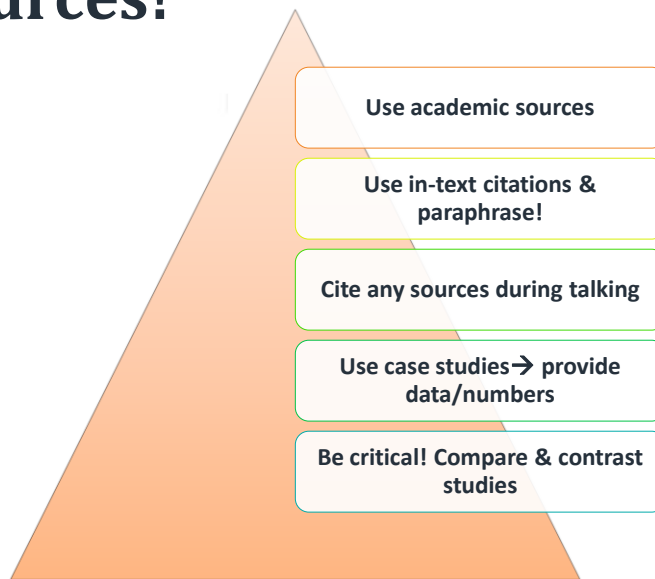
Relax your facial muscles

If you look nervous, the audience will not be comfortable

Anderson, K., Maclean, J. and Lynch, T. (2004) *Study Speaking* Cambridge University Press
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Use of sources!



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5 Things Every Presenter Needs to Know - Summary



20-minute chunks

- Better learning
- Enjoyment
- Retaining information

Multiple sensory channels compete

- Auditory vs. visual channels
- NOT MUCH TEXT ON SLIDES

Information communicated beyond the words you say



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5 Things Every Presenter Needs to Know - Summary



Call for action

Show enthusiasm

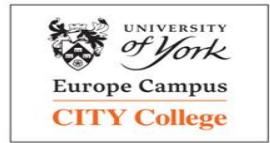
TAKE ACTION!

Be passionate.

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How not to “kill” your audience?



“Life after death by PowerPoint” by Don McMillan

<https://www.youtube.com/watch?v=KbSPPFYx3o>



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