Teaching Transferrable Language through Presentation Skills

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Rationale: Why teach presentation skills?

"Canadians start learning presentation skills in kindergarten with *show and tell*. In some countries, people aren't expected to make public presentations until well into university. In Canada, developing your presentation and public speaking skills is one of the keys to advancing your career."

-*Lionel Laroche*

Common Assumptions

- Learners have a wide range of vocabulary related to their field.

- Learners are able to articulate full sentences using a variety of tenses and sentence types.

- Learners are aware of how important intonation is when delivering a message.

- Learners have prior experience in giving presentations in their own language and have given presentations in previous EAL classes or in the workplace.

- Learners are familiar with the structure of a presentation: introduction, overview, state points, state results and conclusions, summarize, and close.

ontesl (August, 2014). Business English Lesson Plan: Giving a Presentation. Retrieved from: http://esl-lesson-plans.ontesol.com/business-english-lesson-plan-giving-presentation-esa-framework/mework/

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Which "presentation skills" do you prioritize?

Presentation Skills-Priorities?

- Sorting activity
- Discussion

Big Ideas…

1. Presentation skills should focus on language. Why? (…and, EESE, Toastmasters, private workshops, online training, self-study etc.)

2. The language elements integrated should be transferrable to other contexts (workplace/post-secondary).

Aim: for you to take away at least one practical idea to implement into your presentation module right away!

"CLB Can Dos"

CLB 6: Give detailed presentations about sequences of events; incidents in the past, present or future; simple processes, or descriptions or comparisons of people, places etc.

- Presentations are up to about 7 minutes long; topics are familiar and concrete.
- Presents information using connected discourse.
- Uses an introduction, development and conclusion.
- Uses connective words and phrases appropriately.
- Provides adequate detailed descriptions.
- Shows some awareness of appropriate eye contact, body language, volume and rate.

CLB 8: Give presentations to describe and explain structures, systems or processes based on research.

- Presentations are up to about 20 minutes long; topics are familiar, concrete, or abstract.
- Presents information using connected discourse.
- Expresses main ideas and supports them with details.
- Provides an introduction, development and conclusion.
- Narrates coherently so that agents, actions, circumstance, process and sequence are clear.
- Shows developing awareness of style and formality.
- Provides accurate and somewhat detailed descriptions, explanations or accounts.
- Shows awareness of appropriate eye contact, body language, volume and rate.

Operational Definitions of Key Terms

- *Language elements* could be:
  - functions
  - forms
  - vocabulary
  - aspects of pronunciation

- **Lesson sequence terms:** Presentation (implicit/explicit), Focused Practice, Communicative Practice.

(Awareness-raising, Appropriation, Autonomy)   (Pre, While and Post)

(Present, Practice, Produce)   (Activating, Acquiring, Applying)

First steps-Big ideas

- Clarify objectives (with an assignment outline, which illustrates expectations and proposes structure)

- Make it meaningful (i.e. How is presentation relevant to each student in the class?)

- Provide ample examples (from YouTube etc. and/or model as the instructor)

In ESP…

- Presentation skills commonly addressed in classes and workshops are…
- A basic presentation assignment might look something like this…

Presentation Assignment Example

Directions:
- Choose a topic that interests you that is of academic or professional nature.
- Develop a 7-10 minute presentation based on the elements we have covered in class.

Possible Topics:
1. The biggest challenge facing my native country/Canada
2. How to improve cross-cultural communication in the workplace or post-secondary classroom
3. Present on a professional area of expertise
4. Present on an academic area of expertise
5. Credential recognition process for your profession

Presentation Structure:
Introduction:
- Hook: question; statement; quote; story; picture
- Summary of main points

Body/Main Points:
- First point
- Second point
- Third point

Conclusion:
- Summary of points
- Memorable ending

Presentation Planning GO Example

PowerPoint Slide Organization Plan

Name_____

Directions: Use the Power Point Graphic Organizer to help organize research information and the PowerPoint slide presentation.

Title of Presentaiton_____

Slide #1: Introductory Slide

Name_____
Title of presentation_____
Class & teacher name_____
Date_____

Slides #2-9: Focus on the creation, the past, and the present of the military branch. After viewing the research, you need to choose the important topics to discuss during the PowerPoint presentation. Write the topic for each slide on the lines below:

Slide #2

Slide #3

Slide #4

Slide #5

Slide #6

Slide #7

Slide #8

Slide #9

Slides# 10: Bibliography *(Make sure to include all sources used in the presentation.)*

Slides #11: Conclude presentation *(Sum up the research and ask for questions from the audience.)*

Cosmato, Donna (January, 2012). Bright Hub Education. Retrieved from: http://www.brighthubeducation.com/teaching-methods-tips/78883-printable-graphic-organizers/#imgn_2

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Presentation Assignment Rubric

Criteria	Student/Instructor Comments
Introduction: (3 points) • **Hook** • **Summary of three main points**	
Middle: (6 points) • **Three main points included** • **Proper signposting language used (coherence)** • **Each point is clear, concise and easy to understand (plain language)** • **Relevant supporting ideas and examples included**	
Conclusion: (3 Points) • **Summary of main points** • **Memorable ending**	
Delivery: (16) • **Clarity, conciseness and coherence/Plain Language** • **Signpost Language** • **1-2 stories included** • **1 clear, technical explanation included** • **2-3 rhetorical questions included** • **Level of formality/softeners** • **Body Language: eye contact; use of notes; engaging with the audience** • **Fluency, Pacing and Volume: uh; um; stuttering; repeating. Repair strategies used?**	
Powerpoint: (2) • **Organization** • **Clarity** • **Clarify and conciseness**	
Total /30	

Proposed Language Focused Elements

1. Signposting (signaling/transitioning)
2. Using anecdotes (stories)
3. Incorporating rhetorical questions
4. Giving a clear, technical explanation

1. Signposting

Why? Builds coherence to help audience follow content.
Transferrable to?

- Functions include: -introducing a topic

                                 -starting a new section

                                 -providing examples

                                 -paraphrasing to stress a point

                                 -inviting audience to ask questions

                                 -wrapping up

Signposting-How to teach it?

Presentation:

- *Class brainstorm*: how can you build coherence when presenting? (Response: signpost/transition language).

- *Listening activity*: listen to a presentation (i.e. You Tube/Ted Talk)

-Have learners record signpost language they hear.

-Compare with a partner.

-Debrief as a class.

-As a class, group these terms into same functions (i.e. inviting questions, providing examples etc.).

Signposting cont.

Focused Practice:

- *Gallery Walk*: Post class generated functions on individual pieces of chart paper. Post chart paper around the room. Have students add phrases they know to each section.

- *Extension*: provide a list of signpost phrases and assign each pair a series of terms to add to the chart paper.

- Debrief as a class and offer corrective feedback.

- Distribute handout to students (will serve as reference/toolbox)

BBC Learning English, (2016). Presentations: language expert. Retrieved from: http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml

Section of presentation	Signpost language
Introducing the topic	• The subject/topic of my talk is … • I'm going to talk about …
Overview (outline of presentation)	• I'm going to divide this talk into four parts. • There are a number of points I'd like to make.
Finishing a section	• That's all I have to say about... • We've looked at... • So much for...
Analysing a point and giving recommendations	• Where does that lead us? • Let's consider this in more detail...
Giving examples	• For example,... • A good example of this is...
Summarising	• To sum up … • To summarise...
Paraphrasing and clarifying	• Simply put... • In other words.......
Invitation to discuss / ask questions	• I'm happy to answer any queries/ questions. • Does anyone have any

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Signposting Cont.-Focused Practice

- *Cloze exercise*: Give transcript of script from original "talk" with signpost language blanked out. Have students work individually to complete cloze

- *Class discussion*: Discuss variations and offer corrective feedback.

Signposting Cont.

Communicative Practice:

- *Presentation GO*: Ask learners to add signposts between slides.

- *Partner practice*.

- Circulates and provide individual feedback

- Debrief and whole class wrap up

Signposting-Extension

- Word stress (for longer terms: consequently, nevertheless, etc.).

- Appropriate pausing (i.e. after long introductory elements – "To begin with, lets…)

- Others?

2. Storytelling

Why? Engages audience and personalizes content.

Transferrable to?

Presentation:

- *Implicit intro*.: Provide an example of an effective story and ask student to sketch and label the structure in an illustration to show parts (activity)

- *Discussion*: Compare in partners and debrief as class. What else did they notice about the storytelling methods (i.e. clear, concise and coherent, short-45 seconds, followed a logical order etc.)

- *GO Completion*: Provide a visual (GO) and explain.

Storytelling Cont.

Focused Practice:

- *Learner generated story*: Have students work individually to think of a story they could tie into their presentations. Complete GO by making jot notes. Remind students of guidelines (45 seconds, etc.). Keep this as a checklist on board for partners to refer to.

- *Partner practice*: Work in partners to tell stories. Partner provides feedback after story. Repeat and switch (*review softeners and level of formality).

- *Corrective Feedback*: Instructor circulates and provides individual and whole class feedback.

Storytelling Cont.

Communicative Practice:

- Presentation GO: Have students refer to presentation GO and note where they could incorporate their stories. Practice proceeding slide, story, then following slide in partners.

- *Corrective Feedback*: Instructor circulates and provides individual and whole class feedback.

Extensions

- Past tense time frame-review
- Present tense time frame-review
- Suprasegmental (sentence stress/rhythm etc.)
- 3C's (clarity, conciseness and coherence)
- Plain language (eliminate wordiness, active voice etc.)
- Signposting/transitioning (spiraling)

3. Rhetorical Questions

Why? Rhetorical questions add variety and interest to a speech and serve a variety of purposes.

Transferrable to?

Presentation:

- *Explicit intro-think/pair/share:* Ask students to define rhetorical questions and consider how they might be useful during a presentation**.**

- *Discuss and debrief as a class*

- *Listening activity*: Listen to a presentation and have students take jot notes of any rhetorical questions they hear. Compare with partner and debrief-writing questions on the board. Have class try and determine possible purpose of each RQ. Provide a list of possibilities, if necessary. Discuss.

Focused Practice

- Distribute RQ matching activity and have students match RQ with corresponding questions (*Note: can introduce a few at a time -scaffold, depending on the level of your students).*

- *Class debrief and discussion*

- *Writing activity*: Have students work in groups to write their own RQs.

- *Corrective Feedback*: Instructor circulates and provides individual and whole class feedback.

Communicative Practice

- *Presentation development*: Have students choose two purposes and write two RQs to fit into their presentation. Add to presentation GO.

- *Partner presentation practice*: Incorporate RQs into presentation .

Extensions

- Intonation patterns
- Tag questions (positive/negative)
- Word order (complex question structures)
- Others?

4. Giving a clear, technical explanation

Why? Key for establishing credibility and making oneself understood in workplace/post-secondary environment.

Transferrable to?

Presentation:

- *Implicit intro*: Ask students to think of a technical term (from their professional/academic background). Give them a few minutes think about how to explain it to the class.

- Debrief after each student and elicit feedback from class (for large classes, this can be done in groups and instructor can circulate and provide whole class correction).

- *Structuring a clear explanation*: As a class, determine which aspects made their explanations clear and jot these on the board (i.e. providing an example, using signposts). Sketch a structure, if possible.

Focused Practice

- *Sketch*: Provide students with a guide and have them complete sketch of their original technical terms using the (handout).

- *Practice*: Practice in partners, then present to whole class.

- *Offer corrective feedback*.

- Class Discussion: "How did guide help make technical explanations more clear for your listener?"

Communicative Practice

- *Presentation Development*: have students choose one or two terms to incorporate into their presentations and add these to their presentation GOs.

- *Partner practice:* Practice explaining both technical terms with a partner.

Extensions

- Listeners can paraphrase back (review strategies)
- Giving clear, concise, "Canadian style" feedback
- Signpost language/transitions review

"Umbrella" elements (based on student need)

- Plain language (avoid wordiness, active not passive, simple structures)

- Pronunciation (focus on suprasegmental –tone, intonation, thought groups, sentence stress)

- Body language – offer individualized corrective feedback

- Level of formality /register

Don't forget about the audience!

- Summarizing/paraphrasing (reported speech)
- Active listening (asking clarifying questions etc., paraphrasing to show understanding)
- Giving constructive feedback ("Canadian style")
- Question types
- Note-taking skills

Transferrable to?

Presentation Time

- Discuss and clarify expectations

- Have a schedule

- Keep to the time (approximately)

- Offer some corrective feedback immediately after presentation

- Engage the audience/encourage questions

- Distribute rubric next class

Other Presentation Tips

- Explicitly share expectations (i.e. accordingly to CLBs, this is what learners at level X should be able to do)."

- Record if you can and let students self-assess.

- Encourage rehearsal/practice at home (buddy system?).

- Encourage PPT creation at home (if that is a requirement). When assessing, focus/feedback should be on language.

- Provide ample individualized feedback to each student.

Other best practices?

Questions/Comments?

Thank you for coming!