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# 1.O'QUV MATERIALLARI

## **LESSON 1: INTRODUCTION. THE GENERAL OVERVIEW OF THE SUBJECT.**

**Aim:** To acquaint students with theories of presentation skills, the types of presentations, the styles methods and ways of conducting presentations. To work out the plan of creating effective presentations applicable to their own learning and teaching situations

**Objective:** By the end of the course students will

- obtain an overview of key issues and research findings in making effective presentations
- learn via lectures seminar classes also discussions and written tasks to relate the ideas of the course to their thoughts and experiences both as learners and future teachers
- reflect on their own language learning processes by linking the course materials with practical experience
- recognize the basic patterns of an effective presentation
- create and deliver a research presentation using the basic patterns of an effective presentation
- answer and ask questions concerning a research presentation
- evaluate the effectiveness of a research presentation

### **Indicative content**

- This course provides an introduction to the professional presentation skills subject which is designed for the senior students of English philology faculty in order to acquire presentation skills and apply them in to practice. To conduct the most effective written and oral presentations by the means of technology and other supplies, the types of presentations, the style and format is planned to be introduced. The role of presentations in learning and teaching foreign languages is crucial so the students will learn and create their own presentations in order to implement them in their future professional development.
- Introduction. The general overview of the subject and the aim.
- Types of Presentations. Informative, persuasive and instructional presentations.
- The role of presentations in learning and teaching foreign languages.

- Oral presentation. The role of oral presentations in learning and teaching foreign languages.
- Written presentation. The role of written presentations in learning and teaching foreign languages.
- The role of Motivational presentations in learning and teaching foreign languages.
- The importance of material design in conducting professional presentations in learning and teaching foreign languages.
- Foreign and local experience of conducting professional presentations. Famous presenters.
- Observation and evaluation of presentation materials.

Presentations are a great way to have students practice all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence, and presenting is a skill that most people will need in the world of work. I find that students who are good presenters are better communicators all round, since they are able to structure and express their ideas clearly.

- Presentation skills are extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions. And in the world of work, a confident presenter is able to inform and persuade colleagues effectively.
- Presentations can also form a natural part of task based learning. By focusing on a particular language point or skill, the presentation is a very practical way to revise and extend book, pair and group work. The audience can also be set a task, for example, a set of questions to answer on the presentation, which is a way of getting students to listen to each other.

**Planning a presentation lesson** Normally a presentation lesson will have an outline like this:

- Revision of key language areas
- Example presentation, which could be from a textbook or given by the teacher
- Students are given a transcript or outline of the presentation

- Students identify key stages of the example presentation – greeting, introduction, main points in order of importance, conclusion
- Focus on linking and signaling words ('Next...', 'Now I'd like you to look at...', etc.). Students underline these in the transcript/place them in the correct order
- Students are put into small groups and write down aims
- Students then write down key points which they order, as in the example
- Students decide who is going to say what and how
- Students prepare visuals (keep the time for this limited as too many visuals become distracting)
- Students practise at their tables
- Students deliver the presentations in front of the class, with the audience having an observation task to complete (see 'Assessment' below)
- The teacher takes notes for feedback later

It is important that the students plan and deliver the presentations in groups at first, unless they are extremely confident and/or fluent. This is because:

- Shy students cannot present alone
- Students can support each other before, during and after the presentation
- Getting ready for the presentation is a practice task in itself
- When you have a large class, it takes a very long time for everyone to present individually!

I find it's a good idea to spend time training students in setting clear aims. It is also important that as teachers we think clearly about why we are asking students to present.

### **Aims**

Presentations normally have one or more of the following aims:

- To inform/ raise awareness of an important issue

- To persuade people to do something
- Form part of an exam, demonstrating public speaking/presentation skills in a first or second language

I set students a task where they answer these questions:

- Why are you making the presentation?
- What do you want people to learn?
- How are you going to make it interesting?

Let's say I want to tell people about volcanoes. I want people to know about types of the methods their history and the role in teaching foreign languages. This would be an informative/awareness-raising presentation. So by the end, everyone should know new information about methods, and they should be able to tell others about them. The plan might look like this:

- Introduction - what is a method? (2 minutes)
- Types of methods in TFL (5 minutes)
- The history of methods (2 minutes)
- The most effective method in learning teaching (2 minutes)
- Conclusion (2-3 minutes)
- Questions (2 minutes)
- 15-20 minutes

I find that presentation lessons pass very quickly, due the large amount of preparation involved. With a class of 20 students, it will probably take at least 3 hours. With feedback and follow-up tasks, it can last even longer. I try to put students into groups of 3 or 4 with classes of up to 20 students, and larger groups of 5 or 6 with classes up to 40. If you have a class larger than 40, it would be a good idea to do the presentation in a hall or even outside.

Classroom management can become difficult during a presentations lesson, especially during the final presenting stage, as the presenters are partly responsible for managing the class! There are a few points I find effective here:

- Training students to stand near people who are chatting and talk 'through' the chatter, by demonstration
- Training students to stop talking if chatter continues, again by demonstration
- Asking for the audience's attention ('Can I have your attention please?')
- Setting the audience an observation task, which is also assessed by the teacher
- Limiting the amount of time spent preparing visuals
- Arranging furniture so everyone is facing the front

Most of these points are self-explanatory, but I will cover the observation task in more detail in the next section, which deals with assessment.

### **Assessment**

The teacher needs to carefully consider the assessment criteria, so that s/he can give meaningful feedback. I usually run through a checklist that covers:

- **Level** - I can't expect Elementary students to use a wide range of tenses or vocabulary, for example, but I'd expect Advanced students to have clear pronunciation and to use a wide range of vocabulary and grammar
- **Age** - Younger learners do not (normally) have the maturity or general knowledge of adults, and the teacher's expectations need to reflect this
- **Needs** - What kind of students are they? Business English students need to have much more sophisticated communication skills than others. Students who are preparing for an exam need to practise the skills that will be assessed in the exam.

I write a list of language related points I'm looking for. This covers:

- Range / accuracy of vocabulary
- Range / accuracy of grammar

- Presentation / discourse management- is it well structured? What linking words are used and how?
- Use of visuals- Do they help or hinder the presentation?
- Paralinguistic features

'Paralinguistics' refers to non-verbal communication. This is important in a presentation because eye contact, directing your voice to all parts of the room, using pitch and tone to keep attention and so on are all part of engaging an audience.

I find it's a good idea to let students in on the assessment process by setting them a peer observation task. The simplest way to do this is to write a checklist that relates to the aims of the lesson. A task for presentations on major historical events might have a checklist like this:

- Does the presenter greet the audience? YES/NO
- Does the presenter use the past tense? YES/NO
- Tick the linking words the presenter uses:
  - And then...
  - Next...
  - Finally...

And so on. This normally helps me to keep all members of the audience awake. To be really sure, though, I include a question that involves personal response to the presentation such as 'What did you like about this presentation and why?'. If working with young learners, it's a good idea to tell them you will look at their answers to the observation task. Otherwise they might simply tick random answers!

## **Conclusion**

Presentations are a great way to practise a wide range of skills and to build the general confidence of your students. Due to problems with timing, I would recommend one lesson per term, building confidence bit by bit throughout the year. In a school curriculum this leaves time to get through the core syllabus and prepare for exams.

## **LESSON 2: Types of Presentations. Informative, persuasive and instructional presentations**

Presentation is the practice of showing and explaining the content of a topic to the audience or learner. A good oral presentation is well structured; this makes it easier for the listener to follow. It is natural for presentation skill to improve if presentation know-how is taught and presentation opportunities increase. In recent years, great emphasis has been laid on presentation and documentation skills. However, a logical composition is important for writing documentation and giving presentations than report-writing. Presenting well is all about achieving great levels of impact in front of groups of people, and delivering presentations that inspire and motivate others, or communicate information in really powerful ways. Many people find presenting in front of large groups very confronting. But as with most things in life, there are certain techniques to learn that will greatly help improve one's competence and confidence. On scientific analysis, it has been found that the different aspects of presentation are informative, persuasive, inspirational and entertaining. Thus, presentation can be defined as a formal event characterized by teamwork and use of audio-visual aids. This paper conceptualizes the importance, pros and cons, presentation forms and tips for effective presentation for successful organizational development. **Presentation Forms** In the business world, there are several ways for making an effective presentation which are discussed below:

### **Informative Presentations**

Informative speech outline can be organized topically, chronologically or spatially. The two distinct categories of this presentation are reporting and explaining. In the former case, presentation brings the audience up-to-date on projects through seminars, workshops, and conferences that include shareholders' meetings. In the latter case, presentation provides information about products and operations.

### **Persuasive Presentations**

It is an attempt to convince the audience to buy a product or service. These presentations are transactional and motivational.

The Importance of Effective Presentation for Organizational Success new cooperative efforts within the company such as distribution of dividends, reduction in shipping costs and new promotional campaigns.

A persuasive speech is a speech that convinces people of certain ideas, values and beliefs.

### **Presentations**

Presenters teach a variety of skills in training sessions that include sales techniques, diversity in workplace, time management, stress reduction, team building and leadership to the participants. A set of clear learning objectives is crucial. It is important that one should fully study and prepare the information that is being presented. Visual aids are a key ingredient to any successful training presentation.

### **Political**

### **Presentations**

It includes lots of information and builds goodwill. Political presentations take on gigantic proportions in media-crazed society. Politicians present the right image, deliver the right message in the right context and format and develop the right rapport with each audience segment. They are supposed to take a position and build a network and learn how to present the message well and do it better than the competition.

### **Motivational Presentations**

Motivational presenter knows what makes the audience tick and zero in on their Hot buttons. They use high energy presenting tactics in order to capture the audience's attention for the entire message like political candidate's presentations, spiritual leaders, school superintendent and real estate broker. Many participants remember their presenters who inspired them and made a difference in their lives and said they would still like to listen to them. Those presenters who are enthusiastic and passionate about presenting can make an everlasting influence on their participants.

### **Interviews Presentations**

It includes presentations by company spokesperson, political candidate, writer, artist, inventor or other experts appearing on a radio or television talk show or interviewed for a magazine or newspaper. A job interview is another presentation form where the presenter identifies the immediate audience. From writing notes and learning as much as you can by heart, to practicing the tone of your voice, there is plenty to think about.

### **Tips for Effective Presentation in an Organization**

- Start with the end in mind: We should think about the purpose of talk, audience expectation, and important parts of topic, time of presentation and transfer of information.
- Know your audience well: It refers to audience backgrounds, purpose of event and venue of presentation. Presentation preparation starts with solid content which is appropriate and connects with the audience.
- Keep it simple: Simple is hard for the presenter but it will be appreciated by the audience. Simplicity takes more forethought and planning the essence of message.
- Outlining content: The best presenters scratch out their ideas and objectives with a pen and paper on a large white board that makes them feel uninhibited and creative. Key points are outlined and quick ideas are visualized through charts or photos in the PowerPoint.
- Art of storytelling: Good presentations include stories as they are easy to remember for audience. The presenter comes up with good, short, interesting stories or examples to support major points. Good stories have clear beginnings, engaging content and logical conclusion.
- Confidence for presentation: The presenter should build logical flow of presentation, design professional and appropriate supporting materials. One should rehearse with computer and projector several times to melt away nervousness and reduce anxiety that develops confidence.

### **LESSON 3: The role of presentations in learning and teaching foreign languages.**

Presenting the information clearly and effectively is a key skill to get the message or opinion across and, today, presentation skills are required in almost every field. Presentation skills and public speaking skills are very useful in many aspects of work and life like business, selling, training, teaching and lecturing that develops confidence and other social situations. The formats of presentations are oral, multimedia, PowerPoint, short impromptu and long-planned. Good preparation—through certain tips like natural talk to audience, standing rather than sitting, varying the tone, eyecontact, using visual aids, checking timings, structuring the presentation, staying focused and alert throughout the presentation, answering honestly and concisely to the questions raised—is the groundwork for making a presentation effective. It is important to state

the purpose clearly at the beginning to talk about, report on, to examine, to instruct, to explain, to outline, to fill, to give an overview, to highlight and to discuss the subject of presentation. Presentation should have three main elements: the Presentation communicates the message in an interesting, succinct and clear way. A famous psychologist says, "People do judge a book by its cover, so the best thing to do is to write a good book and design a good cover for it". Presentations are important to a company or an organization because good presentations improve communications within the company, which improves morale and reduces stress. Miscommunication is very expensive for a company and misunderstandings waste time. It clarifies the company's policy and improves the chances of selling the product or an idea. Thus, organizations are judged on their presentations. The elements of dynamic delivery include body language (55%), content (7%) and voice (38%). Those who understand how to present effectively do understand how to structure their presentations, what to say and how to say it in order to make an impact on their audience. Even 'off-the-cuff' presentations are more effective if the person delivering it has an understanding of what is required in the presentation process. The audience would then be more receptive to the message which is being communicated. Further, it gives a chance to the presenter to build up confidence from presentation to presentation. One cannot be a good presenter overnight. Once the presenter has mapped out what he/she wants to say, he/she needs some visual material and, if appropriate, a formal paper or maybe a brief that the audience can read beforehand. For an informal peer review, a whiteboard or a flip chart is fine. For a more formal occasion, the use of a PC presentation package such as PowerPoint may be more suitable.

### **Advantages**

The principal advantage of any presentation is that one can interact with the audience. While presenting one can be able to observe the reactions of the audience based on their body language and can thus revise certain elements of delivery on the spot.

- Presentation allows assessing the level of acceptance of or resistance to what people are saying.
- Emphasizing key points in presentation is much greater compared to a written report like pauses and animations.
- In presentations, visual aids can be used to explain and describe points, thus help audience to fully comprehend the message.

- Finally, presentations assess the audience's degree of comprehension through questioning and observation.

### **Disadvantages**

Whilst there are many advantages to present the message, they must be weighed against the limitations of this form:

- If the presentation does not have a handout, the attendees will have no formal point of future reference.
- The presenter does not have time to provide background information for the audience to help them understand issues and problems.
- An obvious limitation of presentation is that its effectiveness relies on the ability of the speaker to deliver the message.
- The speaker cannot be able to set a pace appropriate to the audience's level of understanding.

A presentation is a means of communication which can be adopted to various speaking situations such as talking to a group and briefing a team. The means of presenting information includes preparing presentation, organizing material, writing presentation, deciding the method, working with visual aids, managing the event, coping with nerves and dealing with questions. The formal presentation is divided into presentation skills and personal presentation in which former is verbal and latter is nonverbal communication. The key elements of a presentation consists of presenter, audience, message, reaction and method to deliver speech for organizational success in an effective manner. Who will you be speaking to? What type of presentation? How long? Make sure the text can be read. Use appropriate font size. Learn how to spell with spell check. Use color combinations that work when projected: Beware of backgrounds —not too fussy. Beware of distracting animations. Beware of video.

### **LESSON 4: Oral presentation. The role of oral presentations in learning and teaching foreign languages.**

**Aim:** To introduce the topic of oral presentation-public speaking .

**Objectives:** get enough information about the process of giving oral presentation. Follow the stages of the organizational process. Ss will be aware of planning organizing and conducting oral presentation.

Public speaking—giving an oral presentation before a class or another group of people—is a special form of interaction common in education. You will likely be asked to give a presentation in one of your classes at some point, and your future career may also involve public speaking. It's important to develop skills for this form of communication.

Public speaking is like participating in class—sharing your thoughts, ideas, and questions with others in the group. In other ways, however, public speaking is very different. You stand in front of the class to speak, rather than from your usual seat—and for most students, that changes the psychology of the situation. You also have time outside of class to prepare your presentation, allowing you to plan it carefully—and, for many, giving more time to worry about it and experience even more anxiety!

Although a few people seem to be natural public speakers, most of us feel some stage fright or anxiety about having to speak to a group, at least at first. This is completely normal. We feel like everyone is staring at us and seeing our every flaw, and we're sure we'll forget what we want to say or mess up. Take comfort from knowing that almost everyone else is dreading giving class presentations the same as you are! But you can learn to overcome your anxiety and prepare in a way that not only safely gets you through the experience but also leads to success in your presentation. The following are proven strategies for overcoming anxiety when speaking in public:

- **Understand anxiety.** Since stage fright is normal, don't try to deny that you're feeling anxious. A little anxiety can help motivate you to prepare and do your best. Accept this aspect of the process and work to overcome it. Anxiety is usually worst just before you begin and but eases up once you've begun.
- **Understand that your audience actually wants you to succeed.** They're not looking for faults or hoping you'll fail. Other students and your instructors are on your side, not your enemy. They likely won't even see your anxiety.
- **Reduce anxiety by preparing and practicing.** The next section discusses the preparation process in more detail. The more fully you prepare and the more often you have practice, the more your anxiety will go away.
- **Focus on what you're saying, not how you're saying it.** Keep in mind that you have ideas to share, and this is what your classmates and instructors are interested in. Don't obsess about speaking, but focus on the content of your presentation. Think, for example, of how easily you share your ideas with a friend or family member, as you naturally speak your mind. The same can work with public speaking if you focus on the ideas themselves.

- **Develop self-confidence.** As you prepare, you will make notes you can refer to during the presentation. You're not going to forget what you want to say. The more you practice, the more confident you'll become.



## Guidelines for Presentations

Preparing and delivering a presentation in class (or in business or other settings) is a process very similar to the learning process discussed in Chapter 4 “Listening, Taking Notes, and Remembering”, Chapter 5 “Reading to Learn”, and Chapter 6 “Preparing for and Taking Tests” and the writing process discussed in Chapter 8 “Writing for Classes”. The process breaks down into these six basic steps:

1. Analyze your audience and goals
2. Plan, research, and organize your content
3. Draft and revise the presentation
4. Prepare speaking notes
5. Practice the presentation
6. Deliver the presentation

### Step 1: Analyze Your Audience and Goals

Who will see and hear your presentation—and why? Obviously, other students and the instructor. But you still need to think about what they already know, and don't know, about your topic. If your topic relates to subject matter in class lectures and readings, consider what background information they already have and be careful not to give a boring recap of things they already know. It may be important, however, to show how your specific topic fits in with subjects that have been discussed already in class, especially in the beginning of your presentation, but be sure to focus on your new topic.

New terms and concepts may become familiar to you while doing your research and preparation, but remember to define and explain them to other students. Consider how much explanation or examples will be needed for your audience to grasp your points. If your topic involves anything controversial or may provoke emotion, consider your

audience's attitudes and choose your words carefully. Thinking about your audience will help you find ways to get their attention and keep them interested.

Be sure you are clear about the goals for the presentation. Are you primarily presenting new information or arguing for a position? Are you giving an overview or a detailed report? Review the assignment and talk with the instructor if you're unsure. Your goals guide everything in the presentation: what you say, how much you say, what order you say it in, what visual aids you use, whether you use humor or personal examples, and so forth.

## Step 2: Plan, Research, and Organize Your Content



Starting with the assignment and your goals, brainstorm your topic. Jot notes on specific topics that seem important. Often you'll do reading or research to gather more information. Take notes as you would with any reading. As you research the topic at this stage, don't worry at first about how much content you are gathering. It's better to know too much and then pick out the most important things to say than to rush ahead to drafting the presentation and then realize you don't have enough material.

Organizing a presentation is similar to organizing topics in a class paper and uses the same principles. Introduce your topic and state your main idea (thesis), go into more detail about specific ideas, and conclude your presentation. Look for a logical order for the specifics in the middle. Some topics work best in chronological (time) order or with a compare-and-contrast organization. If your goal is to persuade the audience, build up to the strongest reason. Put similar ideas together and add transitions between different ideas.

While researching your topic and outlining your main points, think about visual aids that may help the presentation.

Also start thinking about how much time you have for the presentation, but don't limit yourself yet in the outline stage.

### **Step 3: Draft and Revise the Presentation**

Unless required by the assignment, you don't need to actually write out the presentation in full sentences and paragraphs. How much you write depends on your own learning and speaking style. Some students speak well from brief phrases written in an outline, while other students find it easier to write sentences out completely. There's nothing wrong with writing the presentation out fully like a script if that helps you be sure you will say what you intend to—just so you don't actually get up and read from the script.

You can't know for sure how long a presentation will last until you rehearse it later, but you can estimate the time while drafting it. On the average, it takes two to three minutes to speak what can be written on a standard double-spaced page—but with visual aids, pauses, and audience interaction, it may take longer. While this is only a rough guide, you can start out thinking of a ten-minute presentation as the equivalent of a three to four-page paper.

Never wait until the last minute to draft your presentation. Arrange your time to prepare the first draft and then come back to it a day or two later to ask these questions:

- Am I going on too long about minor points? Could the audience get bored?
- Do I have good explanations and reasons for my main points? Do I need more data or better examples? Where would visual aids be most effective?
- Am I using the best words for this topic and this audience? Should I be more or less informal in the way I talk?
- Does it all hold together and flow well from one point to the next? Do I need a better introduction or transition when I shift from one idea to another?

### **Visual Aids in Presentations**

Except for very short informal presentations, most presentations gain from visuals—and visual aids are often expected. If encouraged or allowed to include visuals in your presentation, plan to do so. Consider all possible types:

- Charts or graphs
- Maps
- Photos or other images
- Video clips

- Handouts (only when necessary—they can be distracting)

Use the available technology, whether it's an overhead projector, PowerPoint slides, a flip chart, or posters. Follow these guidelines:

- Design your visuals carefully. Here are some basic rules:
  - Use a simple, neutral background. A light-colored background with text in a dark color works best for words; a dark background used like matting works best for photos.
  - Minimize the amount of text in visuals—more than eight words per slide is usually too much. Avoid simply presenting word outlines of what you are saying. Make sure text is large enough for the audience to read.
  - Don't use more than two pictures in a slide, and use two only to make a direct comparison. Montages are hard to focus on and distract the viewer from what you're saying. Use images only when they support your presentation; don't use clip art just as decoration.
  - Don't put a table of numbers in a visual aid. If you need to illustrate numerical data, use a graph. (Microsoft Excel can make them for you easily.)
  - Don't use sound effects. Use a very brief recording only if directly related to your main points.
  - Don't use visual special effects such as dissolves, spins, box-outs, or other transitions. They are distracting. Use animation sparingly and only if it helps make a point.
- Don't use so many visuals or move through them so quickly that the audience gives all its attention to them rather than to you.
- Practice your presentation using your visual aids, because they affect your timing.
- Explain visuals when needed but not when they're obvious.
- Keep your eyes on your audience, only briefly glancing at visuals to stay in synch with them.
- Don't hand out a printout of your visuals. Your audience should keep their eyes on you instead of fiddling around with paper.

#### **Step 4: Prepare Speaking Notes**

As mentioned earlier, it's not a good idea to read your presentation from a written page rather than *deliver* it. To keep your audience's attention, it's important to make eye contact with them and to use a normal speaking voice—and you can't do this if you keep your eyes on a written script.

Speaking notes are a brief outline for your presentation. You might write them on index cards or sheets of paper. Include important facts and data as well as keywords for your main ideas, but don't write too much. (If you forget things later when you start practicing, you can always add more to your outline then.) Be sure to number your cards or pages to prevent a last-minute mix-up.

Think especially about how to open and close your presentation, because these two moments have the most impact of the whole presentation. Use the opening to capture the audience's attention, but be sure it is appropriate for your audience and the goals. Here are some possibilities for your opening:

- A striking fact or example (illustrating an issue or a problem)
- A brief interesting or humorous anecdote (historical, personal, or current event)
- A question to the audience
- An interesting quotation

Then relate the opening to your topic and your main point and move into the body of the presentation.

Your closing mirrors the opening. Transition from your last point to a brief summary that pulls your ideas together. You might end with a challenge to the audience, a strong statement about your topic, or a personal reflection on what you have been saying. Just make sure you have a final sentence planned so that you don't end up uncomfortably fumbling around at the end ("Well, I guess that ends my presentation").

### **Step 5: Practice the Presentation**

Practice may be the most important step. It is also the best way to get over stage fright and gain confidence.

Practice first in an empty room where you imagine people sitting, so that you can move your eyes around the room to this "audience." The first time through, focus on putting your outlined notes into full sentences in your natural speaking voice. Don't read your notes aloud. Glance down at your notes only briefly and then look up immediately around the room. Practice two or three times just to find the right words to explain your points and feel more comfortable working with your notes. Time yourself, but don't obsess over your presentation being the exact length required. If your presentation is much too long, however, adjust it now in your notes so that you don't start memorizing things that you might accidentally still say later on even though you cut them from your notes.

Once you feel good speaking from your notes, practice to add some more polish to your delivery. You might want to record or videotape your presentation or ask a friend or roommate to watch your presentation. Pay attention to these aspects of how you speak:

- Try to speak in your natural voice, not in a monotone as if you were just reading aloud. If you will be presenting in a large room without a microphone, you will need to speak louder than usual, but still try to use a natural voice.
- In usual conversation, we speed up and slow down and vary the intensity of our words to show how we feel about what we're saying. Practice changes in your delivery style to emphasize key points.
- Don't keep looking at your notes. It's fine if you use words that are different from those you wrote down—the more you rehearse without looking at your notes, the more natural sounding you will be.
- Be sure you can pronounce all new words and technical terms correctly. Practice saying them slowly and clearly to yourself until you can say them naturally.
- Don't forget transitions. Listeners need a cue when you're moving to a new idea. Practice phrases such as "*Another* important reason for this is..." or "Now let's move on to *why* this is so...."
- Watch out for all those little "filler" words people use so often, such as "like," "you know," "well," and "uh." They're very distracting to most audiences. Listen to or watch your tape to see if you are using these fillers or ask your friend to point it out.
- Pay attention to body language when practicing. Stand up straight and tall in every practice session so that you become used to it. Unless you have to stand at a podium to use a fixed microphone in your presentation, practice moving around while you speak; this helps keep the audience watching you. Use hand and arm gestures if they are natural for you, but don't try to make up gestures for the presentation because they will look phony. Most important, keep your eyes moving over the audience. Practice smiling and pausing at key points.
- Finally, it's a good idea to be ready in case of an accident. Most likely your presentation will go smoothly, you'll stay on track with your notes, and your PowerPoint slides will work fine, but sometimes a mishap happens. Be ready to joke about it, rather than becoming flustered. If the computer fails and you lose your visuals, say something like, "Well, that's a shame, I had some really great photos to show you!" If you drop your index cards or notes, or accidentally skip ahead in your presentation and then have to backtrack, make a joke: "Sorry about that, I was so excited to get to my next point that I'm afraid I lost control there for a moment!" Let your audience laugh with you—they'll still be on your side, and you can defuse the incident and move on without becoming more nervous.

## Step 6: Deliver the Presentation

Be sure to get enough sleep and eat a healthy breakfast. Don't drink too much caffeine or else you'll become hyper and nervous. Wear your favorite—and appropriate—clothing and comfortable shoes.

Remember, your audience is on your side! If you're still nervous before your turn, take a few deep breaths. Rehearse your opening lines in your mind. Smile as you move to the front of the room, looking at your audience. You'll see some friendly faces smiling back encouragingly. As you start the presentation, move your eyes among those giving you a warm reception—and if you see some student looking bored or doing something else, just ignore them. But don't focus on any one person in the audience for too long, which could make them nervous or cause them to look away.

Don't keep looking at your watch or a clock: If your rehearsal times were close to your assigned time, your presentation will be also. If you do notice that you're running behind schedule, it may be that you're saying too much out of nervousness. Use your notes to get back on track and keep the pace moving. But it's better to deliver your presentation naturally and fluidly and be a bit long or short than to try to change your words and end up sounding unnatural.

At the closing, deliver your last line with confidence, sweeping your eyes over the audience. If appropriate, ask if there are any questions. When you're done, pause, smile, say "Thank you," and walk back to your seat.

Later on, ask other students and your instructor for comments. Be open minded—don't just ask for praise. If you hear a suggestion for improvement, file that in your memory for next time.

## Group Presentations

You may be assigned to give a presentation in a small group. The six-step process discussed previously works for group presentations, too, although group dynamics often call for additional planning and shared responsibilities:

1. Schedule a group meeting as soon as possible to get started. Don't let another student put things off. Explain that you're too busy and won't have time at the last minute.



2. 

Begin by analyzing your audience and your goals together as a group to make sure everyone understands the assignment the same. Discuss who should do what. While everyone should talk about what content to include, from here onward, you will take on specialized roles. One or more may begin research and gathering information. Others who are good writers may volunteer to draft the presentation, while one or more others may develop the visual aids. Those who have public speaking experience may volunteer to do all or most of the speaking (unless the assignment requires everyone to have a speaking role). You also need a team leader to keep everyone on schedule, organize meetings, and so on. The best team leader is an even-tempered student with good social skills, who can motivate everyone to cooperate.
3. Steps 2 and 3 can likely be carried out individually with assigned tasks, but group members should stay in touch. For example, the person developing the visuals should be talking to those doing the researching and drafting to see what visuals are needed and get started finding or creating them.
4. Before preparing notes in step 4, meet again to go over the content and plan for visuals. Everyone should be comfortable with the plan so far. Make final decisions about who will do each section of the presentation. Set the time for each segment. Then speakers should prepare their own speaking notes. Let someone with strong speaking skills open or close the presentation (or both), with others doing the other parts.
5. The whole group should be present for practice sessions in step 5, even if not everyone is speaking. Those not speaking should take notes and give feedback. If one student is doing most of the presenting, an alternate should be chosen in case the first choice is sick on the scheduled day. The alternate also needs to practice.
6. During the delivery, especially if using technology for visual aids, one student should manage the visuals while others do the presenting. If several students present different segments, plan the transition from one to another so that the presentation keeps flowing without pauses.

## **Additional Resources**

For Class Presentations

**Using PowerPoint.** A step-by-step illustrated tutorial for learning how to create effective visual presentations with PowerPoint. <http://www.education.umd.edu/blt/tcp/powerpoint.html>

**“How to Give a Bad Talk.”** A humorous look (with some very good advice) on what *not* to do when preparing for and giving a class presentation. <http://pages.cs.wisc.edu/~markhill/conference-talk.html#badtalk>

**Class presentations on YouTube.** Search YouTube with the phrase “class presentation” and look for video examples of actual students giving class presentations. Observing and critiquing the presentations of other students are good ways to get started preparing your own and learning from others. Here’s a good example of a student group presentation on a topic we can all relate to (how body language works):

In this presentation, take note of

- how students make good eye contact with the audience;
- the first student’s natural speaking voice and tone, and how she did not have to use her note cards very often (obviously she practiced well);
- some differences among these students;
- the use of PowerPoint slides within the presentation (some better than others);
- the appropriate occasional use of humor;
- the division of presentation responsibilities within the student group;
- each presenter’s interaction with the audience.

## KEY TAKEAWAYS

- Public speaking skills are important because you will likely give presentations in class and perhaps in a future job.
- Overcome anxiety about public speaking by understanding your feelings, preparing well and practicing your delivery, and focusing on your subject.
- Follow a six-step process to prepare and deliver a presentation:
  1. Analyze your audience and goals
  2. Plan, research, and organize your content
  3. Draft and revise the presentation
  4. Prepare speaking notes
  5. Practice the presentation
  6. Deliver the presentation and seek feedback

- Use visual aids to support a presentation, creating visuals that are relevant, attractive, and powerful.
- The success of a group presentation depends on effective group meetings, successful division of roles, and repeated group practices.

## CHECKPOINT EXERCISES

1. If you have given a class presentation in the past, what worked best for you? (If you have not given a presentation yet as a student, what aspect do you think will be most difficult for you?)
2. Name the two most important things you can do to reduce anxiety about a class presentation you will have to give.
3. For each of the following statements about class presentations, circle T for true or F for false:

T	F	Although you are delivering the presentation to the class, your real audience is your instructor, so you don't need to waste time defining terms and concepts he or she already knows.
---	---	--

T	F	Organizing a presentation or speech is similar to organizing topics in a paper you write for class.
---	---	---

T	F	When creating visual aids, put as many photos as you can in each PowerPoint slide to have the strongest impact.
---	---	---

T	F	In case your memory goes blank while giving a presentation, write the full presentation out so that you can read it aloud.
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4. Describe how best to use body language (facial expressions, eye movements, gestures, etc.) when giving a presentation.
5. If you were assigned along with three other students to give a group presentation in the class using this textbook, what would be your preferred role in the preparation stages? Your least preferred role? If you had to take your least preferred role, what single thing would you want to work hardest on to make the presentation successful?

### **LESSON 5: Written presentation. The role of written presentations in learning and teaching foreign languages.**

Written presentations are a **powerful way to share ideas**—if you create a deck that communicates your points clearly and effectively. ... However, a well-written presentation is a resource that your audience can revisit long after you've shared it.

What is the purpose of written presentation?

The typical reasons for giving a presentation are **to inform, persuade, motivate and entertain**. You need to capture your audience's attention and maintain their interest thorough the entire oral presentation by defining the purpose clearly. Before writing a paper, PhD candidate with his/her advisor should decide which journal will be targeted for submitting research results. The PhD advisor should point out the most relevant publications. Also, the candidate can search through the SCI expanded database (Scientific Thompson 2009) for an appropriate journal. The choice of appropriate journal is important because of the amount of detail allowed in the methods section of the paper, the acceptable length of the entire manuscript, the scope of the journal, and the targeted audience. All these issues are usually defined on a journal's web page, under Guidelines for Authors. Once the target journal is selected, preparations for writing the paper can begin. However, the processes of “writing” and “working” is often iterative, with these two processes supporting, challenging, and reinforcing each other. One can write a draft, revise it, and after the submission and review processes, one can again return to the draft and improve it.

Selection of a Title A title is often the first thing a reader will see when considering a technical work. It is a powerful tool for drawing the readers' attention to a paper. The main goal of a good title is an accurate and efficient communication of the essence of the paper. It should accurately describe the research done and get the reader interested in the subject. The title should enable an expert reader to understand the basic idea of the work, even without reading the paper or seeing the presentation. It should also provoke the reader to think about the deeper issues involved in the topic of the presentation.

An example of a title that fulfills these requirements is: “*Cross-layer Control in Wireless*

*and Satellite Networks: Scheduling, Routing, and Power Allocation*". This title clearly states the subject of the paper and gets the reader thinking about some of the issues involved. Writing the Abstract A research abstract should be compact and informative. The language should be simple, direct, and precise. Whenever possible, it should include the following components:

a problem statement of the research to be described;

a brief explanation of the existing solutions and their weaknesses, in relation to the problem statement;

the essence of the suggested solution, and why it is expected to be better under the same circumstances;

the type of analysis performed to demonstrate that the suggested solution is better than existing approaches, in terms of performance and complexity (for engineers, performance and complexity are equally important);

the major numerical highlights of the analysis and research results (for engineers, numbers are essential).

The most critical element of an abstract, from the reader point of view, is the main conclusion of the work. Many abstracts – by professionals and by students – are poorly written (e.g. descriptive rather than informative) and if the conclusions of the work are omitted, then the abstract fails in its major purpose: to be a miniaturized version of the paper.

### Use of References

The list of references should be completed before the actual writing of the paper begins. This ensures that no important reference is left out.

According to (Batchman 2008): "If you have no references, it usually raises concerns with the reviewers, because the message you are giving them is that either you are unaware of anyone else working in the area, or you don't feel anyone else has done any work of significance. Second, authors should not just include a large number of related papers that really do not support their paper. Including the additional 'references' just makes it look like you are trying to impress the reviewer with your knowledge." Basically, the unrelated papers should not be included, because authors should not waste a reader's time in searching for unrelated or irrelevant papers. The real challenge of referencing is as an abbreviated or short form of communication of what has been done

previously, to say only what is essential to bring the reader and reviewer to an understanding of the essentials of the new work in the current paper, and to properly acknowledge sources.

For the syntax of the references, follow the example of the most prestigious journal in the field of the research being discussed, unless otherwise required explicitly. When pointing to a reference in the body of the paper itself, the approach using the full name of the first author and the year of publication is easiest for the reader, since it quickly conveys the research group from which the paper comes. These full-name references can be easily converted to numerical references, as required by some technical journals.

### **The Structure of Tables and Figures**

All figures and figure details should be completed **before** the writing of the paper starts. The figures should contain as little text as possible; instead, they should include only commonly used mnemonics or acronyms that are independent of the language in which the paper is written. This approach is helpful when figures need to be transported back and forth between different languages.

For all figures and tables, captions should contain all information necessary to understand and interpret them. Whenever possible, reading the details of the figures should substitute for a casual hearing or rough reading of the paper or presentation itself. To that end, figure captions should contain five important elements:

a title which shows the main highlight(s); a legend which explains the mnemonics in the figure itself; descriptions of attention-deserving phenomena in the figure (e.g., fourth quarter 3G mobile penetration was 10% higher than in the third quarter); explanations of the reasons behind the attention-deserving phenomena (e.g., the fourth quarter penetration was higher due to the introduction of new services); implications of these phenomena (e.g., if higher 3G penetration is desired, new services requiring high-speed data access must be introduced). By stating implications of the phenomena, we do not mean to compress a summarized version (of the paper) into a figure caption, but to give the reader an opportunity to get the bird's eye view of the paper, without having to read the entire paper. The last element is of special importance, because it shows the candidate's ability to interpret data and produce new scientific knowledge. All of these details should be clearly visible to the viewer. Keep in mind that figures are often moved from written papers to presentation slides and back, and that this should be achievable with minimal effort (appropriate modifications are always needed when moving figures between papers and slides). See Appendix 2 for a statistical analysis of the effectiveness of figure captions.

The Structure of the Paper Whenever possible, an author should first develop the skeleton of the paper, to include sections related to the following issues: an introduction, to include the basic facts needed to attune the reader to the subject, and to explain the point of view of the author's research; a problem statement, to convey the importance and exact definition of the problem the research is addressing; existing solutions and criticism of them, to show the relevant major solutions and indicate their inadequacies (from the point of view of the author's research), all with reference to the problem statement; conditions and assumptions of the research to follow, to summarize the environment of interest; the specific requirements of the real environment (conditions), and the elements that simplify the analysis without any negative impact on the validity and representativeness of the final results (assumptions), should be clarified and itemized (e.g., application, system software, architecture, organization, design, and technology); the proposed solution and its advantages, to give the essence of the proposed solution (the idea which is to be introduced), followed by a logical and/or philosophical discussion about expected benefits stemming from the idea; mathematical modeling and analysis, to show one or more of the following: (f1) establishment of an appropriate mathematical model, according to the pre-specified conditions and assumptions, (f2) a validity proof of the major idea, (f3) a calculation of initial values for simulations to follow, (f4) an estimate of performance, (f5) an estimate of complexity, (f6) other relevant analysis. Note that modeling and analysis is helpful to both reader and researcher in aiding understanding of the concept, but will usually not provide final answers related to performance and complexity; simulations, to show performance (usually the major and the longest part of the paper); implementation or implementation-oriented issues, to show complexity, reliability, availability, and other properties (in some research, this may be the major and the longest part of the paper); the conclusion, with the following three main elements: (i1) revisiting the major contribution from the performance/complexity point of view, (i2) stating who will benefit from the presented results, (i3) highlighting freshly discovered problems and defining possible future research avenues. One should keep in mind that some readers will read only the abstract and the conclusion; references, as discussed in a previous section. The proposed structure should be used as a guideline for writing papers, rather than a rigid structure to be followed literally. Suggested sections should be inserted only when applicable. Appropriate section headings should be formed following the guidelines for selecting the paper title. After the skeleton on the level of first-level headings is defined, the author should develop the skeleton at the paragraph level; this means defining all subheadings on lower levels and the contents of all paragraphs under each lowest-level heading. Specifying the first (and therefore the

major) sentence of each paragraph leads to the strategy of a senior person (e.g., the advisor) developing the skeleton, while a junior person (e.g., the PhD student) does the actual writing of the paper. The proceeding sentences of the paragraph are used to explain and/or justify the statement conveyed by the first sentence. Consequently, after the paper is written, advisor comments are restricted to the paragraph level and are thus easier to locate and correct. In order to emphasize the paper's main idea, details that are unnecessary for understanding the essence of the idea should be omitted from the main body of the paper. If some details are required for implementation purposes (for example, if the reader is expected to be able to repeat the experiments), they should be moved into appendices that are referred to at appropriate locations in the main text.

### **LESSON 6: The role of Motivational presentations in learning and teaching foreign languages.**

Motivation and motivational strategies are generally believed to enhance student communicative competence in English as a foreign language; yet, there is not much empirical evidence to support this claim. This investigation focused on how motivation and motivational strategies influence Saudi students' communicative competence. In the First Phase, 16 participants were interviewed from two groups of Saudi students: Saudi students who were enrolled in English courses in Australian educational institutions and Saudi students living in Saudi Arabia who had graduated from Saudi Arabian high schools and were studying in English language institutes in Saudi Arabia. In the Second Phase, 279 participants from the two groups answered a questionnaire. The questionnaire included items derived from Gardner's (1985, 2001, 2004, 2006, 2007) Attitude/Motivation Test Battery (AMTB) and items from Dörnyei (2001b), Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008) motivational strategies framework for foreign language classrooms. The results indicated that participants' measured and self-reported communicative competence differed between the two groups. The Australian group had higher levels of measured and self-reported communicative competence than the Saudi group. Another finding is that participants' communicative competence is significantly affected by motivation. Also, the results indicated that teaching strategies supporting motivation do not directly affect students' communicative competence, but rather affect their motivation.

### **LESSON 7: The importance of material design in conducting professional presentations in learning and teaching foreign languages.**

Presentation skills

1. Plan the structure and format of your presentation
  - (a) Clarify the aim · What is the aim (i.e. the exact purpose) of the presentation? · If you are woolly about the aim, your presentation won't be clear · Spend time establishing the aim · What do you need to cover to ensure you fulfil the aim
  - (b) What do you know about the audience? · Who are you presenting to? · Analyse your audience and target your presentation to their knowledge and understanding.
  - (c) What do you need to cover to ensure you fulfil the aim? · Ensure that what you are going to say is appropriate to both the aim and the audience · Prioritise your material. You don't have to say everything.
  - (d) How much time do you have? · Don't go over the allotted time and remember to allow time at the end for questions
  - (e) Venue and equipment · Where will you be presenting? · What audio-visual equipment will you require and what is available? · Check the venue and equipment in advance, if possible. · If not, then allow yourself enough time on the day to have a look at the set-up.
2. Plan the content
  - (a) Beginning · Introduce yourself and the others who are doing the presentation · Explain and put up the main points you will cover (e.g. as bullet-points)
  - (b) Middle · Go through your points logically and in sequence · Summarise (give sign-posts) as you go along
  - (c) End · You could use your original introductory summary of main points to summarise · Give a conclusion
3. Questions · Plan for questions; don't be taken by surprise. Be prepared to clarify if someone interrupts during the presentation. · Ask for them if none is forthcoming · If you don't understand a question, ask for clarification · Don't be afraid to admit you don't know · Tell them you'll find out and get back to them · Get back to them!
4. Visual Aids · Whatever you use, whether it is OHP or computer presentation, keep it simple and clear. · Visual aids should add to the impact of your presentation. · Learn to use a software package like Powerpoint that is specifically designed to produce presentation material (this is useful to produce slides - i.e. even if you are not using a computer presentation on the day). · Bullet points are most effective – keep to a large font size · Use 18 – 24 point font size, with up to 32 point for titles · Choose a clear font style (experiment!) · Keep diagrams and figures large and simple. · Where possible, use colour to differentiate elements · Label graphics, graphs and figures clearly
5. Notes · You may want to use both notes and the prompts given by your slides etc. · Prepare a handout to circulate to the audience. · If you use notes, make them easy to read. · Use brief notes as an “aide-memoire”. Don't read out the text word for word! · Number the pages and clip them together. · Don't fiddle with your notes whilst presenting!
6. Presenting · Vary the tone of your voice and the pace at which you speak (though better slower than too fast). · Be careful of little verbal tics e.g. “um”, “er”, and “you know”. · Make eye contact with your audience, not the floor, your notes or the OHP. · Use pauses. It gives you thinking time and the audience time to reflect.
7. Before the day ·





**LESSON 8: Foreign and local experience of conducting professional presentations. Famous presenters.**

Public speaking is an essential life skill in the modern world, full of meetings, conferences and networking events. In this article, we look at the history of public speaking, from Greece to the 21st century, as well as famous orators throughout history. Public speaking is the act of performing a speech to a live audience in a structured manner, in order to inform, entertain and persuade them. There are many aspects to public speaking, from picking a topic and writing a speech, to answering questions from the audience. Public speaking is usually a formal, face-to-face speech to either a single person or group of listeners.

There are five basic elements of public speaking:

- Communicator

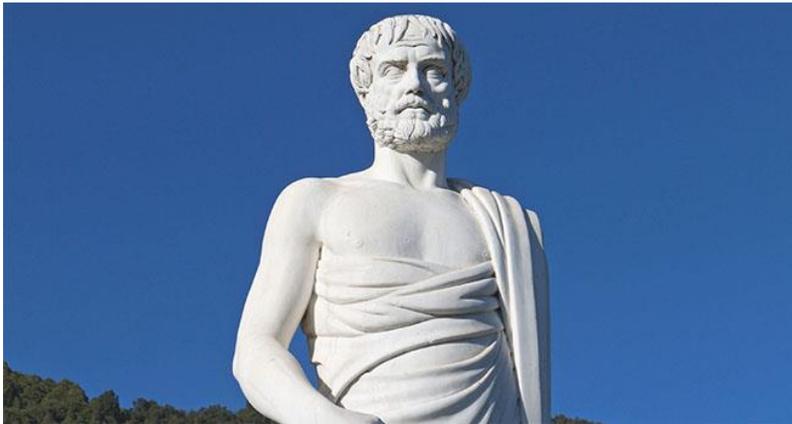
- Message
- Medium
- Audience
- Effect

Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking plays a large role in the professional world - it is believed that 70 percent of all jobs involve some form of public speaking.

Greece: the early years of public speaking

The study of public speaking began about 2,500 years ago in ancient Athens. Men were required to give speeches as part of their civic duties, which included speaking in legislative assembly and at court (sometimes to defend themselves as there were no lawyers for the average Athenian).

Citizens would meet in the marketplace and debate issues on war, economics and politics. Good speaking skills were also essential for a prominent social life and mixing with the wealthy.



Aristotle is one of the most famous ancient scholars to study public speaking. First speaking guides and models

Aristotle and Quintilian are among the most famous ancient scholars to give public speaking definitive rules and models. Aristotle defined rhetoric as the means of persuasion in reference to any subject. Quintilian published a twelve-volume textbook on rhetoric and many of these references are still used today by politicians. He argued that public speaking was inherently moral and stated that the ideal orator is “a good man speaking well.”

Cicero is considered one of the most significant rhetoricians of all time. He is most famous in the field of public speaking for creating the five canons of rhetoric, a five-step

process for developing a persuasive speech that we still use to teach public speaking today.



### Ethos, logos and pathos

Aristotle discovered that in order to rally the citizens into conformity, one needed to persuade people. This is what he called rhetoric, and it's defined as the capacity to persuade people, and he broke it down into three strategies:

- Ethos
- Logos
- Pathos

Ethos is used when the source is credible and the speaker can show authority over the subject matter.

Logos is used when there are facts to support the argument requiring that the audience use logic and deduction to decide on the strengths of the speaker's argument. Public speaking in the modern age

Throughout the 20th century, speaking in public has once again become crucial to succeed in many careers. Schools and universities started offering courses and lectures on communication skills.

The last few decades have seen renewed emphasis and focus on the works of those from the Classical Period. These decades have combined the old and new schools of communication study for the first time.

Communication departments had professors who studied and taught classical rhetoric, contemporary rhetoric, along with empirical and qualitative social science.

Online courses have also become popular with the rise of the internet. Courses such as public speaking and speech analysis apply fundamental Greek theories, as well as trace rhetorical development throughout the course of history.

In the 21st century, you must communicate effectively to succeed. It can be the difference between landing your dream job, winning a multi-million dollar contract or delivering a moving speech at a wedding.

More and more we are required to speak in public, at conferences, during business meetings, accepting awards, teaching a class, during media events and many other occasions. It has become increasingly hard to avoid public speaking events as oratory skills have become so important.



Obama is one of the greatest public speakers of the 21st century.

Famous public speakers throughout history

### 1. Winston Churchill

Winston Churchill was the British Prime Minister during WW2. He understood his talent of oratory and once wrote, “of all the talents bestowed on men, none is so precious as the gift of oratory.”

When WW2 started and France was defeated, he gave his most inspirational speech “We Shall Fight on the Beaches”. And when London was suffering from its worst bombardment during the Blitz, his speeches motivated the British to “never surrender”.

In 1953, Churchill was awarded the Nobel Prize in Literature, in part for his speeches.

### 2. John F. Kennedy

John F. Kennedy was the thirty-fifth president of the United States from 1961-63. His speeches were very powerful and inspirational. His speech “We Choose to Go to the Moon” is considered as one of the most influential to persuade the Americans for the space expedition to the moon.

His speech at the Berlin wall in 1963 can also be considered one of the finest pieces of oratory. Just a few months previously, the Soviet Union had built the Berlin wall. Kennedy’s message to the west Berliners was to assure them of US support against the threat of the communists in the east.

### 3. Socrates

Standing accused of crimes including corrupting the youth of Athens, Socrates had a choice: defer and apologize to his accusers for his alleged crimes, or reformulate their scattered accusations into proper legal form and deliver an exhaustive defence for the pursuit of truth, apologizing for nothing.

### 4. Martin Luther King Jr.

Martin Luther was a black civil rights activist in the United States who fought against racial discrimination. He always believed in non-violence and respect for humanity, irrespective of colour, race or creed. His most famous speech, “I Have a Dream” has been listen to by millions since he delivered it. Due to its powerful message, he got the Presidential Medal of Freedom in the year 1997.

### 5. Abraham Lincoln

The Civil War was a time of great divide, and at a moment where the fate of the country was at stake, Abraham Lincoln emerged as a leader capable of bringing his nation’s citizens back together.

On November 19, 1863, Abraham Lincoln gave his most famous speech and what is perhaps one of the greatest speeches ever delivered, “The Gettysburg Address”. According to the Lincoln Memorial’s website, the speech lasted only two minutes, but its impact lasted much longer.

### 6. Margaret Thatcher

Margaret Thatcher was the first female British prime minister and used her aggressive public speaking skills to win several elections and stay in office.

Margaret Thatcher was a conservative politician who had a powerful influence on politics at the end of the Cold War years. In foreign affairs, she helped spread the idea of free markets, fought the Falklands War and dealt with problems in Northern Ireland.

Mrs Thatcher was known for her argumentative or forensic communication style. One of her best known catchphrases came during her party conference speech in Brighton in 1980 when she boldly defied her critics by saying: "You turn if you want to. The lady's not for turning."



## 7. Marcus Tullius Cicero

Cicero was a Roman politician and lawyer, who served as consul in the year 63 BC. He came from a wealthy municipal family of the Roman equestrian order, and is considered one of Rome's greatest orators and prose stylists.

He introduced the Romans to the chief schools of Greek philosophy and created a Latin philosophical vocabulary, distinguishing himself as a linguist, translator, and philosopher. An impressive orator and successful lawyer, he probably thought his political career his most important achievement.

## 8. Mahatma Gandhi

Gandhi is one of the world's great inspiring public speakers. Yet it wasn't always that way. In fact in his early years, Gandhi was a terrified public speaker.

It has often been asserted that Gandhi's impact on the people he met and spoke to was simply electrifying. These people were not just freedom fighters and politicians, writers and thinkers; Gandhi spoke to people living in slums, villagers, farmers, laborers and the illiterate.

## 9. Ronald Reagan

Ronald Reagan was a Hollywood actor and also an American politician. He served as the Governor of California and later as 40th President of United States. Due to his ability to connect to his audiences he was named the "Great Communicator".

His most mesmerizing speech was "Tear down this wall". This speech was delivered at Brandenburg Gate of Berlin on June 12, 1987.

### **LESSON 9: Observation and evaluation of presentation materials.**

Observations can be made in just about any situation: you see and hear things all the time, and it's all data that can be turned into evidence. Observation provides the opportunity to monitor or assess a process or situation and document evidence of what is seen and heard. Seeing actions and behaviours within a natural context, or as they usually occur provides insights and understanding of the event, activity or situation being evaluated. The key to using observational data as evidence in an evaluation is to take a systematic and consistent approach as you collect, organise and analyse what is observed. These notes should be read alongside the general advice on understanding quantitative data and qualitative data, as observational data can include both types.

#### Advantages

- Observation is a **flexible approach to data collection**, suitable for a broad range of contexts.
- Observation **can produce a mix of qualitative and quantitative data**. For example, when observing people in a group situation, you might count up how many times certain behaviours or interactions occur (quantitative), while also taking freehand notes about the nature of the group dynamics (qualitative).
- Structured observation helps provide **measures or records of behaviours**, without relying on people's (those being observed) capacity to report what they do or estimate how often they do it.

- Observation can be a **low impact way to collect data**. When planned appropriately, the observer may have only a minor effect on the activities or blend into the observation setting.
- The discussion of feedback from observation can lead to **valuable reciprocal professional learning conversations**.
- Teachers can also observe teaching and learning in their own classes using digital recording technologies, such as 360 degree cameras or other appropriately placed recording devices.

#### Relationship to other methods

Observation can be used as stand-alone data collection tool. Often, however, observational data is used in conjunction with other approaches as part of an evaluation design. For example:

- Initial focus groups, interviews or surveys might identify a set of behaviours that are of interest. Observation then allows the evaluation team to assess how common the behaviours are, or to look for patterns in the circumstances or triggers that give rise to them.
- Conversely, an evaluation might start with some exploratory observations, and then follow these up with interviews where participants are asked to comment on their experiences in the situation.
- Data from interviews or surveys (about classroom management practices, for example) might be used in conjunction with data from observations (of classroom management) to build a more complete assessment of the effectiveness of a strategy being used in the classroom to improve student engagement.
- Observations can be used in conjunction with other data, such as administrative records or document analysis. After reviewing a mathematics program (document analysis), the evaluation team may use observations to support or challenge claims found in the documents about the effectiveness of the program.

#### Limitations, and how to manage them

Observation needs to be carefully planned, with a clear understanding of the questions to be answered and the particular behaviours or attributes of interest. This helps avoid

being overwhelmed by a vast amount of data, or getting stuck at the analysis stage wishing ‘If only I had kept an eye out for...’.

It is valuable to have two or more people undertake observations, as one person alone might miss things that someone else would see.

Conducting observations can be labour intensive, in preparation, data collection and analysis.

Depending on the rigour required for the evaluation there may be a need to allocate time for pre-observation discussion to ‘calibrate’ the observers. Time may also be needed at the end of the observation for discussion, checking consistency between observers and reflection of what was collected.

Like most measurement in a social setting, the process of collecting observational data will have an influence on what is being measured and can result in unintentional biases that we need to be mindful of.

Skilled observers are good at being unobtrusive or ‘fading into the background’ when they need to. Early data may need to be discarded while subjects are still getting used to the observer, especially if using video to record the activities. The more familiar people are with observation – the more ‘normal’ it becomes – the less this problem arises.

# GIVING A PRESENTATION

## OUTLINE

- **Introduction** – Introduce what you will be presenting, let audience know there will be time for questions at the end
- **Overview** – give a general outline of your presentation
- **State Points** – Give your points in logical sequence, giving explanations and exceptions
- **State Results**
- **Summarize**
- **Close** – relate the beginning of the presentation to the end
- **Questions** – ask the audience if they have any questions

<p><b>Introduce the topic</b></p> <p>Today, I will be talking about .....</p> <p>As you all know .....</p> <p>I'm going to take a look at/examine .....</p> <p>Today, I will be concentrating on .....</p>	<p><b>Adding more points</b></p> <p>Firstly .....</p> <p>First of all .....</p> <p>Secondly / Thirdly .....</p> <p>Finally .....</p> <p>In addition .....</p>	<p><b>Relating end to the beginning</b></p> <p>So I hope you're clearer on .....</p> <p>To return to the original question ....</p> <p>So if we look at what I said in the beginning ..</p>
<p><b>Overview</b></p> <p>The issues I want to mention/discuss ....</p> <p>It is important to begin by saying ....</p> <p>There are a number of things to consider when looking at the issue of.....</p> <p>It makes sense to start by .....</p>	<p>What is more .....</p> <p>Another point to consider is .....</p> <p>I'd like to move onto .....</p> <p>That's all I have to say about that, now I'd like to move onto .....</p> <p>Now I'd like to look at ....</p> <p>This leads me to my next point .....</p>	<p><b>Close</b></p> <p>In conclusions then, it is clear that .....</p> <p>To conclude, therefore, I would say that ....</p>
<p><b>Stating points</b></p> <p>In my opinion .....</p> <p>I consider ..... important because .....</p> <p>In my view .....</p> <p>I think that .....</p> <p>The main reason I've chosen ..... is .....</p> <p>On the one hand ....., on the other hand .....</p> <p>An important point to consider is .....</p>	<p><b>Summarizing</b></p> <p>I've talked about ....</p> <p>That brings me to the end of my .....</p> <p>Well, that's about it for now. We've covered .....</p> <p>To sum up .....</p> <p>In general .....</p> <p>On the whole .....</p>	<p><b>Questions</b></p> <p>Thank you for your attention, I'd be glad to answer any questions you might have.</p> <p><b>Unable to answer questions</b></p> <p>That's an interesting question, I don't actually know, but I'll get back to you later.</p> <p>Good question! I really don't know!</p> <p>What do you think?</p> <p>Unfortunately I'm not the best person to answer that.</p>

**If things go wrong:**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| Let me say that another way ..... | Perhaps I can rephrase that ..... |
| Put another way, that means ..... | What I mean to say is .....       |

Introduce the topic:	Adding more points:	Relating to the beginning:
Overview: (Activities)		Close:
Stating Points:	Summarizing:	(Possible) Questions:

		Unable to answer questions:
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2

Lecture/Seminar

NAME:

OBSERVER: \_\_\_\_\_

TOPIC: \_\_\_\_\_

FOCUS OF OBSERVATION (discuss w/mentee in advance): general observation

INTRODUCTION	OBSERVATIONS
1. Introduced topic, stated objectives, offered preview.	Clear, concise well organized. Relatively easy to follow. Welcoming, non-judgmental attitude. Humor appropriately used... frequent use of questions to general audience volunteers
2. Gained attention and motivated learning.	
3. Established climate for learning and for participation.	

BODY OF LECTURE	OBSERVATIONS
1. Presented 3-5 main points in clear and organized fashion.	Followed the general rules of lecture organization. Objectives were "topics" but given that this course has only lower Bloom's taxonomy, this is acceptable.  Strong connection to prior learning w/physiology review. Issue - what do you do when prior but
2. Provided supporting materials, examples, and summaries.	
3. Content level	

4. Effectively used visuals, handouts, and/or demonstrations. Include AV problems (if any), effective use of slides (set stage for each slide, focused audience on important parts of slides), use of pointer.	<p>necessary learning is not retained (course integration, not instructor issue.)</p> <p>Slides were strong in use of visuals and avoidance of text overload. Some would have benefited from division, perhaps repetition when necessary, and partial presentation for “unfolding” as well as highlighting through circling or other mechanism</p>
5. Varied presentations (Used blackboard, slides, visuals). Only ppt....	
6. Transitions between topics.	

<b>CONCLUSION</b>	<b>OBSERVATIONS</b>
1. Summarized major principles, key points without introducing new materials.	Had succinct summary slide. And additional resource slides also offered.
2. Provided closure or stimulated further thought	

Observation form adapted and modified by The Haile T. Debas Academy of Medical Educators at UCSF from work done by David Irby, PhD.

TEACHER DYNAMICS	OBSERVATIONS
1. Exhibited enthusiasm and stimulated interest in content.	Use of 11 OH dehydrogenase story good – could do more with cases to stimulate interest (asthma safety, etc.)
2. Used appropriate voice, gestures, movement, and eye contact. Avoidance of unconscious use of repeated words (e.g. “um”, “ok”).	Clear crisp speech w/o/unconscious use of oh, um etc.
3. Encourage active participation.	Participation was individual response to questions, frequently done.
4. Used questions to stimulate thought and discussion. Response to questions (repeated or rephrased question, concise answer).	Got no questions from learners. Use of “did everyone get it?” could be replaced with something like “that was a complicated and correct explanation. What did s/he say that did not clarify it for you?” or “there are different ways to explain this – does someone else want to put it differently?”

**DEBRIEF**

1. **ELICIT SELF-ASSESSMENT BY MENTEE FIRST.**  
Noted issue of time management as physiology discussion took much longer than the typical “slide time” The rush at the end led to less opportunity for questioning and interaction. She noted that she was able to cover the major elements of what she originally intended.
2. **SUMMARIZE YOUR ASSESSMENT OF MENTEE’S STRENGTHS AND YOUR RECOMMENDATIONS (KEEP IN MIND AREAS OF FOCUS).**

STRENGTHS	RECOMMENDATIONS
-----------	-----------------

Clear, well paced tone of delivery; movement at “stage” for variability; supportive style of delivery...tone conveys that “you can learn this...” **Slides:** 1) mostly with an appropriate amount of information 2) excellent in focusing on ppt as a visual adjunct (rather than a conveyance of text); Overall session was strong in **organization**, avoidance of cognitive overload, and focus on core concepts; clear summary slide and then adjuncts at end **Integration:** Excellent introductory segment on physiology – linking to prior and relevant coursework!

Frequent use of **questioning** to audience; sometimes repeats students’ answers for larger group to hear; focus on why “e.g. time for protein synthesis and onset of action); who likes licorice?”

Occasional colorful use of **colloquial** terms to describe mechanisms (e.g. how do gcs decrease inflammation – by telling inflammatory cells to “go sit in the lymphoid tissue”, “mineralocorticoids are very faithful”)

Could even move up the aisles into the audience

**Some slides** (e.g. effects of mineralocorticoids and effects of glucocorticoids) could have been divided into 2 or more slides. Also could use slides to “unfold” the information – e.g. pathways without all the answers, which you or even a student then “write in.”

Could have had another slide depicting the action of 11 b OH **Questioning:** how is aldosterone regulated? Na/K answer then “you are missing the main one...” Could have taken the first as a partial answer.....again built a more detailed slide. Try to more consistently repeat the students’ answers and questions. Not well heard in the front of the room at least, nor on tape. **Address the wrong answers first** – in MCQ on pseudohyperaldosteronism – 25% of class got it wrong – big flag on their understanding of the condition –student answered then GA “did everyone get it?” next time might have a slide to work through it....; Exploit more opportunities for **clinical relevance** – e.g. time from receptor activation to onset of effect; no mechanism for acceleration of fetal lung maturation; asthma drugs

### 3. ACTIONPLAN- proposed

1. Resources given: DaRosa and Mayer article on design principles; fielding questions (from Gross Davis); link to Washington U St Louis on asking questions: Steiner and Snell (medical teacher) Interactive lecturing, and a list of four methods, including think-pair-share and brainstorming for which I gave her ideas for implementation in this lecture; Gawande article on coaching
2. She is interested in use of videos to highlight clinical relevance. Will investigate MERLOT, HEAL, and web
3. If she feels the need, will follow-up to discuss design of next large group teaching where she has the opportunity to apply any of these principles

#### SUMMARY:

\_\_\_\_\_ is a highly motivated educator who does the basics well – providing a logical and well-structured lecture based on achievable learning objectives, speaking clearly and comfortably, explaining in a logical “you-can-understand-this” manner, exploitation of the visual capability of powerpoint, and offering multiple opportunities to answer her questions. I have shared with her resources and provided ideas for use of other methods of engaged large group teaching. She is very open to feedback and discussion; I am confident her skills will develop rapidly.

## SEMINAR TOPICS:

	Introduction. General overview of the subject
	Types of the presentations
	Oral presentations. (Conference, debate, discussion, lecture and etc) Public presentation topics: Parents as Role Models, Teachers as Role Models, Friends as Role Models, The Qualities of a Good Student.
	Written presentations(Brochure, poster, abstract)
	Technical presentations(Power point, Video, Zoom)
	Styles of presentations (World experience)
	Formal informal Languages
	Organize presentation process. Final presentation.

Work in pairs and conduct an interview for the job of teacher in a new school. Read your cards carefully.

### STUDENT A

You are interviewing Student B. Make sure you find out the following things: What they studied at university, how long they have been a teacher, what subject they teach, what other jobs they have, why they left their old job, why they want the job, what they think their strong points /weak points are, what they can bring to the job, when they can start.

### STUDENT B

You are being interviewed for the job of teacher. Here is some extra information about you:

University: Leeds University, History and Economics  
Teacher for five years (taught World History and Archaeology)  
Three years at St John's School (left for better job)  
Two years at Highview School (moved town)  
Why this job? Good money; heard good things about the school  
Strong points: confident, full of energy  
Weak points: untidy, sometimes late  
Can bring to job: lot of experience  
Can start after the summer

Work in pairs and conduct an interview for the job of teacher in a new school. Read your cards carefully.

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Three years at St John's School (left for better job)

Two years at Highview School (moved town)

Why this job? Good money; heard good things about the school

Strong points: confident, full of energy

Weak points: untidy, sometimes late

Can bring to job: lot of experience

Can start after the summer

You and your partner are planning to open your own language school.

Together decide on the following things:

Name of the school, what languages you will teach, how many students and teachers, what resources you will use (e.g. whiteboard, video etc), the size of classes, what ages you will teach, what will make your school different from other schools, how you will advertise your school, what your slogan will be?

**Student A**

You want the school to teach only English but to have the latest ideas in technology. You also want small classes of adults and businessmen.

**Student B**

You want the school to teach many different languages and have classes for both adults and children. You also want to have new types of technology.

You and your partner are planning to open your own language school. Together decide on the following things:

Name of the school, what languages you will teach, how many students and teachers, what resources you will use (e.g. whiteboard, video etc), the size of classes, what ages you will teach, what will make your school different from other schools, how you will advertise your school, what your slogan will be?

**Student A**

You want the school to teach only English but to have the latest ideas in technology. You also want small classes of adults and businessmen.

**Student B**

You want the school to teach many different languages and have classes for both adults and children. You also want to have new types of technology.

**B Presentation**

You have been asked to prepare and give a presentation on a business plan for a new model of car for your company. Prepare your presentation to include the following things:

The name of the car, what type of car it is, the design of the car including any extras it has, how much it will cost, how it compares to other types of car on the market, how you will market it and how successful will it be and why.

## Oral Presentations



Oral presentations are one of the most common assignments in college courses. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors.

Oral presentations typically involve three important steps: 1) planning, 2) practicing, and 3) presenting.

### 1. Planning

Oral presentations require a good deal of planning. Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage).

Make sure to address the following issues:

#### *Audience:*

- Focus your presentation on the audience. Your presentation is not about how much you can say, but about how much your audience can understand.
- Organize your information into three to five points/categories. Audiences can only easily remember a maximum of three to five points.
- Build repetition. Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.



#### *Introduction:*

- Introduce yourself if needed, providing your affiliation and/or credibility.
- Create an effective opening that will interest your audience: pose a question, give an amazing fact, or tell a short, interesting story.
- Reveal your topic to the audience and explain why it is important for them to learn about.
- Give a brief outline of the major points you will cover in your presentation.



*Main Body:*

- Explain your points. Give clear explanations. Provide sufficient evidence to be convincing.
- Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section. The Writing Studio's [handout on Roadmaps](#) provides a great explanation of how to create clear signals and “signposts” that will guide the audience through your presentation.
- Use analogies and stories to explain complicated ideas and to build repetition.

*Conclusion:*

- Signal your conclusion with a transition.
- Summarize your points.
- Refer to future action if needed.
- End with, “Thank You.”
- If answering questions, tell your audience, “I’ll now be happy to answer any questions.”

## **2. Practicing**

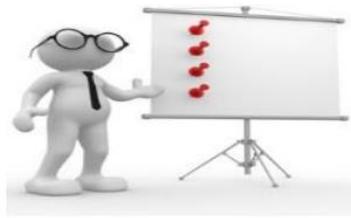
Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation.

- Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you are pausing awkwardly, talking too fast, or using distracting gestures.
- Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.
- Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content. What aspects of your delivery work well to convey the information and argument of the presentation, and what aspects of your delivery are not working as well as they could? Also, are there moments in your presentation in which your peers become confused, bored, or distracted?
- Remember that the more you practice, the more comfortable you will become with the material. As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.



### 3. Presenting

As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.



- Maintain eye contact. Only look at notes or slides very briefly. Sweep the room with your gaze, pausing briefly on various people.
- Be aware of your body posture.
- Be enthusiastic about your topic.
- Smile.



- Slow down your speech. We naturally talk faster when we are nervous. Include pauses to allow your listeners to keep up and time for you to think ahead.
- Use gestures to emphasize points and move about the space if possible.



- Calibrate the volume of your voice so that people in the back of the room can hear you.
- Avoid fillers, such as “Ah, uh, I mean, like, okay, um...”

- Act as natural and relaxed as possible.
- Dress appropriately.



Not like this...



Or like this...



*Visual Aids* - help explain your points, act as supporting evidence, and add visual interest.

- Do not turn your back on the audience to look at the visual or block the visual with your body.
- Provide an orientation to the visual (explain the X and Y axis, etc.).
- Highlight what you would like the audience to focus on, and then make sure you fully explain the information you are highlighting.
- Make your visuals readable and visually pleasing.
- Above all, make sure your visual aids augment what you are saying rather than compete with what you are saying. Try not to include too much text or too many images in your visual aid. Your spoken words and your visual aid should work together so the audience's attention is never divided between the two.



*Questions and Answers* – Do not underestimate the challenge of running a successful question and answer session. They are unpredictable by nature. In your planning, try to anticipate possible questions your audience might have. Follow this four-step process to successfully answer audience questions:



- Acknowledge the question. (“Good Question!”) This polite gesture shows your interest.
- Rephrase the question. This important step allows you to: make sure you understand the question, ensure all audience members hear the question, phrase the question into one you want to or are willing to answer, and gain time to think about your answer.
- Answer the question as clearly and concisely as possible.
- Check for comprehension with the questioner and your audience. (“Does that make sense? Is that clear?”)

## Academic vocabulary

Abbreviations: n = noun / pl n = plural noun;  
vi = intransitive verb; vt = transitive verb  
adj = adjective; adv = adverb; conj = conjunction;  
phr = phrase; phr v = phrasal verb;  
abb = abbreviation.

### A

- abstract** *n* (Reading, Unit 3, Lesson 1; Writing, Unit 3, Lesson 1) a shortened form of a speech, article, book, etc., giving only the most important facts or ideas
- across disciplines** *phr* (Listening, Unit 4, Lesson 2) in all disciplines
- acknowledge** *vt* (Reading, Unit 3, Lesson 3) to accept, admit or recognise something, or the truth or existence of something
- address** *vt* (Reading, Unit 2, Lesson 3) to give attention to or deal with a matter or problem
- advance** *vt* (Reading, Unit 2, Lesson 3) to go or move something forward, or to develop or improve something
- applied** *adj* (Reading, Unit 2, Lesson 3) relating to a subject of study, especially a science, that has a practical use, e.g. *pure and applied mathematics/science*
- apply** *phr v* (Listening, Unit 4, Lesson 4) to use something, for example, a law in a particular situation
- apply for** *vt* (Writing, Unit 1, Lesson 1) to request something, usually officially, especially in writing or sending a form
- approximately** *adv* (Writing, Unit 5, Lesson 1) more or less; not exactly
- assess** *vt* (Reading, Unit 3, Lesson 2) to judge or decide the amount, value, quality or importance of something
- associated (with)** *adj* (Writing, Unit 1, Lesson 3) be connected to
- assume** *vi* (Writing, Unit 2, Unit 3, Lesson 2) to think that something is likely to be true, although you have no proof
- assumption** *n* (Writing, Unit 3, Lesson 1) something that you think is true without having any proof
- attempt** *vi* (Listening, Unit 4, Lesson 1) to try to do something, especially something difficult
- axis** *n* (Writing, Unit 5, Lesson 1) a line or a graph used to show a position of a point

### B

- background** *n* (Writing, Unit 3, Lesson 1) the situation that an event happens in, or things which have happened in the past which affect it
- bar chart** *n* (Writing, Unit 5, Lesson 1) a mathematical picture in which different amounts are represented by thin vertical or horizontal rectangles which have the same width but different heights or lengths
- body** *n* (Listening, Unit 4, Lesson 4) a large amount of something

### C

- call for papers** *phr* (Reading, Unit 1, Lesson 2) a formal invitation to give a lecture or present new research at a conference
- case study** *n* (Listening, Unit 3, Lesson 2) a detailed account giving information about the development of a person, group, or thing, especially in order to show general principles
- claim** *vi* (Reading, Unit 3, Lesson 3; Writing, Unit 2, Lesson 1) 1. to say that something is true, although you have not proved it; 2. to say that you have done or achieved something
- clarification** *n* (Listening, Unit 3, Lesson 3) an explanation or more details that makes something clear or easier to understand
- collaborate** *vi* (Reading, Unit 2, Lesson 2) to work with someone else for a special purpose
- combine (with)** *vt* (Writing, Unit 4, Lesson 2) 1. to exist together, or to join together to make a single thing or group; 2. to do two activities at the same time
- concise** *adj* (Reading, Unit 1, Lesson 2) giving a lot of information clearly in a few words
- conclusion** *n* (Writing, Unit 1, Lesson 2; Unit 3, Lesson 1) the opinion you have after considering all the information about something
- conduct** *vt* (Reading, Unit 3, Lesson 3; Writing, Unit 1, Lesson 3; Unit 2, Lesson 1) to organise and perform a particular activity, e.g. an experiment
- consistent** *adj* (Reading, Unit 3, Lesson 3) always behaving or happening in a similar, especially positive, way
- contribute** *vt* (Writing, Unit 4, Lesson 2) to give something in order to provide or achieve something together with other people
- correlation (between)** *n* (Reading, Unit 3, Lesson 2) a connection or relationship between two or more facts, numbers, etc.

**correspond** *vi* (Writing, Unit 4, Lesson 1) to match or be similar or equal

**credibility** *n* (Reading, Unit 4, Lesson 2) the fact that something can be believed or trusted

**criterion** *n* often *pl criteria* (Reading, Unit 2, Lesson 2) a standard by which you judge, decide about or deal with something

**critical** *adj* (Reading, Unit 1, Lesson 3) of the greatest importance to the way things might happen

**crucial** *adj* (Reading, Unit 4, Lesson 1) extremely important or necessary

**cutting edge** *adj* (Reading, Unit 1, Lesson 1; Unit 2, Lesson 1) very modern and with all the newest features

## D

**data** *pl n* (Writing, Unit 5, Lesson 1; Listening, Unit 4, Lesson 2) information from research or a **survey**

**deadline** *n* (Reading, Unit 1, Lesson 1) a time or day by which something must be done, e.g. *an abstract submission deadline*

**decline** *vi* (Writing Unit 5, Lesson 2) to become less, worse or lower

**define** *vt* (Listening, Unit 4, Lesson 1) to explain and describe the meaning and exact limits of something

**degree** *n* (Reading, Unit 1, Lesson 3; Unit 2, Lesson 1) a course of study at a college or university, or the qualification given to a student who has done this course, e.g. BA, MA, PhD, etc.

**demonstrate** *vt/vi* (Writing, Unit 2, Lesson 1) to show or prove that something exists or is true

**digital pointer** *n* (Listening, Unit 2, Lesson 2) an object you use to point at something that is using an electronic system that changes images into signals in the form of numbers before it stores them or sends them

**dimension** *n* (Listening, Unit 4, Lesson 1) a measurement of something in a particular direction, especially its height, length, or width

**discipline** *n* (Reading, Unit 2, Lesson 1) a particular area of study, especially a subject studied at a college or university

**dissemination** *n* (Reading, Unit 4, Lesson 2) spreading or giving out to a lot of people, e.g. *dissemination of research results*

## E

**e-conference** *n* (Reading, Unit 1, Lesson 3) a conference held online

**educational platform** *n* (Reading, Unit 2, Lesson 2) web-based software designed to manage the organisation of a course of study

**e-learning** *n* (Reading, Unit 1, Lesson 1; Unit 2, Lesson 2; Listening, Unit 3, Lesson 2) learning done by studying at home, using computers and courses delivered via the Internet

**emphasise** *vt* (Reading, Unit 2, Lesson 3; Writing, Unit 2, Lesson 1; Speaking, Unit 2, Lesson 1) to make something clearer

**empirical** *adj* (Reading, Unit 3, Lesson 1) based on what is experienced or seen, rather than on theory

**enhance** *vt* (Writing, Unit 4, Lesson 1) to improve the quality, amount or strength of something

**enrol** *vi* (Reading, Unit 2, Lesson 2) to put yourself or someone else onto the official list of members of a course, college or group

**equal opportunity** *n* often *pl opportunities* (Reading, Unit 4, Lesson 1) the principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc.

**escalate** *vi* (Writing, Unit 3, Lesson 1) to become greater or more serious

**ethics** usually *pl* (Reading, Unit 4, Lesson 2) a system of accepted beliefs that control behaviour, e.g. *research ethics*

**evidence** *n* (Listening, Unit 4, Lesson 2) one or more reasons for believing that something is or is not true

**executive summary** *n* (Writing, Unit 4, Lesson 1) a document that gives the main points of a detailed report, usually provided at the beginning of the report

**explore** *vt* (Writing, Unit 3, Lesson 1; Unit 3, Lesson 2) to search and discover about something

**express** (*vt*) **an opinion** (Listening, Unit 3, Lesson 3) give one's opinion on something

**extension lead** *n* (Listening, Unit 2, Lesson 1) an extra wire used to take electricity to a piece of electrical equipment when it is an extra distance from the nearest socket

**extensive** *adj* (Writing, Unit 4, Lesson 1) covering a large area, having a great range

**F**  
**facilities** *pl n* (Listening, Unit 1, Lesson 2, Unit 1, Lesson 3; Writing, Unit 4, Lesson 2; Reading, Unit 1, Lesson 2) the buildings, equipment and services provided for a particular purpose

**feasibility** *n* (Reading, Unit 4, Lesson 2) whether something can be made, done, or achieved, or is reasonable

**feedback** *n* (Listening, Unit 3, Lesson 4; Writing, Unit 1, Lesson 3) information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked

**finding** *n* *often pl findings* (Reading, Unit 3, Lesson 1) a piece (or pieces) of information that is discovered during an official examination of a problem, situation or object

**forum** *n* (Reading, Unit 1, Lesson 1; Unit 1, Lesson 3) a situation or meeting in which people can talk about a problem or matter especially of public interest, e.g. *an academic forum*

**foster** *vi* (Reading, Unit 1, Lesson 1; Unit 4, Lesson 1) to encourage the development or growth of ideas or feelings

**funding** *n* (Writing, Unit 4, Lesson 1; Unit 4, Lesson 2) money given by a government or an organisation for an event or activity

**G**  
**grant** *n* (Reading, Unit 4, Lesson 1) an amount of money given especially by the government to a person or organisation for a special purpose, e.g. *a student/research grant*

**H**  
**histrogram** *n* (Writing, Unit 5) a bar chart/graph  
**host organisation** *n* (Reading, Unit 4, Lesson 2) institution that holds an event

**Humanities** *n pl* (Reading, Unit 2, Lesson 1) subjects such as literature, language, history and philosophy

**hypothesis** *n pl hypotheses* (Writing, Unit 3, Lesson 1; Listening, Unit 4, Lesson 2) a suggested explanation for something which has not yet been proved to be true

**I**  
**identify** *vt* (Writing, Unit 4, Lesson 1) to recognise a problem, need or fact

**illustrate** *vt* (Writing, Unit 3, Lesson 1) to give more information or examples to explain or prove something

**impact** *vt* (Writing, Unit 3, Lesson 1) to have an effect on

**implication** *n* (Writing, Unit 3, Lesson 1) the effect that an action or a decision will have on something else in the future

**implement** *vt* (Writing, Unit 1, Lesson 3; Unit 4, Lesson 1) to start using a plan or system

**increase** *vi* (Writing, Unit 4, Lesson 1; Unit 5, Lesson 1) to become greater in size or larger in amount

**indicate** *vt/vi* (Writing, Unit 3, Lesson 1) to show, point, make clear

**interaction** *n* (Reading, Unit 1, Lesson 3; Unit 2, Lesson 1) when two or more people or things communicate with or react to each other, e.g. *interaction between students and the teacher*

**interdisciplinary** *adj* (Reading, Unit 1, Lesson 1) involving two or more different subjects or areas of knowledge, e.g. *interdisciplinary research*

**interrelated** *adj* (Writing, Unit 3, Lesson 1) connected in such a way that each thing has an effect on or depends on the other

**invest** *vt* (Writing, Unit 4, Lesson 1) to put money, effort, time, etc. into something to make a profit or get an advantage

**J**  
**journal** *n* (Reading, Unit 3, Lesson 1) a serious magazine which is published regularly, usually about a specialist subject

**K**  
**keynote speaker** *n* (Reading, Unit 1, Lesson 2) the person who gives the main presentation at a conference

**L**  
**launch** *n* (Reading, Unit 2, Lesson 1) to begin something such as a plan or introduce something new such as a product

**learning performance** *n* (Listening, Unit 3, Lesson 2) how well a person learns

**line graph** *n* (Writing, Unit 5, Lesson 1) a drawing that uses lines to show how different pieces of information are related to each other

## M

**make an impact on/in** *phr* (Reading, Unit 2, Lesson 2) have a powerful effect on a situation or person

**make predictions** *phr* (Writing, Unit 4, Lesson 2; Listening, Unit 1, Lesson 1) to make a statement about what you think will happen in the future

**meet expectations** *phr* (Reading, Unit 2, Lesson 1) satisfy standards or hopes

**multidisciplinary** *adj* (Reading, Unit 2, Lesson 3) relating to or involving people from different types of work or who have different types of knowledge

## N

**Natural Sciences** *n* (Reading, Unit 2, Lesson 1) pure sciences such as biology, physics and chemistry

## O

**objective** *n* (Writing, Unit 3, Lesson 1) something that you plan to do or achieve

**object (of research)** *n* (Listening, Unit 4, Lesson 2) a thing or a phenomenon that is researched

**OSS** *abb* (Reading, Unit 2, Lesson 2) open source software

**outcome** *n* (Writing, Unit 2, Lesson 2) a result or effect of an action, situation

**overview** *n* (Listening, Unit 4, Lesson 1) a short description of something that provides general information about it, but no details

## P

**panel** *n* (Reading, Unit 1, Lesson 2) a small group of people chosen to give advice, make a decision, or publicly discuss their opinions as entertainment, e.g. a *panel session*

**peer review** *n* (Reading, Unit 3, Lesson 1) a system in which people you work with report on your performance so that you and your managers know areas that you need to improve, or an occasion when this happens

**persistent** *adj* (Listening, Unit 3, Lesson 4) lasting for a long time or difficult to get rid of

**pie chart** *n* (Writing, Unit 5, Lesson 1) a circle divided into several parts to represent how the total amount of something is divided up

**plenary** *adj* (Reading, Unit 1, Lesson 3) describes a meeting at which all the members of a group or organisation are present, especially at a conference

**plug in** *phr v* (Listening, Unit 2, Lesson 1) to attach electrical equipment to a supply of electricity with a plug

**predict** *vt/vi* (Writing, Unit 3, Lesson 1) to say what you think will happen in the future

**prediction** *n* (Writing, Unit 3, Lesson 1) when you say what you think will happen in the future

**project development** *n* (Listening, Unit 3, Lesson 2) the process of creating a project

**proposal** *n* (Writing, Unit 1, Lesson 3; Unit 1, Lesson 4; Reading, Unit 1, Lesson 2) a suggestion, often a written one, e.g. *conference proposal*

**propose** *vt/vi* (Writing, Unit 4, Lesson 1) to offer or suggest a possible plan or action for other people to consider

## Q

**qualitative** *adj* (of research) (Writing, Unit 3, Lesson 1) relating to how good something is, usually based on empirical data

**query** *n* (Writing, Unit 1, Lesson 3) a question about a situation or fact, often to someone in authority

**questionnaire** *n* (Reading, Unit 3, Lesson 2) a list of questions that several people are asked so that information can be collected about something

**quote** *vt* (Listening, Unit 4, Lesson 4) to repeat the words that someone else has said or written

## R

**reboot** *vt* (Listening, Unit 2, Lesson 1) if you reboot a computer, or if a computer reboots, you switch it off and then switch it on again a short time later, especially in order to get rid of a problem or after you have put new software onto the computer

**reliable** *adj* (Reading, Unit 3, Lesson 3) something or someone that is reliable can be trusted or believed because they work or behave well in the way you expect

**respondent** *n* (Reading, Unit 2, Lesson 3; Unit 3, Lesson 3) a person who answers a request for information

**review** *n* (Reading, Unit 3, Lesson 1) the act of considering something again in order to make changes to it, give an opinion on it or study it

**round table** *n* (Reading, Unit 1, Lesson 3) a *round-table discussion/meeting* is one where people meet and talk in conditions of equality

**S**

**scatter plot** *n* (Writing, Unit 5, Lesson 1) a graph representing amounts on it, often with a line joining the points to show the pattern of the data

**scientist** *n* (Reading, Unit 2, Lesson 1; Unit 3, Lesson 2) an expert who studies or works in one of the natural sciences

**school** *n* (in higher education) (Reading, Unit 2, Lesson 1) a part of a college or university specialising in a particular subject or group of subjects

**scholar** *n* (Reading, Unit 1, Lesson 1) a person who studies a subject in great detail, especially at a university

**scholarship** *n* (Reading, Unit 2, Lesson 1; Unit 2, Lesson 3) an amount of money given by a school, college, university or other organisation to pay for the studies of a person with great ability but little money

**session** *n* (Reading, Unit 1, Lesson 1) a period of time or meeting arranged for a particular activity, e.g. *a conference session*

**short-term** *adj* (Writing, Unit 1, Lesson 4) relating to a short period of time

**Social Sciences** *n pl* (Reading, Unit 2, Lesson 3) the study of society and the way people live

**state** *vi* (Writing, Unit 1, Lesson 1; Unit 2, Lesson 1) to officially say or write something

**statement** *n* (Listening, Unit 1, Lesson 1; Unit 3, Lesson 2) something that someone says or writes officially, or an action done to express an opinion a thought or belief about something or someone

**state-of-the-art** *adj* (Reading, Unit 2, Lesson 3) very modern and using the most recent ideas and methods

**strand** *n* (Writing, Unit 3, Lesson 2) a continuous element, e.g. in a project

**submit** *vt* (Reading, Unit 1, Lesson 1) to give or offer something for a decision to be made by others

**summer school** *vt* (Reading, Unit 1, Lesson 3) an educational course that happens during the summer when other courses have finished

**survey** *n* (Reading, Unit 2, Lesson 3) an examination of opinions, behaviour, etc., made by asking people questions

**sustained** *adj* (Writing, Unit 3, Lesson 1) 1. continuing for a long time; 2. determined

**T**

**technique** *n* (Reading, Unit 2, Lesson 3) a way of doing an activity which needs skill

**trait** *n* (Writing, Unit 4, Lesson 2) a characteristic

**trend** *n* (Writing, Unit 3, Lesson 1; Unit 5, Lesson 1) a general development in a situation or in the way that people behave

**U**

**utterance** *n* (Listening, Unit 2, Lesson 1) something that someone says

**V**

**variable** *n* (Writing, Unit 5, Lesson 1) a number, amount, or situation that can change and affect something in different ways

**variation** *n* (Listening, Unit 3, Lesson 3) a change in amount or level

**venue** *n* (Reading, Unit 1, Lesson 2; Listening, Unit 2, Lesson 4) the place where a public event or meeting happens, e.g. *a conference venue*

**virtual learning environment** *n* (often abbreviated to VLE) (Reading, Unit 2, Lesson 2) see **educational platform**

**visual** *n* (Reading, Unit 1, Lesson 3) something that you are shown, such as a picture, film or map, in order to help you understand or remember information

**visual** *adj* (Writing, Unit 5, Lesson 1) related to seeing

**W**

**webinar** *n* (Reading, Unit 1, Lesson 3) an occasion when a group of people go online at the same time to study and discuss something

**workshop** *n* (Reading, Unit 1, Lesson 3) a meeting of people to discuss and/or perform practical work in a subject or activity

**Project:** Directing the speaker's voice to the audience. And to properly project, take a deep breath. This, in particular, gives the voice more power and prevents it from sounding shaky or hoarse.

**Pause:** A meaningful silence is great in captivating an audience's attention and is a better alternative than using fillers such as 'uhms' when thinking.

**Pitch:** The highs and lows that take out the monotony of a presenter's voice. And frequently changing pitch keeps the audience engaged and avoids boredom.

**Pace:** The rate at which the speaker delivers their words.

**Pronounce:** Clarity and how crisp a speaker enunciates the words.

**Art and Science of Delay:** This is a concept by Frank Partnoy in his book of the same title. And the concept argues that consciously delaying decision making can lead to better outcomes.

**Apathetic Audience:** This is a type of audience that feels indifferent about the subject being presented to them and does not want to be involved.

**Audience:** The people who are receiving the speaker's message. In other words, they are the target of the message.

**Coherence:** How a group of ideas make sense.

**Conciseness :**Shortening an idea or message to as few words as possible without losing meaning.

**Communication Skills:** The ability to effectively convey thoughts and at the same time, understand ideas by other people.

**Comparison and Contrast:** Presents two ideas and identifies qualities that are similar and different from each other. This tactic is especially effective in finding common ground with a hostile audience.

**Compassion:** The ability to share someone else's suffering and become motivated to help relieve or help ease their situation.

**Energy:**

During a presentation, a speaker's energy fuels the message. And it shows the passion and enthusiasm behind it.

**Entertaining Speech:** This kind of speech is the most difficult to pull off and only the most seasoned speakers or comedians can conduct this successfully. However, when it is done right, it captivates and engages the audience.

**Eye Contact:** Creating a connection with an audience by catching their gaze. But proper eye contact is understanding when to hold a connection while avoiding awkward staring.

**Fluency:** Mastery of a given language. In particular, this includes being able to deliver a native-like speech while utilising the proper intonation, stress, interjections that sound natural.

**Gesture:** Hand or head movements that are meant to emphasise the speaker's presentation.

**Hostile Audience:** When the receivers of a message have negative thoughts on the topic being presented. Often they have enough prior knowledge to form a negative opinion. Nevertheless, they respond better to a speaker who has a friendly approach and tries to find similarities they can both agree on.

**Humour:** The ability to provoke laughter, lighten the mood or amuse an audience.

**Impact:** The effect the presenter and their speech impart on an audience.

**Informative Speech:** A kind of speech that invites an audience to learn something new. In particular, it contains useful information that is usually foreign or unfamiliar to the intended audience.

**Jargon:** Specific technical words that a group of people often uses in a professional setting. These are words commonly used in a field of speciality, for example, engineering, that may sound foreign to non-specialists or laypeople.

**Language Barrier :** Difficulties in communication brought about by differences in language, dialects, and jargon that affect how a group of people understand and convey the message.

**Metaphor:** Using a phrase that is used to describe one thing to describe something entirely different. And this helps to add colour and sometimes humour to a speech when used appropriately.

**Monotone:** When a speaker does not change pitch, their voice takes on a single, unchanging tone that begins to sound disengaged and unenthusiastic.

**Mixed Audience:**

The recipients of the message may include the apathetic, hostile, uninformed, and favourable audience. And therefore a speaker must carefully choose their words to help better create a connection with a diverse audience.

**Nodding:** Moving one's head up and down to confirm or affirm an idea. Indeed, it is a positive response from an audience that indicates they understand or are agreeing with what is presented to them. A speaker, on the other hand, can use nodding to establish rapport and acknowledge audience members.

**Occasion:**The time and cause for an event. It can be happy, solemn, serious, or relaxed. This will greatly determine the voice, approach, and the appropriateness of humour a speaker must use to captivate an audience.

**Orator:** Someone who delivers a speech in public. Some of the best public speakers in history include Aristotle, Charles Dickens, John F. Kennedy, and Martin Luther King, Jr. These speakers were able to persuade and change the beliefs and ideas of their listeners.

**Persuasive Speech:** A type of speech that aims to change or cause an audience to question beliefs and seek further information on the subject.

**Pause:** In presentations, it is more powerful to take a moment to breathe and regroup instead of stuttering or informing an audience of a mistake.

**Posse:**A group of individuals in the audience that assist the speaker in engaging the rest of the audience. These can be team members, family, or friends. They will likely nod, clap, make eye contact, and ask meaningful questions to influence the rest of the listeners.

**Posture:**How you position your spine while standing, sitting, or even lying down. Posture can convey confidence, uncertainty, power or even lack of it.

**Power Stance:** Utilising confident body language, including proper posture and avoiding fiddling to exude an air of confidence. It demonstrates the speaker's assertiveness and plays a part in convincing the audience that they are knowledgeable about the subject.

**Power Words:** These are short, simple, and clear words that resonate with an audience. They have more power in engaging an audience compared to long-winded sentences.

**Presentation Skills:** Presentation Skills have always been tied closely with communication skills. To be able to communicate ideas to a large crowd and create a change of heart or mind is a valuable skill. Public speaking was studied as early as 2500 years ago in Athens, where men were required to deliver speeches as part of their public duties.

Today, Presentation Skills continue to be one of the strongest and most valuable assets. They help communicate thoughts, motivate others, and disseminate information. In the workplace, effective Presentation Skills help personal career progression as well as contribute towards overall business productivity.

**Purpose:** The reason behind a presentation. It identifies how the speaker wants the listeners to think and feel after the event.

**Questions:** In the topic of Presentation Skills, asking meaningful questions allow speakers to establish a connection with their audience.

**Rapport:** Establishing a positive connection between the speaker and the audience.

**Standing Ovation:** A response from an audience where they stand while applauding to show strong approval of a presentation.

**Stage Fright:** Anxiety or nervousness felt by a speaker or performer when entering the stage and facing a crowd.

**Storytelling:** Adding stories to the speech. A speaker's ability to breathe life into a story makes a presentation compelling and memorable.

**Uninformed Audience:** When the message recipients have very limited knowledge about the topic.

**Visual Aids:** These are items that help an audience better visualise what is being discussed. These can come in the form of PowerPoint slides, videos, photos, or even physical objects.

**Voice:** The sound that is formed when a person's vocal cords vibrate. In Presentation Skills, voice can shape passion and how it will engage the audience.

**Body Language:** The conscious and unconscious use of the body to communicate messages to others. Body language is a type of non-verbal communication and differs from speech in that the message is holistic. During a presentation, the eyes, hands & arms, face and body posture are typically used to convey body language.

**Gestures** The use of the hands and arms (or sometimes the head) to signal an idea or convey a message to the audience.

**Intonation** Intonation is the rise and fall of the pitch of the voice over a stretch of speech.

**Kinesics** The study of body language.

## **Monologue**

A stretch of speech by one person which is largely uninterrupted by those listening. There is no definition of the minimum length of a monologue but typically any speech over 2 minutes in length can be considered a monologue. Below this would be classified as an 'extended turn'.

**Pitch** The perceptual correlate of frequency. **Pitch is how humans perceive the frequency of speech and how it increases or decreases. It is a subjective measure.**

## **The Steeple Gesture**

A gesture using the hands and arms where the hands are held in front on the body with fingers touching pointing towards the audience.

## **Tone**

Tone is similar to pitch and many commentators mix the two terms. You can think of tone as taking on a functional characteristic. For example, we might talk of a fall-rise tone on the end of an utterance to express surprise. Or we might say that he spoke in a 'sarcastic tone'.

## **The Tone Unit (Intonation Unit)**

A stretch of speech uttered under a single coherent intonation contour. It tends to be marked by cues such as a pause and a shift upward in overall pitch level at its beginning, and a lengthening of its final syllable.

## **Introduction**

- Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you all for coming here today.
- Let me start by saying a few words about my own background.
- As you can see on the screen, our topic today is.....
- My talk is particularly relevant to those of you who....
- This talk is designed to act as a **springboard** for discussion.
- This morning/ afternoon I'm going to take a look at the recent developments in.....

## **Presentation structure**

- In my presentation I'll focus on three major issues.

- This presentation is structured as follows....
- The subject can be looked at under the following headings.....
- We can break this area down into the following fields....

### **Timing**

- It will take about X minutes to cover these issues.

### **Handouts**

- Does everybody have a **handout** / copy of my report?
- I'll be handing out copies of the slides at the end of my talk.
- I can email the PowerPoint presentation to anyone who would like it.
- Don't worry about taking notes, I've put all the relevant statistics on a **handout** for you

### **Questions**

- If you have any questions, I am happy to answer them
- If you don't mind, I'd like to leave questions until the end of my talk /there will be time for a **Q&A** session at the end...

### **Sequencing phrases**

- My first point concerns...
- First of all, I'd like to give you an overview of....
- Next, I'll focus on.....and then we'll consider....
- Then I'll go on to highlight what I see as the main points of....
- Finally, I'd like to address the problem of.....
- Finally, I'd like to raise briefly the issue of....

### **Highlighting information**

- I'd like to put the situation into some kind of perspective
- I'd like to discuss in more depth the implications of....
- I'd like to make more detailed recommendations regarding....
- I'd like you to think about the significance of this figure here
- Whichever way you look at it, the underlying trend is clear

### **Conclusion**

- I'd just like to finish with the words of a famous scientist/ politician/ author.....
- Now let's go out and create opportunities for...!

## 4.1 Tarqatma materiallar

### Unit 2 Presentation skills

By the end of this unit you will be able to

- identify your strengths and weaknesses as a presenter
- use a stock of phrases for presentations
- use visuals effectively
- plan, structure and give a clear, effective final 10-minute presentation in English

#### Lesson 1 What makes a good presentation?

##### Lead-in

1 Work in pairs. Read the quotation below and discuss the questions.

- 1 Do you agree with the quotation? Why/Why not?
- 2 Who does it seem relevant to?

*A man who cannot speak well will never make a career.* (Anonymous)

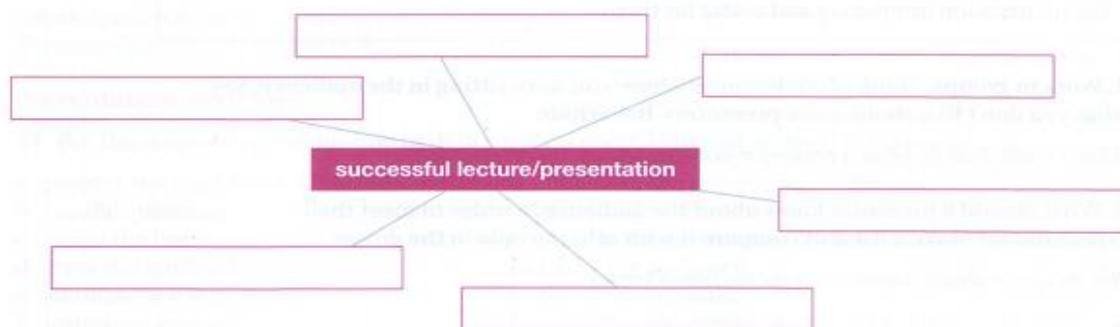
##### Successful presentations

2 Work in groups. Think of a good lecture or presentation you have seen. What was it about? Why was it successful?

3 Work in groups. Make a list of what makes a successful lecture/presentation.

*The speaker was confident.*

4 Make a spidergram of your ideas from Activity 3.



5 Compare your spidergram with other groups. Are your ideas similar or different?

##### Tip:

You can use online tools for creating a spidergram.

### Questionnaire: reflect on your experience

6 Think of a presentation you have given recently. Complete the questionnaire below. Write *yes* or *no* next to each question.

#### Did you:

- 1 prepare thoroughly: check the meaning and pronunciation of new words, create slides, rehearse the speech, etc.?
- 2 start the talk in an interesting way to get the attention of the audience?
- 3 speak from notes rather than read a whole text?
- 4 give an overview of your talk at the beginning?
- 5 use phrases to help the audience follow your ideas?
- 6 provide examples to illustrate complex and/or original ideas?
- 7 provide visual support?
- 8 invite the audience to ask questions?
- 9 emphasise the main points by slowing down and leaving pauses?
- 10 make eye contact with your audience?
- 11 avoid repetitive use of 'pet' words or phrases (e.g. *so, well, OK, like*)?
- 12 use effective gestures?

7 How many positive answers have you got? What would you like to improve?

*My goal is to get rid of phrases like 'well' which I use too often.*

### The audience

#### Tip:

When we give a presentation, we speak to the audience. The presenter should make the information interesting and useful for them.

8 Work in groups. Think of conferences where you were sitting in the audience. Say what you don't like about some presenters' behaviour.

*What I really hate is when a presenter just reads what's on the slides.*

9 What should a presenter know about the audience in order to meet their expectations? Make a list and compare it with other people in the group.

*The presenter should know what the audience knows.*

### Presentation criteria

10 Work in groups. Make a list of criteria for evaluating a presentation. Take into account the ideas you discussed in this lesson. Present your criteria to the group.

### Presentation goal

#### Tip:

The structure, style, and delivery of a presentation depend on its goals. There are normally several goals, but it is possible to choose a primary one.

**11** Match events 1–8, which involve speaking in public, to definitions a–h.

- |                           |  |
|---------------------------|--|
| 1 lecture                 | a a formal talk on a serious subject given to a group of people, especially students                   |
| 2 briefing                | b an occasion when a teacher or expert and a group of people meet to study and discuss something       |
| 3 demonstration           | c a meeting of people to discuss and/or perform practical work in a subject or activity                |
| 4 seminar                 | d a talk describing a product that can be bought   |
| 5 workshop                | e a talk to people of the same field, usually about your research                                      |
| 6 press conference        | f the act of showing someone how to do something, or how something works                               |
| 7 conference presentation | g a meeting where information is given to someone just before they do something                        |
| 8 commercial presentation | h a meeting at which a person or organisation makes a public statement and reporters can ask questions |

**12** What kind of talks have you given? Who was your audience?

**13** Read the phrases from the Language Support box. Work in groups. Discuss which goals (from the box) are suitable for the presentation types given in Activity 11. There may be more than one possible answer.

**Language Support: presentation goals**

- |                                    |   |
|------------------------------------|---|
| to inspire people to act           | to entertain                                  |
| to persuade, to gain agreement     | to report on the results of projects/research |
| to teach or to pass on information | to sell, promote something                    |
| to explore or debate ideas         | to share ideas                                |

*I think [goal] is possible because ...*  
*The aim of [presentation type] is to ...*

**Presentation structure**

**14** Put the stages of a presentation (a–l) in a logical order. Different answers are possible.

- |                                     |   |
|-------------------------------------|---|
| a present the main body of the talk | h introduce the presentation topic and objectives |
| b handle questions                  | i outline the presentation structure              |
| c signal the beginning of the talk  | j thank the audience                              |
| d greet the audience                | k thank the organisers                            |
| e summarise the main points         | l say when you would like to take questions       |
| f introduce yourself                |   |
| g have a strong ending              |   |

**15** Work in pairs and compare your order. Discuss the reasons for any differences. Use the phrases from the Language Support box below.

**Language Support: opinions**

- |                             |                                     |
|-----------------------------|-------------------------------------|
| In my opinion, ... (formal) | Personally, I think/believe that... |
| In my view, ... (formal)    | I guess ... (informal)              |

**16** Work in groups. How is the structure of a lecture different from the structure of a conference presentation?

### Starting a presentation

**17** Look at the phrases below. Do they introduce a topic (T), introduce the plan of your presentation (P), set goals (G), or deal with questions (Q)?

- 1 What I'd like to do is to discuss ... \_\_\_\_\_
- 2 If you have any questions, please feel free to interrupt. \_\_\_\_\_
- 3 The aim of my presentation is ... \_\_\_\_\_
- 4 I'm going to deal with three aspects of the subject ..., first ... \_\_\_\_\_
- 5 What I intend to do is to explain ... \_\_\_\_\_
- 6 My topic today is ... \_\_\_\_\_
- 7 Today, I'm going to talk about ... \_\_\_\_\_
- 8 I've divided my presentation into three sections. \_\_\_\_\_
- 9 I'll be happy to answer questions at the end. \_\_\_\_\_

**18**  **80** Listen and check your answers.

#### Tip:

Memorise the phrases. This will help you to sound confident.

### Follow-up

**19** You are going to give a short talk to the class about an event in your field. Your goal is to inform your colleagues about the coming event and encourage them to take part in it. Do the tasks below.

- 1 Search online for an online course/webinar in your field of study.
- 2 Choose an event that you would like to participate in. Make notes, using the questions below to help you.
  - a What is the topic?
  - b When is the course/webinar?
  - c Who is giving the course/webinar?
  - d What should you do to take part in it?
  - e Why should people in your field take this course or join this webinar?
- 3 Use your notes to plan a three-minute briefing in English. Use the phrases from Activities 13 and 17 to explain the goal of your talk and when you would like to take questions.
- 4 Choose phrases from the Language Support box below to make recommendations.
- 5 Practise your talk. (If possible, record your voice digitally.)
- 6 Think of ways to improve your talk.
- 7 Take turns to give your three-minute briefing to the class, using your notes.

#### Language Support: advice and recommendations

It may be worth (+ verb + *-ing*)

How about (+ verb + *-ing*)?

You should (+ verb)

Perhaps you could (+ verb)



## Lesson 2 Developing presentation skills

### Lead-in

1  81 Look at the phrases in the Language Support box and put them in two groups: Agreeing and Disagreeing. Then listen and check.

#### 81 Language Support: agreement and disagreement

I fully agree with you / this statement.

Absolutely!

I'm afraid I can't agree with ..., I'm afraid.

I think so, too.

I don't see it quite like that.

That's (very) true.

I'm not sure I quite agree that...

2 Work in groups. Discuss what makes a stronger impact on the audience: what the presenter says or how he/she says it. Use the phrases in Activity 1.

### Titles

3 Work in groups. Read these titles for presentations on using technology in teaching. Choose the one(s) you think is (are) best. Give reasons.

1 How to Teach with ICT at University

2 New Classroom Research Reveals the ICT Teaching Methodology that Gets the Best Results

3 How to Teach with ICT and Make Students Think

4 How to Be an Inspiring ICT Teacher

5 The #1 Strategy for Teaching with ICT

### Lecture on study skills

4 Look quickly at two parts of a lecture on study skills. Answer the questions.

1 What is the topic of each part?

2 What advice does the lecturer give to students? Do you agree? Why/Why not?

Once you have chosen a topic    The second step    While getting ready

The first point    First of all    Then    At this stage    After that

Well, let's start, shall we? <sup>1</sup> \_\_\_\_\_ I'd like to make is that thorough preparation is a foundation for a successful presentation or a lecture. <sup>2</sup> \_\_\_\_\_, carry out research into it. Find out as much as you can about the topic; use in-house material, websites, journals, and make the topic of your presentation more specific. My recommendation is to address some significant issue in the area you researched into. The topic should make an impact scientifically, socially, educationally, and so on. Just a report on your or somebody else's achievements is not very interesting. Think about what might be interesting to your audience. Ask yourself questions: Why am I giving this presentation? What do I want the audience to gain? What do they already know about the topic? <sup>3</sup> \_\_\_\_\_, gather as many facts as you can, take notes, carefully indicating the source and the author in case you decide to borrow somebody's ideas or quote their research results. You will need them later to put the references on slides.

<sup>4</sup> \_\_\_\_\_ in preparation is to properly structure the information you have collected, so that the audience can easily follow your ideas. <sup>5</sup> \_\_\_\_\_, you should again narrow the topic down to make it manageable within the time given.

You cannot share everything you know about the subject within 15 minutes, can you? <sup>6</sup> \_\_\_\_\_, from your notes, choose no more than three major points you're going to focus on during the presentation. <sup>7</sup> \_\_\_\_\_, think of how you're going to develop these ideas: through examples and explanations, statistics and facts, or/and referring to an authority or your own research results, etc. <sup>8</sup> \_\_\_\_\_, you can create a spidergram of the ideas you want to express in a note form and/or make a list of the most important ones and then put them in a logical order. Now with this plan in mind, you're ready to write the text itself. My advice is to start with the body, not the introduction.

Firstly One more popular method for Secondly Thirdly Another way to  
 As for text organisation For example we can now move to the last point of  
 That is why And the last piece of advice for today

What makes a presentation powerful? Clarity. What makes it clear? Logic and language. A clear text is logically constructed, with all the parts linked together, and with enough signals for the listeners to follow the ideas of the speaker. The text should be simple enough to understand and the language should be expressive enough to impress the audience. If you can keep this in mind, you're on the right path to success.

<sup>9</sup> \_\_\_\_\_, there are several typical ways depending on the purpose of the presentation and the content you're going to deliver. <sup>10</sup> \_\_\_\_\_, you can present information chronologically if the purpose of the presentation is to show a historical dimension of a phenomenon or a sequence of steps in a process. <sup>11</sup> \_\_\_\_\_, your presentation can follow a problem-solution pattern if you are after finding effective ways to deal with a certain obstacle or hurdle. <sup>12</sup> \_\_\_\_\_, you can compose your text using a cause-effect relationship between the phenomena or events you're talking about. <sup>13</sup> \_\_\_\_\_ organise the text is to adhere to a topical approach, when the presentation is divided into subtopics relevant to the subject of the talk in order to give a broad picture of the area. <sup>14</sup> \_\_\_\_\_ organising ideas (especially for presentations that aim to describe a situation) is the use of Wh-questions: *who, what, where, when, how, which* is often called a journalistic approach. The discourse markers that signpost the progression of your ideas depend on the type of text organisation. <sup>15</sup> \_\_\_\_\_, the cause-effect relationship is signalled with the help of such phrases as *this leads to, it resulted in/from, this affected, due to*. Mentioning discourse markers, <sup>16</sup> \_\_\_\_\_ my lecture today, which is the power of language. I'd like to quote Ralph Waldo Emerson: 'Words are also actions, and actions are a kind of words.' It is true! The impact of your presentation depends entirely on you, your text, your content, your words. <sup>17</sup> \_\_\_\_\_ you should choose the words wisely and carefully; empowering words lead to powerful results! Create a picture in the mind of the listeners: use comparisons and metaphors, dramatic contrasts and emphasis. Do not overdo specific terminology or abbreviations - they may be not known to the audience. Use a simple, short sentence structure with active verbs rather than passive. Show who the author is; do not hide behind passive constructions.

<sup>18</sup> \_\_\_\_\_ ... Make sure you know the meaning, usage and pronunciation of every word you use in English. If necessary, consult a monolingual dictionary. You'd better not heavily rely on electronic translators like Google Translate or Multitran; they are useful for phrases and expressions, not complete sentences or paragraphs.

**5** Read the lecture and complete it with the phrases from the lists. Sometimes, more than one answer may be possible.

**6** Give the lecture a title. Then compare your ideas in pairs and choose the best one.

## A good start

### Tip:

The first three minutes of a presentation are key to its success. You need to get the attention of the audience.

### 7 Match the ways of starting a presentation (1–7) to examples (a–g) of those ways.

- |                                |   |
|--------------------------------|---|
| 1 a personal story             | a Do you know that fear of speaking in front of an audience comes second after the fear of death? That's why I decided to prepare a presentation aiming at ...  |
| 2 an amazing fact or statistic | b Before we start, could you raise your hands if you have to give presentations quite often? Oh, I see there is a lot of expertise in the room. Let's share it.   |
| 3 a quotation                  | c I'd like to begin today's presentation with a quote by Woodrow Wilson 'If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.' It took me years to be able to speak well in public and I'd like to share ...         |
| 4 involving the audience       | d When I started my teaching career, my first lecture was a real disaster. I wasn't able to take off my eyes from the notes and read the whole lecture without looking at the students. They were bored! I decided to improve my presentation skills. That's how I finally came to lecturing on speaking in public. |
| 5 a rhetorical question        | e Nowadays, very many books on developing presentation skills and courses are available, both for face-to-face and online practice in speaking. They contain tips and recommendations; however ...  |
| 6 a joke                       | f Once a teacher asked, 'What do you call a person who keeps on talking when people are no longer interested?' And the pupil's answer was: 'A teacher.' A joke or the truth? Today we're going to discuss what makes the audience engaged.  |
| 7 an overview of the situation | g Why do we know best how to make a presentation when it concerns others, but when it's about ourselves we sometimes fail to get our message across at a conference?  |

### 8 Work in groups. Discuss these ways of starting a presentation. Say whether they are essential, helpful or unhelpful for your personal presentation style.

*I think that a joke is unhelpful for my presentation style as I can't tell jokes.*

## Beginning your presentation

### 9 At the end of this unit, you're going to deliver a 10-minute presentation or lecture. Think of the topic. To practise the beginning, do the tasks below.

- 1 Give your presentation a name.
- 2 Think of three main points to include in your presentation. Write a plan.
- 3 Revise the structure of a presentation and phrases to introduce yourself, the topic, purpose, and plan.
- 4 Think of how to start your presentation strongly.
- 5 Practise a one-minute beginning for your presentation.

### 10 Work in groups. Present the beginning of your presentation to the group, using your notes.

**Tip:**

Do not apologise if you think that you are not very good at presenting. If you decide to present, the audience assumes that you will be prepared.

**11** Work in groups. Listen to each other's presentation beginnings. Provide feedback, using the following questions as guidelines.

- 1 Did the presenters greet the audience?
- 2 Did they introduce themselves, the topic and the plan?
- 3 Did they mention the time and when they wanted to take questions?
- 4 Did they use a technique for starting a presentation?
- 5 Was the beginning clear?
- 6 Did the presenters look confident?

### Supporting your ideas

**Tip:**

While making a presentation, you need to support your ideas. The general rule for idea development is: statement of your idea → explanation/clarification → example/illustration.

**12** Read the card the teacher will give you. There are two statements on the same topic. Choose one statement that you'd like to develop.

**13** Look at the Language Support box below and choose phrases that can help you to support the statement on the card.

#### Language Support: supporting ideas ...

##### ... with factual information

The statistics show that ...  
 It is a well-known fact that ...  
 Actually / in fact ...  
 To illustrate this with, I can provide some numbers/facts.

##### ... comparing/contrasting

Let's compare it with ...  
 In contrast to X, Y ...  
 It is the same as ...

##### ... with evidence

According to ...  
 With reference to...  
 X claims that ...  
 X is in favour of/against ...

##### ... with a description

This process involves such steps as ...  
 The conditions in which ...  
 X is shaped as ...  
 It is integral to ...

**14** Prepare a one-minute presentation to develop the statement you have chosen. Make notes.

**15** Work in groups. Take turns to give your one-minute presentation. After each presentation give feedback to the presenter.

### Your mini-talk

**16** You are going to give a three-minute presentation. To get ready, do the tasks below.

- 1 Choose one of the following options.
  - a Imagine that you are talking at the meeting of your research board, making a case for continued funding for your research. Talk about your research.
  - b Imagine that you are talking to foreign guests who have come to visit your university. You give them information necessary for a collaborative project between the institutions. Prepare a mini-presentation about your university.
  - c Practise a short presentation of your own choice or continue the one you started in Activity 9.
- 2 Think of what you can include in your presentation. Write a plan.
- 3 Prepare language you need and make notes.
- 4 Write the text of your presentation. To structure your presentation, use phrases from the Language Support box below.

#### Language Support: signposting

##### Ordering points

There are two kinds of theories / two steps involved. The first is ... The second is ...  
 Firstly, / Secondly, / Thirdly,  
 Next, Then, Lastly, Finally, ...

##### Moving on

I'd like now to move on to ...  
 Turning now to...  
 The next point is ...  
 Another interesting point is ...

##### Giving examples

For example, ...  
 For instance, ...

##### Putting it in other words

The point I'm making is ...  
 What I'm suggesting is ...

##### Emphasising

Furthermore, ...  
 This supports my argument that ...

- 5 Practise your presentation. Record yourself digitally if possible.

**17** Take turns to give your presentation in class. Listen to your colleagues' presentations and make notes in the table below. You will need these notes later.

Presenter's name	Topic	Main points
		1
		2
		3

**18** Ask questions after each presentation. For questions and answers, use phrases from the Language Support box below.

#### 82 Language Support: Questions and answers – techniques

##### Getting more information

Could I ask you a couple of questions, please?  
 Could you tell me some more about ...?  
 Excuse me, do you know ...?

#### **Before answering a question**

Thank you, that's a very interesting question.  
I'm glad you asked that question.  
I'm not sure, let me check.

#### **Dealing with difficult questions**

We don't have enough evidence to show that ...  
I'd prefer to deal with that point later.  
Maybe we could discuss that in more detail after the session.

#### **Ending a question and answer session**

If there are no (more) questions, we'll finish there.  
We only have time for one more question, please.  
I'm afraid, that's all the time we have. Thank you.

### **Concluding a presentation**

**19** Work in groups. You are going to prepare a one-minute conclusion for one of your colleagues' presentations. Do the tasks below.

1 Decide whose presentation you are going to write a conclusion for.

#### **Tip:**

In a conclusion, the presenter usually summarises the main points of his/her presentation, provides recommendations, or future directions and steps. It does not contain new information. Another function of the conclusion is to leave an impression, to finish strongly.

2 Look at the notes you made in Activity 17. Write a summary of the main points.

3 Read the phrases from the Language Support box below. Choose one to use in your conclusion.

#### **Language Support: closing a presentation**

First we looked at ... and we saw that ...  
Then we considered ... and I argued that ...  
In conclusion, I'd like to emphasise that ...  
To sum up, there are two conclusions/recommendations ...  
That completes my presentation. Thank you.

4 Present your conclusion to the group.

**20** Work in the same groups. Listen to all the conclusions. Provide feedback, using the following questions as guidelines. The author of the presentation should start first.

- 1 Was it an accurate summary of the main points?
- 2 Was the conclusion signalled?
- 3 Was it strong?

### Lesson 3 Working with visuals

#### Lead-in

1 Work in groups. Think about presentations you have seen at conferences. Create a list of *dos* and *don'ts* for an effective slide-based presentation. Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help you express opinions and agree or disagree with each other.

Do	Don't
<ul style="list-style-type: none"><li>• give a title to each slide</li></ul>	<ul style="list-style-type: none"><li>• use complete sentences</li></ul>

#### Information exchange

2 Work in pairs. Exchange information about a presentation slide.

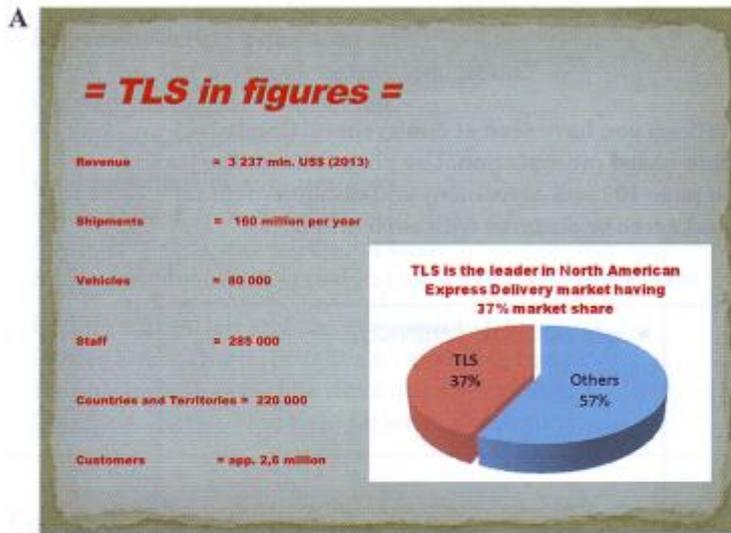
- 1 Learner A, go to page 125. Learner B, go to page 128. Read through the sentences and underline the verb in each sentence.
- 2 Think of a question to complete each gap in your text.  
A: *What does the first slide usually contain?*  
B: *What does the second slide show?*
- 3 Take turns to ask each other questions and fill in the gaps.
- 4 In pairs, compare your texts to check the information you have filled in. What information is new to you?

#### Improving slides

3 Go to page 129 and read the *Slides Checklist*. Match the words and phrases (1–4) below from the checklist to their definitions (a–d).

- 1 outline slide *c*
- 2 prompt *a*
- 3 conclusion slide *d*
- 4 background *b*

- a a point on a slide that you use in your presentation – it can be a word, a figure or a short phrase
- b the part at the back of a slide, not the main words and pictures the viewer looks at
- c a slide containing a general plan of what you are going to present
- d a slide summarising the key points of your presentation



4 Work in pairs. Look at slides A–C on page 118. How can the slides be improved? Use the *Slides Checklist* to guide you. Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help your discussion.

ppt. N7

*In my opinion, there is too much information on one slide. It is worth having three slides.*

**Tip:**

If you have several slides related to the same topic, repeat the heading on each slide. You may also need to number the slides in case the audience would like you to go back to a certain slide.

**Creating slides**

5 Plan a five-minute presentation with the use of slides. Choose from the options below.

- 1 A short presentation on a subject of your choice.
- 2 The beginning of your final presentation.

Home task

6 Make a maximum of five slides to support your presentation. Include the name of your presentation, an overview of the presentation, at least one main-body slide, and a conclusion slide.

**Tip:**

One of the most typical mistakes many presenters make is to put too many words on a slide. Use key words. Do not read the text from the slides, talk to the audience.

7 Work in pairs. Exchange your slides and provide feedback, using the *Slides Checklist* from Activity 3.

**Presenting statistics**

8 Work in groups. Discuss the questions.

- 1 How much statistical data do you typically have to present?
- 2 What type of visual support do you use if you need to present the data?
- 3 What difficulties do you experience when describing graphs?

9 83 Listen and repeat the numbers in the table.

200	100	60,000	20,000
80%	$\frac{1}{4}$	50,000	1,000
17	300,000,000	170	43

**10** Work in pairs. Complete the facts below about the human body, using the numbers from Activity 9.

## Some interesting facts about the human body

- 1 Nerve impulses to and from the brain travel as fast as \_\_\_\_\_ miles per hour.
- 2 The human brain cell can hold five times as much information as the *Encyclopedia Britannica*. The storage capacity of the brain in electronic terms is between three or even \_\_\_\_\_ terabytes.
- 3 \_\_\_\_\_ of the brain is water.
- 4 The human body has \_\_\_\_\_ miles of blood vessels.
- 5 Sneezes regularly exceed \_\_\_\_\_ miles per hour.
- 6 Your nose can remember \_\_\_\_\_ different scents.
- 7 It takes \_\_\_\_\_ muscles to smile and \_\_\_\_\_ to frown.
- 8 You use \_\_\_\_\_ muscles to take one step.
- 9 Bone has been found to have a tensile strength of \_\_\_\_\_ pounds per square inch (psi) while steel is much higher at 70,000 psi.
- 10 The feet account for \_\_\_\_\_ of all the human body's bones.
- 11 \_\_\_\_\_ cells die in the human body every minute.

### Follow-up

- 11 Write down six or seven examples of numerical data you often use. Work in pairs and swap your numbers. Practise pronouncing your partner's numbers.
- 12 Make a slide with a diagram which is relevant to your specialism. Show it to the class.
- 13 Work in pairs and swap your diagrams. Try to describe your partner's visual. Use phrases from the Language Support box below.

#### 84 Language Support: referring to visuals

If you look at the figure, ...  
As you can see, the figure shows/gives ...  
As the figure/diagram shows, ...  
As can be seen, ...  
Look at this flowchart/diagram.  
The horizontal axis represents ...  
The table/diagram summarises the data ...  
As the line graph/diagram shows, there was an upward trend in ...

- 14 Comment on your partner's interpretation of your slide. Is it accurate?
- 15 Give feedback on the quality of your partner's diagram (e.g. size, complexity, layout). Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help your discussion.

## Lesson 4 Your presentation skills

### Lead-in

- 1 Look again at the questionnaire in Lesson 1, Activity 6 on page 108 and do it again.
- 2 Are the answers different? Do you have more positive answers than before? What do you need to improve, in your opinion?

### Academic culture checklist

- 3 Read the checklist and tick the statements that are true for presentations in your field of study.

#### Structure

- Presentations are very logical, developing the main idea step by step.
- Presentations are digressive with many deviations from the main subject.

#### Language and content

- The language of presentations is informal.
- The language of presentations is formal.
- Presentations contain detailed information, with lots of supporting data and examples.
- Presentations contain general information without specific references.
- Reasoning is direct and rational.
- Reasoning is indirect, often based on feelings.

#### Delivery

- Presentations are interactive, lively and entertaining.
- Presentations are read and there is no interaction with the audience.
- Speakers use notes to present the paper.
- Speakers can improvise during a presentation.
- The slides contain the text of a presentation.
- Presenters use slides to illustrate main points.

#### Audience response

- Presenters are frequently interrupted with challenging questions.
- Questions are asked at the end of presentations.
- The audience listen in silence – there are usually very few or no questions.

**4 Work in groups. Answer the questions.**

- 1 Have you ever participated in an international conference? Where was it? Did all speakers present in English?
- 2 Did you notice any cultural differences in presenting material? If yes, what kind?

**5 Work in groups. Discuss what behaviour is appropriate in your culture when presenting material at international academic conferences. Use the language of the questionnaire in Activity 3.**

**Revising what you have learned**

**6 Think about what you have studied in this unit. Answer the questions. Use the phrases from the Language Support box below.**

- 1 What information was new to you?
- 2 What have you learned about yourself as a presenter?
- 3 What skills have you improved?
- 4 What skills need further improvement?

**Language Support: on results and goal-setting**

**Results**

I have managed to ...  
I think I was good at (+ verb + *-ing*)  
Now I can (+ verb)  
What I have really improved is ...  
... has become much better.

**Goal setting**

What I need to improve is ...  
I'd like to develop ... further.  
I think my skill of ... needs more work.  
I plan to develop ...

**Your final presentation**

**7 Prepare a 10-minute lecture or presentation with visuals to present to your colleagues. Do the tasks below.**

- 1 Think of any topic that is relevant to you. You can continue working on the presentation you planned in this unit, Lesson 2, Activities 10 and 16 on pages 113 and 115.
- 2 Write a plan of your presentation. Include three main points.
- 3 Make notes and develop these ideas.
- 4 Write the text of your presentation or lecture. Pay attention to the structure and phrases that make it easier for the audience to follow you.
- 5 Check the text for any mistakes.
- 6 Prepare your slides.
- 7 Practise the text, and make sure you don't speak for more than 10 minutes. Get ready to present it to the class.
- 8 Take turns to listen to your colleagues' presentations and ask questions if appropriate.
- 9 Give your colleagues some feedback using the feedback form on page 130.

## Role-play activities

### Learner A

#### Unit 1, Lesson 1, Activity 7

**Situation 1** You are a guest at a party at the Consulate/Embassy. Greet the person (Learner B) standing next to you and introduce yourself.

**Situation 2** You are sitting in a hotel lobby waiting for a tour bus. A stranger (Learner B) sits down next to you. He/She seems to be waiting for the same bus. He/She starts the conversation by greeting you. Respond to his/her greeting and then introduce yourself.

**Situation 3** You have to go down to the welcome dinner organised by the international conference committee. The lift has just stopped on your floor. You walk into the lift and see a stranger (Learner B). Greet him/her, respond to his/her greeting and then introduce yourself.

**Situation 4** You have come to a conference and met your old friend at the reception desk. You have not seen each other for two years. Greet him/her and ask about his/her family.

#### Unit 1, Lesson 2, Activity 7

- a Delicious, but too sweet for me.
- b Terrible! It was raining 24 hours a day.
- c Fantastic! Swimming pool, sauna, everything.
- d I love it. Now I have a better salary and excellent prospects.
- e Very productive. We have signed a collaboration agreement.
- f It was nice to be out of the office for a few days. I learned a lot.

#### Unit 1, Lesson 2, Activity 8

**Situation 1** You are a professor from a British university. You have just arrived. Your Italian colleague is meeting you at the airport.

**Situation 2** You watched the film your friend had recommended. You liked it very much. Give your reasons.

**Situation 3** You have just returned from an international conference in Thailand, which was a great success. You presented your paper there.

**Situation 4** You are a Russian university teacher. You are hosting a foreign guest. You organised an excursion to a Russian monastery for him/her. You want to know if he/she liked the excursion.

**Situation 5** You recommended a new mobile application to a tablet/smartphone/iPad to your friend. You want to know if he/she liked the application.

#### Unit 1, Lesson 4, Activity 11

**Situation 1** Invite a visiting professor from Germany out for a coffee after the lecture.

**Situation 2** You are an American lecturer visiting a foreign university. Your colleague invites you to a jazz club at the weekend. Thank him/her for the invitation and accept it.

**Situation 3** You are at an international conference in Barcelona. The hotel has very good sports facilities. Invite one of the participants from Leeds University to play tennis with you.

**Situation 4** You are the head of a group of Indian businessmen visiting a foreign university. Your host invites your group out for a meal tonight. Thank him/her for the invitation and accept it.

**Situation 5** You and your friend are from Italy. Learner B is your friend and he/she invites you to his/her country house for the weekend. Thank him/her for the invitation but decline it. Give your reasons.

**Situation 6** You are British. Your foreign colleague invites you and your husband/wife to a performance at the local opera house tomorrow evening. Thank him/her for the invitation and accept it.

**Situation 7** You want to show your friend from Vietnam round your city. Invite him/her to a walking tour.

### Unit 1, Lesson 5, Activity 6

**Situation 1** You are in your Estonian colleague's country house. Pay compliments to him/her on his/her house and especially the garden full of flowers.

**Situation 2** You are attending an international conference in the University of Economics in Prague. You like the way the conference is organised. Compliment your Czech colleague and thank the organisers.

**Situation 3** You have just got your PhD degree. Your friend congratulates you on your achievements. Respond to his/her compliments

**Situation 4** You are showing your university facilities to a professor from Denmark. He/She is impressed by a new well-equipped computer centre and a new library. Respond to his/her compliments.

**Situation 5** You like the design of the smartphone your friend has just bought. Pay compliments and ask about its options ( features and functionality).

**Situation 6** Your son/daughter has just entered Cambridge University. You are very proud of him/her and want to share this news with your friend.

**Situation 7** You liked your colleague's presentation. Comment on his/her interesting findings and ask about the prospect of further research.

### Unit 1, Lesson 6, Activity 7

**Situation 1** Your friend is inviting you to go out for a coffee. You can't accept his/her invitation as you are meeting your wife/husband this evening.

**Situation 2** The conference organiser reminds you about tonight's dinner for the conference participants. Thank him/her for the invitation and apologise for not coming. You have a train to catch.

**Situation 3** You are on the phone to your colleague. You want to discuss the details of your joint presentation. He/She can't talk right now as he/she has an appointment with a doctor. Agree on a time when you can discuss the presentation.

**Situation 4** You are having a party for international guests at your house. During the party, one of your guests has to leave. Say goodbye and wish him/her a safe trip back home.

**Situation 5** You are having lunch with your foreign colleague. He/She has to leave as he/she has a class. Agree to go out together in the evening.



## Learner B

### Unit 1, Lesson 1, Activity 7

**Situation 1** You are a guest at a party at the Consulate/Embassy. Respond to the greeting from the person (Learner A) standing next to you. Then introduce yourself.

**Situation 2** You are in a hotel lobby waiting to join a tour. You see Learner A sitting in the lobby. He/She seems to be waiting for the same bus. Sit down next to him/her. Start the conversation by greeting the person, respond to his/her greeting and then introduce yourself.

**Situation 3** You are in the lift going down to the welcome dinner organised by the international conference committee. The lift stops on the third floor and a stranger (Learner A) walks in and greets you. Respond to his/her greeting and then introduce yourself.

**Situation 4** You have come to a conference and met your old friend at the reception desk. You're very glad to see him/her again. You haven't seen each other for two years. Respond to his/her greeting. Answer and ask questions about life.

### Unit 1, Lesson 2, Activity 7

g I think it was very interesting. I've made a lot of useful contacts.

h He is nice. Very knowledgeable and helpful.

i Extremely friendly. They asked me a lot of questions.

j Tiring. I had a lot of meetings and phone calls.

k Late as usual. Next time I'll go by train.

l Not bad. But I think I could have presented much better.

### Unit 1, Lesson 2, Activity 8

**Situation 1** You are an Italian professor. You are meeting your British colleague at the airport.

**Situation 2** You recommended a film to your friend. He/She watched it and you want to know what he/she thinks about it.

**Situation 3** Your colleague has just returned from an international conference in Thailand where he/she presented his/her paper. You want to know about the conference.

**Situation 4** You are a foreign guest at a Russian university. You have just returned from an excursion to a Russian monastery. You liked / didn't like it.

**Situation 5** You have just downloaded a new mobile application to your tablet/smartphone/iPad, which your friend recommended to you. You like / don't like it.

### Unit 1, Lesson 4, Activity 11

**Situation 1** You are a professor from Germany visiting a foreign university. Your colleague invites you for a coffee after the lecture. Thank him/her for the invitation and accept it.

**Situation 2** Invite your American colleagues to a jazz club at the weekend.

**Situation 3** You are from Leeds University. You attend an international conference in Barcelona. The hotel has very good sports facilities. One of the participants invites you to play tennis with him/her. Thank him/her for the invitation but decline it. Give your reasons.

**Situation 4** A group of Indian businessmen are visiting your university. On behalf of the rector invite them out for a meal tonight.

**Situation 5** You invite your foreign friends from Italy to your country house for the weekend.

**Situation 6** You invite the British professor and his/her wife/husband to a performance at the local opera house tomorrow evening.

**Situation 7** You are from Vietnam and you are on a visit to Learners A's country. Your friend invites you to go sightseeing. Thank him/her for the invitation and accept it.

### Unit 1, Lesson 5, Activity 6

**Situation 1** You have invited your British colleague to your country house. You are showing him/her around the house. You are fond of flowers and you are proud of your garden. Respond to his/her compliments.

**Situation 2** You work for the University of Economics in Prague that is hosting an international conference. Your Russian colleague is very pleased with the conference organisation. Respond to his/her compliments.

**Situation 3** Your friend has just got a PhD degree. Congratulate him/her on his/her achievements. Mention the quality of the research.

**Situation 4** You are a Danish professor visiting a Russian university. Your Russian colleague is showing you around the university. You are impressed by the university facilities, in particular its new, well-equipped computer centre and its new library. Comment on these facilities.

**Situation 5** You have bought a new smartphone and want to know your friend's opinion. Tell him/her about the options (features and functionality) of the phone.

**Situation 6** You have heard that your friend's son/daughter has just entered Cambridge University. Congratulate him/her and say something complimentary about his/her son/daughter.

**Situation 7** You have presented some preliminary findings of your research. After the presentation your colleague gives some feedback on your presentation. Tell him/her about your plans.

### Unit 1, Lesson 6, Activity 7

**Situation 1** You would like to talk to your friend about your holiday plans. Suggest going out for a coffee.

**Situation 2** You are one of the conference organisers. Remind one of the participants about tonight's dinner and ask if he/she is coming.

**Situation 3** Your colleague has called you. She/he wants to discuss the details of your joint presentation. Say sorry and explain that you have to go to the doctor's now. Suggest another time.

**Situation 4** You are at a party at your colleague's house. Your taxi has just arrived, and you have to leave the party to go to the airport. Thank Learner A for the party. Say sorry and goodbye.

**Situation 5** You are having lunch with your foreign colleague. You have a class in fifteen minutes. Apologise for leaving him/her. Suggest going out in the evening.

## Slides checklist

Feedback form

Slide heading		Comments
Are the slide titles short and clear?	<input type="checkbox"/>	
Does each slide have the title?	<input type="checkbox"/>	
<b>Slide structure</b>		
Does the outline slide contain only main points?	<input type="checkbox"/>	
Is the order of the outline followed for the rest of the presentation?	<input type="checkbox"/>	
Are the prompts consistent in style?	<input type="checkbox"/>	
Are prompts written in point form?	<input type="checkbox"/>	
Do prompts contain key words?	<input type="checkbox"/>	
Does the conclusion slide:		
• summarise the main points of the presentation?	<input type="checkbox"/>	
• suggest future research? (optional)	<input type="checkbox"/>	
<b>Fonts and colours</b>		
Are fonts large enough for the audience to read?	<input type="checkbox"/>	
Do colours of font and background go well together?	<input type="checkbox"/>	
<b>Spelling and grammar</b>		
Are there any grammatical errors and spelling mistakes?	<input type="checkbox"/>	
<b>Charts, graphs and tables</b>		
Do the graphs have titles?	<input type="checkbox"/>	
Are they easy to read?	<input type="checkbox"/>	
Are they necessary/relevant?	<input type="checkbox"/>	
<b>General comments</b>		
Is the information presented clearly?	<input type="checkbox"/>	
Is there a balance between good design and good content?	<input type="checkbox"/>	

## Feedback form

Slides checker

Presenter(s) \_\_\_\_\_

Title of the presentation \_\_\_\_\_

Date \_\_\_\_\_

Criteria	Rating	Comments
Overall impression, purpose achievement	5 4 3 2 1	
Attention-getting opener	5 4 3 2 1	
Outline	5 4 3 2 1	
Structure, organisation, transitions	5 4 3 2 1	
Examples, explanations	5 4 3 2 1	
Visual aids	5 4 3 2 1	
Summary	5 4 3 2 1	
Concluding remarks	5 4 3 2 1	
Eye contact	5 4 3 2 1	
Gestures	5 4 3 2 1	
Volume of voice	5 4 3 2 1	
Pace	5 4 3 2 1	
Enthusiasm	5 4 3 2 1	
Interaction with the audience	5 4 3 2 1	
Q&A	5 4 3 2 1	
Time	5 4 3 2 1	
Other aspects (specify)		
<b>Rating key</b>		
<b>1=poor</b>	<b>2=fair</b>	<b>3=acceptable</b>
		<b>4=good</b>
		<b>5=excellent</b>

#### **4.1 Muvaqqat dastur**

**O'ZBEKISTON RESPUBLIKASI**  
**OLIY VA O'RTA MAXSUSTA'LIM VAZIRLIGI**  
**NAMANGAN DAVLAT UNIVERSITETI**  
**AMALIY INGLIZ TILI KAFEDRASI**

«TASDIQLAYMAN»  
O'quv ishlari bo'yicha prorektor  
\_\_\_\_\_ dots. D.Xolmatov  
« \_\_\_ » \_\_\_\_\_ 2023yil

#### **PROFESSIONAL TAQDIMOT MAHORATI**

fanining

#### **MUVAQQAT DASTURI**

Bilim sohasi: 100000 – Gumanitar soha  
Ta'lim sohasi: 110000 - Pedagogika  
Bakalavriat yo'nalishi: 5111400- Xorijiy til va adabiyoti  
(ingliz tili) yo'nalishi, 4-kurs  
(kunduzgi)

**Namangan – 2023**

**Tuzuvchi:**

**Q.SIDIQOV**

Muvaqqat dastur Amaliy ingliz tili kafedrasining yig'ilishida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2023 yil \_\_\_\_ - \_\_\_\_\_ -sonli majlis bayoni

**Amaliy ingliz tili kafedra mudiri:**

**A.Ermirzayev**

Muvaqqat dastur Ingliz filologiyasi fakulteti ilmiy kengashida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2023 yil \_\_\_\_\_-sonli majlis bayoni.

**Fakultet dekani:**

**f.f.n.,dots.Q.Sidiqov**

Muvaqqat dastur NamDU kengashining \_\_\_\_\_- sonli majlis bayonnomasida ko'rib chiqilgan va tasdiqqa tavsiya qilingan.

2023 yil \_\_\_\_\_-sonli majlis bayoni.

**Kelishildi:**

**O'quv-uslubiy boshqarma boshlig'i:**

**X.Mirzaahmedov**

© Namangan davlat universiteti

**O'quv fanining dolzarbligi va oliy kasbiy ta'limdagi o'rni**

Mazkur dasturda “Professional taqdimot mahorati” fanining asosiy masalalari, maqsad va vazifalari, taqdimot turlari, uslublari mavzulariga oid ma’lumotlar o’z aksini topgan. Ushbu fan talabalarni og’zaki va yozma taqdimot turlarini chet tillarni o’qitish jarayoniga tadbiq etish, hamda kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishga yo’naltiradi. Fan auditoriyada o’rganilayotgan chet tilidan asosiy aloqa vositasi sifatida samarali foydalanishga va talabalarning kasbiy ixtislashuvini rivojlantirishga xizmat qiladi.

### **O’quv fanning maqsad va vazifalari**

Fanni o’qitishdan maqsad talabalarning xorijiy til bo’yicha egallagan bilim, ko’nikma, malakalarini amalda qullash, taqdimot tayorlash va auditoriya tinglovchilari oldida o’z fikr mulohazalarini mahorat bilan ifodalab berishni, ogzaki va yozma taqdimot turlarini amalda kasbiy va ilmiy faoliyatida erkin qo’llay olishlarini ta’minlash, maqsad va vazifalarini to’g’ri belgilay olishga o’rgatish hisoblanadi.

Fanning **asosiy vazifasi** umume’tirof etilgan xalqaro me’yorlarga ko’ra talabalarning o’rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o’rgatish va muloqot malakalarini rivojlantirishdir.

### **Asosiy qism**

#### **Fanning nazariy mashg’ulotlari mazmuni**

Professional taqdimot mahorati (Professional presentation skills)  
Professional taqdimot mahorati predmeti, vazifalari. Fan doirasida o’rganiladigan asosiy masalalar. Zamonaviy fanlar tizimida Professional taqdimot mahorati fanining tutgan o’rni va o’ziga xosligi, chet tillarni o’rganish va o’rgatish jarayoni bila uzviy bog’liqligi. Professional taqdimot turlari, o’gzaki taqdimot va yozma taqdimot chet tillarni o’rganish va o’rgatishdagi o’rni. Taqdimot mahorati bu nafaqat texnik vositalar orqali

power point taqdimotlar yaratish balki chet tillarni o'rganish va o'rgatish jarayonida mavzularga oid materialni til o'rganuvchilarga mahorat bilan taqdim etish. Presentasiyalar Informative: Instructive, Persuasive, Motivational, Decision making , Progresslarga bulinib ular auditoriyaga turli usullar, ma'lumotlar, jadval va diagrammalar orqali yetkazib beriladi. Ma'lumotlarni taqdim etish jarayonida taqdimot qiluvchi talaba so'lashuv nutqi hatti harakati auditoriya bilan muloqot o'rnatish mahorati nazariy va amaliy jihatdan o'rgatiladi va seminar darslarda amaliy jihatdan qo'llaniladi. Professionaltaqdimot mahorati talabalarni yozish malaka va ko'nikmalarni ham rivojlantirishga qaratilgan bo'lib mahalliy va xalqaro konferensiyalarda ishtirok etish uchun annotasiy, maqola va tezislarni yozish va taqdim etish jarayonlari, ilmiy anjumanlarning ochilish va yopilish marosim nutqlarini yozish, insholar, maqolalar va kitoblar uchun taqrizlar yozishni nazariy jihatdan o'rganiladi va seminar darslarda amaliy bajariladi.

### **Seminar mashg'ulotlarni tashkil etish bo'yicha ko'rsatma va tavsiyalar**

Seminar mashg'ulotlarda talabalar fanining predmeti, vazifalari, asosiy yo'nalish va muhim tarmoqlari, metodlari masalalarini o'rganadilar.

Seminar mashg'ulotlarini tashkil etish bo'yicha kafedra professor-o'qituvchilari tomonidan ko'rsatma va tavsiyalar ishlab chiqiladi. Unda talabalar ma'ruza mavzulari bo'yicha olgan bilim va ko'nikmalarini Seminar taxlili orqali yanada boyitadilar. Shuningdek, darsdik va qo'llanmalar asosida talabalar bilimlarini mustaxkamlashga erishish, tarqatma materiallardan foydalanish, ilmiy maqolalar va tezislarni chop ettirish orqali bilimni oshirish, matn ustida ishlash, mavzular bo'yicha ko'rgazmali qurollar, test savollari tuzish tavsiya etiladi.

Seminar mashg'ulotlari uchun tavsiya etiladigan mavzular:

1. Introduction. General overview of the subject
2. Types of the presentations: Instructive, Persuasive, Motivational, Decision making and Progress

3. Oral presentations. (Conference, debate, discussion, lecture and etc) Public presentation topics: Parents as Role Models, Teachers as Role Models, Friends as Role Models, The Qualities of a Good Student.
4. Written presentations(Brochure, poster, abstract)
5. Technical presentations(Power point, Video, Zoom)
6. Styles of presentations (World experience)
7. Formal informal Languages
8. Organize presentation process. Final presentation.

### **Mustaqil ta'limni tashkil etish**

Mustaqil ish mavzulari fan o'qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo'naltirishi lozim. Kafedra mutaxassislari tomonidan har bir mavzu bo'yicha talabani mustaqil o'qib o'rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko'rsatmalar misollar yordamida beriladi. Tilni o'rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag'batlantiriladi va mustaqil fikrlash talab qilinadi.

Mustaqil ta'lim uchun quyidagi mavzular va faoliyat turlari tavsiya etiladi:

#### **Mustaqil ta'lim uchun tavsiya etiladigan mavzular:**

Darslarda o'tilgan mavzular asosida chet tillarni o'rganish va o'rgatishga yonaltirilgan presentasiyalar yaratish.

Og'zaki presentasiyalar (debatlar, ma'ruzalar, konferensiyada suzlaydigan nutqlarni) taqdim etish.

Yozma presentasiyalar (maqolalarga annotasiya, kirish, konferensiyalardagi ochilish yopilish nutqlarini) taqdim etish.

Chet tillarni o'rganish va o'rgatish ning eng samarali metod va usullari mavzusida maqola taqdim etish

Motivatsion presentasiya yaratish(Ted talks asosida).

Kichik guruhlarda chet tillarni o'rganish va o'rgatishga asoslangan video taqdimot yaratish .

Fan mavzulari asosida testlar yaratish va aprobasiyadan o'tkazish.

1. Media presentation:

PPT presentation

Photo presentation

Video presentation (ted talks)

2. Poster presentation.

3. Workshops

4. Handout materials:

Brochure

Flier

Guide book

Instructions

5. Written materials.

Abstract

Reference

Summary

Review

Feedback

Biography

CV/Resume

Quiz/Blitz questions

6. Oral materials

Public speech

Lecture

Interview

Debate/Discussion

Guest speech

Master class speech

Report

Monologue

7. Internet materials

Blog

Social network (facebook, twitter, Linked In, VK and etc.)

Web site (official pages)

You tube channel

Conference (Zoom, GoToMeeting, Moodle and etc)

### **Mustaqil ishni tashkil etish bo'yicha ko'rsatmalar**

Talabalarning nazariy va seminar bilim bo'yicha tayyorgarliklarini va Seminar mashg'ulotlarga ajratilgan soatlarning chegaralanganligini e'tiborga olgan holda ayrim mavzularni mustaqil o'rganishga ajratish mumkin. Mustaqil ish uchun rejalashtirilgan mavzular fanini o'rganish jarayonida bakalavriatura yo'nalishi talabalarida shakllangan tasavvur, bilim va ko'nikmalarni mustahkamlash bilan bir paytda ularning chuqurlashtirishga alohida e'tibor qaratilgan. Jumladan, dars strukturasi o'rganish jarayonida talabada tasavvur xosil qiilinadi va mustaqil ta'lim maqsadida dars ishlanmasini tayyorlab kelish beriladi yoki turli til ko'nikmalarini o'qitish mexanizmi va metodikasi xaqida tushuncha berilgan shu til ko'nikmalarini rivojlantiruvchi turli mashqlar va topshiriqlarni yaratib kelish vazifasi mustaqil ishlashga beriladi. Ushbu jarayonda talaba auditoriyada olgan bilim va kunikmalarini mustaqil mustaxkamlab, amaliyotga tabdiq etadi. Tanlangan mavzularni tekshirish uchun Seminar mashg'ulotlarda ularga doir namoyishlar tayyorlash va muhokama qilish rejalashtiriladi.

#### **Talaba mustaqil ishining asosiy maqsadi**

– o'qituvchining raxbarligi va nazorati ostida talabada muayyan o'quv ishlarini mustaqil ravishda bajarish uchun zarur bo'lgan bilim va ko'nikmalarni shakllantirish va rivojlantirishdir.

#### **Mustaqil ishning vazifalari quyidagilardan iborat:**

- yangi bilimlarni mustaqil tarzda puxta o'zlashtirish ko'nikmalariga ega bo'lish.

- kerakli ma'lumotlarni izlab topish.

- axborot manbaalari va manzillaridan samarali foydalanish.
- an'anaviy o'quv va ilmiy adabiyotlar me'yoriy xujjatlar bilan ishlash
- elektron o'quv adabiyotlari va ma'lumotlar banki bilan ishlash.
- internet tarmoqlari bilan ishlash.

Dars jarayonida o'tilgan mavzular bo'yicha olingan bilim va ma'lumotlarni to'g'ri qo'llash yuzasidan qat'iy malaka va ko'nikmalarga erishish. O'quv materiallarining tanlovi, ularni tushuntirish, malaka va ko'nikmalarni shakllantirish, turli mashqlar bilan ishlash malakalarini oshirish, mavjud texnika vositalaridan to'g'ri va samarali foydalanishni o'rganish: Mashqlar ustida samarali ishlash. Auditoriyada o'tilgan mavzular bo'yicha kutubhonalarda mustaqil ravishda qo'shimcha ma'lumotlar izlab topish va ular bilan ishlash. Yangi ma'lumotlarni muntazam ravishda o'rganib borish.

### **Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari**

#### **Asosiy adabiyotlar**

1. Rod Bolitho (2015). English for academics Book 1. Cambridge University Press and British Council Russia
2. Rod Bolitho (2015). English for academics Book 2. Cambridge University Press and British Council Russia

#### **Qo'shimcha adabiyotlar**

1. Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP
2. Tomlinson, B. (Ed.) (2010). Materials Development in Language Teaching. Cambridge: Cambridge University Press.
3. Nunan, D. (2009). Task-based Language Teaching. Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). Materials and Methods in ELT (2<sup>nd</sup> edition). Oxford: Blackwell.
4. McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh University Press.

### **Internet saytlari**

- 1. <http://www.pbs.org/newshour/extra/teachers/lessonplans/media/podcasting.html>**
- 2. [http://esl.about.com/od/englishlistening/a/intro\\_podcasts.htm](http://esl.about.com/od/englishlistening/a/intro_podcasts.htm)**
- 3. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)**
- 4. [www.tesol.org](http://www.tesol.org)**
- 5. [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com)**

## 4.2 Ishchi dastur

**O‘ZBEKISTON RESPUBLIKASI**  
**OLIY VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI**

**NAMANGAN DAVLAT UNIVERSITETI**  
**AMALIY INGLIZ TILI KAFEDRASI**

**«TASDIQLAYMAN»**  
**O‘quv ishlari bo‘yicha prorektor**  
**\_\_\_\_\_ dots. D. Xolmatov**  
**« \_\_\_ » \_\_\_\_\_ 2023 yil**

**PROFESSIONAL TAQDIMOT MAHORATI**

**fanining**

**ISHCHI O‘QUV DASTURI**

**IV-bosqich talabalari uchun**

**Bilim sohasi: 100000 – Gumanitar soha**  
**Ta‘lim sohasi:**  
**Bakalavriat ta‘lim yo‘lanishi: 5111400- Xorijiy til va adabiyoti**  
**(ingliz tili)**

**Namangan – 2023**

Fanning ishchi o`quv dasturi Namangan davlat universiteti ilmiy –  
uslubiy kengashining 2021yil \_\_\_\_\_ № \_\_\_\_\_-sonli  
bayonnomasi bilan tasdiqlangan muvaqqat dasturi asosida ishlab chiqildi.

**Tuzuvchi:**

**katta o`qituvchi: G.Saydaliyeva  
o`qituvchi: I.Abduazizova**

Ishchi o`quv dasturi Amaliy ingliz tili kafedrasining yig`ilishida  
ko`rib chiqilgan va tasdiqqa tavsiya qilingan.

2023 yil \_\_\_\_ - \_\_\_\_\_-sonli majlis bayoni

**Amaliy ingliz tili kafedrasini mudiri:**

**A.Ermirzayev**

Ishchi o`quv dasturi Ingliz filologiyasi fakulteti ilmiy kengashida  
ko`rib chiqilgan va tasdiqqa tavsiya qilingan.

2023 yil \_\_\_\_\_-sonli majlis bayoni.

**Fakultet dekani:**

**f.f.n.,dots.Q.Sidiqov**

**Kelishildi:**

**O`quv-uslubiy boshqarma boshlig`i:**

**X.Mirzaahmedov**

## O'quv fanining dolzarbligi va oliy kasbiy ta'limdagi o'rni

Mazkur dasturda “Professional taqdimot mahorati” fanining asosiy masalalari, maqsad va vazifalari, taqdimot turlari, uslublari mavzulariga oid ma'lumotlar o'z aksini topgan. Ushbu fan talabalarni og'zaki va yozma taqdimot turlarini chet tillarni o'qitish jarayoniga tadbiq etish, hamda kelgusi kasbiy faoliyatlarida darsni shu usulda tashkil etishga yo'naltiradi. Fan auditoriyada o'rganilayotgan chet tilidan asosiy aloqa vositasi sifatida samarali foydalanishga va talabalarning kasbiy ixtislashuvini rivojlantirishga xizmat qiladi.

### O'quv fanning maqsad va vazifalari

Fanni o'qitishdan maqsad talabalarning xorijiy til bo'yicha egallagan bilim, ko'nikma, malakalarini taqdimot yaratish va auditoriya tinglovchilari oldida o'z fikr mulohazalarini mahorat bilan ifodalab berishni, ogzaki va yozma taqdimot turlarini amalda kasbiy va ilmiy faoliyatida erkin qo'llay olishlarini ta'minlash, maqsad va vazifalarini to'g'ri belgilay olishga o'rgatish hisoblanadi.

Fanning **asosiy vazifasi** umume'tirof etilgan xalqaro me'yorlarga ko'ra talabalarning o'rganilayotgan chet tilini C1 darajada egallashlari uchun zaruriy bilimlarni integrallashgan tarzda o'rgatish va muloqot malakalarini rivojlantirishdir.

	<b>Fanning nomi</b>	<b>Ma'ruza</b>	<b>Seminar</b>	<b>Mustaqil ta'lim</b>	<b>Jami yuklama</b>
1	Professional taqdimot mahorati	18(soat)	16(soat)	30(soat)	64

	<b>Mavzular</b>	<b>Auditoriya soati</b>
	Introduction. The general overview of the subject and the aim.	2

	Types of Presentations. Informative, persuasive and instructional presentations.	2
	The role of presentations in learning and teaching foreign languages.	2
	Oral presentation. The role of oral presentations in learning and teaching foreign languages.	2
	Written presentation. The role of written presentations in learning and teaching foreign languages.	2
	The role of Motivational presentations in learning and teaching foreign languages.	2
	The importance of material design in conducting professional presentations in learning and teaching foreign languages.	2
	Foreign and local experience of conducting professional presentations. Famous presenters.	2
	Observation and evaluation of presentation materials.	2
	<b>Jami (VII semestr):</b>	<b>18</b>

#### **Practical classes (Seminar mashg'ulotlar)**

	<b>Mavzular</b>	<b>Au dit ori ya so ati</b>
	Introduction. General overview of the subject	2
	Types of the presentations	2
	Oral presentations. (Conference, debate, discussion, lecture and etc) Public presentation topics: Parents as Role Models, Teachers as Role Models, Friends as Role Models, The Qualities of a Good Student.	2
	Written presentations(Brochure, poster, abstract)	2
	Technical presentations(Power point, Video, Zoom)	2
	Styles of presentations (World experience)	2
	Formal informal Languages	2
	Organize presentation process. Final presentation.	2

**Fanning mazmuni**

Fanni o‘qitishdan maqsad – talabalarni chet tili bo‘yicha o‘quv materiallarini tanqidiy tahlil qilish va ularni baholashga, xorijiy o‘quv materiallarini mahalliy sharoit va milliy tizimga moslashtirish, yangilarini yarata olish, chet tili darslarini to‘g‘ri rejalashtirish va dars rejalarini baholashga hamda har xil guruhlarda chet tili samarali o‘qitilishini tashkil etishga o‘rgatish.

Ta‘lim texnologiyasi: dialogik yondoshuv, muammoli ta‘lim. Ma‘ruza, namoyish etish, blits-so‘rov, “baliq skeleti”, guruhlarda ishlash metodi. dialogikyondoshuv, muammoli ta‘lim. Pog‘ona, qadamba-qadam metodi, Venn diagrammasi, T-sxemasi, o‘z-o‘zini nazorat. dialogik yondoshuv, muammoli ta‘lim.

Amaliy mashg‘ulotlar mul'timedia vositalari bilan jihozlangan auditoriyada o‘tkazilishi zarur. Mashg‘ulotlar faol va interaktiv usullar yordamida o‘tilishi, mos ravishda munosib pedagogik va axborot texnologiyalar qo‘llanilishi maqsadga muvofiq.

**MUSTAQIL TA'LIMNI TASHKIL ETISHNING SHAKLI VA MAZMUNI****Mustaqil ta'lim uchun tavsiya etiladigan mavzular:****Mustaqil ta'limni tashkil etish**

Mustaqil ish mavzulari fan o‘qituvchisi va talabalar tomonidan ishlab chiqiladi. Mavzular talabani mustaqil bilim olishga ongli ravishda yo‘naltirishi lozim. Kafedra mutaxassislari tomonidan har bir mavzu bo‘yicha talabaning mustaqil o‘qib o‘rganishiga doir vazifa va topshiriqlar ishlab chiqiladi va ularni bajarish uchun aniq ko‘rsatmalar misollar yordamida beriladi. Tilni o‘rganish jarayonida talaba interfaol usullar vositasida mustaqil ta'lim olishga rag‘batlantiriladi va mustaqil fikrlash talab qilinadi.

Mustaqil ta'lim uchun quyidagi mavzular va faoliyat turlari tavsiya etiladi:

**Mustaqil ta'lim uchun tavsiya etiladigan mavzular:**

Darslarda o'tilgan mavzular asosida chet tillarni o'rganish va o'rgatishga yonaltirilgan presentasiyalar yaratish.

Ogzaqi presentasiyalar (debatlar, ma'ruzalar, konferensiyada suzlaydigan nutqlarni) taqdim etish.

Yozma presentasiyalar (maqolalarga annotasiya, kirish, konferensiyalardagi ochilish yopilish nutqlarini) taqdim etish.

Chet tillarni o'rganish va o'rgatish ning eng samarali metod va usullari mavzusida maqola taqdim etish

Motivatsion presentasiya yaratish(Ted talks asosida).

Kichik guruhlarda chet tillarni o'rganish va o'rgatishga asoslangan video taqdimot yaratish .

Fan mavzulari asosida testlar yaratish va aprobasiyadan o'tkazish.

- |                                |                        |
|--------------------------------|------------------------|
| 8. Media presentation:         | Feedback               |
| PPT presentation               | Biography              |
| Photo presentation             | CV/Resume              |
| Video presentation (ted talks) | Quiz/Blitz questions   |
| 9. Poster presentation.        | 13. Oral materials     |
| 10. Workshops                  | Public speech          |
| 11. Handout materials:         | Lecture                |
| Brochure                       | Interview              |
| Flier                          | Debate/Discussion      |
| Guide book                     | Guest speech           |
| Instructions                   | Master class speech    |
| 12. Written materials.         | Report                 |
| Abstract                       | Monologue              |
| Reference                      |                        |
| Summary                        | 14. Internet materials |
| Review                         | Blog                   |

Social network (facebook,  
twitter, Linked In, VK and etc.)

Web site (official pages)

You tube channel

Conference (Zoom,  
GoToMeeting, Moodle and etc)

<b>Baxolash mezonlari</b>			
<b>1</b>	<b>Talabani darsdagi ishtiroki Dars kuzatuviga bag'ishlangan report yozish Mavzuga oid slayd tayyorlash va prezentatsiya qilib berish</b>	<b>Joriy</b>	<b>5 baho</b>
<b>2</b>	<b>Kurs davomida o'rgangan bilimlar ustida mulohazali hisobot Baholash mezonini yaratish</b>	<b>Oraliq</b>	<b>5 baho</b>
<b>3</b>	<b>O'tilgan mavzular yuzasidan yakuniy nazorat ishi</b>	<b>Yakuniy</b>	<b>5 baho</b>
<b>Jami:</b>			<b>5 baho</b>

**Asosiy va qo'shimcha o'quv adabiyotlar hamda axborot manbalari**

**Asosiy adabiyotlar**

1. Rod Bolitho (2015). English for academics Book 1. Cambridge University Press and British Council Russia
2. Rod Bolitho (2015). English for academics Book 2. Cambridge University Press and British Council Russia

**Qo'shimcha adabiyotlar**

1. Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP
2. Tomlinson, B. (Ed.) (2010). Materials Development in Language Teaching. Cambridge: Cambridge University Press.
3. Nunan, D. (2009). Task-based Language Teaching. Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). Materials and Methods in ELT (2<sup>nd</sup> edition). Oxford: Blackwell.
4. McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh University Press.

## Internet saytlari

1. <http://www.pbs.org/newshour/extra/teachers/lessonplans/media/podcasting.html>
2. [http://esl.about.com/od/englishlistening/a/intro\\_podcasts.htm](http://esl.about.com/od/englishlistening/a/intro_podcasts.htm)
3. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
4. [www.tesol.org](http://www.tesol.org)
5. [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com)
6. [www.learnenglish.org.uk](http://www.learnenglish.org.uk)

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

1. Presentation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Types \_\_\_\_\_ of \_\_\_\_\_ the presentations \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Why \_\_\_\_\_ do \_\_\_\_\_ you \_\_\_\_\_ learn foreign \_\_\_\_\_ languages \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The \_\_\_\_\_ most \_\_\_\_\_ effective \_\_\_\_\_ way \_\_\_\_\_ of \_\_\_\_\_ learning \_\_\_\_\_ Foreign languages \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Test 4.4

Q 1: In selecting presentation technologies, it is important to select technologies that are:

- The state-of-the-art in presentation technologies
- Freely available to download and use
- Available and can be used at the presentation location
- Commonly used by presenters

Q 2: Which of the following is a requirement that a presenter should know to prepare effectively for a presentation?

- Available attire
- Foods the presenter can eat during the presentation
- Number of bullet points allowed per slide
- Presentation duration

Q 3: To prevent a graph or chart from showing a misleading trend on presentation materials, it is important to:

- Use colors for graphs and charts
- Use complete scales for axes instead of partial scales
- Use 3-D charts or graphs
- Use stacked graphs or charts

Q 4: It is generally NOT a good practice to deliver a presentation by:

- Mentioning the highlights of what is on the screen
- Reading the entire presentation line by line
- Paraphrasing what is on the presentation materials
- Elaborating each bullet point on the presentation materials

Q 5: What is NOT a good strategy if you are unable to answer a question from an audience member during your presentation?

- Ask the audience member to see you after the presentation so you can understand the question better and answer it
- Acknowledge you don't know the answer and say the question was irrelevant to the topic of the presentation
- Ask others in the audience if they could answer the question
- Acknowledge you don't know the answer and would think and get back to the questioner

6: To contrast text on a presentation slide for better viewing, it is preferable to use:

- Dark text on light background
- Light text on a light background
- Dark text on a dark background
- Light text on a dark background

7: When rehearsing a presentation, it is helpful to recognize and prevent:

- Fillers such as umm and ahh
- Criticism from friends in the room
- Possible gestures
- Possible questions from the audience

Q 8: One advance preparation you can do to overcome initial nervousness when delivering a presentation is to:

- Introduce yourself to the audience before the presentation and get to know them
- Walk into the room just before the presentation
- Ask the audience write down their questions and give them to you in advance
- Hydrate yourself by drinking a lot of water before the presentation

Q 9: Font size of the bullet points on presentation materials should be large enough:

- For you to be able to read from the screen during the presentation
- For the audience in the last row of the presentation room to view the presentation clearly
- For your team members to be able to view the presentation clearly
- For the audience in the first few rows of the presentation to view the presentation clearly

Q 10: For better readability, it is preferable that bullet points are:

- Long sentences
- Page of text
- Complete paragraphs
- Short phrases or partial sentences

Q 11: When delivering a presentation as part of a team it is important to:

- Make sure all the team members' names are listed in order on all the presentation materials
- Coordinate your portion with others in the team and not duplicate their presentations
- Coordinate your portion with others in the team so you can present first
- Make sure all the team members have the same duration to present their portion

Q 12: Important considerations in rehearsing a presentation are:

- Attire
- Food and beverages
- Timing and pace
- Audience

Q 13: The purpose of a presentation intended to sell a service to a potential client is to:

- Persuade

- Educate
- Inform
- Entertain

Q 14: When using content from external sources in presentation materials, it is necessary to include:

- Copyright disclaimer
- Trademark symbol
- Acknowledgments
- Citations and references

Q 15: Proper eye contact with the audience when delivering a presentation involves

- Looking above the audience's heads
- Making a sweeping glance of the audience from left to right in the front row of the room
- Staring at each audience member
- Making a sweeping glance of the audience from the left to the right and front to back of the room

Q 16: For better readability, the number of bullet points on a slide should be:

- Less than 7
- Any number
- 7 to 10
- More than 7

Q 17: The outline of a presentation is a:

- List of requirements and purpose of the presentation
- List of major headings or topics to be covered in the presentation
- List of technologies that will be used to deliver the presentation

- List of external sources used in the presentation

Q 18: The possible order of points for describing the steps for doing something in sequence is known as:

- Causal order
- Chronological order
- Topical order
- Spatial order

Q 19: When an audience member without a microphone in a large audience asks a question during or after your presentation, it is important for the presenter to:

- Ask others in the audience to shout the question
- Repeat the question for the benefit of others in the audience who might not have heard it
- Respond to the question immediately
- Ask the audience member to come to the front of the room and ask the question

Q 20: The outline of a presentation should include:

- References
- A beginning, middle and an end of the presentation
- Possible questions from the audience
- Acknowledgments

## Education Presentation Topic Ideas

- What are the pros and cons of online education?
- What is dyslexia?
- What is the Pythagorean theorem?
- Is a college education worth it?

- Is reading better on Kindles or paper books?
- What is worldschooling?
- What is unschooling?
- Why are teachers underpaid?
- What is sociology?
- What is anthropology?
- What is social archaeology?
- Why do schools need mentorship programs?
- What is an education in Finland like?
- What is Montessori Education?
- Who is Rudolf Steiner?
- What is the most difficult language to learn?
- What is an Ivy League school?
- What is the SAT?
- What is the TOEFL?
- What is the IB program?
- How to get into an international university
- What is a learning disability?
- What is a gap year?
- Why is it important to learn a second language?
- What is a TCK?
- What is the foreign exchange program?
- Why is it important to study Physics?
- How does reading benefit the brain?

## **Bibliography**

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3. Fry, E. B. Skimming and scanning Pre-intermediate. Jamestown Publishers. 2000
4. Harmer, J. Just (Reading and Writing. Marshal Cavendish. 2004
5. Hudson, T. Teaching Second Language Reading. New York: Oxford: OUP 2007
6. Jing, W.U. Integrating skills for teaching EFL—Activity design for the communicative classroom. - Sino-US English Teaching, 3(12). 2006
7. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.
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10. Nation, K. "Children's Reading Comprehension Difficulties." In M.J. Snowling and C. Hume (Eds.) The Science of Reading. Oxford: Blackwell Publishing. 2005
11. North, S. and Pillay, H. Homework: re-examining the routine. ELT Journal 56/2, April 2002
12. Nunan, D. Task-based Language Teaching. Cambridge: Cambridge University Press. 2009.
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14. Painter, L. Homework. OUP Resource Books for Teachers, 2003
15. Peregoy, S.F., & Boyle, O.F. "Reading, writing, and learning in ESL." New York: Addison Wesley Longman. 2001
16. Shawn Canney Learning by Doing: A Teacher Transitions Into PBL SEPTEMBER 21, 2015
17. Tomlinson, B. (Ed.) Materials Development in Language Teaching. Cambridge: Cambridge University Press. 2010.
18. Willis J. Six types of task for TBL. <http://www.teachingenglish.org.uk/article/six-types-task-tbl>. 2008
19. Willis J. Criteria for identifying tasks for TBL. 2008

### **Suggested web sites:**

1. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
2. [www.online-literature.com](http://www.online-literature.com)
3. [www.literature.org/](http://www.literature.org/)
4. [www.pearsonlongman.com/ae/](http://www.pearsonlongman.com/ae/)
5. [www.developreading.com](http://www.developreading.com)
6. [https://en.wikipedia.org/wiki/World\\_Book\\_Encyclopedia](https://en.wikipedia.org/wiki/World_Book_Encyclopedia)
7. <http://www3.telus.net/linguisticsissues/authenticmaterials.html>
8. [http://oelp.uoregon.edu/teach\\_authentic.html](http://oelp.uoregon.edu/teach_authentic.html)

9. <http://academicguides.waldenu.edu/ASCsuccess/ASCcriticalreading>
10. <https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>
11. <http://www.eslkidstuff.com/blog/classroom-management/6-different-types-of-esl-learners-and-how-to-teach-them#sthash.6ag9Hz8g.dpuf>