

Activities and Strategies for Teaching Effective Presentation Skills

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Overview

- Context:
 - University, Course, Students
 - Why persuasive presentations?
- Genre-based Pedagogy
 - Feez' teaching-learning cycle
 - Activities for each stage
- Activity ideas:
 - Role play 1
 - Role play 2
- Q&A



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English Language Centre (ELC)

Context:

- **Student Population:** Hong Kong, Mainland China, international students
- **Variety of courses:** Language and Discipline Specific Subjects
- **Course students:** Engineering, year 2-4
- **Course outcomes:** Write a project proposal and deliver a persuasive group presentation



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“Academic” presentations

Purpose



Audience



Message

1. People tend to put every word they are going to say on their PowerPoint slides. This does take away the need to memorise what you are going to say, but it makes your slides very wordy, crowded and hard to follow, and ultimately very boring for your audience. You will typically lose the attention of your audience.

Voice (Style)





Paradigm Shift

Persuasive presentations

Purpose

Inform
Influence**
Inspire*

Audience



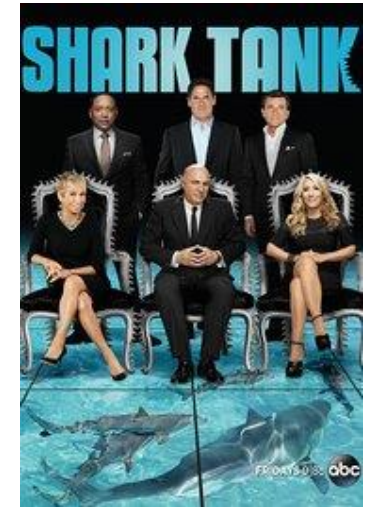
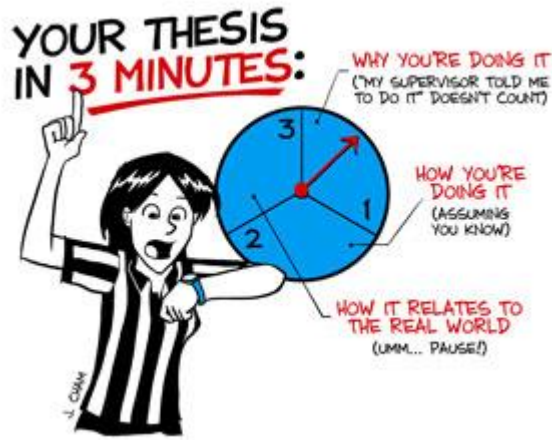
Message



Voice (Style)

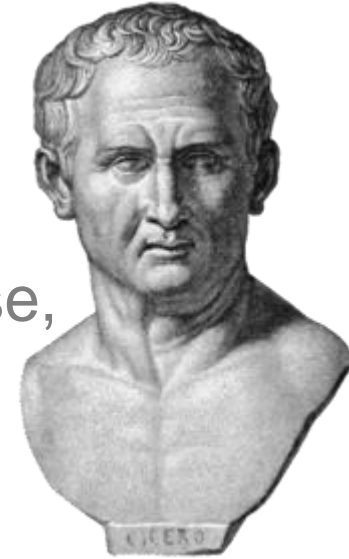


Relevance to the Real World



Persuasive communication

Cicero: Speaker must adjust to the situation, purpose, subject, audience, and speaker's individual traits, e.g. skill, reputation, personality (Corbett, 1964).



Persuasive techniques:

- > Ethos, pathos, logos
- > The power of three
- > Other rhetorical devices: repetition, contrast, metaphor
- > Persuasive language
- > Persuasive body language
- > Master Presenters

Genre-based pedagogy

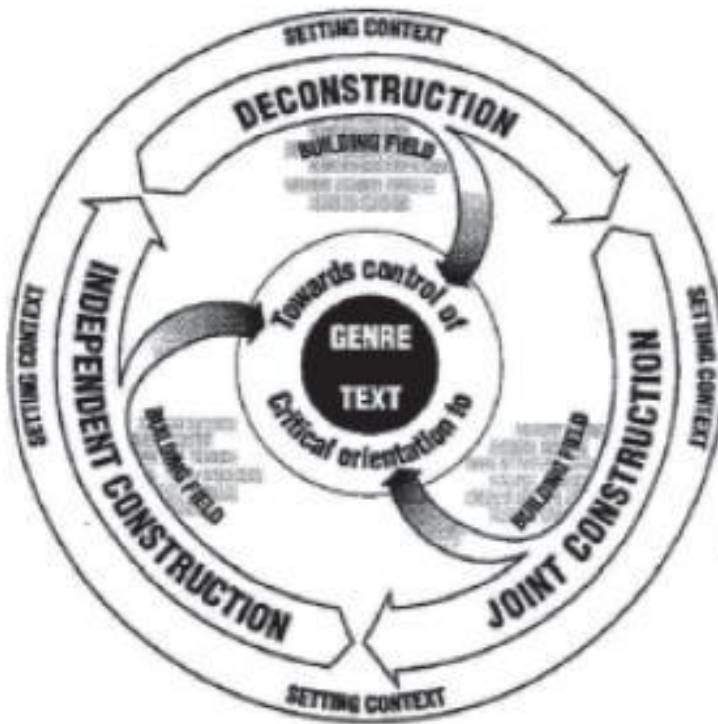


Figure 1. The teaching-learning cycle

Feez, 1998

Genres:

Purposeful, goal-oriented, and staged ways of using language in response to specific cultural contexts (Martin, 1984)

Genre –based approach for teaching persuasive presentations

Teaching-Learning Cycle Stage (Hyland, 2004)	Classroom Activities
Developing the context: <i>Raising awareness of the purposes and cultural and social context</i>	Analysis of Youtube videos; Delivery - body language, voice, language
Modeling and deconstructing the text: <i>Exploring stages of persuasive presentations and its language features</i>	Introduction – conclusion – transitions – signposting; Features of delivery
Joint negotiation: <i>Teachers and students work together</i>	Co-constructing presentations; Small-group presentations models; Presentation planning templates
Independent construction: <i>Students create, teacher offers feedback</i>	Brainstorming, outlining, revising, researching; “Mini-presentations” focused on different skills

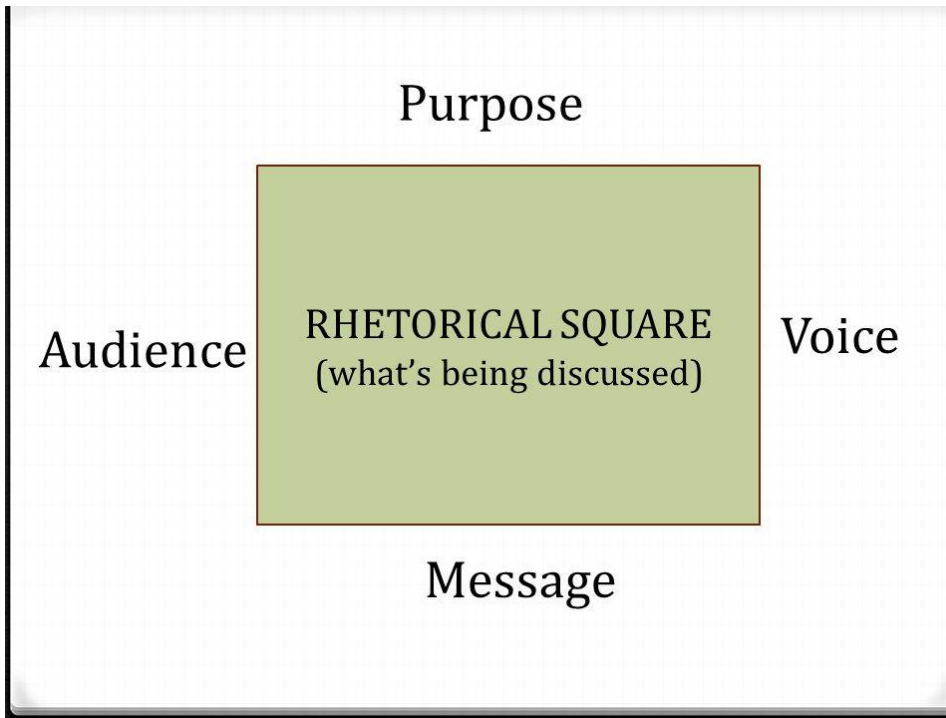
Activity for awareness of audience and purpose

Cicero: Audience is a primary consideration for shaping discourse
(Corbett, 1964).

Deliver a 3-minute presentation on “the benefits of smartphones”



“The Benefits of Smartphones”



Delivery role play activity

- > Students as critical observers and analysts of the genre (Johns, 2008)
- > Experiential learning activity (Kolb, 1984)

<https://youtu.be/bt8YFCveNpY>

Delivery role play activity: “Your impression of Florence”

Student A: Deliver the presentation less effectively

Student B: Coach student A on how to improve

Student A: Deliver the presentation more effectively

Student B: Give feedback on changes made.

Conclusion



> Teaching Persuasive Presentation Skills

- Theories of rhetoric, genre, experiential learning
- Fun, engaging activities which energize students
- Can be ***transformative***: visible changes in the students' confidence and delivery style

References

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Q&A

Thank You!



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