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АКАДЕМИЧЕСКАЯ ПРЕЗЕНТАЦИЯ

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в качестве учебного пособия

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Учебное пособие «Академическая презентация. Academic Presentation» предназначено для практических занятий по дисциплине «Иностранный язык» (английский) аспирантов всех направлений подготовки.

Цель учебного пособия – развитие навыков публичной речи в сфере академической коммуникации. Пособие состоит из введения и трех разделов: Overview, Organization and structure, Language and delivery.

Каждый раздел пособия содержит тематические материалы и разработанный к ним комплекс заданий, нацеленных на развитие языковых, речевых и коммуникативных умений и навыков.

Учебное пособие может использоваться как для аудиторной, так и самостоятельной работы обучающихся с разным уровнем языковой подготовки.

Работа выполнена на кафедре иностранных языков НГТУ

CONTENTS (СОДЕРЖАНИЕ)

ВВЕДЕНИЕ. ЧТО ТАКОЕ НАУЧНЫЙ ДИСКУРС?

Цель данного учебного пособия – сформировать у аспирантов, обучающихся на различных направлениях подготовки и изучающих английский язык, навыки представления своих научных результатов в виде устного сообщения – доклада, сопровождаемого презентацией. Эта конкретная цель рассматривается в рамках глобальной задачи формирования дискурсивной компетенции. Под ДИСКУРСИВНОЙ КОМПЕТЕНЦИЕЙ понимается

> " способность соединения грамматических форм и смысла для достижения единства разговорного и письменного текста"

– Canale, 1983: 9

Актуальность данного учебного пособия очевидна: наука имеет международный характер, и уметь убедительно представить результаты своего научного исследования на английском языке на научной конференции очень важно для выпускников российских аспирантур.

По мнению авторов, при освоении иностранного языка взрослыми обучающимися, а тем более людьми, которые занимаются научно-исследовательской работой, чрезвычайно важен осознанный характер учебной деятельности: понимание целей и задач коммуникации, формирование стратегий и тактик речевого поведения, рефлексия и осмысленные корректирующие действия. Этим вопросам в пособии уделяется большое внимание. Кроме того, авторы считают необходимым апеллировать к некоторым теоретическим понятиям научного дискурса, которые обсуждаются ниже.

Учебное пособие состоит из трех разделов (Units):

В первом разделе (*Unit 1* Overview) определяются роли основных участников речевого общения – говорящего и аудитории. Участники коммуникации, в свою очередь, являются факторами, определяющими цели и содержание выступления. Во втором разделе (*Unit 2.* Organi-

zation and structure) рассматриваются особенности структурной организации научного доклада. Третий раздел (*Unit 3*. Language and delivery) рассматривает особенности представления доклада, в частности, особенности языка и стиля устного выступления по сравнению с письменной формой (статья).

Таким образом, пособие описывает основные принципы подготовки к научному сообщению, важность определения цели, характеристик аудитории, подбора содержания; напоминает о том, что представляют собой особенности устной и письменной речи, о важности правильного произношения и интонирования в ситуации научного сообщения, демонстрирует неразрывность вербальной и невербальной сторон коммуникации, способы придания убедительности своей речи.

Задания под рубрикой *Presentation Practice* содержат практические задания для тренировки навыков устного выступления. Задания под рубрикой *Get Real* направлены на подготовку выступления по теме научного исследования аспиранта.

Прежде всего, при изучении того, как наиболее эффективно выступать перед научной аудиторией, необходимо понимание правил, по которым строится эта коммуникативная ситуация, кто являются ее участниками, каковы их роли и интенции. Цель научного дискурса, собственно, не может отличаться от цели самой научной деятельности – установление истины об устройстве мира.

Коротко рассмотрим понятия дискурса и дискурс-анализа. Типичные способы использования языка в конкретных ситуациях называются ДИСКУРСАМИ. ВСЕ КОММУНИКАТИВНЫЕ СИТУАЦИИ ИСПОЛЬЗОВАНИЯ ЯЗЫКА В НАУЧНЫХ ЦЕЛЯХ – И ПИСЬМЕННОГО, И УСТНОГО, – ФОРМИРУЮТ НАУЧНЫЙ ДИСКУРС. В понятие 'ДИСКУРС' входит представление о некоторой теоретической конструкции, которая позволяет при анализе текстов, возникших в одинаковых или сходных условиях, обнаруживать идеи, содержание коммуникации: что говорилось, с помощью каких языковых средств, в каких экстралингвистических условиях это говорилось и что имелось в виду на самом деле. Дискурсам соответствуют определённые значения и определённое употребление языка:

"Дискурсы не только передают общие для них значения, но и обладают особыми языковыми свойствами, характерными для них. Какие это значения и как они передаются при помощи языка – это и есть центральная проблема дискурс-анализа"

– Paltridge 2006: 2

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Н. Ферклоу (N. Fairclough) предлагает термин 'тип дискурса'; он представляет собой конфигурацию разных жанров и дискурсов или может быть основан на одном жанре или дискурсе. ЖАНР определяется учёным так:

> "такой способ использования языка, который соответствует социальной практике, в которую он вовлечён"

– Fairclough 1995: 76

С. Бакс (S. Bax) указывает:

> "One of these key elements of discourse, in Stubbs' characterization, is its focus on the study of authentic language, rather than invented language. A second 20 element is that discourse focuses on units of language 'above the level of the sentence', by which is meant units of language which are larger in size and scope than a sentence. A third is the focus on language in context, which implies that discourse is not to be seen as a set of linguistic tokens with meaning in themselves, like invented grammatical examples out of context, since meaning is to some extent governed by the contexts in which text occurs"

– Bax 2011: 20

КОНТЕКСТ – это не только конкретные и непосредственные условия коммуникации, но и весь запас разделяемых коммуникантами знаний.

Из выше приведенных суждений можно сделать вывод о том, что все научные тексты: статьи, монографии, рецензии, тезисы, доклады, диссертации, рефераты, дипломные работы, отчеты, аннотации, а также тексты, существующие в устном (доклад, сообщение, «защита») или аудио-визуальном виде (презентация, которая, кстати, может быть и докладом, и сообщением, и «защитой») – формируют корпус научного дискурса.

Научный дискурс характеризуется определенным языком и определенным контекстом, понимать который не менее важно, чем уверенно владеть содержанием своей научной речи.

Рассмотрим жанры, контекст и особенности языка научного дискурса.

К письменным жанрам научного дискурса относят: СТАТЬИ, МОНОГРАФИИ, РЕЦЕНЗИИ, ТЕЗИСЫ, ДОКЛАДЫ, ДИССЕРТАЦИИ, РЕФЕРАТЫ И АВТОРЕФЕРАТЫ, ДИПЛОМНЫЕ РАБОТЫ, ОТЧЕТЫ, АННОТАЦИИ. Нужно

также обратить внимание на то, что более мелкие форматы (например, аннотация) могут быть частью более крупного текста (например, статьи). Статьи, сгруппированные по тематическому признаку, формируют «наджанр» СБОРНИК СТАТЕЙ. Таким же образом сгруппированные тезисы – СБОРНИК ТЕЗИСОВ. Как правило, сборник тезисов появляется до или после НАУЧНОЙ КОНФЕРЕНЦИИ, которая сама по себе тоже является научным «наджанром».

МОНОГРАФИЯ – это результат научного авторского труда. В обыденном понимании – это «научная книга», написанная также по своим правилам и законам. Обязательно содержит деление на главы, ссылки на труды предшественников, а главное – авторскую научную идею. Бывают КОЛЛЕКТИВНЫЕ МОНОГРАФИИ. Это жанр, который предполагает коллективный труд, посвященный центральной научной идее, но рассматривающий ее с разных аспектов. Как правило, коллективные монографии появляются как результат деятельности какой-либо научной школы.

ДИССЕРТАЦИЯ – это то, что «защищает» магистрант, аспирант или докторант как результат своего многолетнего научного исследования. Диссертация не публикуется, это рукопись, в настоящее время, конечно, набранная в текстовом компьютерном редакторе. К диссертации готовится её АВТОРЕФЕРАТ – краткое изложение основных положений и выводов. РЕЦЕНЗИЯ к любому из научных текстов имеет цель дать объективную, обоснованную оценку, иногда критику.

Необходимо отметить, что каждый из письменных научных текстов имеет строгую структуру, правила своего создания, которым необходимо отдельно обучать. Особый труд научного консультанта – объяснить начинающему исследователю, как правильно описать цель и задачи исследования, чем отличается объект от предмета, а актуальность от новизны. Неумение правильно мыслить в рамках заданных категорий приводит к неумению правильно сформулировать данные позиции в своем научном исследовании.

① Таким образом, мы пришли к утверждению одной из важнейших характеристик научного дискурса – это *регламентированность, логичность и структурированность.*

② К этому свойству научного дискурса логично примыкают такие его характеристики, как *объективность, точность и абстрактность.*

Объективность научного дискурса связана с тем, что любое утверждение и вывод необходимо проиллюстрировать примерами, результа-

тами эксперимента или аналогичными выводами, к которым пришли и другие ученые.

Точность научного дискурса объясняется стремлением ученого дать максимально точное объяснение термину или явлению. Терминология же, как правило, это система абстрактных понятий. Далеко ходить за примерами не надо: абстрактными являются понятия 'жанр', 'дискурс', 'речь'.

К устным научным жанрам можно отнести ДОКЛАД, СООБЩЕНИЕ, «ЗАЩИТУ», ПРЕЗЕНТАЦИЮ, к «наджанрам» – КОНФЕРЕНЦИЮ, ФОРУМ, КОНГРЕСС, в которые встроены различные форматы: ПЛЕНАРНОЕ ЗАСЕДАНИЯ, СЕКЦИЯ, КРУГЛЫЙ СТОЛ, ПАНЕЛЬНАЯ ДИСКУССИЯ и пр. Хорошим тоном в настоящее время является сопровождение любого своего устного научного сообщения презентацией, поэтому более правильно было бы называть эту группу жанров аудио-визуальными. Исключение – ДИСКУССИЯ, разворачивающаяся спонтанно в ходе круглого стола, защиты, секции на конференции, существующая в виде вопросов и ответов, которые сами по себе тоже являются речевыми жанрами.

③ Таким образом, еще одна выявленная нами характеристика научного дискурса – *полемичность, агональность.* АГОН – это сражение, соревнование. Один только термин 'защита', функционирующий для описания особенного коммуникативного события – жанра защиты диссертации, диплома, – с очевидностью иллюстрирует это свойство научного дискурса. Задача диссертанта – отстоять свои выводы в полемике, отвечая на вопросы, доказывая объективность и обоснованность полученных результатов.

В отечественной лингвистике развивается социолингвистическая теория дискурса, в которой отправной точкой в описании дискурса является социальный статус личности. В ней описываются такие типичные компоненты (или категории дискурса), как интенциональная и контекстно-ситуативная обусловленность (цель и хронотоп), содержание и ценности дискурса (концепты), участники дискурса (агенты и клиенты) и их коммуникативные стратегии и тактики, жанры дискурса. Автором этой теории является В.И. Карасик, который ввел в науку представление о том, что дискурсы делятся на два типа: статусно-ориентированные и личностно-ориентированные.

"**С** позиций отношений между участниками коммуникации наиболее существенным критерием является, на наш взгляд, дистанция,

противопоставление личностно-ориентированного и статусно-ориентированного общения. Мы говорим о личностно-ориентированном общении, если нам хорошо известен собеседник, если мы стремимся не только передать некоторую информацию или оказать определенное воздействие на него, но и раскрыть свою душу и попытаться понять внутренний мир адресата. Адресат в таком общении интересует нас во всей полноте своих характеристик. В случае статусно-ориентированного общения коммуниканты реализуют себя только в ограниченном наборе речевых характеристик, выступая в качестве представителей определенных групп людей (начальник и подчиненный, клиент, пациент, пассажир, прихожанин, ученик и т. д.)"

<div align="right">– Карасик 2002</div>

С точки зрения социолингвистической теории дискурса, научный дискурс – это статусно-ориентированный институциональный дискурс.

Во-первых, вся научная коммуникация осуществляется учеными и обучающимися в рамках их аффилиации к тому или иному институту или университету. Это с очевидностью продемонстрировано и в программах конференций, и в научных журналах: мы видим, что автор доклада или статьи всегда указывает место работы.

Во-вторых, всякая научная коммуникация всегда подразумевает выполнение коммуникаторами своих дискурсивных научных ролей: магистрант, аспирант, докторант – научный руководитель, консультант; диссертант, студент, аспирант – рецензент, оппонент, комиссия, диссертационный совет; докладчик – аудитория, модератор; автор статьи – рецензент, редакция, аудитория. Это все – АГЕНТЫ И КЛИЕНТЫ НАУЧНОГО ДИСКУРСА. Ядерным, ключевым участником научного дискурса является, конечно, исследователь, ученый. Необходимо обратить внимание на равенство ролей участников научного дискурса, что подчеркивается уважительным обращением 'коллеги'.

Каждый участник научной коммуникации ведёт себя сообразно своей роли. Каждой роли приписываются свои, характерные только ей речевые стратегии и речевые стереотипы. Более того, многие из коммуникативных ситуаций научного дискурса имеют сценарии (речевые и поведенческие), по которым они «разыгрываются». Известны и разделяемы всеми участниками сценарии «защиты» дипломных работ, диссертаций, выступлений на конференции. Часть этих правил имеет

эксплицитный (проявляемый) характер, часть – имплицитный (скрытый). Скрытые правила могут быть понятны только опытным агентам. Например, опытный научный руководитель знает, что ему не следует публично задавать вопросы своему подопечному, однако вопрос от него – это всегда поддержка, позволяющая в выгодном свете продемонстрировать тему и результаты. По этим вопросам можно догадаться, кто кого поддерживает, а кто кого – нет.

④ Так, мы пришли к еще одной характеристике научной коммуникации: *она обладает признаком театральности.*

Такая характеристика, как театральность проявляется, в частности, в том, что у каждого участника научной коммуникации есть своя роль, а каждая роль разыгрывается по своим правилам, сценариям, со своими, свойственными только ей репликами – речевыми стереотипами. Так, известно, что роль модератора круглого стола может принадлежать ведущему ученому, заведующему кафедрой. Только модератору разрешено прекращать или начинать дискуссию, при этом каждый, кто хочет задать вопрос, должен поднятием руки и вопросом, обращенным к модератору, сигнализировать о своем желании задать вопрос.

Есть еще одна категория участников научного дискурса, которая зримо (и иногда незримо) присутствует во всем тексте или – концентрированно – в его частях, называемых обзор литературы, методика и методология. Это научные предшественники, авторы научных трудов, концепций, теорий и методик, дающих нам обоснование и аргументацию, и присутствующих в виде ссылок и цитат на их работы.

⑤ Таким образом, мы выявили еще одну *принципиальную характеристику научного дискурса – интертекстуальность.*

Всякая научная позиция должна быть хорошо обоснована. Ученый, а тем более начинающий, обязан изучить весь объем накопленного научного багажа с целью обосновать свою позицию на уже имеющихся в науке положениях. Это диктует необходимость большого количества цитат, пересказов и ссылок, и чем аккуратнее ученый цитирует своего коллегу, поддерживая или критикуя, тем лучше. Плагиат в научном дискурсе – это признак недобросовестности, научной нечистоплотности, поэтому интертекстуальность в научном дискурсе носит характер прямого неискаженного цитирования. В целом интертекстуальность может проявляться в виде цитаты, автоцитаты, примечаний, комментариев, аннотации, приложения, библиографии. Маркируется кавычками, сносками и ссылками.

⑥ Ввиду того, что всякий ученый, выдвигая для защиты свою позицию, сначала опирается на коллективные научные достижения, потом проверяет её в малом научном коллективе – перед своим руководителем, на кафедре, на семинаре научной школы, индивидуальность и авторство стираются и уступают место коллективности. Так в языке научного дискурса появляются *обезличенность и пассивные конструкции: 'мы пришли в выводу'; 'установлено, что'*.

Итак, главные признаки научного дискурса обозначены. Это знание является прочной базой для практической отработки важнейшего жанра, входящего в структуру научной коммуникации – научной презентации.

Представление о субъект-субъектной организации научной коммуникации в ходе научной презентации разворачивается в первом разделе (*Unit 1* Overview), в котором обсуждаются основные участники коммуникативного акта – говорящий и слушающий – и их задачи и характеристики.

Регламентированность и логичность научной коммуникации отрабатывается во втором разделе (*Unit 2*. Organization and structure), посвященном структурным элементам научной презентации. Язык, стиль и невербальные средства коммуникации рассматриваются в третьем разделе (*Unit 3*. Language and delivery). Безусловным преимуществом данного учебно-методического пособия является его теоретико-практическая направленность.

UNIT 1
OVERVIEW

ASK YOURSELF

Lead-in. *Look at the picture. Imagine: this microphone points at YOU and you are going to give a talk in front of an audience. What emotions are you feeling?*

① *Work in small groups. Read the collection of quotations on the following pages. Which aspects of public speaking do the quotations emphasize? Match them with the following headings:*
- The fear of public speaking
- Audience-centered approach
- The importance of preparation
- Defining the goals
- The importance of good performance
- Forming the content
- The language of the presentation

" A presentation is a chance to share, not an oral exam.

– M.F. Fensholt

According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy.

– Jerry Senfield

The human brain starts working the moment you are born and never stops until you stand up to speak in public.

– George Jessel

They may forget what you said, but they will never forget how you made them feel.

– Carl W. Buechner

The finest art of communication is not learning how to express your thoughts. It is learning how to draw out the thoughts of another.

– Ted Tripp

Effective communication is 20% what you know and 80% how you feel about what you know.

– Jim Rohn

What is powerful is when what you say is just the tip of the iceberg of what you know.

– Jim Rohn

If you want me to speak for an hour, I am ready today. If you want me to speak for just a few minutes, it will take me a few weeks to prepare.

– Mark Twain

It takes one hour of preparation for each minute of presentation time. "

– Wayne Burgraff

> " If you can't explain it simply, you don't understand it well enough.
>
> – Albert Einstein
>
> Make sure that you have finished speaking before your audience has finished listening!
>
> – Dorothy Sarnoff
>
> Designing a presentation without an audience in mind is like writing a love letter and addressing it: To Whom It May Concern.
>
> – Ken Haemer
>
> There are always three speeches for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.
>
> – Dale Carnegie
>
> The success of your presentation will be judged not by the knowledge you send but by what the listener receives.
>
> – Lilly Walters
>
> No one ever complains about a speech being too short!
>
> – Ira Hayes
>
> The secret of being a bore is to tell everything.
>
> – Voltaire
>
> Through the picture, I see reality. Through the word, I understand it. "
>
> – Sven Lidman

② *How far do you agree with the views expressed in the quotations? Discuss with your peers.*

Choose a quotation that brings up the most interesting point. Use it as an opening line and draft a short speech to develop the idea it suggests.

Take turns to present your speeches to the class.

③ *Imagine you have listened to a good presentation. Complete the sentence to compliment the speaker:*

👍 Thank you very much. Your talk was really _____.

Now imagine you want to criticize the talk. Complete the sentence now:

👎 I am sorry, but the talk was (a little bit) _____.

Which words in this list are positive and which are negative? Which are formal?

articulate	coherent	diffuse	eloquent	fluent
circuitous	rambling	crisp	emphatic	abrupt
compendious	verbose	vague	windy	concise

NEEDS ANALYSIS

④ *What can you do to improve your presentation skills? How much time do you want to allot to these different activities? First, work alone to fill out the table.*

Activity	Time *(%)*
Learning from experts by reading tutorials and watching educational videos	
Viewing examples of prominent speeches	
Working independently on your speech	
Presenting to your peers and getting feedback	
Presenting to your teacher and getting feedback	
Listening to your peers and providing feedback	
Giving impromptu speeches	
Mastering relevant language areas (grammar and vocabulary)	
Other (please, specify)	

Then come together and compare your lists. Elicit the differences and argue your choices.

What learning outcomes from each type of work do you expect to have?

KNOW YOUR STRONG AND WEAK POINTS

⑤ *When you give a presentation, do you:*

☐ use body language and a variety of gestures
☐ keep eye contact with one friendly person
☐ shift your eye contact
☐ smile from time to time
☐ read your speech
☐ learn your speech by heart
☐ keep your visual aids covered until you need them
☐ fidget or use the same gesture all the time
☐ overrun your allotted time
☐ use humor
☐ laugh at your own jokes
☐ start by summarizing what you are going to say and end by summarizing it again.
☐ make it a point to make simple ideas complicated
☐ speak with a slower pace than your normal speech
☐ use your slides as your presentation notes or auto cue.
☐ have slides full of text and bullet points.
☐ do not care whether you are dressed appropriately
☐ talk far too loudly thinking it will energize the room.
☐ turn your back on your audience and speak to the screen

⑥ *Have a look at your strong and weak points as a speaker. List them in the space provided. Pool your lists in the class and decide on the most typical strengths and weaknesses.*

☝ Strengths	☟ Weaknesses

ASSESSMENT CRITERIA

⑦ *Watch this video to see some cringe-making examples of presentation pitfalls in action.*

EVERY PRESENTATION EVER: COMMUNICATION FAIL
https://www.youtube.com/watch?v=rIABo0d9MVE

- Which mistakes could you identify?

⑧ *Work in five groups. Each group will consider ONE of the five presentation aspects:*

- Content
- Structure
- Language
- Delivery
- Visual Aids

Make a checklist of DO's and DON'Ts for your aspect.

DO's	DONT's
	1
	2
	3
	4
	5
	6
	7
	8

➲ To create and deliver good presentations, you need to know how your presentation will be evaluated and thus discover where your skills gaps lie. A good place to start is to work out presentation skills evaluation criteria. The criteria should articulate your expectations for the presentation.

⑨ *Complete the WORKSHEET on the next page. Circulate and argue your points to agree on a single set of criteria.*

From now on, refer to this worksheet for self-assessment and peer review.

PRESENTATION ASSESSMENT WORKSHEET

Marking Rubric	Assessment Criteria
Content	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Structure	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Language	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Delivery	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Visual Aids	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

DEAL WITH YOUR FEAR OF PUBLIC SPEAKING

➲ *Sometimes the only thing that stands between you and your audience is fear. FEAR OF PUBLIC SPEAKING is a common form of anxiety. It can range from slight nervousness to paralyzing fear and panic. Some have knots in the stomach, sweaty palms, dry mouth, shaky legs and tightness in the throat. Many people with this fear avoid public speaking situations, or they suffer through them with shaking hands and a quavering voice.*

① Look through some worries of student presenters. Do you agree with them? What are YOUR worries?

…I don't care if people listen to me or not, I just want to present without nervousness.

I actually have a fear of speaking in public. I'm scared that I might stutter, might be uttering grammatically incorrect sentences and might not be able to organize my ideas well.

My nervousness is completely out of control. I can't even read to an audience. I'm screwed when I take my speech...

Standing still would make me even more nervous! I use my hand when I talk! It distributes the nervousness.

How to control my voice? I'm like crying when I get nervous!

➲ The fear often roots in people's beliefs about public speaking and about themselves as speakers. Explore your fears and negative thoughts that go with them.

②*Read the statements that follow. To what extent do you share them? Have a show of hands!*

• Speaking event is a potential threat to your credibility, image, and chance to reach an audience.
• Public speaking is something that requires special skills.
• The audience are judges who are evaluating how good of a presenter you are.

Students, who agree with the assumptions, think how this may influence your performance.

Students, who disagree, give your reasons and suggest how to alter these assumptions.

③ *Discuss as a class and try to reshape your negative thoughts about public speaking.*

DEFINE YOUR GOALS

" Your present circumstances don't determine where you can go; they merely determine where you start **"**

– Nido Qubein.

_____

➲ When preparing a presentation, you need to be clear about your goals! Here are five types of goals. And each of them should be handled in a different way.

- To inform
- To educate
- To persuade or convince
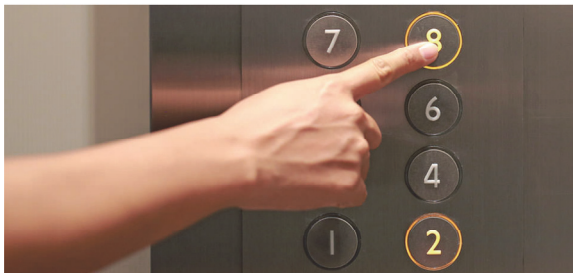- To inspire or motivate
- To entertain

How would you customize your presentation to these five different goals?

① *Discuss how the five presentations would differ in terms of their structure, language, delivery style, etc.*

PRESENTATION PRACTICE

ELEVATOR SPEECH

➲ What is it? An elevator speech (or elevator pitch) is a brief, persuasive speech that you use to spark interest in what your or your organization does. The goal is to earn a second conversation, *not* to convince the person you're talking to that they should hire you or buy your solution. This is the window of opportunity you have been waiting for.

It's typically about 30 – 45 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. The idea behind having an elevator speech is that you are prepared to share this information at any time, even in an elevator.

In a research setting, an elevator speech introduces you as a researcher and the significance of your research.

① *Work through the tips below to design a CHECKLIST for the Elevator Speech. Discuss your ideas with the class and adopt one common CHECKLIST.*

➲ Your elevator pitch should include the following:

What is the problem, issue or question that you are addressing in your research? Academia is about delving deeper into the topic so think what is the core question you want to answer?

Why is that problem interesting and important? In other words, 'so what'? How does your work connect with a broader conversation about this topic/problem in your discipline and related fields, and what does it contribute to that conversation?

How are you uniquely addressing this problem, issue or question? In other words, emphasize your value proposition.

Key Points

Engage your listeners with a question. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation.

Finish with a call for action. What is the most wanted response after your elevator speech? Do you want a business card, a referral or an appointment for a presentation after your elevator speech?

Show enthusiasm. Keep in mind that your pitch should excite YOU first, then it will excite your audience too. Your pitch should bring a smile to your face and quicken your heartbeat. Remember, how you say it is just as important as what you say. People may not remember everything that you say, but they will likely remember your enthusiasm.

② *Prepare your elevator speech. Write the full text and memorize it. Use the Checklist to refine your job.*

③ *Now practice your speeches as a mingle activity.*

Mingle is a short activity where learners walk around the classroom and talk to each other.

You will have a chance to practice your speech many times to different people. Practice makes perfect! Try to improve your performance each time. As you get used to delivering your pitch, it's fine to vary it a little – the idea is that it should not sound like it's pre-prepared, even though it is!

Procedure. Form two lines:

- Line A are speakers;
- Line B are listeners.

The two lines stand facing each other. The teacher gives a signal and the partners standing opposite have one minute to have a talk. Once time's up, the teacher calls "change!", and line A moves one space across, therefore giving each student a new partner.

Then change the roles:

- Line B are speakers;
- Line A are listeners.

KNOW YOUR AUDIENCE

➲ Being audience-centered means putting the audience at the center of your presentation. When you know more about your audience and their expectations, you will be able to tailor your talk to make it more interesting and motivating so you will willingly accept their applause at the end!

① *Tick the priority factors that may influence your presentation. Which factors do you think are irrelevant? Explain and give examples.*

☐ Your audience's expectations
☐ Their cultural biases
☐ Their professional experience (in work, pre-workers)
☐ The level of knowledge they have about your topic
☐ Their demographics: age, background, gender, etc.
☐ The mission of the event where you are going to present.
☐ Their mood and attitude to the subject
☐ Their current situation
☐ Other? (Please, specify) _____
_____

Prior to your presentation:

② What is your audience's comfort level with your expert knowledge in an area? Select one key concept from your area of study to find out what your peers know about it. Try to involve people from diverse academic backgrounds.

Interview your peers. Start with this question:

What is the first thing that comes to mind when you hear the word(s)_____?

Then carry on asking probing questions to build a comprehensive picture.

③ *Summarize your findings and report back to the class.*

• Did you get any unexpected answers?
• How diverse were they, especially those of people with different academic and professional backgrounds?
• Do you have common definitions?

- How recent is your audience's knowledge?
- Do they have any incorrect assumptions you will have to dismantle?

➲ Online surveys may help you get to know your audience and collect feedback from them.

④ *Look at the plethora of survey tools currently available online. Explore their functionalities, advantages and disadvantages.*
Which online survey tool will be the first pick for you? Why? Get ready to motivate your choice.

⑤ *Have a round-table discussion: all participants make short presentations followed by a discussion.*
Summarize your recommendations on using on-line survey tools to explore your target audience and increase their engagement.

During the presentation: Driving audience engagement
Look at this picture. Why do you think such disasters happen?

➲ People love to talk and make their opinions heard, but the nature of presentations can often seem like a one-sided proposition. It does not have to be, though.

⑥ When delivering a presentation, what can you do to drive audience engagement? In small groups, suggest some tips and explain their benefits.
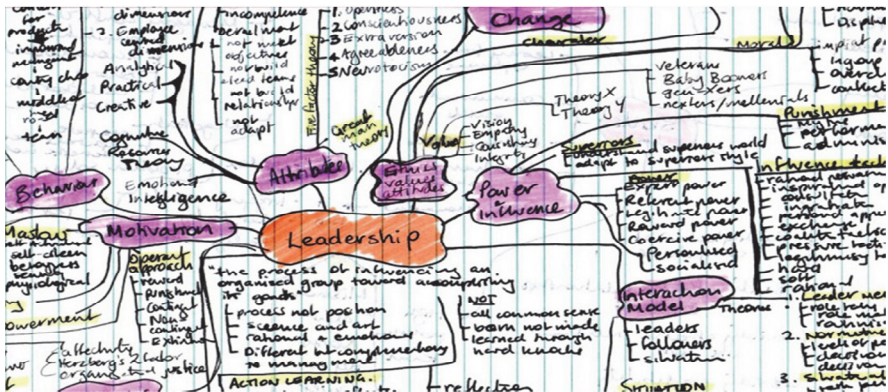
Example:

Tip 1:	Give handouts or samples.
Benefit:	Is a reminder of the topic; gives a sense of obtaining some tangible takeaway.
Tip 2:	
Benefit:	

Lesson 6

➲ Lead-in. *Think about the academic presentations you attended, especially if they are similar in some way to yours.*

- What was boring about the presentations?
- What was interesting about them?
- What did you take away from the presentation?
- What could you have told someone about the topic, 30 minutes after the end of the presentation?

How often have you been listening to oral presentations that dealt with interesting science while you nevertheless had difficulty to keep concentrated until the end? How often did you lose your interest before the speaker had even come halfway?

Was it because of the subject of the talk or was it the way the speaker presented it?

➲ Research question pinpoints exactly what you want to find out and gives your work a clear focus and purpose. It is important to spend some time assessing and refining your question before you get started.

https://www.scribbr.com/research-process/research-questions/

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➀ *Read the explanations and guess the adjectives to know what a research question should be like:*

F ☐ ☐ U ☐ E D – The question should clearly relate to your central aim.

R ☐ S ☐ ☐ ☐ C H A B L E – You must have access to a suitable amount of quality research materials, such as academic books and refereed journal articles. The question does not ask for a subjective value judgement.

F ☐ A S ☐ B ☐ E – The question should have an appropriate scope. Is possible to answer within the timeframe and practical constraints.

S ☐ ☐ C ☐ ☐ I C – The question is possible to answer thoroughly. No vague language and broad ideas. All the terms should have clear meanings.

C ☐ M ☐ ☐ E ☐ – The question should require more than a simple yes or no answer. The answer should not just be a simple statement of fact: there needs to be space for you to discuss and interpret what you found.

R ☐ ☐ E V ☐ N ☐ – It should aim to contribute to an existing debate – ideally one that is current in your field or in society at large. It should produce knowledge that future researchers or practitioners can build on.

➁ *With your partner, work through these sample research questions. What is wrong with each of them? How can you improve them? Offer a stronger version.*

Example:
☒ What effect does social media have on people's minds? – The question is not specific enough. It fails to specify what type of social media, which people and what kind of effects.

An improved version:
☑ What effect does daily use of Twitter have on the attention span of under-16s?

1. Are white mice better than gray mice?
Why the question is bad: _____
An improved version: When tested for intelligence and longevity, how do white mice and gray mice compare?

2. Does owning a pet improve quality of life for older people?
Why the question is bad: _____
An improved version: _____

3. Does medication help alleviate attention deficit hyperactivity disorder (ADHD) symptoms? And do kids need more exercise?

Why the question is bad: _____

An improved version: _____

4. Is there a higher power in the universe?

Why the question is bad: _____

An improved version: _____

5. What are the advantages and disadvantages of cell phone use in schools?

Why the question is bad: _____

An improved version: _____

6. Why do some corporations pollute the water if they are not regulated?

Why the question is bad: _____

An improved version: _____

https://examples.yourdictionary.com/examples-of-good-and-bad-research-questions.html

General or specific?

③ *To what extent do you agree or disagree with these statements? Mark them as follows:*

- **AA**: completely agree;
- **DD**: completely disagree;
- **AD**: agree or disagree partly.

1. In your academic presentation, you should spend sufficient time (not less than 30%) on general background information.	
2. In your presentation, you may adhere to the generally adopted structure of scientific reports: Abstract – Introduction – Methods – Findings – Discussion – Conclusion – References.	
3. The only goal of an academic presentation is to inform.	

④ *After you have decided your opinion on each statement, generate 2–3 supporting points for it. Then summarize your ideas in a coherent comment.*

- If you support the **AA** or **DD** position, you may organize your speech as follows:

Owing to the problem _____, some speakers are likely to _____

I completely (dis)agree that _____

Firstly, _____

Another point is _____

In conclusion _____

- A sample framework for the AD position is like this:

Although I agree that _____, I think that ____

_____

On the one hand, _____

On the other hand, _____

To conclude, I think that _____

⑤ *Think about your research area. Give examples of the following:*
1. Common knowledge that you do not need to explain extensively:
Example: CO_2 is a problem fossil fuels will run out at some time.

_____
_____
_____

2. Relevant background information that will raise the interest of your audience to your topic:

_____
_____
_____
_____

3. Specific information that is likely to be the center of your research:

_____
_____
_____
_____

⑥ *Close the word list on the right and try to guess the missing words. Then open the list and fill out the gaps with the words on the right.*

Do not (1) _____ more information than your audience can (2) _____. If you try to (3) _____ the entire technical content of a paper into a talk, you will (4) _____, with the result that the audience may (5) _____ understanding nothing.

It is better to think of the talk as an (6) _____ for the paper that gives the (7) _____ ideas, intuitions, and results, that makes the audience (8) _____ to read your paper or to talk with you to learn more. That does not mean (9) _____ important details — (10) _____ omitting less important ones. You may also find yourself omitting (11) _____ portions of the research that do not directly (12) _____ to the main point you are trying to (13) _____ in your talk.

advertisement
come away
contribute
eager
entire
fit
grasp
holding back
key
make
merely
present
rush

PRESENTATION PRACTICE

DEFINITION SPEECH

① *It is fun to explain complex things in simple terms! Match the words on the left with their explanations on the right.*

1. Torque	a) like a street address but for computers connected on a network
2. Google	b) "See how this is changing? The change is changing by this much."
3. Derivatives (in Calculus)	c) lines we drew to help us remember stars' locations.
4. Constellations	d) "If this, then do that." The rest is simply syntax.
5. Cancer	e) a tool that predicts what you want based on what other people have wanted.
6. Interest	f) cells that forget how to die.
7. IP Addresses	g) (on loans) is just a rental fee for money.
8. Tax	h) the twisting force that causes something to rotate.
9. Quantum theory	i) the theoretical basis of modern physics that explains the nature and behavior of matter and energy on the atomic and subatomic level.
10. Computer programming	j) a charge imposed by the government of a region for the privilege of living there or purchasing there used to fund said government

② *What did you notice about these explanations? In your opinion, which ones do/ do not add value to understanding the concept? Why?*

③ *Compare the definition below with that from the table. What are the advantages and disadvantages of each option?*

Derivatives are a fundamental tool of calculus. ...The derivative of a function of a single variable at a chosen input value, when it exists, is the slope of the tangent line to the graph of the function at that point. The tangent line is the best linear approximation of the function near that input value.

https://en.wikipedia.org/wiki/Derivative#:~:text

④ *Choose a relevant term from your area of study and prepare a definition speech. Use the tips below:*

1. Place the term in a setting. A setting is a general idea or a category in which the term is located.

2. Give a definition of the term.

3. Follow the definition with an extended explanation. You can expand it by using the following techniques:

- Classify and divide your concept into 'chunks'
- Compare and contrast
- Tell a story to illustrate the process or concept
- Illustrate with examples
- Use an analogy to explain an unfamiliar concept in terms of a familiar one
- Show causes or effects
- Describe how an event leads to another and how concepts are related to each other.

⑤ *Prepare an outline and make a speech in front of your peers.*

⑥ *After the presentation, do self-evaluating job. Consider the following questions:*

- How do you think it went?
- What could you have done differently to make it better?
- What did you do that you are particularly proud of accomplishing?
- What did you learn from preparing for and delivering this presentation?
- What would you change next time?

_____

Get Real

As the final product of this course, you are going to prepare a 10 minutes presentation on an academic topic of your choice. In these Get Real sections you will work on this cross-cutting task.

➀ Understand your audience. *Survey your audience to understand their existing knowledge and frame of reference.*

Build a questionnaire. Ask the right questions and choose wisely between closed-ended or open-ended questions. Closed-ended questions come in many forms such as multiple choice, drop down and ranking questions.

- In this case, they don't allow the respondent to provide original or spontaneous answers but only choose from a list of pre-selected options. With closed-ended questions, you're just trying to figure out whether your audience agrees with you.
- An open-ended question is the opposite of a closed-ended question. It's designed to produce a meaningful answer and create rich, qualitative data using the subject's own knowledge and feelings.
- Open-ended questions often begin with words such as "Why" and "How", or sentences such as "Tell me about…". Open-ended questions also tend to be more objective and less leading than closed-ended questions.

Carry out the survey (on-line or off-line) among your peers. Collect the surveys and draw the conclusions.

Get ready to report on the results. How are you going to adapt your speech to the audience?

② "Think ahead backward" *To choose the right strategy, begin with the end in mind. Answer the following questions:*

- What is the theme/ title of your presentation?
- What is the goal of the presentation?
- What is the message you want your audience to take away?
- What are the key concepts and how are you going to deliver them?

Discuss your ideas with your teacher.

Unit 2

Organization and Structure

Let us get started!

---

① Lead-in. *Read the quotations. What do you think they say about public speaking? How far do you agree with them? Give your comments.*

" If you can't write your message in a sentence, you can't say it in an hour.

– Dianna Booher

If it takes a lot of words to say what you have in mind, give it more thought.

– Dennis Roth

A talk is a voyage with purpose, and it must be charted. The man, who starts out going nowhere, generally gets there. "

– Dale Carnegie

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➋ The goals. According to common theory, the introduction seeks to accomplish FIVE goals. What do you think they are?

List them here and discuss with your partner.

① _____
② _____
③ _____
④ _____
⑤ _____

➌ Language focus: Collocations. *Match the words on the right with the words on the left to make meaningful collocations*

audience	attention
identify	overview
brief / quick	presentation
grasp / win / capture	goals
formal	the topic
achieve	message
core	interests
convey	road map
accomplish	the tone
lay out	judgements
set	first impression
make	information
provide	engagement
outline	the main points

Use the phrases to make statements about public speaking.

➍ The structure. *What elements an effective introduction should include? Write them in the order they should follow.*

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```
1·Welcome your audience

2·




   Signal moving to the main part·
```

⑤ *Now match the elements from your list to the five goals of the introduction. Some elements may address more than one goal!*

The Five goals	The Elements
①	
②	
③	
④	
⑤	

➲ Does the structure of your introduction meet your communicative goals? Are all the goals covered? Do you want to make any amendments in your list? Make corrections if necessary.

⑥ Language focus: Introducing yourself and your talk.

What phrases can you use to deliver the introduction?
Match the phrases below to the Elements of the introduction from ⑤.

Good morning, colleagues!	*Welcoming your audience*
I hope this will provide us with …	
I've divided my presentation into three parts	
Do feel free to interrupt me if you have any questions.	
I plan to keep some time for questions after the presentation.	
I will pass round a handout that summarizes my presentation before taking questions at the end.	

   Carry on and suggest useful phrases for all the elements (functions) of the Introduction.

Function	Useful language

THANKS, CAPTAIN OBVIOUS

① *Read the text and fill out the gaps with the words from the boxes.*

After hours of preparation, the moment to deliver your speech has arrived. You are standing before the podium, all eyes on you, with confidence that no one could take away. Then you begin…

"Hello, everyone. Thank you for having me. My name is…, and I am going to be speaking to you today about… To begin …is important because…''

checking	paying	talking	shifting	reading	doing

Suddenly people begin (1) _____ in their seats, (2) _____ their phones, (3) _____ the program, (4) _____ to one another and (5) _____ anything but (6) _____ attention to you.

chance	message	bore	get across	audience

Your opening often determines how long the (7) _____ will "tune in" to your presentation. If you (8) _____ your audience right from the start, there is little (9) _____ that your (10) _____ will effectively (11) _____.

https://www.ypo.org/2015/04/7-memorable-ways-to-open-a-speech-or-presentation/

What was wrong with the opener? Discuss with your partner. What alternatives can you suggest?

② Language focus: Positive and negative adjectives. *Unscramble these words to describe a mediocre speech and a great speech. Are they positive, neutral or negative?*

✎ A mediocre speech is …	✍ A great speech is …
s y e s m	r o n g t s
l t i e p o	i d l s o
a b c e t a c l e p	n a t s s e p a i o
e p i c r d b t a l e	g a g e n i g n
g n b e n i	i o v n a t i v e n
f a s e	i r i n i n s p g

③ *Below are a few openers that you might have heard many times. Do you like them? Can they trigger a great presentation?*

What makes them worthless? Discuss with your partner.

- **Hello, my name is…**
- **I'm here today to…**
- **Before I begin…**

Read the excerpt below. Do you agree?

"Hello, my name is…" There is nothing essentially wrong with starting with your presentation by introducing yourself, except that it is boring. The audience may know your name if you have been introduced or if it is printed on a conference schedule. If not, you do need to say your name. You just do not need to do it first. Use your first seconds to grab attention and then introduce yourself midway through your introduction.

"I'm here today to…" If the audience is using the first 30 seconds of your presentation to make a lasting first impression, don't waste time stating the obvious. Edit out prefacing statements, and just get down to business.

"Before I begin…" There is really no such thing as "before I begin." The minute you begin speaking, your audience begins forming impressions about you and your presentation. So do not think you can say something prior to your planned speech that will not "count." You cannot. Your presentation begins when you do.

https://www.ethos3.com/2019/10/5-goals-for-your-introduction-get-attention/

④ *Watch the video and answer the questions:*

How to start a presentation

https://www.youtube.com/watch?v=LrjlW00kkws

1. What is the speaker's attitude to conventional opening remarks?
2. What is a common mistake many presenters make?
3. What strategy does the speaker suggest to use?
4. What tactics does she choose?
5. According to the speaker, how should you organize your introduction?

⑤ *Watch the video and make notes under the headings below.*

Four step formula for a killer intro

https://www.youtube.com/watch?v=aGEFtRwPhE4

Steps	Description
Step 1	
Step 2	
Step 3	
Step 4	

⑥ *Surf the Internet to know more about powerful introductions. Make a list of at least seven strategies. Write them in a table.*
Compare and discuss your findings with your partner. Reveal overlaps and add more ideas to expand your lists.
How do you feel about these strategies?

- Assign a weight (W) from zero to 10 to every strategy from your list according to what best appeals to you. That is, assign 10 to a suggestion you are highly likely to use and zero to a suggestion you are definitely not going to use. Explain your choices.

Strategy	W	Comments
1·Make an unexpected sound or action	*0*	*inappropriate in academic context*
2		

Pool your lists in the class and decide on the most popular and most rejected strategies.

⑦ This video suggests tips on how to write a good introduction for a research paper. So, it concerns writing, not speaking.

https://www.youtube.com/watch?v=FTC-5P1VFFU

How to Write a Research Paper Introduction

Watch the video and find out how an oral presentation of a research should differ from a written paper and what they have in common. Consider the following:
- purpose
- structure
- techniques
- language

Answer key: Assignment ②, p. 36

Common theory says that introductions typically have five goals.
- Grab the audience's attention and establish connection.
- Identify the topic and the purpose or core message of the talk.
- Establish your credibility.
- Show the value and relevance of your ideas.
- Provide a brief overview or agenda of what you will cover in the talk.

Get Real

Now prepare the Introduction for your project presentation.

Use Self-Assessment Sheet on page 44 to help you. Make notes or write the full text but avoid reproducing it by memory.

Group work. Work in small groups. Deliver your speech, collect feedback and make improvements. Then join another group and try again with new listeners. Repeat the procedure as many times as possible to polish your speech.

Class work. Come together to discuss your experiences. What were the most common problems? Think about:
- Content
- Logic/ Structure
- Language
- Delivery
- Audience engagement

Nominate the best speakers. What were their strong points?

Self-Assessment Sheet

In your introduction, (how) are you going to do the following?
- Greet the audience *(formally or informally)*
- State the subject clearly
- Present the plan for your talk
- Give instructions for the audience (e.g. when to ask questions)
- Use special terms from your field of study. *(List them below)*

- Provide explanations of the terms
- Explain the relevance of your talk
- Use clichés appropriate for the introduction
- Hook your audience's attention and motivate them to listen to you *(Specify the techniques)*

How much time do you allocate to the introduction?
How many slides do you need? *Which?*

Did you have to learn any new language to do the job? *(Specify)*

BUILDING TRANSITIONS INTO YOUR PRESENTATION

① Lead-in. *Read the following passage. Does it convey the author's point well? Try to make the passage coherent by rewriting and making all necessary changes. Which words did you add and how did you change the sentences?*

> The novelist Gore Vidal said that it is not enough to succeed; your friends must also fail. This *bon mot* speaks a lot about human psychology. Success is not a zero-sum game. There need not be a loser for every winner. In the business world, the law of the jungle is supposed to prevail. Those who inhabit that world know that the modern business enterprise is a vast, cooperative effort with many interdependent parts. A lot of skills and talents must mesh to make a large enterprise work. The success of as many people as possible is in the common interest. We learn from each other as much as we can.

➲ *You are going to read the original excerpt. It comes from a speech by Jacques G. Maisonrouge, senior vice president, IBM Corporation, and chair of the board, IBM Word Trade Corporation, when he received the International Business Leader of the Year Award from the Academy of International Business.*

The novelist Gore Vidal once said that it is not enough to succeed; your friends must **also** fail. It is cleverly phrased – a true *bon mot* that speaks

volumes about human psychology. **But** I do not agree, **because** success is not a zero-sum game in which there must be a loser for every winner. This sentiment must sound odd coming from someone who has spent his adult life in the business world where the law of the jungle is supposed to prevail. **But** those of us who **actually** inhabit that world know that the modern business enterprise is **too** complex and **too** far-flung **to be anything but** a vast, cooperative effort with many interdependent parts. A multitude of skills and talents must mesh to make a large enterprise work. **It is therefore** in the common interest **that** as many people as possible succeed in what they do every single day. **Toward that end**, we learn from each other **as much as** we can.

➲ *This is an example of how using transitions or linking words and phrases can improve the quality of your speech. Note how the ideas flow more smoothly, and the logical relationships between the ideas are expressed clearer in the original version. Linking words and phrases act like bridges between parts of your speech. They join each part together as well as sentences and paragraphs within each part or even two ideas within one sentence.*

② *Work through this list of linkages. Add YOUR own examples*

➲ Phrases	➲ Comments	➲ Your examples
SEQUENCING		
• Firstly / Secondly / Thirdly, etc... • The third point • Then • Next • Finally, • Lastly	*It is rare to use "fourthly", or "fifthly". Instead, try* **the fourth point**, *and so on.*	
• The following	*– is a good way of starting a list.*	
ADDING INFORMATION / REINFORCEMENT		
• Also • Not only … but also	*1.* **Also** *does not start a sentence* *2. You can use* **not only … but also** *to give emphasis.*	

• In addition • As well as • Apart from • In addition to • Besides • Moreover • Furthermore	*Add extra information to the point you are making.*	
GIVING A REASON		
• Due to • Due to the fact that	***Due to*** *is followed by a noun.*	
• Because • Because of	***Because of*** *is followed by a noun.*	
• Since • As	***Since*** *and* ***as*** *=* ***because***.	
CONTRASTING IDEAS		
• But • However • Nevertheless • Otherwise	***But*** *is less formal than* ***however***. ***But*** *is not normally used at the beginning of a sentence. Use* ***However, Nevertheless*** *or* ***Otherwise*** *instead*	
• Although • While • Whereas • Unlike		
• Despite • In spite of • Despite the fact that	*With these words, you must have two halves of a sentence.* ***Despite*** *and* ***in spite of*** *must be followed by a noun.* *If you want to follow them with a noun and a verb, you must add* ***the fact that***.	

• On the one hand / On the other hand		
GIVING REASONS / CAUSES		
• Therefore • So • Consequently • As a result • That's why	*So is the most informal*	
GIVING EXAMPLES		
• For example / For instance • Namely • That is (i.e.) • Such as		
COMPARING		
• Similarly / Similar to • In the same way • Like • Just as / Just like • Same as		
CONTRADICTING		
• In fact • Actually		
GENERALIZING		
• Generally • As a rule • As a rule of thumb		
HIGHLIGHTING		
• Particularly / in particular • Especially		

SUMMARIZING		
• To sum up • In short • In brief • In a nutshell • To conclude • In conclusion		

③ *Link the ideas in these sentences by adding an appropriate linkage.*

1. The transfer of information is only the first step in the process of understanding a complex phenomenon. The transfer of information is an important first step.

2. Writing is a static form of transfer. Speaking is a dynamic transfer of information.

3. To be an effective speaker, you must exploit the dynamism of oral communication. To be an effective speaker, you must learn to work within its limitations.

4. These attributes of writing are possible because the writer controls the pace of involvement; the reader controls the pace of involvement.

5. The writer can write and rewrite at great length, which can be measured in years. The reader can read quickly or slowly or even stop to think about what he or she has just read.

6. Written words can be chosen with greater deliberation and thought. A written argument can be extraordinarily sophisticated, intricate, and lengthy.

7. Speeches can also be precise and indeed, they ought to be. Precision in oral communication comes only with a great deal of preparation and compression.

8. Word-for-word reading from a text is not speech making. In most circumstances, audiences find speech-reading boring and retain very little of the information transmitted.

9. The audience will remember about one-half of what was said in a twenty-minute talk. After twenty-minutes, recall drops off precipitously.

10. As a rule of thumb, the audience will remember about one-half of what was said in a twenty-minute talk. Oral arguments should be parsed down as much as possible.

11. Oral communication uses words with fewer syllables than the written language; the sentences are shorter, self-referencing pronouns (*I*) are common. Oral communication allows incomplete sentences if delivered properly. Many sentences will begin with "and," "but," and "except".

12. The written language can be significantly more precise. Written words can be chosen with greater deliberation and thought, and a written argument can be extraordinarily sophisticated, intricate, and lengthy. Oral communication can be significantly more effective in expressing meaning to an audience.

13. The speaker needs to make sure that he or she has the audience's attention – audiences do not have the luxury of re-reading the words spoken.

PRESENTATION PRACTICE

FOCUS ON STRUCTURE

➲ This joke describes a presentation technique that is a safe choice for everyone:

- Tell them what you are going to tell them
- Now tell them
- Then tell them what you told them.

➊ Language focus. To organize your talk, you need to know how to start a topic, wrap it up and transition between your presentation topics.

Read the examples below and add more phrases under the rubrics:
Starting a topic:
　　1. So, as I mentioned, the first thing I am going to talk about is…
　　2. _____
　　3. _____
End your first topic:
　　1. So, I think you've now got a good understanding of …, right?
　　2. _____
　　3. _____
Transition to your next topic:
　　1. OK, now let me now move onto the second/ next thing/ item, which is ...
　　2. _____
　　3. _____
Repeat p. 2 and 3.

➋ *Use the notes below to prepare a short presentation about learning styles. The focus is on structuring your talk and linking ideas. First, try and identify the primary idea to make the focus of your talk. Then subordinate your points to the main idea.*

LEARNING STYLES

Educational research has shown that by becoming more aware of how you learn, you can become a more efficient and effective learner.

Peter Honey and Alan Mumford (1986) identify FOUR distinct styles or preferences that people use while learning. They suggest that most of us tend to follow only one or two of these styles.

Activists

Activists are people who learn by doing. They like to involve themselves in new experiences, and will 'try anything once'. They tend to act first and consider the consequences afterwards.

Activists learn best when:
- involved in new experiences, problems and opportunities;
- working with others in problem solving, games, role-playing exercises;
- able to lead a group

Activists learn least when:
- listening to lectures or reading long explanations;
- reading, writing and thinking on their own

Reflectors

Reflectors learn by observing and thinking about what happened. They like to consider all the possible angles and implications before coming to a considered opinion. They spend time listening and observing and tend to be cautious and thoughtful.

Reflectors learn best when they are:
- able to stand back and observe first;
- given time to think and investigate before commenting or acting;
- given an opportunity to review what has happened;
- doing tasks without tight deadlines

Reflectors learn least when they are:
- forced to take a lead in a group;
- doing things without preparation;
- rushed by deadlines

Theorists

Theorists like to understand the theory behind the actions. They need models, concepts and facts in order to learn. They like to analyze and synthesize, and feel uncomfortable with subjective judgements.

Theorists learn best when:
- an activity is backed up by ideas and concepts that form a model, system or theory;
- in a structured situation with a clear purpose;
- they have the chance to question and probe;
- required to understand a complex situation

Theorists learn least:
- in situations that emphasize emotions and feelings;
- when activities are unstructured or ambiguous;
- when asked to act without knowing the principles or concepts involved

Pragmatists

Pragmatists are keen on trying things out. They look for new ideas that can be applied to the problem in hand. They like to get on with things and tend to be impatient with open-ended discussions; they are practical, down-to- earth people.

Pragmatists learn best when:
- there is an obvious link between the topic and a current need;
- they are shown techniques with clear practical advantages;

• they can try things out with feedback from an expert;
• they can copy an example, or emulate a role model

Pragmatists learn least when:
• there is no immediate practical benefit;
• there are no clear guidelines on how to do it;
• it appears to be 'all theory'

Association between learning styles and the learning cycle

A slightly different perspective on learning: the importance of using a variety of learning styles.

Effective learning proceeds around a cycle, as shown below:

To learn effectively, you need to keep moving around this cycle:
• experiencing – doing something;
• reviewing – thinking about what has happened;
• concluding – drawing some conclusions;
• planning – deciding what to do in the future.

Completing each stage is important not just for itself, but because it improves learning in the next stage.

References

1. Honey, P. and Mumford, A. (1986a). *The Manual of Learning Styles*: Peter Honey Associates.
2. Kolb, D.A. (1984) *Experiential learning: experience as the source of learning and development*: Englewood Cliffs, NJ, Prentice-Hall.

CONCLUSION

" Coming back to where you started is not the same as never leaving "

— Terry Pratchett, A Hat Full of Sky

Lead-in. Have you seen someone gives otherwise good speeches that seem to fall apart at the end? Some speakers end their three main points by saying things such as:

" OK, I'm done!
Thank God, that's over!
Thanks. Now what? Shall I just sit down?
OK, my time is over. I'll leave it here. Thank you. "

Why do you think this happens?

Attention Curve

① *Look at the graph on the next page. What does it show?*
Fill out the gaps to complete the passage below. Use single words or collocations. Chose the correct grammar form!

The **audience memory curve** is a (1) _____ that relates to the (2) _____ information a person is able to (3) _____ from a presentation depending on the (4) _____ that the information is (5) _____. Although an (6) _____ may attempt to listen to all of the data, examples, facts, and opinions in a presentation, the reality of the situation is that they can only take in and recall a (7) _____ portion of what is said. The audience's attention tends to (8) _____ when a presentation (9) _____, but as it (10) _____, the audience's attentions may (11) _____. Some people may tune in and out, others may daydream or (12) _____ distracted. However, when a presenter

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nears (13) _____ of their speech with a phrase (14) _____ 'to wrap up' or 'in conclusion', most audience members (15) _____ and try to (16) _____ what they had (17) _____ along the way. The (18) _____ principle is especially important when it comes to (19) _____ techniques.
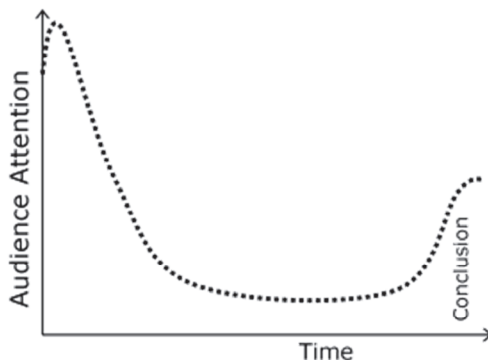
❷ *Refer to the Audience memory curve to explain why strong conclusion matters for your presentation.*

❸ Vocabulary focus. *What words can you use to speak about attention? Unscramble the adjectives and verbs to make collocations. The first letter is in its place!*

Adjectives	Verbs	
U E D D I V I D N	A R A C T T T	
C S E L O	D R I V E T	ATTENTION
U N T E D W A N	G B R A	
F L U L	H D O L	
S C I P A L E	D V E E R E S	
P L I U C B	F O S C U	
R T A P	D T I R A C T S	

❹ Organization. What elements a presentation ending should include? You may wish to surf the Internet and find videos with sample presentation endings. Discuss your findings with your partner and fill out the form below:

Presentation ending
1. _Signal to end_
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Remember: conclusions are not confined to summaries. They are not just short descriptions or a short account of your findings. Conclusions show the significance of the research for knowledge in the discipline – what is new and important about your work.

⑤ Communication. *What are the goals speakers strive to achieve in their conclusion? Work through the list below and tick ☑ the functions you think are relevant.*

☐ Bring the listeners back to the reality outside of your speech
☐ Give the second wind and let the audience turn back in.
☐ Bring in the feeling of release: it is going to finish soon!
☐ Help the audience retain the main points after the speech is over.
☐ End positively, on a high note.
☐ Avoid an embarrassed pause when the talk is over.
☐ Reemphasize what the main idea of the speech has been.
☐ Remind the audience of the major purpose of the speech, helping them remember it better.
☐ Make up for possible inconsistences throughout the talk.
☐ Bring in the final thought you want your audience to have when you stop speaking.
☐ Encourage people to take action.
☐ Collect feedback.
☐ Establish contacts with audience members.
☐ Express gratitude.
☐ *Other? (Please, specify).*

◎ Language. *Now suggest phrases for each of the headings in ④. How efficient are they to fulfil the relevant functions from your list ⑤?*

Example: Signal to end ⇨ *To bring things to a close...*

⑦ Communication. *Look at the slide. Do you like it? Why? Will you remember it?*

- What is the message behind the slide?
- What techniques are used to convey it efficiently?
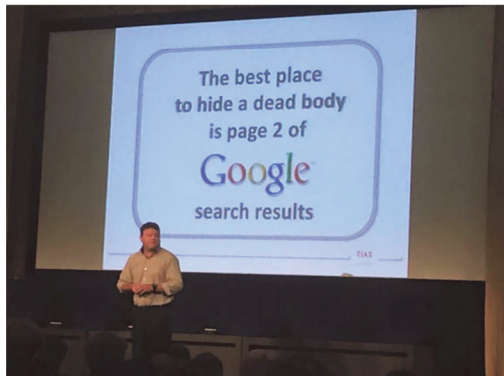
⑧ *Watch the video and answer the questions:*

How to End a Presentation

https://www.youtube.com/watch?v=fBO0riisOzU

1. According to the speaker, what are the key parts to conclude a presentation effectively?
2. What is "a clincher"?
3. Which of the techniques listed below does the speaker talk about?
- Telling a compelling story
- Giving a surprising fact or statistic
- Acknowledging people or companies
- Ending with a short, memorable sentence
- Ending with a interesting quote
- Presenting a visual image
- Asking a rhetoric question
- Visualizing the future

PRESENTATION PRACTICE

GOOD ENDING

Lead-in. *Do you happen to know what multitasking is? Explain in your own words and give examples.*
① *Look at the word list below. Chose the words that describe multitasking in terms of*
- its work mode
- work results.

Are there any overlaps?

shift	impair	efficiency	performance
switch	balance	repeatedly	productivity
foster	at a time	distraction	simultaneously
			incomplete

WORK MODE   WORK RESULTS
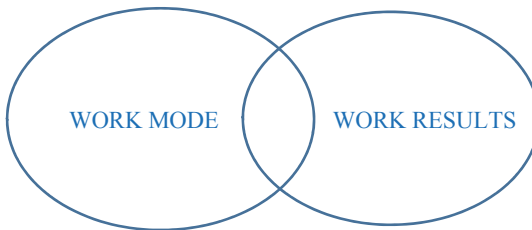
② *Use the words to make meaningful sentences.*

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❸ *How do you feel about multitasking? Work through the statements below and tick the correct box. Explain where you partly agree. Get ready to defend your choices.*

☞	👍	👎	**?**
My working life is all about multitasking.			
Multitasking is a myth; actually, it does not exist.			
Multitasking slows me down.			
Multitasking takes me away from boring routine tasks and keeps my brain working at a higher level of energy.			
Doing many things at a time makes me more creative.			
Multitasking is bad for brain health; it impairs cognitive processes.			
Deep thinkers never multitask.			
Multitasking is a great way to get a lot done at once.			
Multitasking is a productivity killer.			
Multitasking helps sort out relevant information from irrelevant details.			
Multitasking drains your mind's energy reserves causing you to lose focus and become more anxious.			
The modern workplace is a minefield of multitasking opportunities			

❹ *Work in groups to compare and discuss your choices. Report back to the class on your findings.*

---

❺ *Read the excerpts from a research article about multitasking.*

Think how the results of this research could be presented at a conference. Suppose your audience are all involved in management and have chosen this presentation from the information in the conference program.

❻ *Work out the ending for the presentation. Use the technique of "clinchers" from the previous lesson.*

BACKGROUND

Multitasking is defined in psychology research as moving back and forth between multiple tasks. By logical extension, multitasking also is comprised of a second important facet – task non-closure. Since

multitasking involves switching back and forth between multiple tasks, and then at times during multitasking an individual must switch from one incomplete task to another.

Multitasking has increased in a variety of industries over the last several decades. The increase of multitasking is generally attributable to improvements in the flow of information through communication networks enabled by information technology. Technologies, including electronic data files, mobile devices, and email, support the rapid dissemination of information. Accordingly, individuals are faced with increasing amounts of divided information, frequent interruptions, and numerous inputs, resulting in an increase in multitasking behavior.

Research has demonstrated benefits of multitasking, such as greater productivity because of the ability to meet the changing demands of the workplace, and to leverage knowledge from one task to another.

However, research on multitasking generally finds that it imposes cognitive costs on individuals. For example, increased cognitive resources are necessary to avoid unwanted carryover effects from one task to another. There are significant reconfiguration costs (i.e., mentally switching between characteristics of one task and another) associated with multitasking. Such costs result in slower productivity and error proneness. Other research, focused more specifically on task switching, finds that task switching can influence prospective memory (i.e., remembering to perform a planned task in the future), reducing task performance, or even causing decision makers to forget to return to the interrupted.

ABSTRACT

Auditors must frequently multitask in order to complete their work efficiently. However, the potential impact of multitasking on auditors' judgment quality is poorly understood. Using Ego Depletion Theory and a laboratory experiment, we predict and find that auditors become less able to identify seeded errors after multitasking, and that this effect is most prominent in the identification of conceptual, rather than mechanical, errors. These negative consequences of multitasking are mitigated when auditors are exposed to an intervention based on a theoretical countermeasure of replenishing depleted self-control resources, in that multitasking auditors identify more seeded errors with the intervention than without. Given that multitasking is a pervasive feature of the current audit environment, these findings have direct implications for audit practice. Beyond identifying

multitasking as a cause of impaired performance in auditing, this study's results provide initial evidence that such negative effects can be mitigated, resulting in improved audit quality and, by extension, improved financial statement quality.

Mullis C. and Hatfield R. *The Effects of Multitasking on Auditors' Judgment Quality*

https://onlinelibrary.wiley.com/doi/abs/10.1111/1911-3846.12392

Get Real

Now prepare the ending for your research project presentation.

When preparing your speeches, make notes or write the full text but avoid reproducing it word for word.

Group work. Work in small groups. Deliver your speeches, collect feedback and make improvements. Then join another group and try again with new listeners. Repeat the procedure as many times as possible to polish your speech.

Class work. Come together to discuss your experiences. What were the most common problems? Think about:

- Logic/ Structure
- Language
- Delivery
- Communication

Nominate the best speakers. What were their strong points? Which "clincher" techniques prover to work well?

UNIT 3

LANGUAGE AND DELIVERY

" Picture yourself in a living room having a chat with your friends. You would be relaxed and comfortable talking to them, the same applies when public speaking.

– Richard Branson

Communication is about getting others to adopt your point of view, to help them understand why you're excited. If all you want to do is create a file of facts and figures, then cancel the meeting and send in a report. "

– Seth Godin

LESSON 1

FROM WRITTEN TO SPOKEN STYLE

➲ A speaker who writes an oral presentation as if it were an essay and merely reads it risks losing the audience. The language may be so technical and unfamiliar or the sentences so dense that the listeners have trouble following without the text in front of them. Such a presentation may seem "canned" and lifeless.

Lead-in. *Can you note any differences between spoken and written language? Discuss with your partner.*

① *Look through the adjectives in the box. Which type of language do they better describe? Make sentences about spoken and written style. As you are going to describe trends (not laws), use tentative language and modifiers.*

- Example: *Spoken (written) language **is likely (tends)** to be **more (less)** …*

formal	well-ordered	communicative
dense	emotional	higher-level
dynamic	conventional	sophisticated
precise	thorough	immediate

General observations. *Imagine the same idea presented*
a) in a formal style, as a piece of writing,
b) in a less formal style, as a speech transcript.
Which text will be shorter? Why?

② *Now compare the two excerpts about a government document. Which is a piece of writing and which is a speech transcript? Find examples to support your answers.*

Underline the key words that are used in both examples.
Find examples of formal and informal vocabulary; match the equivalents (e.g. In general = Generally speaking).
Underline linking words.
Make observations about sentence length and structure.
How ideas are presented and linked in the two excerpts?

Excerpt ①

In general, the Document successfully highlights the government's well-placed concern for equity towards the unemployed and propose practical recommendations that are likely to lessen the problem of mass unemployment such as the training wage.

Excerpt ②

So, generally speaking, the Document is successful because it shows that the government cares about the equity towards the unemployed. Also, they've come up with recommendations that are practical – what I mean by this is that their recommendations are likely to help cope the problem of mass unemployment. For example, they recommended the training wage, which is a good way of trying to deal with the problem of unemployment.

Proofread Excerpt 2. How can you refine it?

Focus on communication.

➲ *You will read two texts about energy. The first one is quite a conventional piece of reading, since it is adapted from an encyclopedia:*

Energy, in physics, the capacity for doing work. It may exist in potential, kinetic, thermal, electrical, chemical, nuclear, or other various forms. There are, moreover, heat and work—i.e., energy in the process of transfer from one body to another. After it has been transferred, energy is always designated according to its nature. Hence, heat transferred may become thermal energy, while work done may manifest itself in the form of mechanical energy.

https://www.britannica.com/science/energy

➲ *This second text is a transcript of a lecture fragment presented by an American teaching assistant. While it might look quite awkward when presented in writing, it suggests an honest picture of how we usually speak. To better understand this fragment, try and read it aloud.*

③ *What makes this transcript different from conventional written texts?*

Alright / one of the things that that we / concentrate on in physics / and an important concept to us / is that of energy / and we're going to try to take / a step back and try to introduce energy today, / when we think of energy one of the things that uhh / comes to mind / or comes to a lot of your minds / might be electricity / uhh some of you might think of energy in the form of uhh heat / or other others might think of energy in terms of / wow, I barely have enough energy to stay up tonight and study for my physics test / each one of these forms of energy / whether we think of it as electricity / or electric energy/ uhh whether we think of it as light energy / light being uhh coming from the sun / or whether we think of it as being / uhh / heat / or simply the energy needed to stay up / late at night and study / for the physics test / each one of these / is correct / each one of you / when you think of these things / that's a form of energy / so one of the things that we can immediately realize with energy / is that it comes in a vari- / wide variety of forms.

④ *Consider some important features of oral discourse and give examples from the transcript.*

- Audience involvement and contextualization
- Information density
- Nonverbal support
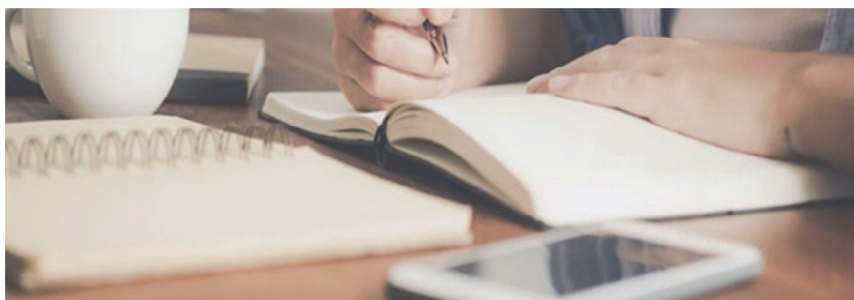
Focus on vocabulary

⑤ *Work in pairs. Fill out the missing words in the table.*

Informal	Formal
	establish
look at	
	verify
	increase
go down	
find out	
bring about	
	postpone, delay
	represent
	enquire
leave out	
point out	

⑥ *Now carry on individually with your own word lists.*

- Student A: go to Page 68
- Student B: go to Page 69

Then pair up again and check your answers.
Focus on syntax and linking ideas

⑦ *Read the passage and decide whether it is spoken or written language. What makes you think so?*

" An individualistic management style appears to be closely associated with rapid career path progression, whereas a group or participative style, despite its attractiveness to all members of staff, is correlated with a relatively slow career progression. "

⑧ *Now try and change this passage into more natural spoken one.* **Firstly**, elicit the 'thoughts' it contains and write them down:

1. _____
2. _____
3. _____
4. _____

Which thought(s) was/were implicit? Subordinate?
Secondly, find logical connections between the statements you identified.
Finally, arrange the thoughts logically using adequate structures and transition words to form a new coherent passage. Write it down:

_____
_____
_____
_____
_____
_____

Assignment ⑥ Page 67, ex. 6. Student A.

Informal	Formal
go against	
	consume
get in touch with	
it's about	
	permit
need to	
think about	
	inform
get	
	assist
put up	
	acquire
deal with	
	combat
seem	
	disclose
show	
keep	
	anticipate
	depart
free	
show up	
	display
	construct
	cancel

Assignment ⑥ Page 67, ex. 6. Student B.

Informal	Formal
expect	
	oppose
	contact
build	
call off	
	it concerns,
	required
use / eat	
	consider
	obtain, receive
explain	
	tolerate
	handle
set out	
	appear
	demonstrate, illustrate,
help	
tell	
	retain
	release
fight	
	arrive
let	
go	
buy	

PRESENTATION PRACTICE

DIFFERENCES BETWEEN ORAL AND WRITTEN COMMUNICATION

① *Work in two groups. You will use the text to prepare two presentations.*

Group A. This is your title: 'Bottlenecks you will have to overcome in delivering oral presentations'

Group B. This is your title: 'How to maximize the advantages of oral presentations'

First, work individually. Work through the text; in each paragraph, underline relevant points and make notes in the margins. Use your notes to prepare the presentation.

In your group, compare your notes and discuss:
- What is your key message going to be?
- What points do you plan to cover? How are they logically organized?

② Appoint **ONE speaker** to present your topic to the other group. Then 'tell them' and collect feedback.

Most of us intuitively understand that there are differences between oral and written language. All communication includes the transfer of information from one person to another, and while the transfer of information is only the first step in the process of understanding a complex phenomenon, it is an important first step. Writing is a fairly static form of transfer. Speaking is a dynamic transfer of information. To be an effective speaker, you must exploit the dynamism of oral communication, but also learn to work within its limitations. While there is a higher level of immediacy and a lower level of retention in the spoken word, a speaker has more ability to engage the audience psychologically and to use complex forms of non-verbal communication

The written language can be significantly more precise. Written words can be chosen with greater deliberation and thought, and a written argument can be extraordinarily sophisticated, intricate, and lengthy. These attributes of

writing are possible because the pace of involvement is controlled by both the writer and the reader. The writer can write and rewrite at great length, a span of time which in some cases can be measured in years. Similarly, the reader can read quickly or slowly or even stop to think about what he or she has just read. More importantly, the reader always has the option of re-reading; even if that option is not exercised, its mere possibility has an effect upon a reader's understanding of a text. The written word appeals more to a contemplative, deliberative style.

Speeches can also be precise and indeed they ought to be. But precision in oral communication comes only with a great deal of preparation and compression. Once spoken, words cannot be retracted, although one can apologize for a mistake and improvise a clarification or qualification. One can read from a written text and achieve the same degree of verbal precision as written communication. But word-for-word reading from a text is not speech-making, and in most circumstances, audiences find speech-reading boring and retain very little of the information transmitted. On the other hand, oral communication can be significantly more effective in expressing meaning to an audience. This distinction between precision and effectiveness is due to the extensive repertoire of signals available to the speaker: gestures, intonation, inflection, volume, pitch, pauses, movement, visual cues such as appearance, and a whole host of other ways to communicate meaning. A speaker has significantly more control over what the listener will hear than the writer has over what the reader will read. For these techniques to be effective, however, the speaker needs to make sure that he or she has the audience's attention – audiences do not have the luxury of re-reading the words spoken. The speaker, therefore, must become a reader of the audience.

Reading an audience is a systematic and cumulative endeavor unavailable to the writer. As one speaks, the audience provides its own visual cues about whether it is finding the argument coherent, comprehensible, or interesting. Speakers should avoid focusing on single individuals within an audience. There are always some who scrunch up their faces when they disagree with a point; others will stare out the window; a few rude (but

tired) persons will fall asleep. These persons do not necessarily represent the views of the audience; much depends upon how many in the audience manifest these signals. By and large, one should take the head-nodders and the note-takers as signs that the audience is following one's argument. If these people seem to outnumber the people not paying attention, then the speech is being well-received. The single most important bit of evidence about the audience's attention, however, is eye contact. If members of the audience will look back at you when you are speaking, then you have their attention. If they look away, then your contact with the audience is probably fading.

Speeches probably cannot be sophisticated and intricate. Few audiences have the listening ability or background to work through a difficult or complex argument, and speakers should not expect them to be able to do so. Many speakers fail to appreciate the difficulties of good listening, and most speakers worry about leaving out some important part of the argument. One must be acutely aware of the tradeoff between comprehensiveness and comprehension. Trying to put too much into a speech is probably the single most frequent error made by speakers.

This desire to "say everything" stems from the distinctive limitations of speeches: after a speech, one cannot go back and correct errors or omissions, and such mistakes could potentially cripple the persuasiveness of a speech. A speaker cannot allow himself or herself to fall into this mentality. At the outset, a speaker must define an argument sharply and narrowly and must focus on only that argument. There are certainly implications of an argument that are important but cannot be developed within the speech. These aspects should be clearly acknowledged by the speaker but deferred to a question-and-answer period, a future speech, or a reference to a work that the audience can follow-up on its own. Speakers must exercise tight and disciplined control over content.

As a rule of thumb, the audience will remember about one-half of what was said in a twenty-minute talk. After twenty-minutes, recall drops off precipitously. Oral arguments should therefore be parsed down as much as possible. There are very few circumstances in which an

audience will recall a great deal of the information in a speech longer than twenty minutes. Most evidence suggests that audience recall declines precipitously after 16 minutes.

Oral communication uses words with fewer syllables than the written language, the sentences are shorter, and self-referencing pronouns such as *I* are common. Oral communication also allows incomplete sentences if delivered properly, and many sentences will begin with "and," "but," and "except."

The upshot of these differences is that one should not think about speeches as oral presentations of a written text. Speeches are genuinely different from written prose, and one should not use the logic of writing as a basis for writing a speech.

Ferraro V and Palmer K. (2005) *Speaking and Arguing: The Rhetoric of Peace and War.*
https://www.mtholyoke.edu/acad/intrel/speech/differences.htm

Get Real

Choose an excerpt from a research article in your field of study. (150 – 200 words) with distinct features of written style.

Change this text into more natural spoken English.

Remember that this transformation is not about mechanical replacement of words or splitting complex sentences into a number of simple structures.

This process involves a substance analysis, disintegration and re-integration of the meanings and virtually results in creating a completely new text.

Self-Assessment Sheet. Compare both versions using the dimensions from the table:

	Written	Spoken
Logical structure		
Use of personal pronouns		
Use of impersonal passive		
Short thoughts units that are easy to follow		
Complicated sentence structures		
Repetition of words and phrases to emphasize ideas		
Colloquial words and contractions		
References to previously stated information		

Peer Review. Work in pairs. Exchange the two versions of the text. Compare, discuss and make improvements.

Group work. Work in small groups. Take in turns to deliver your speech. After every presentation, the listeners should summarize the speaker's point in writing. Collect feedback and make improvements. Then join another group and try again with new listeners. Repeat the procedure as many times as possible to polish your speech.

PRONUNCIATION

" The sixth sick sheik's sixth sheep's sick.
I want to be a juror on a rural brewery robbery case. "

Do you know any tongue twisters in English?

➲ Pronunciation now is normally evaluated in conjunction with listening and speaking. Even after much training, very few adolescents or adults ever achieve perfect pronunciation in their second language. However, very effective communication is possible without complete mastery of this skill. Pronunciation becomes important when it interferes with communication.

Lead-in. *Can you pronounce these words? This makes a challenge for native speakers, too!*
- Otorhinolaryngologist (ear-, nose- and throat-doctor)
- Choir (it is like 'enquire' but without the 'en')
- Floccinaucinihilipilification (29 letters, is known as the longest non-technical term in English. It simply means the act or habit of estimating something as worthless.

Which of the three was the easiest? Why?

① *Read these words aloud. Work together to recognize and correct the mispronounced words.*

psychology	spider web	diamond	February
structure	straightforward	comfortable	sixth
development	inventory	degenerate	rural

② *Discuss what you think are the main English pronunciation errors for Russian speakers. Highlight the top problems.*

Consider the following areas:
- Individual sounds (vowels and consonants)
- Word stress patterns: which sounds we emphasize in words.
- Connecting words: how to connect words within the speech flow.
- Rhythm: how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words).
- Intonation: the way the pitch of a speaker's voice goes up or down as they speak. We use intonation to help get our message across.

Ten English Pronunciation Errors by Russian Speakers

https://pronunciationstudio.com/russian-speakers-english-pronunciation-errors/

<p style="text-align:center; color:red">Individual sounds</p>

③ *Look through the comments about some Russian and English sounds; then read aloud the examples that follow.*

R English /r/: the tongue tip does not touch the mouth; Russian speakers often trill the tongue.
- It's rather strange yet true
- Rather curious
- There is no rhyme nor reason in it.

W Russian does not contain the clear distinction between /w/ (lips) and /v/ (teeth+ lower lip), so the sounds are often confused for Russian speakers. In English, their spelling always indicates these sounds:
- Vowel
- very lavish;   wild walk
- I wonder what's wrong with Wynn.

H Russian speakers may produce this sound in the mouth /x/ rather than in the throat /h/:
- Henry is hungry as a hunter
- He who has begun has half done.

End consonants. In Russian, we normally devoice end consonants, which does not go in English: bad, rug, choose, love
- Bob is a big bug
- Dolly is their adopted daughter, I understand
- That's sad indeed

Vowels in the two languages are very different. Russian speakers may replace two or three English vowel sounds with one Russian vowel.
• He speaks Chinese and Japanese with equal ease

④ *Read these pairs of words aloud.* Can you pronounce them distinctly different? Check and discuss with your teacher.

Take it in turns to pronounce ONE of the two words. Other students listen and identify which word you said.

sheep – ship	pool – pull	heart – hut	sand – send
feet – fit	bad – bed	pat – pet	scene – sin
bad – bet	look – лук	girl – goal	

Stress pattern

➲ Stress patterns show main stress and unstressed syllables. We mark each syllable with a circle and show the stressed syllable with a large circle.
Example: ED/U/CA/TION – ● ● ● ●

⑤ *Can you identify stress patterns for the following words? Draw the circles on the board.*

economic	adventure	productive	sustainable
profitability	uncertainty	quirky	competitive
transparent	curiosity	awesome	environment

Stress Bingo

Prepare Bingo grids with stress patterns. Each student makes a list of words that might be difficult to pronounce.

Take turns to call out the words from your lists. Other students should tick off the right stress pattern. Take turns to identify the right stress pattern for the words you hear.

Connecting words

⊚ *Watch a video here:* https://www.youtube.com/watch?v= ChZJ1Q3GSuI *and answer the questions.*

1. According to the speaker, what are the three tips for sounding like a native speaker?
2. Give examples for each of the tips.
3. When do you enunciate?

Rhythm & Intonation

➲ Choosing the main stresses in an English sentence and making other syllables weak can be challenging. Russian speakers may import their tones from the first language where it is relatively flat with sudden jumps in pitch.

⑦ *Work in pairs: Student A and Student B.*

Read silently and punctuate YOUR paragraph.
Then work through the paragraph again and get prepared to read it aloud. Use vertical line (\|) to divide it into thought blocks. Use arrows to show rising ↗ and falling ↘ intonation.

Student A

despite the growth that they can create established corporations rarely

create innovative business models most are forged by startups why do they

struggle to capture the new growth that business model innovation can bring

part of the problem is that there is little codified understanding of the

elements of business models or the process of building them most companies therefore don't fully understand the sources of the strengths and limitations of their existing business models the premises behind their development and the interdependencies amongst the elements of their models this leaves them unable to know when they can leverage their core business and when success requires a new business model indeed the consequent clumsiness in creating new business models has led to the widespread belief that companies can only successful innovate close to the core

Student B

When IBM set up its disruptive business model in florida to build microprocessor based computers it also proactively constructed an entirely new value network in order to accelerate the emergence of this disruption it made a major equity investment in Intel so that it could build the capacity to supply the needed microprocessors it then found a startup software company in seattle called microsoft and gave it a major purchase order and did the same for seagate a small maker of 5.25-inch disk drives in scotts valley CA because there were no retailers that could profitably and competently sell desktop computers IBM had to set up its own network of retail stores had IBM not been able to establish this entire value network its disruptive business model might not have succeeded or at a minimum would have taken much longer to become a major success

⑧ *Now read your paragraph to your partner. Collect feedback to find out how well s/he could understand you. Then swop the roles. Nominate best presenters.*

BODY LANGUAGE AND NON-VERBAL COMMUNICATION

➲ Nonverbal behavior like body movements and posture, facial expressions, eye contact, hand gestures and tone of voice all contribute to how we communicate and understand each other.

Lead-in. The picture shows a panel that interviews applicants for a job. Imagine you are an applicant being interviewed. Look at this panel. *Which one is the chairperson? What makes you think so?*

Compare your answers. Do they vary? How can you explain the diversity?

Vocabulary. Positive and negative body language

➲ As humans, we are hard-wired to read other people's emotions and intents. We have mirror neurons in our brains that fire when our unconscious minds register an emotion in someone else. We mirror that other person's emotion so that we can share it and understand it.

① *Follow these instructions.*

Sit slumped, with your head downcast. Gaze into space. Fiddle with your pen or phone.

Do you feel in bad mood? This is negative body language.

Lean forward in your chair. Put both feet on the ground, about 30 cm apart. Put your hands loosely together. Look straight ahead. Smile.

Do you feel in a good mood? This is positive body language.

➲ Positive body language. This is when your movements and gestures show that you are engaged, interested, approachable, and open.

➲ Negative body language. This is when your movements and gestures show you are defensive, insecure, closed-off, unapproachable, hostile, or disinterested.

② *In pairs, work through the examples below and decide whether they are positive or negative body language.*
Discuss and check with your partners. Surf the Internet if necessary.

Head tilted to one side	Nail biting
Leaning in	Head in hands
Palms open and facing upward	Rubbing hands together briskly
Arms crossed over the chest	Tapping or drumming fingers
Placing your fingertips together	Standing straight with shoulders back
Hand on cheek	Direct eye contact
Firm handshake	Touching your nose
Fig leaf pose	Pulling your ear
Locked ankles	Head nodding
Fidgeting with hand or arm accessories	Sitting on the edge of your seat
Stroking your chin	

➲ Gestures are ambiguous! Look at the pictures below. The two postures look similar, but they convey different messages. Can you capture the nuances of their body language?

③ *Describe the two postures to emphasize how they physically differ.*

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④ List the descriptions of positive and negative body language separately in the two tables. Then complete the tables and add the interpretation for each example in the space provided.

☞ Positive body language	
Description	Interpretation
Rubbing Hands Together Briskly	A person is excited for something or is waiting in anticipation

☞ Negative body language	
Description	Interpretation
Arms Crossed Over the Chest	A person is defensive or demonstrates disagreement.

Examples of Body Language https://examples.yourdictionary.com/examples-of-body-language.html

Analytical listening.

⑤ *Watch this video*:

David JP Phillips. *The 110 techniques of communication and public speaking:* David JP Phillips | TEDxZagreb https://www.youtube.com/watch?v=K0pxo-dS9Hc

❻ *Answer the questions:*

Comprehension check

1. What do these numbers refer to: 5000; 110; 5+4; 34 and 69?

2. According to the speaker, how can you use your body and voice to do the following?
- increase empathy
- increase focus (2)
- increase trust
- get anticipation
- get (undivided) attention

3. Act out these gestures: 'fig leaf position', 'bunny position', 'peacock with flapping elbows', 'the prayer', 'the beggar', 'the British horse rider'. These are all examples of _____ body language.

4. What are the five most important tips the speaker discusses in his talk? List them here:
- _____
- _____
- _____
- _____
- _____

5. Which are the four 'bonus' tips?
- _____
- _____
- _____
- _____

6. What is functional gesturing?

7. According to the speaker, is public speaking a talent one is born with or a set of skills everyone can develop? Do you agree?

What do you think?

1. Did you like the talk? Why?

2. Which ONE word better summarizes your assessment: *novel, informative, persuasive, entertaining, funny,* or *inspiring*?

3. Which techniques did the speaker use to bring about the success of his speech?

4. What did he do to win his credentials?

PRESENTATION PRACTICE
BEING PERSUASIVE
Is body language really over 90% of how we communicate?

Challenge. A number of misconceptions about body language have become part of modern culture. In that way, you may have come across the conclusion that up to 93 per cent of all communication is non-verbal. People often refer to this number as the standard for understanding nonverbal communication and expressing its importance – specifically over the words being spoken.

From the look of it, does this proportion seem realistic for you?

① *It is time to unpack this a bit! Read about the research that unwittingly gave rise to these misconceptions.*

Background. In the 1960s, Dr. Mehrabian carried out one of the most well-known research projects on nonverbal communication. He concluded that the interpretation of a message is 7 percent verbal, 38 percent vocal and 55 percent visual. The conclusion was that 93 percent of communication is "nonverbal" in nature.

Details. How these results were obtained? There were two experiments. In the first experiment, the respondents were given three recordings of the word "maybe" – one to convey disfavor, one to convey

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favor and one to convey neutrality. Participants were then shown photos of female faces expressing the same three emotions and were told to determine the emotions of both the recordings and the photos. The subjects more accurately guessed the emotion conveyed in the photos by a margin of 3:2.

In his second experiment, the respondents listened to recordings of nine words. Three were designed to convey affinity (*honey, thanks and dear*), three were meant to convey neutrality (*oh, really and maybe*) and three conveyed dislike (*don't, terrible and brute*). The recordings were of speakers reading each word three times, each with a different tone: positive, neutral and negative. The result? A subject's response to each word was dependent more on the inflection of the voice than the connotation of the word itself. These studies led Dr. Mehrabian to devise a formula to describe how the mind determines meaning. He concluded that the interpretation of a message is 7 percent verbal, 38 percent vocal and 55 percent visual. The conclusion was that 93 percent of communication is "nonverbal" in nature.

② *Are these data enough to generalize about the non-verbal nature of communication? Can you see any inconsistencies in the interpretation?*

③ *Now make a speech to challenge the common misconception about the dominance of non-verbal component in communication. Use Dr. Mehrabian's data. Try and make the case persuasively!*

Performance

➲ Once you have the framing down, it is time to focus on your delivery. There are three main methods to deliver a talk.

- You can read it directly off a script.
- You can develop a set of bullet points that map out what you are going to say in each section rather than scripting the whole thing word for word.
- You can memorize your talk, which entails rehearsing it to the point where you internalize every word – verbatim.

④ *Read this description of a speaker's performance. Which of the three methods is this? What makes you think so?*

Their words sound recited, sometimes they stare into the middle distance, or cast their eyes upward, as they struggle to remember their lines. This creates distance between the speaker and the audience.

Consider the advantages and disadvantages of the three ways of delivery. What should you do to minimize their disadvantages? Summarize your ideas in the table and discuss with your group.

Example: If you use notes with bullet points, you should focus on remembering the transitions from one bullet point to the next.

READING FROM THE SCRIPT
Advantages:
Disadvantages
Recommendations

USING BULLET POINTS OR NOTES
Advantages:
Disadvantages
Recommendations

MEMORIZING
Advantages:
Disadvantages
Recommendations

_____

Get Real!

Prepare a short presentation on a subject you feel strongly about. If possible, record your performance on video and use the recording for self-assessment. Refer to the Assessment Sheet to refine your job.

Assessment Sheet

Overall impression
- *Looks confident, motivated, enthusiastic, persuasive, knowledgeable*

Delivery method

Voice
- *Alters the pitch, varies in speed and volume*
- *Speaks loudly enough*
- *Speaks with adequate pace*
- *Speaks clearly and distinctly*
- *Stresses certain words to add emphasis*
- *Avoids verbal mannerisms*

Face & Body language
- *Uses positive facial expressions*
- *Uses functional gestures*
- *Avoids unnecessary movements*

Eye contact
- *Maintains eye contact without lingering too long on any one person*

Posture
- *Stands naturally with your feet slightly apart and arms relaxed*

Group work. Work in small groups. Take in turns to deliver your speeches. After every presentation, the listeners should fill out the Assessment Sheet. Collect feedback and make improvements. Then join another group and try again with new listeners. Repeat the procedure as many times as possible to polish your speech.

Class work. Come together to discuss your experiences. What were the most common problems? What do you recommend to cope with them?

Nominate the best speakers. What were their strong points?

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ACADEMIC PRESENTATION

Учебное пособие