

## STEP 5 Presentation & evaluation

- Each group must hold a final oral presentation of their research and conclusions of about 15'. For this purpose all creative, interactive means to make the show most attractive are accepted. You will be given two lessons in class to prepare this presentation **between 22 and 28 April 2014**. Your group presentations will start from **05 May 2014 onwards**

### 1. Guidelines for your oral preparation

The structure that has been set up in previous stages is, of course, the backbone of your oral preparation in which you present your research findings to an audience.

Do the presentation alone or with your team and make arrangements.

Know exactly how many minutes you have for this, what is expected, who the audience will be, what location will be available and if computers and beamers work in case you want to project.

#### *Before the presentation*

- Have the outline of your presentation on a sheet of paper. This could be a mind map or some prompt notes with key words, main headings, some phrases perhaps in point-form. If you know your topic well enough, you can give the talk from these headings and point-form cues. But do not bring a full text of your presentation which you read out to the class!
- Decide whether you provide handouts for the audience and have these printed and distributed before your presentation starts;
- Think of your audience. What do they expect to hear from you? Do you need to inform, convince or entertain them?
- Prepare your speech at home. Rehearse and get feedback from a friend, a member of your family or your domestic animal;
- Estimate the time you will need for your presentation;
- Consider if there will be interaction with your audience. Will you allow questions to be asked during your presentation or only at the end? Or not at all? Will you ask some question to the audience yourself? Do you let your audience talk in pairs for a minute in order to discuss some controversial topic? Expect that someone may react to what you say and you may need to be clear in your response.

- Know what criteria will be used in the evaluation of your presentation. Ask your teacher about that. In most cases you will be assessed on efficient communication and on your use of correct language;
- Think of the grammar and vocabulary forms you have recently discussed and make sure these are correct in your speech;
- Look up the pronunciation of difficult words from your paper. Look up the correct forms in a pronouncing dictionary and add phonetic marks. Add emphasis on certain key words and notes about which concepts you wish to repeat.

### *During the presentation*

- Start with an attractive address (*captatio*). Greet your audience and catch their attention with a quote, an anecdote, a question they could answer, some reference to current news, ask your audience what they know about the topic;
- Explain what you wish to demonstrate. Formulate your research question. Explain why you have chosen your topic. Show your audience the structure of your presentation. Tell the audience that they can ask questions during or at the end of your presentation;  
Use markers such as: In the second part of my presentation I'll show you ...  
The next part will discuss ... My next argument is ...;
- Avoid clichés: I'm going to talk about ...;
- Start out with a very clear statement in which you outline your subject and the main items you will be talking about;
- Relax while you speak. Take deep breaths before you start and avoid panic at the beginning. Many speakers start with an icebreaker for that reason. They show something or ask the audience some question to answer in pairs as an introduction to their talk;
- Talk loudly. That generates more word and sentence stress, which leads to a better intonation. When you wish to talk loud, you will need more breath. Taking in more breath will relax you. Speaking up reduces fear;
- Don't hurry. Slow down when you stress your main points. Take a pause when you see that people take notes;
- When someone asks a question, make sure everyone has heard it. It is wise to reformulate the question from a member of the audience for the whole group to hear. That gives you time to think about your answer;

- Never give out visual materials, such as books or prints, for individual inspection while you are talking to the group. It would distract the people who are looking at them. If you wish to show an illustration from a book, show it to the class or project the page on a screen.

### **Body language**

- Non-verbal communication does matter. In most cases the way you say things has more impact on people than the message itself.
- Keep something in your hands while speaking: the remote control, some book or papers with statistical material, a photo which you can show;
- Stand up, turn towards your audience and don't stand in front of the screen;
- Don't cross arms or legs;
- Don't fiddle with your papers, glasses, hair or your ballpoint;
- Don't bend over the table;
- Don't put your hands in your pockets;
- Smile;
- Make eye contact. Don't look at your preparation all the time. Don't just stare at your teacher all the time. A good technique is to divide the room into four sections and move your eyes from section to section. Most speakers don't look anyone straight in the eye, but look at a point on their foreheads.
- Move hands.
- Avoid staying in one place.
- If you feel that people are bored, sleepy or not concentrated, change your position, the speed or volume of your voice.

### **Power Point**

- Using PowerPoint is often of great help, but technically things may go wrong. So make sure the computer you will be using has Internet connection (if

required) and the necessary programmes and players installed. Take some time to set everything in operating condition, connecting VCRs, computers, beamers, speakers, overhead projectors...

- Make sure you know how to operate the PowerPoint presentation: how you can go back to a previous slide, switch from screen to screen, use the remote control. Always be prepared for some unexpected hitch, some battery that gives up, some access code you need to start the computer with... Computers are very simple, except for a few thousand details that can go wrong.
- The PP presentation supports your speech, it doesn't replace it. Graphics can't save you when your speech is poor and you are unprepared;
- Don't read from the slides;
- Avoid flashy backgrounds;
- Make sure people can read the words on your slide: check the colour scheme and the size (18) and use a clear font (Verdana, Arial, Tahoma);
- Make sure the colours are right. Avoid fluorescent text colours and check colour contrast on the screen, not on your computer;
- Use an opening slide and a slide with your table of contents next;
- Every slide should have a heading or title;
- **Apply the 5 x 5 rule: 5 lines and 5 words in a line;**
- Put images left or right of texts. Images should support the content;
- Use bullets;
- Avoid animations, decorations, bells and whistles; Show the whole slide in one go instead of using special effects;
- Avoid too many clicks.
- Do not show too many slides. That makes the audience nervous.
- Conclusion: repeat your initial question, synthesize what you have just said, repeat your main points and conclude, adding some personal experience perhaps, or some philosophical thought.
- Ask if there are any questions and thank your audience.
- After the presentation
- Ask friends in the class for feedback and assessment.

**Group self-evaluation before we start presenting**

<b>Evaluation of a PP presentation</b>		
	yes	no
Do our PP slides show key ideas only?		
Is there a clear structure in the outline of our presentation?		
Are there visual links (such as recurring headings or logos) connecting my slides?		
Are the visuals underscoring the key points?		
<b>Have we used the 5x5 rule?</b>		
Have we checked the text and background colour on the projection screen?		