WORKSHOP II – PREPARING AN ORAL PRESENTATION

Academic year: 2009-2010

Please, reread the following information from Tutorials # 1 and 3:

**POINTS TO CONSIDER WHEN GIVING THE TALK**

- Make sure you know the material thoroughly. Avoid repetition.
- It has become common practice to incorporate ‘fillers’ such as “okay, you know, uhhh” when we speak. Attempt to avoid using these ‘fillers’ when giving an oral presentation.
- Do not begin your talk by saying that you are unable to present your material in the allotted time period. As a linguistics student you are expected to communicate in an appropriate way.
- DO NOT RUSH. Speak slowly and clearly.
- When using power point, transparencies or slides, point to the screen; unfamiliar terms should be written on a prepared transparency or on a slide in power point. Your goal is to communicate, and not to impress or confuse the audience.
- Do not mumble, make eye contact with the audience, and do not turn your back on the audience.
- Show your enthusiasm about the material that you are presenting.
- Do not end your talk abruptly. Prepare your audience for the end, and at the end of the talk, say something like “Thank you” or “I will be pleased to answer questions from the audience”.
- In answering questions, paraphrase the question first before responding, do not answer a question if you do not understand it, politely ask for clarification, and if you do not know the answer to a question, just say “I don’t know”.

**COMPONENTS OF AN EFFECTIVE PRESENTATION OR SPEECH**

Now, read the tips that follow each question below. If you are prepared for your oral presentation, your answer to the questions will be YES.

**BEFORE PRACTISING YOUR PRESENTATION**

<table>
<thead>
<tr>
<th>Write down “YES” or “NO”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you understand everything that you are going to talk about?</td>
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<tr>
<td>2. Did you use your own words?</td>
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<td>3. Did you make an outline of your presentation?</td>
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<td>4. Did you prepare an attention-catching introduction?</td>
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<td>5. Did you prepare short notes with only key words?</td>
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<td>6. Did you identify key words and practice pronouncing them?</td>
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<tr>
<td>7. Did you practise out loud in front of someone and time yourself?</td>
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</tbody>
</table>

**PAIR ACTIVITY - Rehearsing your oral presentation**

Now, practise your oral presentation in front of one of your classmates. He/she will help you to improve your oral presentation through an Oral Presentation Checklist you will discuss with him/her when you finish your oral presentation. Then, you will help him/her with his/her oral presentation.
### AFTER REHEARSING YOUR ORAL PRESENTATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Did you have all your material, including back-ups?</td>
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<tr>
<td>2. Did you explain some terminology to your listener when necessary?</td>
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<td>3. Did you make your talk lively by using examples and illustrations or relating personal stories?</td>
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<tr>
<td>4. Did you emphasize important ideas?</td>
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<td>5. Did you repeat any idea you want listeners to remember at least three times?</td>
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<td>6. Did you use a conversational tone?</td>
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<td>7. Did you maintain eye contact with your listener?</td>
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<tr>
<td>8. Did you transmit your confidence and credibility through relaxed, natural posture and gestures?</td>
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<tr>
<td>9. Did you match your clothing to your listeners’ clothing, the level of formality of the occasion, the time of day, and the professional image you hope to project</td>
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<tr>
<td>10. Did you thank your listener at the end?</td>
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</table>

Now, compare your answers with your listener’s checklist.
Checklist for Analyzing ORAL PRESENTATIONS

A) PRESENTATION

a. Use of language
   - Clear pronunciation
   - Use of emphasis when necessary
   - Varying pace and pitch

b. Contact with audience
   - Speaks towards the audience
   - Shows enthusiasm
   - Natural gestures

c. Timing
   - Balanced timing per part
   - Finishes in time, without hurrying towards the end

B) CONTENT

a. Introduction
   - States name and title of the topic that he/she is presenting
   - Explains why he/she chose this particular myth and/or misconception
   - Explains what the subject being addressed is
   - Explains why it is important to investigate this problem

b. Discussing the myth and/or misconception
   - Logical structure
   - Not too much information
   - No irrelevant details

c. Summary
   - Clearly announced
   - Only important points
   - Relation with the scientific question in the introduction
   - Effective closing

C) GENERAL IMPRESSION

a. Not too much material?
b. Message clear?
c. You liked it?

HOW WOULD YOU IMPROVE YOUR CLASSMATE’S PRESENTATION? (SUGGESTIONS)

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