EAP WORKSHOP REPORT (NO.1)
'Teaching Presentation Classes' (by Ms. Barbara Campbell)

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金沢大学の新英語カリキュラムにおいては、EAPII としてパブリックスピーキングの導入クラスを開講する。従来のカリキュラムでは、Communication という科目を英語母語話者教員が担当してきたが、新カリキュラムでは、母語を問わず日本人や日本人以外の教員が EAPII を担当することになる。そこで、これまでスピーキングクラスを担当してこなかった教員や、プレゼンテーションを含むパブリックスピーキングを教えた経験がない教員にも、EAPII のイメージを掴んでもらおうと、第一回の EAP ワークショップでは、エジンバラ大学英語教育センターのバーバラ・キャンベル氏を招き、プレゼンテーション授業のやり方についての研修を開いた。ここでは、そのまとめを報告する。（日本語要旨　大藪文責）

In preparation for the new EAP 2 Public Speaking course, Barbara Campbell, an English teacher from the University of Edinburgh's English Language Teaching Centre (ELTC), was invited to share her considerable experience in teaching presentation classes. She has worked at the ELTC for 23 years and primarily teaches academic English to groups of university students from Japan, Hong Kong and Korea. As part of these programs, students are required to focus on presenting in English. The speaker started out by outlining the process students attending one of the ELTC presentation courses would go through (see below). Students typically come to the course with a topic already in mind. They then write and pilot a questionnaire, before going out to interview members of the public. Following this, they collate their data, draw conclusions, and then present their project to the class.

Why do presentations?
The issue of why presentations are included in the ELTC courses was then addressed, with the following reasons given:

Firstly, it helps to develop students' language skills through asking and answering questions on their chosen topic, and gaining practice with different levels of formality.

In terms of written language, the students have to write questionnaires and prepare an abstract of their presentations.

With regard to cultural knowledge, the students engage with members of the public outside the classroom, and often what they discover requires them to re-evaluate their own beliefs on a topic. It also provides an opportunity to compare cultures and customs.

As a necessary part of academic culture, having to plan and deliver a presentation helps to

prepare students for this.

It develops students' confidence both by having them interact with group members during each of the stages, and also from having to conduct their questionnaire with members of the public.

Finally, the challenge of presenting can give students a great sense of achievement.

ELTC procedure

The following outlines the process used at the ELTC in approaching the teaching of presentation skills. The speaker stressed that it was important to see the whole process as a vehicle for language improvement, and therefore not to focus solely on the end product (the final presentation).

The process starts with exercises geared towards fluency and speaking out. The focus here is very much on fluency, not accuracy, as the goal is to get students more comfortable speaking in English.

This is followed by taking a look at presentation skills; having students brainstorm what makes a good/ bad presentation.

Confidence building activities are covered, to get students accustomed to speaking in front of larger groups.

How to present facts and figures.

Aspects of delivery, for example rhythm, stress, intonation and word grouping.

Finally, students are required to write an abstract of their presentation. These are put together into a program prior to the presentations being given. Students are then able to look at others' abstracts and prepare questions.

Following these stages, students give their presentations (generally in pairs), have a Q & A session and get feedback both from their peers and the teacher on their performance.

Activities

The following are activities presented to address different parts of the above process:

The first activity presented was aimed at speaking out. A handout with a long list of random topics is given, and students are asked to circle three which they find interesting/ they think they could easily talk about. Working in pairs, they face each other and one of them speaks for 30 seconds on one of their circled topics. While the topics given for the example were written beforehand, it was suggested that students could also write the topics, the main idea being that they would find it easy to speak on one they are interested in. Again, fluency over accuracy was stressed for this activity. It was also suggested that students do it standing up, change partners and repeat the activity. Depending on the focus of the class, this might form a large part of the lesson, or may just be used as a quick warmer to get students talking.

The second activity presented was geared towards encouraging active listening on the part of the audience, and used to raise awareness of the value of showing a response to the speaker. Again, working with a partner, students have one minute to tell their partner about what they did yesterday, while the other person listens but gives no response, neither verbal nor

through gestures or expressions. Changing roles, the other partner talks about what they did yesterday, this time with the person listening responding to what is being said.   To reinforce the value of responding, ask the students how they felt about each situation. It was also suggested that you could write 'active listening' on the board as a reminder during presentations.

Another activity aimed both at responding and fluency involves giving each student a slip of paper with a statement on it. Students then mingle, reading their statement to a partner who has to respond. The example statement given was "I hear you're going to become a shepherd", to which the partner must respond.

As a means of addressing presentation skills, it was suggested that students brainstorm what makes a good/ bad presentation. This would include linguistic aspects such as being aware of using language your audience may not understand. This would be followed by showing students an example of someone giving a presentation in which the speaker looks relaxed, is not relying too heavily on notes, and is engaging the audience. The example described in the seminar involved a Japanese speaker who fulfilled the above criteria, but whom students often said was bad because of his accent. This then brings up the issue of aspiring to native speaker level, which is not necessary just to be understood. The speaker also expressed the opinion that it was not necessary to show a great model, but rather one which the students might view as being a realistic goal.

Confidence building

The importance of doing numerous small build-up activities in the process of working towards the final presentation was again stressed. These might involve the students gaining practice through giving a number of mini presentations throughout the course.   The following ideas through which this might be achieved were given:

Impromptu topics- in groups of 4 to 6 people, students have a number of cards with topics on them. Students take turns to pick a card and give a short talk to the rest of the group.

Poster presentations- Groups of 4 are given a task, e.g. design a city. They then work together to produce a poster presenting their ideas, which the group then presents to another group.

Text to presentation- students give a 2 minute presentation based on information from a text. The following activity aims at build students' confidence in speaking in front of others. The activity involves students working in groups of 6 to 8, and has 3 rounds, with students required to give longer answers with each round. In the first round, each student is given a strip of paper with a sentence stem on it, the example given being 'Yesterday, I went to…' The student must then finish the sentence and follow it with one piece of information, e.g. 'Yesterday, I went to Tokyo. I visited the Tokyo Sky Tree." After each student has done this, ask them to reflect on how it felt to speak in front of the other members, and how they felt they performed in terms of the good/ bad presentation points. Round 2 follows the same idea, but this time students must give 2 reasons in their answer, e.g. 'I chose my current laptop because it was cheap and it fits in my bag.' Likewise,

round 3 builds on this, requiring the students to give a longer answer again. With each round, students can initially give their answer to a partner, then to a group of 4, then to the full group, allowing the opportunity to build their confidence; with each round, each student will likely have 'rehearsed' their sentences a number of times before having to say it to the whole group.

The speaker emphasized that it is important to remember here that the focus is on fluency, not accuracy. Also, it is important to keep to topics the students can easily speak about. The value of the activity is that it allows for repeated practice before presenting to a larger group, the length of talk is gradually increased, it allows plenty of opportunity for rehearsal, and it allows for both self and peer evaluation.

Presentation language & visuals

Regarding presentation language, it was suggested that students be given a plan detailing the structure of a presentation with a few useful phrases appropriate to each of the different sections. For example, this would include useful phrases for introducing topics, or for handing over to other speakers. Providing a few options within each section would allow students to pick out phrases they would like to use, however, the importance of not overwhelming students with too many phrases was highlighted. Having a few such phrases stuck somewhere visible in the classroom was also suggested to encourage their use.

Related to this last point was the issue of whether or not to allow students to write a script. This was strongly discouraged, the speaker stating that students at the ELTC were not allowed to do so. The reasons given were that it prevents good communication between the speaker and the audience, and that, having written a script, it is very difficult for students to move away from it. It is more beneficial to have them write key points on cards, and to rely on these. This way, speakers are able to look up and engage their audience, and what they have to say is not restricted to a script.

With regard to visuals, and especially PowerPoint slides, it was recommended that these only be started on once the structure of the presentation is complete. The need to remind students not to spend too much time on a slideshow, and to keep it simple, was also highlighted.

Aspects of delivery

The following are activities given to raise students' awareness of voice projection, rhythm, word stress and grouping:

Using a simple rhyme (the one used in the seminar is given below as an example), the teacher reads a line and is echoed by the class. Having the students tap a constant rhythm with their pens, or stamp their feet, to keep time with the rhyme helps to show where the stress falls, and keeps everyone together. Once the whole rhyme has been read through together, divide the class in half and have one half read line 1, followed by the other half on line 2, and so on. This was recommended as a way of encouraging students to get used to projecting their voices as they are saying the rhyme together, so there is no focus on any one individual. Also, as it is a fun activity, the students are generally relaxed and enjoy doing it.

The rhyme used in the workshop was:

Whether the weather be cold,

Whether the weather be hot,

We'll weather the weather,

Whatever the weather,

Whether we like it or not.

To raise awareness of stress, rhythm and weak forms, the following activity was suggested. Give students a list of 4 simple, one-syllable words, e.g. Tom, Dick, Tim, John. Have the students read them aloud while tapping a steady rhythm to keep time to. Then, keeping with the same rhythm, and with the 4 names still on each beat, add 'and' between each of them. Next round, add 'and then it's' between the names. This should raise awareness that the stressed words on the beat remain there and remain stressed, while the smaller unstressed words are made to fit in around them. With exercises like this, it was emphasized that it is aimed more at awareness raising than improving students' production. As a means of highlighting the importance of grouping, or chunking, phrases, a long sentence with no punctuation would be shown. Students would then have to mark where they would add pauses or breaks. Another exercise for highlighting chunking was using a running dictation. In this, a passage of text is stuck on the wall, away from the students. They work in pairs, with one of the students reading a 'chunk' of the passage before returning to their partner and dictating it to them. Such exercises can help them understand that chunks are used with units of meaning. It can also help them when they are preparing their own presentations to think about how they might break up their sentences, encouraging them to speak slower and relax more.

Another means of achieving a better awareness of how language is chunked and stressed is through watching a video of a presentation and marking on the script which words the speaker stresses, and where they pause.

In conclusion

The main points from the seminar were as follows:

Build students' confidence through repeated practice of exercises like those listed above to prepare them for their final presentations, remembering that the process is more important than the final product.

Use positive feedback.

Have high expectations of the students- be careful not to underestimate what they are capable of.

Explain the purpose of the activities you do with them- do not just assume they will realize why you are having them repeat a rhyme or mark pauses in a paragraph.

Get students to take responsibility during the presentations, for example, have them chair presentations and lead Q &A sessions. Make it enjoyable!