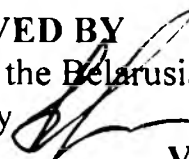


**EDUCATIONAL INSTITUTION  
“BELARUSIAN STATE ECONOMIC UNIVERSITY”**

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University



**V.U. Shutilin**

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**EFFECTIVE PRESENTATION TECHNIQUES**

Academic Program for the Master Course  
for Major in: 1-26 80 03 “Business Administration”

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## EXPLANATORY NOTE

Presenting the information clearly and effectively is a key skill to get the message or opinion across and, today, presentation skills are required in almost every field. Presentation skills and public speaking skills are very useful in many aspects of work and life like business, selling, training, teaching and lecturing that develops confidence and other social situations. The formats of presentations are oral, multimedia, PowerPoint, short impromptu and long-planned. Good preparation-through certain tips like natural talk to audience, standing rather than sitting, varying the tone, eye contact, using visual aids, checking timings, structuring the presentation, staying focused and alert throughout the presentation, answering honestly and concisely to the questions raised – is the groundwork for making a presentation effective. It is important to state the purpose clearly at the beginning to talk about, report on, to examine, to instruct, to explain, to outline, to fill, to give an overview, to highlight and to discuss the subject of presentation. Presentation should have three main elements: the introduction, middle and conclusion. Within the main body of the presentation, divide the key message into three elements and then expand each of these points into three sub-points. If one is using a visual aid such as PowerPoint, limit the number of bullet points to three on each slide and expand on each of these points as one goes along. Presentation programs can either supplement or replace the use of older visual aid technology, such as pamphlets, handouts, chalkboards, flip charts, posters, slides and overhead transparencies. Text, graphics, movies, and other objects are positioned on individual pages or “slides” or “foils”. The “slide” analogy is a reference to the slide projector, a device that has become somewhat obsolete due to the use of presentation software. Slides can be printed, or (more usually) displayed on-screen and navigated through at the command of the presenter. Transitions between slides can be animated in a variety of ways, as can the emergence of elements on a slide itself. Typically, a presentation has many constraints, the most important being the limited time to present consistent information.

Presentations are important to a company or an organization because good presentations improve communications within the company, which improves morale and reduces stress. Miscommunication is very expensive for a company and misunderstandings waste time. It clarifies the company’s policy and improves the chances of selling the product or an idea. Thus, organizations are judged on their presentations. The elements of dynamic delivery include body language (55%), content (7%) and voice (38%).

Those who understand how to present effectively do understand how to structure their presentations, what to say and how to say it in order to make an impact on their audience. Even ‘off-the-cuff’ presentations are more effective if the person delivering it has an understanding of what is required in the presentation process.

The audience would then be more receptive to the message which is being communicated. Further, it gives a chance to the presenter to build up confidence from presentation to presentation. One cannot be a good presenter overnight. Once the presenter has mapped out what he/she wants to say, he/she needs some visual material and, if appropriate, a formal paper or maybe a brief that the audience can read beforehand. For an informal peer review, a whiteboard or a flip chart is fine. For a more formal occasion, the use of a PC presentation package such as PowerPoint may be more suitable.

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. We speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent.

Alternatively, rather than profiling categories of communicative activities, one may wish to assess a performance on the basis of the aspects of communicative language competence. To assess spoken performances one focuses on different qualitative aspects of language use: range – accuracy – fluency – interaction – coherence. Course goals:

- comprise several components: linguistic, sociolinguistic and pragmatic;
- have a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so;
  - show a relatively high degree of grammatical control;
  - produce stretches of language with a fairly even tempo;
  - initiate discourse and help the discussion along on familiar ground confirming comprehension, inviting others in, etc.;
- use a limited number of cohesive devices to link utterances into clear, coherent discourse.

On completing the course of "Effective Presentation Techniques" the master's student should

**KNOW:**

- how to account for and sustain the opinions in discussion by providing relevant explanations, arguments and comments;

- how to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- how to construct a chain of reasoned argument;
- how to develop an argument giving reasons in support of or against a particular point of view;
- how to take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses;
- how to initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.

**BE ABLE TO:**

- plan and organise a message;
- formulate a linguistic utterance;
- articulate the utterance;
- organise and formulate the message;
- maintain attention to the presented information;
- co-operate effectively in pair and group work;
- organise and use materials for self-directed learning;
- learn effectively (both linguistically and socioculturally) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills;
- explain a problem and make it clear that his / her counterpart in a negotiation must make a concession;
- speculate about causes, consequences, hypothetical situations.

**BE SKILLED IN:**

- interaction with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party;
- sustaining relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker;
- correcting mistakes if they have led to misunderstandings;
- planning what is to be said and the means to say it, considering the effect on the recipient/s;
- understanding in detail what is said to him/her in the standard spoken language even in a noisy environment.

The total hours of the course for major in 1-26 80 03 “Business Administration” is 108, including 20 hours of lecturing and 36 hours of seminars of the total 56 classroom hours. The form of assessment at the end of the semester is a credit.

# **COURSE CONTENTS**

## **Step 1. Lay Solid Foundations**

The start. Attention curve. The finish. Signal, summary, conclusion, closing remarks. Structuring. Signposting. Pausing.

## **Step 2. Connect With Your Audience**

Jump start. Techniques. Finish with a bang. Verbal garbage.

## **Step 3. Use Visuals To Connect**

Visual aids. Interaction with visual aids. Numbers and trends. Describing timelines.

## **Step 4. Top Up Your Techniques**

Powerful techniques. Rhetorical questions. Mantra. Rule of Three. Pace. Intonation in questions.

## **Step 5. Be Positive And Dramatic**

Power words. The Yale 12. Convincing language. Simile. Metaphor and analogy. Storytelling. Anecdote. Self-disclosure.

## **Step 6. Love Your Audience... Not everyone Is Like You**

Left and right brain. Representational systems. Multiple intelligences. Personality types.

## **Step 7. Questions Are a Big Opportunity, Aren't They?**

Reporting questions. Questions as statements. Paraphrasing. Answering strategies. Q&A analysis. Hidden meanings.

**Instructional Chart of “Effective Presentation Techniques” for major in  
1-26 80 03 “Business Administration”**

Number of topics, study units	Name of study units, topics	Number of classroom hours				Supervised independent study			Other	Academic performance assessment
		Lectures	Practicals	Seminars	Laboratory practicals	L	P	Lab		
1.	<b>Lay Solid Foundations</b>  The start. Attention Curve. The finish. Structuring. Signposting. Full presentation.	4		8					DVD, 7, 1	Discussion,  Full Presentation Practice
2.	<b>Connect with Your Audience</b>  Jump Start. Finish with a bang. Full presentation.	4		6					DVD, CD, 7, 9, 3	Discussion,  Full Presentation Practice
3.	<b>Use Visuals to Connect</b>  Visual aids. Numbers and trends. Full presentation.	4		6					DVD, 7, 9, 2	Discussion,  Full Presentation Practice
4.	<b>Top Up Your Techniques</b>  Powerful techniques. Advanced signposting. Full presentations.	4		6					DVD, CD, 7, 8, 9	Discussion,  Full Presentation Practice
5.	<b>Be Positive and Dramatic</b>  Power words. Dramatic techniques. Full presentation.	2		6					DVD, 7, 9	Discussion,  Full Presentation Practice
6.	<b>Love Your Audience</b>  Representational systems. Full presentation.	2		4					DVD, CD, 7, 9	Discussion,  Full Presentation Practice
	<b>Total:</b>	20		36						

## TEACHING AND LEARNING RESOURCES

### **Instructional guidelines on the organisation of the students' individual work in the discipline "Effective Presentation Techniques"**

The social order of the society makes alterations in the system of education which became oriented on self-development, self-education and self-realization of a personality of future specialist. Therefore, in the system of higher education it is necessary to pay special attention to students' training for active creative independent activity. In modern concept of foreign language training the multicultural language personality becomes one of the key categories. Based on the development of language personality, the aims of learning a foreign language are formed from the point of view of language user as a subject of intercultural communication. One of the most important features of language personality is his ability and readiness for independent (autonomous) conscious language studying and mastering foreign language culture. Independent work of the students gains the special importance in non-linguistic institutions where there is not enough time for foreign language learning, and that's why there is a tendency to reduce auditorium studies. Skills in independent searching activity are an important factor for further self-education of a specialist. Consequently, one of the main challenges of foreign-language teaching in higher institutions is the development of students' readiness for independent work of creative type.

At present independent work can be classified according to the guiding principles. Briefly, we consider the most commonly used among them are:

*Independent work (IW) according to the time and control form:*

1. short-term, completed directly in auditorium conditions or at the moment of preparation for the classes with current or intermediate control;
2. long-term, connected with independent search, high activity level of students, requiring more continued preparation (e.g. project activity) using intermediate and final control.

*IW according to the form of students' organization:*

1. individual;
2. pair;
3. collective (group).

It is very important to provide more time for organization and conduction of group IW as the group is the exact surrounding that motivates and stimulates the students. Methodologists have proved that group interaction enriches knowledge and skills, special and general educational actions, serves for formation of self-control and self-appraisal.

*IW according to the place of fulfilment:*

1. during auditorium classes;



2. at the laboratory;
3. outside the university.

*IW according to leading needs and priority-driven objects of mastering:*

1. work on the language means with the purpose of language material accumulation;
2. work on foreign language text as a product of linguistic culture;
3. training work on the language means;
4. independent speaking practice.

*IW according to the form of the teacher's participation:*

1. personally controlled by the teacher;
2. controlled by the teacher indirectly (using instructions, rules, study aids etc.);
3. uncontrolled by the teacher (by personal initiative of the students).

*IW according to interaction between the teacher and the students:*

1. uncontrolled, where the teacher determines the level of linguistic competence and background for IW skills development, the students act according to the "trial-and-error" method;
2. imaginary, when the teacher uses strict control technique. The students act determinedly within the strict framework of a task;
3. fragmented, when the teacher uses strict and flexible control techniques. Students act combining independent and suggested actions;
4. relative, when the teacher gives the task in the most general form and the students act independently and freely.

## **Individual work content in the discipline “Effective Presentation Techniques”**

Classification of IW according to the level of independence is the most important paradigm. There are three types of IW:

1. IW of copying type which is done according to the example. Independence of the students has reproducing character and appears mainly in replacing of some language means, shortening or extending of sentences. Herewith such actions like independent choice and language units' combination do not take place. That is why the students' level of independence and creativity in the process of creation of a language composition is very low. The main result of IW of copying type is gaining the following skills:

- understanding of teaching objective;
- comprehension of sequence of tasks' completion;
- accumulation of basic facts and activity types;
- rational task performance;
- adequate assessment of activity results.

In such a manner the background for tasks of higher level of independence is created.

2. IW of transformation type is reasonably organized in such a manner that educational material provides only general direction of students' independent activity and the control functions are generally conducted with the purpose to give students enough freedom for creative initiative. As practice shows, the most effective exercises for IW of transformation type organization are the exercises with gradual support removal. The main result of IW of transformation type is gaining the following skills:

- making operations of choice, substitutions, extending, transformation, combination etc.;
- working out of ways to solve educational problem.

3. IW of creative type presupposes that the students can choose an algorithm for solving educational problems independently, determine the structure of the statement, combine words and syntactic structures, state personal judgments, personal attitude towards the learned material. The students are supposed to master the skills required for organization of personal educational activity and self-control, namely:

- to determine educational task;
- to choose the material required to fulfil it;
- to perform actions leading to solving educational problem independently;
- to perform self-control and self-assessment of their own actions.

Exactly reaching of this level of independence is one of the primary importance tasks of education on the level of professional foreign-language education.

## **Instructional guidelines for the seminars in the discipline “Effective Presentation Techniques”**

Presentations are a great way to have students practise all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence, and presenting is a skill that most people will need in the world of work. Students who are good presenters are better communicators all round, since they are able to structure and express their ideas clearly. Presentation skills are extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions. And in the world of work, a confident presenter is able to inform and persuade colleagues effectively. Presentations can also form a natural part of task-based learning. By focusing on a particular language point or skill, the presentation is a very practical way to revise and extend book, pair and group work. The audience can also be set a task, for example, a set of questions to answer on the presentation, which is a way of getting students to listen to each other. Normally a presentation lesson will have an outline like this:

- Revision of key language areas;
- Example presentation, which could be from a textbook or given by the teacher;
- Students are given a transcript or outline of the presentation;
- Students identify key stages of the example presentation – greeting, introduction, main points in order of importance, conclusion;
- Focus on linking and signaling words (‘Next...’, ‘Now I'd like you to look at...’, etc.). Students underline these in the transcript / place them in the correct order;
- Students are put into small groups and write down aims;
- Students then write down key points which they order, as in the example;
- Students decide who is going to say what and how;
- Students prepare visuals;
- Students practise at their tables;
- Students deliver the presentations in front of the class, with the audience having an observation task to complete;
- The teacher takes notes for feedback later.

It is important that the students plan and deliver the presentations in groups at first, unless they are extremely confident and / or fluent. This is because:

- Shy students cannot present alone;
- Students can support each other before, during and after the presentation;
- Getting ready for the presentation is a practice task in itself.

Presentations normally have one or more of the following aims:

- To inform / raise awareness of an important issue;
- To persuade people to do something;
- Form part of an exam, demonstrating public speaking / presentation skills in a first or second language.

### **Continuous assessment requirements**

Presentations provide useful opportunities for students to practice skills, required in their working lives, in a non-threatening environment. Students can also demonstrate their knowledge and understanding of issues and their ability to present information and engage with an audience. Use of audio-visual props can also be practised. In addition, specific competencies can be assessed, for instance the use of information and communication technology. From our experience of the assessment of individual presentations, criteria are set and met through descriptive evidence. Criteria increase in complexity as students' progress through the degree, as evident in the following criteria.

#### *Preliminary Level criteria*

- Information given is relevant to the brief and is clearly structured;
- Evidence of preparation, some reference and reflection;
- Equitable contribution to the group (group presentations only).

#### *Intermediate level*

- Management of the time boundary;
- Information given is relevant to the brief and is clearly structured;
- Evidence of preparation, reference and reflection, some critical thought and objectivity;
- Takes initiative but does not dominate the discussion (group presentations only).

#### *Final level*

- Management of time boundary;
- Material is delivered with appropriate use of visual materials;
- Information given is relevant to the brief and is clearly and logically structured;
- Evidence of preparation, reference and reflection, some critical thought and objectivity;
- Maintains a clear role within the group (group presentations only).

In light of the above review, the following strategies may be helpful for those considering the issues arising from marking individual oral presentations.

- Assessment and marking criteria should explicitly state the emphasis being placed on content versus performance.
- Where and when possible an additional marker marks all or a sample of presentations.
- The layout of the space and rules for presentations should be discussed and agreed beforehand.
- Students should be given opportunities to practice and to receive formative feedback on their presentation skills before summative assessment takes place, and should be given feedback, not just a mark, after presentations are made.
- When and where possible, presentations should be recorded for future reference.

The ability to present information is essential in almost all working environments. However, marking criteria need to specifically address which aspects of the presentation are being assessed. Presentations can be a fruitful medium for some students who are initially more confident in their oral rather than their written skills. Whilst one can acknowledge the difficulties of accurate assessment and ensuring reliability and validity, we believe that the abilities intrinsic to oral presentations are important as part of a repertoire of life skills.

## REFERENCE MATERIALS

### Required reading list:

1. Baigent, M. Natural English Reading & Writing Skills Upper-Intermediate Resource Book / M. Baigent. – Oxford University Press, 2004
2. Bateman, D. Ideas & Issues Advanced / D. Bateman. – Chancere International Publishers Ltd, 2000
3. Bernard, J. Selected Reading Upper-Intermediate / J. Bernard. – Oxford University Press, 2000
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7. Erica J. Williams Presentations in English © Macmillan Publishers Limited 2008
8. Margaret Bonner Focus on Grammar High-Intermediate Course for Reference & Practice © Edison Wesley Longman 2000 Class CD 1 & 2.
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## Curriculum approval protocol

Academic subject title to be matched	Name of the Department:	Proposals for changes in the curriculum content of the higher education institution on an academic subject	The decision taken by the department that worked out the curriculum (mentioning the date and the protocol number)

**Amendments to the curriculum of the higher education institution**

on \_\_\_\_ / \_\_\_\_ study year

Number item	Amendments	Reason

The curriculum is reviewed and approved at the meeting of the department

\_\_\_\_\_ (protocol number \_\_\_\_ 201\_ year).

Name of the Department

Chair of the Department

\_\_\_\_\_  
(Academic degree, academic title) (signature) (Initials Surname)

APPROVED BY

Dean

\_\_\_\_\_  
(Academic degree, academic title) (signature) (Initials Surname)