



How to Use Presentations to Enhance English Skills

Jenny Selvidge | US Embassy Tokyo | November 20, 2020

Today's Topics

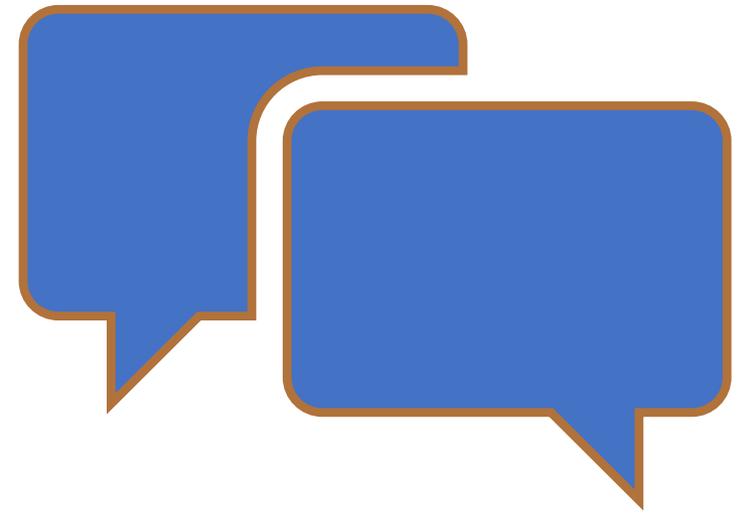
Benefits of
using
presentations

Important
considerations

Goals and
ideas/examples
for each age
level

Benefits of Presentations

- builds confidence
- increases fluency
- enhances overall communicative skills
- normalizes sharing of ideas and opinions



Goal Over Time

Elementary School

Start with small, low-stakes presentations

JHS

Build on foundation;
begin academic style
presentations

SHS

Fine-tune academic-
focused
presentations

Perfect pronunciation
should **not** be a part of
presentations.

Considerations

- focus = communicating ideas
- tie presentations to lesson content
- give students choice when possible
- address listening skills when possible
- don't make topics too difficult if they're not confident speakers
- include frequent presentations (casual and lower-stakes)



Focus on Communication

Rubric:

- Did you communicate ideas effectively?
- Was your pronunciation comprehensible?
- Was your grammar comprehensible?
- Was your volume and speed appropriate?

Tie to Lesson Content

- At the end of a lesson, include a small presentation
- Have already learned content, vocabulary, etc. and can focus on speaking
- Can show if they learned the material

Address Listening Skills

- give tasks to the *listeners*
- listening *is not passive*

Examples for listeners:

- What were the main ideas you heard?
- Summarize the presentation in one sentence.
- What was one important idea the student mentioned?

If students struggle with speaking *and* are given a difficult topic, it's hard to know where they're struggling.

Balance Difficulty of Skills

Balance Difficulty of Skills

HARD

EASY

Balance Difficulty of Skills

HARD

SPEAKING
ABILITY

EASY

TOPIC

Balance Difficulty of Skills

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If students are struggling with speaking, **use an easier topic.**

EASY

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Balance Difficulty of Skills

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If students are struggling with speaking, **use an easier topic.**

Choose a more difficult topic if students feel confident in their speaking.

EASY

TOPIC

SPEAKING
ABILITY

For example...

HARD

SPEAKING
ABILITY

TOPIC

EASY

TOPIC: Favorite anime
character

SPEAKING
ABILITY

For example...

HARD

SPEAKING
ABILITY

TOPIC: energy efficiency
in big cities

EASY

TOPIC: Favorite anime
character

SPEAKING
ABILITY

Increase Frequency of Presentations

With speaking, we want students to feel at ease.

Use smaller presentations more frequently.

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With speaking, we want students to feel at ease.

Use smaller presentations more frequently.



- reduces anxiety around presentations
 - increases comfortability
 - easier to grade if focus is small

Elementary School Presentation Goals

For students to...

- to become comfortable speaking
- to share ideas and opinions
- to *enjoy* speaking English
- to show what they've learned



Elementary School Presentation Ideas

- show-and-tell
- skits
- how-to talks
- ties to the lesson
- FlipGrid

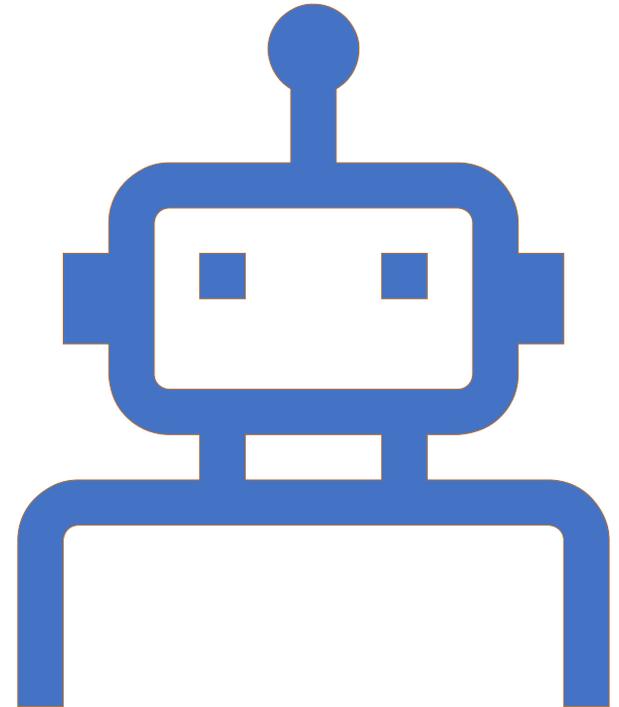


Show-and-Tell

Students bring something from home.

- describe the item
- tell why it's important to them / why they like it

(Can do on FlipGrid)



Show-and-Tell

(Topic-Based)

Lesson Topic: food /
adjectives

**Show-and-Tell
Assignment:**

Bring a picture of your
favorite food. Tell us
about it using the
adjectives we learned.

Rubric:

- Were you on topic?
- Did you describe it using appropriate adjectives?
- Did you speak loudly enough?

Rubric

			
On-topic			
Used Adjectives from Class			
Spoke loudly enough			
1-1.5 minutes			

Junior HS Presentation Goals

For students...

- to be comfortable speaking English
- to *begin* to present about academic topics
- to organize their presentations
- to show what they've learned



Group Presentation: Recycling

Assignment: Create a TV advertisement for your ward describing new recycling initiatives.

Rubric:

- 1) Were your ideas appropriate and on-topic?
- 2) Were the ideas clearly presented (organized)?
- 3) Was your volume and speed appropriate?
- 4) Did each group member have an equal part?
- 5) Was it within the time limits?



Rubric

	Room for Improvement	Good	Excellent
Ideas were appropriate / on-topic	Some ideas were off-topic or disjointed.	Ideas were mostly appropriate and on-topic.	Ideas showed excellent critical thinking.
Ideas were clear and organized	Hard to follow or unclear ideas.	Had basic intro, body, conclusion but may have missed transitions.	Strong organization and flow. Ideas very clearly expressed.
Volume + Speed appropriate	Too fast/too slow. Many parts difficult to hear or were too loud.	Mostly good pace and volume.	Well-practiced with even pace and volume.
Members had equal parts	Very unequally divided.	Some unequal division of parts.	Equally divided among all members.
5-7 minutes	>5 min or 7< min.	Between 5-7 minutes.	

Senior HS Presentation Goals

For students...

- to fine-tune their presentation skills
- to increase the difficulty of presentation topics
- to add more academic topics (i.e. poster sessions)
- to show what they've learned



Senior HS Presentation Goals

- tie to content in the book
- utilize group presentations
- poster presentation
- present on a paper they've written



Virtual Poster Presentation

Assignment:

To analyze the themes of race, class, and gender in a movie.

1  Source: forbes.com

Race

- First Disney movie with whole Asian cast
- First Chinese Disney princess
- First Disney movie without any white actors

2  Source: thejakartapost.com

Class

- The lower-middle class must join the army
- No chance to choose what they want to do
- Feudal and simple lifestyle of the poor

Mulan

3  Source: insider.com

Gender

- Low status of women
- Patriarchal society
- Women ineligible to j...

4  Source: insider.com

Works Cited

- Disney. n.d. 21 July 2020. <<https://movies.disney.com/mulan-2020>>.
- Tartaglione, Nancy. "Mulan' Teaser Trailer Logs Epic 175M+ Views In First 24 Hours, Including 52M From China." 9 July 2019. Deadline. 21 July 2020. <<https://deadline.com/2019/07/mulan-teaser-trailer-175-million-views-24-hours-china-worldwide-disney-1202643480/>>.

Background

- According to a real Chinese history
- Based on the cartoon Mulan

Video player controls: Play/Pause, 1x, Progress bar, 0:10 / 5:07, Copy, Previous, Next.

Rubric: Academic Poster

SLOs	W62AC Can create a simple academic poster W66AC Can use bullet points to summarize key points
Title (2.5pts)	<ul style="list-style-type: none"> •Appropriate name for poster •First and last name of presenter •Appropriate formatting (capitalization, MLA)
Content (10pts)	Your poster should include these sections: <ul style="list-style-type: none"> •Historical, cultural and/or social background, if appropriate •AMS Theme 1 •AMS Theme 2 •Appropriate details to support key ideas
Language (12.5pts)	<ul style="list-style-type: none"> •Is in your own words (not plagiarized) •Is clear and concise •Uses short phrases (bullet points), not sentences •Uses parallel structure (the same grammar for each bullet point) •Uses accurate spelling and grammar
Layout (10pts)	Layout <ul style="list-style-type: none"> •Poster is organized and visually appealing •Fonts are consistent and sized appropriately. •Visuals are clear, relevant to topic, and sized and cropped appropriately •Each section of the poster has a heading •Sections are visually separate from one another
Citations (10pts)	<ul style="list-style-type: none"> •Each image has a source provided •All information from outside sources is cited •Correctly formatted Works Cited list is included

Rubric: Poster Presentation on VoiceThread

SLOs	S77AC – Can use a range of cohesive devices to structure an academic presentation
Content (20pts)	Analysis <ul style="list-style-type: none"> •VT analyzes film using two of the AMS topics •A <i>short</i> summary of the film is provided, but the majority of the presentation focuses on analysis •Setting (historical context) is provided if applicable •Information presented from the film clearly demonstrates how characters are impacted by AMS themes
Cohesive devices (10pts)	Organization <ul style="list-style-type: none"> •VT is organized well •A range of cohesive devices are used to connect ideas
Vocabulary (5pts)	Academic jargon is used consistently and correctly throughout presentation
Grammar (10pts)	5 = Nearly error-free 4 = A few errors, but they don't impede comprehension 3 = More errors, but presentation is generally comprehensible 2 = Many and/or basic errors, some of which slightly impede comprehension, but the gist of the presentation is clear 0= Errors impede comprehension in several places.
Pronunciation, & Fluency (5pts)	Pronunciation and Fluency <ul style="list-style-type: none"> •Pronunciation does not detract from presentation •Presentation is fluent •Volume & speed are appropriate

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Content (10pts)	<ul style="list-style-type: none"> •Your poster includes •Historical, cultural and/or social background, if appropriate •AMS Theme 1 •AMS Theme 2 •Appropriate details to support key ideas
Language (12.5pts)	<ul style="list-style-type: none"> •Is in your own words •Is clear and concise •Uses short sentences •Uses parallel structure •Uses accurate grammar
Layout (10pts)	<ul style="list-style-type: none"> •Layout is professional •Poster is oriented horizontally •Fonts are consistent and sized appropriately. •Visuals are clear, relevant to topic, and sized and cropped appropriately •Each section of the poster has a heading •Sections are visually separate from one another
Citations (10pts)	<ul style="list-style-type: none"> •Each image has a source provided •All information from outside sources is cited •Correctly formatted Works Cited list is included

Content (10pts)

Your poster should include these sections:

- Historical, cultural and/or social background, if appropriate
- AMS Theme 1
- AMS Theme 2
- Appropriate details to support key ideas

SLOs	S77AC – Can use a range of cohesive devices to structure an academic presentation
Pronunciation, & Fluency (5pts)	<p>Pronunciation and Fluency</p> <ul style="list-style-type: none"> •Pronunciation does not detract from presentation •Presentation is fluent •Volume & speed are appropriate
	<p>3 = More errors, but presentation is generally comprehensible</p> <p>2 = Many and/or basic errors, some of which slightly impede comprehension, but the gist of the presentation is clear</p> <p>0= Errors impede comprehension in several places.</p>

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Content (10pts)	<ul style="list-style-type: none"> •Your •Hist •AM: •AM: •App
Language (12.5pts)	<ul style="list-style-type: none"> •Is in •Is cl •Use •Use •Use
Layout (10pts)	<ul style="list-style-type: none"> Layo •Post •Fon •Visuals are clear, relevant to topic, and sized and cropped appropriately •Each section of the poster has a heading •Sections are visually separate from one another
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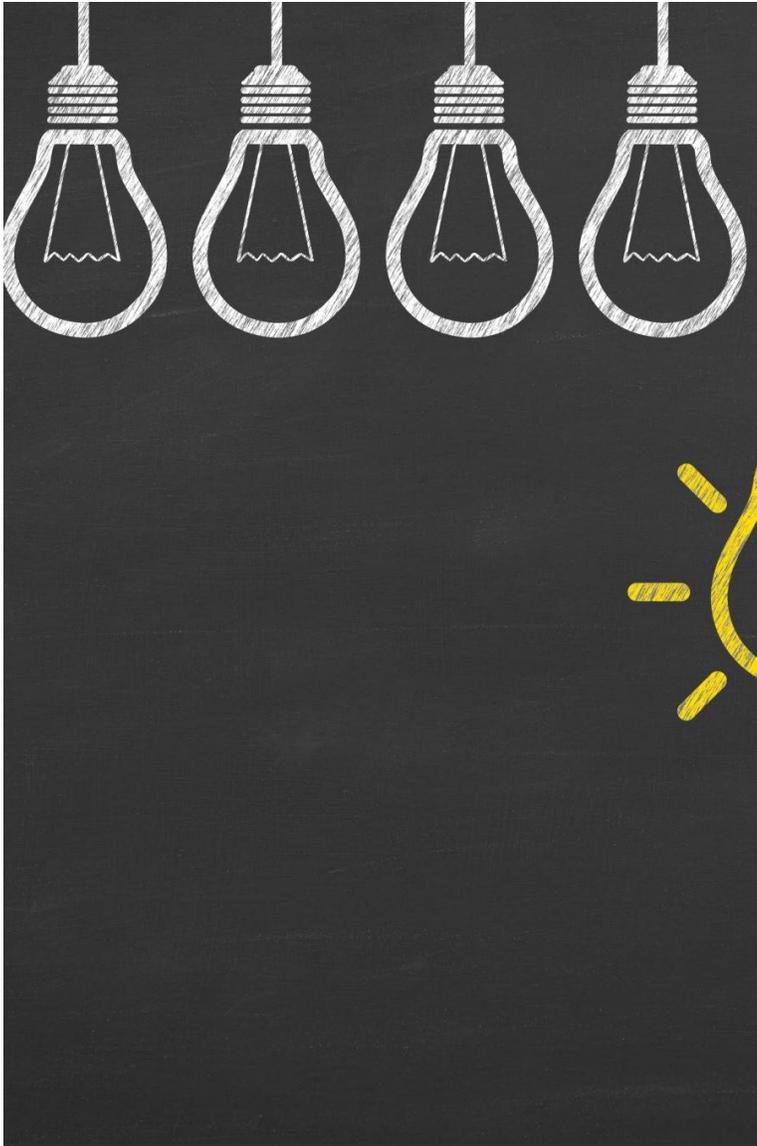
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Pronunciation & Fluency (5pts)

Pronunciation and Fluency

- Pronunciation does not detract from presentation
- Presentation is fluent
- Volume & speed are appropriate



Conclusion

- The goal is to increase speaking ability, comfortability, and **communication**.
- Use authentic tasks and topics.
- Use lesson content to develop multiple skills.
- Give students the chance to form opinions.
- Develop listening skills.
- Start at their ability level and slowly give them new challenges.

Questions?



Previous Webinars

第 1 回 : Communicative Grammar Teaching

<https://americancenterjapan.com/event/202008016990/>

第 2 回 : Teaching Writing: From Sentence to Paragraph

<https://americancenterjapan.com/event/202008227056/>

第 3 回 : How to Integrate Speaking into Your Lesson Planning

<https://americancenterjapan.com/event/202009057083/>

第 4 回 : Team Teaching Strategies for JTEs and ALTs

<https://americancenterjapan.com/event/202009187089/>

第 5 回 : Incorporating Critical Thinking into Your Classroom

<https://americancenterjapan.com/event/202010037123/>

第 6 回 : How to Assess Speaking and Writing

<https://americancenterjapan.com/event/202010307182/>