

[学術論文]

## **Practical Skills for Creating Powerful Presentations**

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*Studies in Humanities and Cultures*

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No. 33

名古屋市立大学大学院人間文化研究科『人間文化研究』抜刷 33号

2020年1月

**GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

NAGOYA CITY UNIVERSITY

NAGOYA JAPAN

JANUARY 2020

[Academic Paper]

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### Abstract

This paper addresses the need for more informed pedagogical practices that enable Japanese students to make impactful presentations. In recent years the ESL classroom in Japan, especially at the tertiary level, has seen a requirement for students to not only critically analyze various topics but also to discuss and present their opinions on these topics. The paper shares practical presentation enhancement techniques for teachers in any subject who want their students to hone and sharpen their presentation skills. Features such as planning and delivering presentations including mind maps and shadowing which are explained and demonstrated. On conclusion of this paper, teachers should be better informed and equipped to deliver comprehensive presentation training to their students.

### Introduction

In recent years, Japanese language-learning environments are challenging students to take more ownership over their learning and become active participants in their educational achievements through classroom discussions and presentations. To facilitate this pedagogical shift, more teachers will be including presentations in English classes. However, in many situations, the move towards a student-centered presentation classroom may be new and initially unfamiliar to Japanese students. Rather than being a passive participant, students will be required to initiate, formulate and produce their opinions on pre or self-determined topics. Therefore, it is essential that teachers be sensitive to students' needs and navigate them successfully through this transitional process. In order to alleviate student anxiety, there are a number

of key skills and activities teachers can share with their students to maximize the positive effects of classroom presentations. While all the necessary skills extend beyond the boundaries of this paper, six are addressed in detail and accompanied by practical confidence-building activities that can be applied in all presentation classrooms.

Before introducing various techniques and activities, it is useful to briefly outline the teaching contexts in which they have been tested and implemented. These activities have been applied in two teaching situations. The first is a group of senior high school returnee (lived overseas for more than one year) students attending a private school in Aichi. The other group is a first-year university class attending a public university also located in Aichi. Both sets of students share similarities insofar as they have little to no previous English presentation experience and their TOEIC scores range between 400 and 750. Although the scope of the implementation was limited to older teenagers and young adults, it is the authors' belief that the techniques and activities explained herein can be tailored to suit most teaching environments from elementary school level and beyond.

#### Design Mind Maps for a Powerful Presentation

Before embarking on an unfamiliar journey, many people consult a map. Nowadays, technologically-enabled devices take the anxiety out of travelling by allowing us to program a destination after we start our car engines. However, whether human or machine-read, every journey relies on the basic technique of map reading. Maps frame a journey and allow us to calculate the best route to take to get to a destination by connecting the entire journey from start to finish. People can choose whether to spend a longer time in one area, detour to a more interesting spot, or cut out unnecessary routes altogether. Similar to a map, a presentation should be framed within the mind of the presenter to guide them along a preferred route from start to finish. It should begin with a starting point, factor in places that will be passed through before reaching the end or conclusion. Importantly, the map serves not only to navigate the presenter, but also their travelling companion, the audience.

#### Mind Maps in Practice

In practice, a mind map is a note-taking technique where the main topics to be discussed are broken down into sub-topics and written on a tree-like structure. Mind mapping is particularly beneficial in the initial stages of a presentation as a brainstorming activity to help structure and organize a presentation in order to better understand how each of the main points is connected to each other (see Appendix 1 and 2).

Mind maps can be introduced very simply to the students through an example. First, explain the components of a mind map e.g. central image, main branches and small branches. Similarly, confirm that the students understand the meaning of the words such as “image” or “branch”. Next, draw a mind map about the same topic your students will present on and then give a copy to each student. Then explain the topics on the mind map to your students as they listen and look at their copy of your mind map. After that, ask students to make partners, and for one minute, each student takes turns describing what they heard the teacher say. Of course, students can use the mind map as a device to jog their memory and help them remember the teacher’s speech in as much detail as possible. To consolidate the activity, check their memory of your story.

Invite students to think about the topic and what they want to talk about and then allocate them sufficient time to design their own mind map(s) using color pens. Encourage students to create their mind maps as the words and images come to mind without pausing, judging or editing, because the idea of a mind map is to think creatively and in a non-linear manner. Tell students there will be plenty of time later for modifying the information, but at this stage, it is important to get every possibility and idea on the mind map. By getting all their ideas on this map structure they will be able to find connections and themes that they want to give priority to when giving the actual presentation. After that, they will show their mind map to their partner and give an informal presentation.

Now, give the students a piece of A4 or B5 paper and tell them to write the presentation title in the middle of their paper in large, colorful letters. They can also draw an image that represents the topic if they so desire. If, for example, the presentation topic is about their hometown, they could draw a small picture of important buildings, parks, rivers or bridges in their hometown in the center of the paper. Next, ask the students to consider how many main points they would like to discuss in the presentation. Using the example of a hometown, the three main points they might like to speak about are the good points about their hometown, the negative points about their hometown, and what they think might be future changes of their hometown. Students would then draw three main branches radiating from the center of the mind map and on these three main branches write three main points they wish to discuss. Of course, if there are two or four main points, then there should be two or four main branches accordingly.

Next, students should consider their sub-points that are connected to each main point. With the example of positive factors in their hometown, they may identify three points and therefore these three points would each have their own small branches radiating from the main branch titled *Hometown Good Points*. Likewise, on the other main branches, there would be smaller branches radiating off them which have the sub-points written in a few keywords on those smaller branches and images to represent those sub-points. In this way, a

map is designed to help the student understand their presentation in terms of topics, subtopics and the overall structure of the presentation.

As can be seen from the mind map example in the appendix, keywords and images are drawn on the mind map to aid memory and is a good time to teach the proverb “a picture speaks a thousand words” to your students because it is true that by glancing at a drawn image students can remember a lot of their script, especially when that image is imbued with personal meaning.

Although mind maps are used in the brainstorming part of presentation preparation, they can also be used throughout the preparation and execution of a presentation. A student, for example, could use the mind map as a memory jogger and have it on the desk as they give their performance. Usually, students are expected to remember their presentation, however, if they do forget a line they simply look at the mind map which helps to jog their memory and get the presentation back on track. If the student has rehearsed enough times with the actual script, then a simple image of the point being focused on should be enough to jog their memory and, in this way, allow mind maps to function as “remind maps”.

#### The Use of Shadowing to Boost Memorization

A regular occurrence in presentation classes is students standing in front of the class giving a presentation and from time to time staring up towards the ceiling trying to recall their next sentence. They have not rehearsed enough and, therefore, struggle to remember their presentation. This jarring experience makes the presentation less fluid and even irritating for the audience if the presenter completely forgets their lines and the class is now wasting minutes rather than a few seconds. To combat this loss of memory, instructors can introduce a technique called shadowing at the preparatory stage. Shadowing is a popular language-learning technique usually employed to improve pronunciation, intonation and rhythm (Murphy, 2006). It involves listening to an audio script in the target language and as you listen repeat the words at exactly the same time and speed as the original material. The aim is to be able to speak more fluently and with better pronunciation. In a presentation class, however, students can modify it to a versatile, highly useful, script memorization technique. Not simply a robotic memorization, but a memorization technique that, if used correctly, can imbue life and genuine character into any presentation.

#### Shadowing in Practice

Once your students have written their script and it has been checked for grammar, pronunciation and any other specific requirements, each student then records their individual script onto an easily accessible audio

device such as their smartphone. After each student has a good quality recording of the presentation they intend to give, they can autonomously listen to it anywhere and anytime. However, as mentioned, shadowing is not just listening- it is also an oral practice technique. In the classroom, we demonstrate how to use shadowing: First, set the volume high so that you can very clearly hear the speech. Then shadow the speech simultaneously with the recording but in a slightly quieter voice so that the audio and the “life” of the voice can both be heard. At first, students are encouraged to simultaneously read and verbally replicate the presentation script as they listen to the recording. Later on, once the presentation is memorized, students can then take away the paper and it simply becomes a speaking and listening exercise. Shadowing is a very active memorization technique and for this reason, students may find they remember their presentation quicker than just reading the script repeatedly from a piece of paper. Additionally, to enhance the presentation script with more emotion before recording the script, students can identify and underline three or four words they wish to stress during the presentation which can really bring a presentation to life. Of course, the teacher should check that students are using stress and emphasis in suitable ways for each word they have selected and underlined on their script. In some cases, teachers could even record themselves reading the student’s script so that the students can shadow this recording and get a sense of what a native speaker sounds like. At a later stage, however, students are encouraged to record their own version of the script. Ultimately, listening to and shadowing their own voice will give students more confidence so that they can perform smoothly and successfully during the presentation stage. One of the great advantages of using shadowing is that students can memorize their presentation virtually anywhere as long as they have a good quality audio recording and some headphones. The learning environment extends beyond the classroom and can encompass trains, buses, or students’ homes. It should be noted when shadowing in public, students do not need to shadow out loud, but simply shadow and follow the audio in their mind. Furthermore, they only need a few minutes to practice and even if their presentation is long they can break the shadowing into smaller chunks of one or two-minutes. This “chunking” practice will help them stay focused on the shadowing and in turn strengthen and support their memorization.

### The Secrets of Communication and Presentations

It stands to reason that good communication is the key to a good presentation. When we consider communication, we often think about what words we want to say as being at the center of our message. However, according to scientific research, communication can be divided into three important parts: body language, voice, and the words we speak. In fact, Mehrabian (1972) believes that 55% of communication is conveyed through body language, 38% through sound production i.e. your voice, and only 7% through the lexicon used. Although some writers dispute the extent of Mehrabian’s assumption on non-verbal communication in presentations (see Atkinson 2004), there is no doubt that it is a vital component of

message conveyance. To illustrate this consider the following situation. A concerned colleague is attempting to console his or her agitated or depressed coworker who has just found out he or she has been laid off. The coworker is stamping their feet, feverishly running their hands through their hair and pacing about the room while repeatedly insisting they are fine to the colleague. However, the actions contradict the assertion and clearly the words are not congruent with the rest of the communication. Therefore, nonverbal communication or body language is an essential component of message transmission in life and also in presentations.

### "Open" versus "Closed" Body Language in Practice

To depict a simpler situation of the important role of body language, let's posit that when giving a presentation there are two types of nonverbal communication: "open communication" and "closed communication." A person with closed body language may fold their arms, stand behind a podium as if they are hiding behind a wall, and would fail at making sufficient eye contact with the audience. Conversely, a person who has open body language would naturally stand in front of the audience without a desk or podium and would generally have good posture, standing tall and straight while maintaining a relaxed, confident air.

As a general introduction to body language, instructors may find it beneficial to enhance students' understanding of the differences and importance of "open" versus "closed" body language. First of all, the words "open" and "closed" can be written in large letters on the board and explained in connection to body language and presentations. As when introducing all parts of an effective presentation a demonstration is imperative. The teacher can illustrate the difference between open and closed body language by doing a short demonstration using closed body language i.e. feet together, hunched back, hands crossing their body and inadequate eye contact. The instructor could then exaggerate and speak in a low voice so that it is almost comical but students will definitely get the point. Next, the instructor can give the exact same speech but with open body language i.e. feet shoulder-width apart, spine erect but comfortable, using their fingers, hands and palms naturally and calmly looking your students in their eyes. The difference in the presentation style will be obvious and easily identified by the students. Next, invite students to pair up and do the same activity so they can experience it for themselves. Ask them to speak for a short period about a topic they are confident talking about e.g. their hobbies, hometown, favorite food etc. For this activity, they should talk with closed body language and feel free to really exaggerate this such as looking down at their feet for the entire length of the speech.

In the end, the speaker can ask their partner how it felt as an observer. In most situations, almost all students will use negative words to describe their experience as an audience member. Once both partners

have tried closed body language then invite them to redo the same speech but this time using open body language. On conclusion of their speech, they should once again exchange opinions on the effects. This time if they compare the two experiences the open body language will almost certainly be a more positive experience. Although it is possible that the presenter may have felt more comfortable with the closed body language, the observer will undoubtedly favor the open body language. In order to reinforce this activity, students could practice their presentations at home and video record them on their smartphones. Once recorded, they can watch them and note their body language (open or closed) and how they felt about their body language. Instructors should then elicit feedback from students on aspects of their presentation skills that they would like to change or what would they keep the same. In the following week, a few students should give their presentation(s) in front of the entire class in order to demonstrate good body language for presentations.

One method that has proven useful in promoting open body language can be reduced to the acronym FACE. FACE stands for:

F feet

A arms

C contact with

E eyes

#### FACE in Practice

First of all, when stationary, the students' Feet should be shoulder-width apart and firmly planted on the floor. This should be done to give students a feeling of being grounded, centered and calm. Students should exhibit a sense of confidence, strength and happiness to be in front of their audience. This is particularly important for novice presenters who feel nervous and simply want to rush to get the presentation done. In certain cultures, women might prefer to have their feet a little closer together which is absolutely fine. They may also wish to wear high heels, which will give less balance and stability but that is a personal choice. The point is that when students' feet are evenly placed on the floor in a stable, balanced position they feel more stable and balanced which should transmit an impression of calmness, confidence and strength to the audience. The next part of the acronym is A which stands for arms. What this really means is a focus on one's hands and to be specific focusing on the palms of one's hands. In order to demonstrate open body language, it is important to show the palms of your hands from time to time to your audience. The origin of this custom can possibly be traced back to ancient times. Whenever we meet a new person we put them into one of two categories: friend or enemy. This is a primordial reaction to meeting new people and comes from a time when we lived in small tribes. Essentially we want to know if we can trust someone, so by seeing the



palms of their hands that means those meeting the individual can see they are not concealing any weapons to threaten the person they meet. This also shows that we come in peace and do not carry anything dangerous. Therefore, if we want our audience to feel comfortable with us in a deep, psychological level, simply stand in a grounded, centered manner and from time to time during your presentation, show the palms of your hands in a natural, calm way that synchronizes with the way a person naturally uses his or her hands during a conversation. Of course, students can also use their hands and fingers as coordinated gestures for specific moments in their presentation. When they want to talk about their first main point of the presentation they show the audience one finger. When they want to talk about the second main point of their presentation show two fingers and say “Now for my second point” and when introducing the third main point show three fingers and say “For my third and final point...”, etc.

The final part of the FACE acronym is Contact with Eyes. During a presentation, it is essential that the presenter initiates and maintains a connection with the audience and coaxes them into the topic at hand. One key practice of building trust and creating rapport with your audience during a presentation is through eye contact. Eye contact is vital for 'involving the audience' (Chivers and Shoolbred 2007; 47). Despite its significance, many novice or even seasoned presenters struggle to sustain or even engage in adequate eye contact with their audience. This is particularly noticeable in Japanese contexts where eye contact is generally not a custom. While memorization and lack of preparation may be factors in a lack of eye contact, there are other causes. A noticeable obstacle is the lack of practice and anxiety associated with presenting in front of a group of your peers. Students are often reluctant to make eye contact with those they are not familiar with, or those who they believe may have a higher level of English proficiency. Similarly, students can be drawn to their friends and maintain eye contact with them while excluding the other members of the audience. To minimize these common errors, the teacher must first highlight them and then introduce pre-presentation confidence-building activities that practice effective eye contact.

One activity that has worked successfully in the classroom for the authors is an *Eye Contact Race Game*. The aim is for a presenter to make eye contact with all the members of the audience and make them raise their hand in the shortest possible time. Depending on the number of students in the class and time available, students can either present individually or as part of a group at the front of the classroom. The teacher explains that each student will be given a different quote, short enough to memorize. After memorizing their quote, students go to the front of the classroom. Their task is to repeat the quote as many times as needed while making eye contact with each member of the audience. The audience member who received the eye contact must raise his or her hand and keep it above their head. The role of the audience is vital here. If the audience member is not sure whether the presenter has made eye contact with him or her or not, then they should not raise his or her hand as there was no discernible connection made. The teacher is the last person

who the presenter should make eye contact with. The stopwatch begins when the teacher counts the student in and ends when the teacher has raised their hand. Depending on the class size, time allocation and dynamics, this activity can be repeated over and over. Generally, the more times the students play this game, the quicker they become at raising the audiences' hands and there is a noticeable increase in their ability to make eye contact.

### Voice an Untapped Resource

Many of us have been attracted to presentation topics only to be left disappointed by its vocal delivery. This is worrying as Mehrabian (1972) reported that a substantial part of communication (38%) is transmitted through one's vocal cords. Even the most prepared and rehearsed presentations can fail to excite the audience if the presenter's voice is not cooperating and Tierney (1996) believes that many speakers pay too little attention to their voice. While this observation is not surprising considering that people have to remember the content of their presentation, their positioning, and eye contact and compete with their nerves, it is a cause for concern. Just as your body and visual aids need to be visually appealing for the audience, your voice plays an important function in appealing to their auditory sense. By speaking at a fast pace you risk confusing your audience, by speaking too slow, one may lose their interest. Similarly, speaking too softly or loudly can be equally frustrating for the listener. Not pausing may cause misunderstanding of important points, while pausing too long induces boredom. As you can see, using your voice incorrectly in presentations falls on a spectrum between too much and too little. Therefore, teachers need to prepare students for all of these components necessary for a successful presentation through guided instruction and practice.

### Voice in Practice

An activity that authors found students enjoyed doing was the *Speech Recital* activity. In this activity, the instructor distributes an excerpt of a famous speech to the students. The teacher then plays a recording of that part to the students. It is advisable to use audio only so students do not become distracted by the visual features competing for attention and interfering with the speech. As they listen, they have to observe how the person delivers the speech, noting speed, volume, pitch, and pauses. After this activity has finished, the teacher distributes another extract from a different speech to the students. Unlike the first activity, the students do not listen to the audio of the speech, rather, they have to work in groups to identify where they think the variables of speed, volume, pitch and pauses should be inserted. To consolidate this activity, each group performs the speech in front of the class. After reciting the speech, the group explains the reasons for their choices of delivery. To conclude the activity, the teacher plays the recording of the speech to students

and compares it with the students' delivery. It is important to note that teachers should set realistic expectations and it may be necessary to introduce each feature of speech one at a time. The instructor could start with speed, and later introduce volume and so on.

#### Mind Your Language - Use Words Carefully to Empower Your Presentation

As noted, according to Mehrabian (1972), only 7% of communication is from the words we choose. For this reason, we have focused primarily on body language and voice up until this point. Now, however, it is necessary to consider one's choice of words. The choice of words the presenter uses has never been so important as it is in today's environment where people are overloaded with many diversions such as Facebook, Twitter, YouTube, email and other technological distractions. There are so many facets of communication competing for peoples' attention that people must find a way to quickly to connect with the audience before they are distracted and stop listening.

The first thing that an audience member sees of a presentation is, of course, the presentation title. Therefore, assuming a presenter has control of their title, they can think of creative headlines that engage the audience. For example, if one wants to be playful one could start with a mysterious title such as:

*The Secrets of (insert topic here)*  
e.g. *The Secrets of Psychology*

This will create an air of mystery and will attract people towards the presentation to learn more. On the other hand, if the purpose of one's presentation is to change people's behavior, the title could use action-oriented language, for example:

*Recycle more to save our planet!*

This title is impactful because it strongly encourages people to take action, which is exactly what the presentation may want to do. Compare the above titles with weaker ones such as:

*Psychology Can Help People*

*People Should Recycle*

These titles are not as stimulating or attention-grabbing as the previous ones. The purpose of the title is to entice people into the presentation by creating an impulse within them to learn more and therefore, as much as possible should be impactful, suitable and memorable.

How is fishing similar to giving a presentation? As a fisherman uses bait to attract fish onto his hook the very first sentence spoken by the presenter needs some bait to raise interest from the audience and get them hooked on his or her presentation. The title will be the first way to lure audience members, but to build upon their initial curiosity, begin the presentation with another engaging tool such as a question, an interesting anecdote or a surprising statistic(s).

Questions are a powerful way to start a presentation. Questions stimulate the mind by immediately engaging the listeners thought processes and makes listeners become more curious about the topic. Many presentations will often begin with a question that is connected to the topic. In fact, hopefully you have noticed the purposeful inclusion of a question in the previous paragraph.

While questions should be engaging, they must also be connected to the main theme of the presentation. For example, presenting on a favorite city in the world presenters could start their talk by enquiring "*If you could be transported to any city in the world, where would that be?*" Or, if presenting on their favorite hobby they could begin with "*What are some things you love so much that you forget about time?*" Once the question has been asked, presenters continue with the main theme of the presentation, as their question will hopefully have done its job - to engage the listeners' genuine interest and concentration. There are different types of questions that presenters can ask with differing outcomes. It is important to differentiate between open-ended questions such as ones beginning with "what", "who" and "why" and closed questions, which either have a "yes" or "no" answer such as "Do you like cats?" At the beginning of a presentation, open-ended questions are preferable to closed ended ones. The problem with closed questions is that if somebody says "no" to the question they might become disinterested in the presentation. For example, opening a presentation with "*Do you like football?*" risks losing audience members who do not. Whereas open-ended questions, that start with words such as "where" "who" "which" and "how" open the mind of the audience members and get them to consider all possible answers.

Presenters can avail of other types of bait that actively engage the audience's attention such as anecdotes or statistics. Relaying a short tale or personal experience about an interesting time when one had an embarrassing foreign culture faux pas could lead naturally into a presentation on intercultural understanding. Similarly, opening a presentation with a statistical fact that is intended to shock the audience can quickly seize the audience's curiosity. A presentation on gun control could begin with a statistic on the number of

people injured or killed by guns. For example; *"Before the sun sets today, over 300 people will have been killed or injured by guns in the United States of America"*.

Whichever bait students choose to use: questions, anecdotes or surprising/shocking statistics, they must take care to connect it to the rest of their presentation and therefore, it can be helpful to include at the end of the bait, a connection such as "I tell you this story/anecdote/statistic because..." and in this way connect your bait to the main part of your presentation. Naturally, the purpose of bait is to attract your audience's attention, but of course, it should be directly connected to the presentation topic and flow of your following points.

Now that a presenter has hooked his or her audience, they need to stress what the benefits are from listening to their presentation. Students must remember that the audience has given the time and energy to them and therefore they would like to know what they will gain from this investment. Phrases such as: "The three main points you will learn today are..." or "If you gain one thing from this presentation I hope by the end you will understand..." reassure the audience that their time will not be wasted and that they should stay attentive if they want to reap the benefits of your presentation.

#### Word Skills - Presentation Bait in Practice

When teaching word skills to student teachers can simply provide some example topics and ask them to create questions on the topic e.g. the benefits of living in the countryside, your favorite subject at school, modern family life or the dangers of technology. Once completed, the students should read out the bait with class choosing which is most enticing. Once they understand the idea, the most important thing is to ask them to write their own bait at the start of their presentation and then the teacher should check to offer advice on whether it is relevant and will catch the audience's attention.

#### A Great Tip to/for Giving Impactful Descriptions - Use All 5 senses

Although the words people use may not constitute the majority of their communicative performance, they do provide the substance, and as such, are very important with little changes and tweaks to a script adding impact to students' presentations. Skillful manipulation of words can create a mental image of the topic that students are presenting on that maximizes that appeals to the listeners' senses. Presenters must be mindful that people have five senses and the more senses that can be included in the description the more memorable and impactful that description will be. It is important to move beyond focusing on the traditional two-dimensional senses of seeing and feeling to create imagery that borrows from all the senses including

sound, taste and smell. Students must try to include all the five senses; sight, hearing, feeling/touch, smell and taste that facilitate a more descriptive appreciation of the presentation by appealing to all of the listeners' senses.

### Using All Five Senses in Practice

When encouraging students to use all five senses instructors can present a paragraph that appeals to each sense. Before students read the paragraph, explain how using all five senses will make the description more impactful and elicit from students the five senses. Then, students can read the paragraph and with a color pen underline each sense targeted. Review the paragraph with students and ask them to write a description using the five senses. It could be a description of their favourite hometown place, a happy childhood memory or a scary story. Whatever presentation topic students are focused on, it is likely they can use this new skill so that their words have more impact and they truly capture the audience's imagination. An example paragraph that can be used by instructors is provided below and requires students to observe how all the senses are used in the paragraph to add extra sensory layers to the description.

#### *The Beach*

*If I could take you to one place in my hometown it is the beach. The beach is my favorite place and on a sunny day and there is a beautiful view of the glittering, blue Pacific Ocean. During summer, you can feel the warm sunshine, and enjoy the gentle sound of the waves and laughter of families as they play in the warm water. There is the fresh, smell of salty, sea air and nearby you can enjoy the taste of delicious, homemade ice cream. For these reasons, the beach is definitely the best place in my hometown.*

#### Movement

The role of movement on the platform or stage during a presentation has divided educators, with some encouraging students to stand still with their hands at the side or in front of them, and others advising students to move around their platform. While it is understandable for teachers to instruct presenters, especially novice ones, to remain motionless and focus on the other presentation variables it is also worth considering the alternative. In fact, a quick Google search for good presentations will inevitably have presenters who move around the stage. To different degrees, the movement may be obvious or very subtle. It is interesting to note that Atkinson (2004) found that more often than not audiences react more positively to a presenter who moves around as opposed to one who is stationary. He continues, that movement also benefits the presenter insofar as it enables them to release "adrenalin and reduce tension" (p. 352). That is

not to say that all presentations require movement, and when choosing to move presenters should refrain from moving just for the sake of it. The result of uncoordinated movement can cause aggravation among the audience who may become at best distracted and at worst irritated. Therefore, for maximum effect, the movements should be choreographed with the various parts of the presentation. It is vital for a presenter to transmit the message that every member of the audience is valued. The presenter being positioned in a corner of the stage may distance the message conveyance from audience members on the opposite side. Conversely, continuous movement from one side of the platform to the other may frustrate the audience. The presenter also has to be aware not to block any audio-visual images that are used. While movement should be practiced before a presentation, there are times when the presenter has to respond to unrehearsed audience behaviors. Inevitably, audience members will react differently during a presentation. Some become absorbed in it, others bored, some may use their smartphone while others chat to the person next to them. Therefore, the presenter needs to react in such a way as to draw those disinterested or distracted audience members back in when these situations occur. One technique that many instructors themselves use is physical movement of the body and the eyes, especially towards a person who looks disinterested. Presenters can move in the direction of inattentive listeners and try and capture their attention through their heightened volume or physical proximity. However, presenters must be conscious not only of bored audience members but also enthusiastic members who through their fervent interest may monopolize the presenter's attention. An engrossed audience member presents an attractive focal point for a nervous presenter to direct their energies towards.

### Movement in Practice

The activity outlined here has proven successful for the authors in small to medium-sized classrooms (10-40 students) and may be difficult to adapt to larger auditorium style venues. Despite this, the activity creates awareness and debate among students about the need for movement while presenting.

At first, the teacher should elicit from the students, anticipated audience reaction if a presentation was to become boring. Some of the common ones regularly reported to the authors are that they might begin to sleep, chat with the person next to them, check their smartphone, or if the opportunity arose, they might even leave. The teacher reminds the students that when giving a presentation it is important to make everyone feel a part of it and bring them on the journey of the presentation.

To practice, students will have to give a three-minute presentation. At this point, the focus is on-stage movement and it is not important that students memorize their presentations and an excerpt from a book could suffice as a script. The role of the audience is crucial in this activity. Depending on the class size, the

teacher should prepare cards for either all or some of the audience members. On these cards are written different roles that the members should perform and at what time (see Appendix 4). For example, one card reads 30 seconds- bored, another, 45 seconds- very interested, another 90 seconds- use your phone and so on. While the presenter is speaking, they have to notice the reactions of the audience and as much as possible move towards that person and try and engage them in the presentation. This activity has worked very well and both presenters and the audience have enjoyed it.

## Conclusion

Standing in front of a group of people and speaking is daunting for most people, especially novice presenters in the Japanese educational environment. Many people appreciate the critical components of a presentation such as memorization, eye contact and voice, but nerves and a lack of correct practice prevents them from maximizing their delivery. To combat this, instructors need to be sensitive towards students' needs and develop activities that focus on building confidence as much as skills. The features of presentations and activities introduced in this paper will provide an instructor with some useful and tested tools that address some common failures with effective presentations. Even if a teacher incorporates one or two of the outlined techniques and strategies in this paper, their students will be empowered to stand up and deliver more powerful, practical and engaging presentations with confidence.



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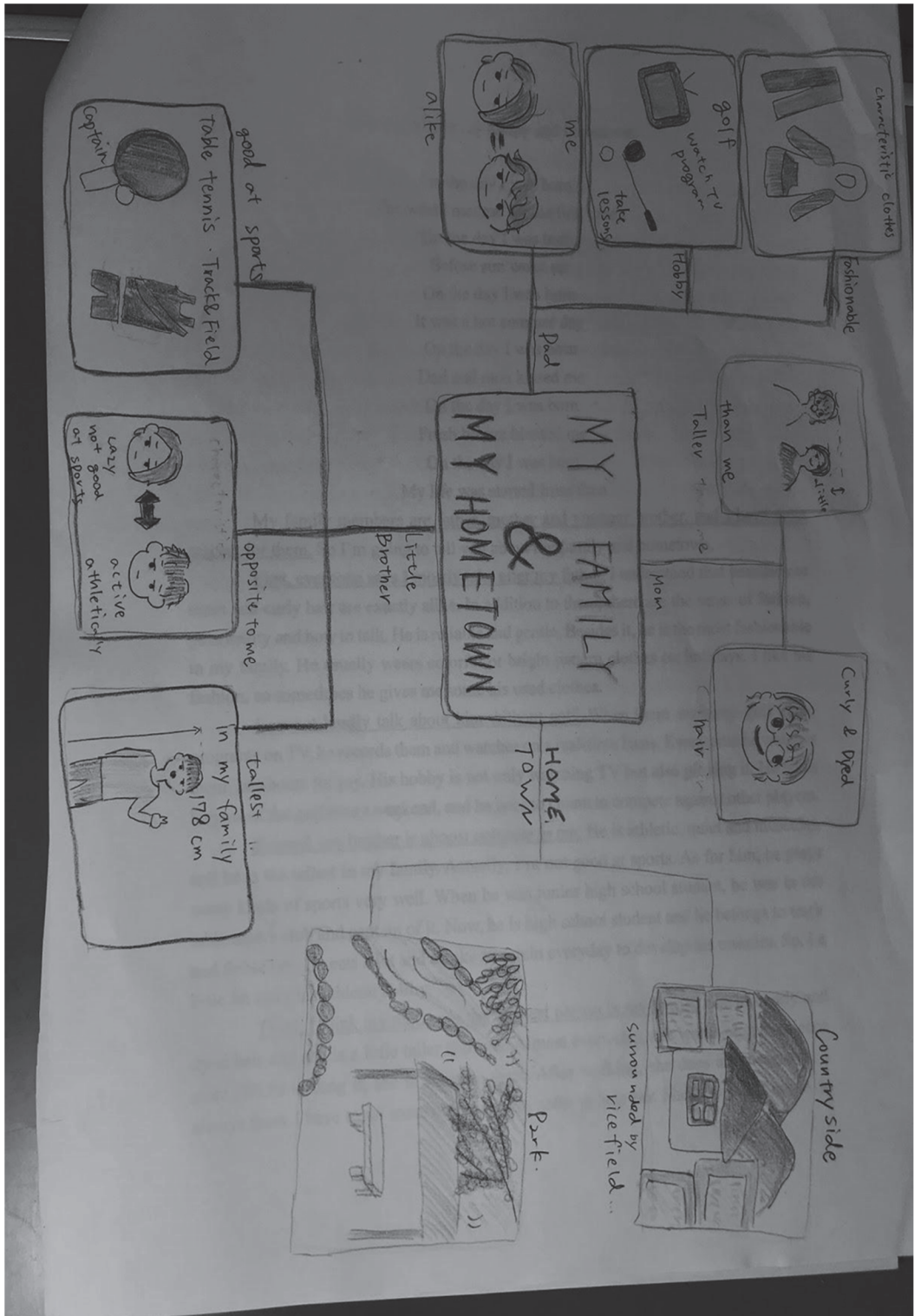
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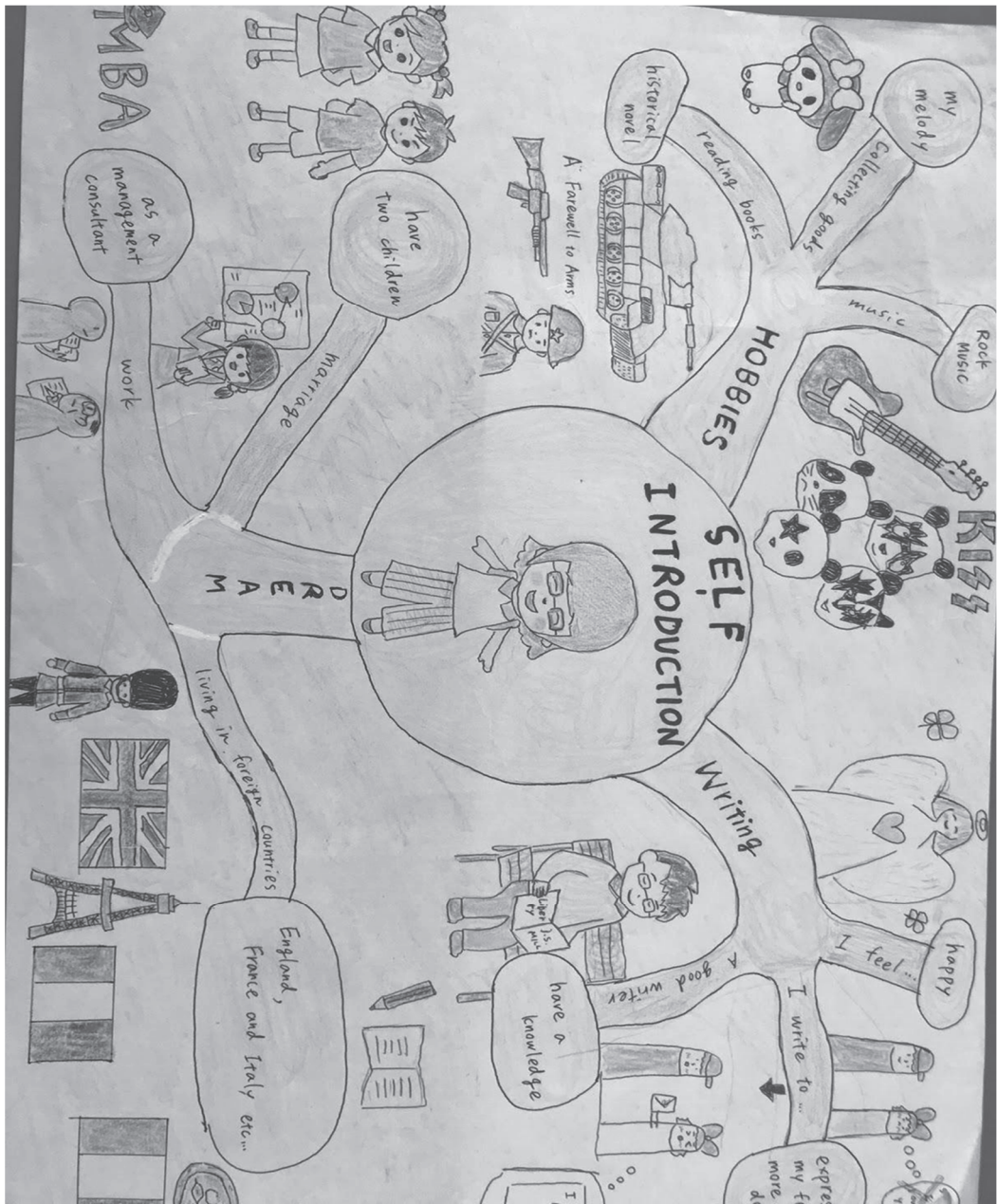
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**Appendix 1: Mind Map Example**



**Appendix 2: Mind Map Example**



**Appendix 3: Mind Map Checklist**

<b>Mind Map</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span> <span>6</span> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <span>7</span> <span>8</span> </div>							
Central Image (large, color)								
Main Branches (3 or 4)								
Small Branches								
Key Words (on each branch)								
Images on Branches								

Color on every Branch								
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**Appendix 4: Three-Minute Presentation Reactions**

<p><b>30 seconds</b></p> <p>Talk to the person next to you</p>	<p><b>45 seconds</b></p> <p>Use your mobile phone</p>	<p><b>60 seconds</b></p> <p>Begin to fall asleep</p>
<p><b>75 seconds</b></p> <p>Stare at the presenter and look really interested in their presentation</p>	<p><b>90 seconds</b></p> <p>Look very confused</p>	<p><b>105 seconds</b></p> <p>Talk to the person next to you</p>
<p><b>120 seconds</b></p> <p>Begin to read some of your notes</p>	<p><b>135 seconds</b></p> <p>Stare at the presenter and look really interested in their presentation</p>	<p><b>150 seconds</b></p> <p>Start to yawn</p>

<p><b>175 seconds</b></p> <p>Talk to the person in front of you</p>	
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