

Teaching Presentation and Discussion Skills to EAP Students

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This paper argues that academic speaking and discussion skills should be included in the EAP curriculum and describes an oral presentation activity that gives students practice in these skills. Working from the premise that such skills, though complex, are amenable to practice and improvement, the authors prepared a handout that gives students detailed instructions for preparing and giving a presentation and in leading a discussion, and designed a peer evaluation form for both formative and summative feedback. Based on student evaluations of the activity, it is concluded that it provided a useful and exciting language learning experience.

1. Introduction

Although “getting them talking” is one of the major goals of lower level speaking/listening classes, teachers of more advanced classes—especially English for Academic Purposes (EAP) classes—may wonder about the importance of speaking skills for their students. On the minus side, Johns’ (1981) and Ostler’s (1981) surveys of essential academic skills consistently found speaking skills to be less important than listening, reading, or writing. However, a careful examination of Ostler’s data reveals that although oral skills—giving talks, participating in panel discussions, discussing issues in class, and asking questions in class (p. 495)—were considered important only by about one-third of the undergraduates surveyed, these figures rose sharply for graduate students. Partial confirmation of Ostler’s data is provided by Westerfield (1989), who found that “MBA professors require active participation in the oral treatment of a case,” and that oral participation may determine “up to 25% of an MBA student’s course grade” (p. 75). And since there is “a growing number of international graduate students and a declining pool of undergraduates” (Kaplan 1989, p. 110), it is clear that academic oral

skills should be taught in any program that has the goal of preparing students for university work.

This article describes an activity that helps students practice essential academic speaking skills and which, as their own evaluations attest, gives them that feeling of excitement and accomplishment so essential to successful language learning. The activity is called *Presentation and Discussion*, and it consists of each member of a group of three to five students giving a 5-minute presentation and then leading the group in a 10-minute discussion. Although there is nothing remarkable or original about this basic idea, we believe that four things account for our success with it: first, sufficient time is spent teaching students what is expected of them; second, students are given opportunities for practice so that they can fulfill those expectations; third, students receive useful feedback from their peers; and fourth, the activity is repeated every few weeks so that students can use the feedback they received to improve their performance over time.

The activity has three phases: *preparation*, *presentation*, and *feedback*. Both the preparation phase and the feedback phase make use of handouts, which are described in the first part of this article. Classroom procedures for the day of the activity are discussed in the second part and students' reactions in the last section.

2. Preparation

Sitting through a series of poorly prepared oral presentations is a truly stultifying experience for teachers and students alike, and this may explain why many teachers are simply not willing to risk class time for this type of activity. A more positive choice, however, lies in recognizing that giving a good presentation and leading an effective discussion involve complicated skills, that these skills must be learned and practiced, and that mastering them requires time and well-organized instruction. Thus, the handout students receive (Appendix), which may seem excessively long and detailed, is in our experience welcomed by students. Since class time is devoted to discussing it, students overcome their initial fear of its length and are grateful for the explicit guidance it contains.

The remainder of this section consists of a discussion of questions teachers may have about the handout. We suggest that

readers read the handout (Appendix) first and then come back to this section. The questions are grouped under headings that correspond to the sections of the handout.

2.1 Introduction of the Activity

How should the handout be used?

We give students the handout to read for homework, asking them to highlight or underline the parts that seem most important to them and to mark any places they do not understand. Since the handout is quite long, we try to spread the discussion of it over two or even three class periods. This initial investment in class time pays the most benefits when the activity is used several times per term, because most students need only to review the handout briefly for subsequent presentations.

Why do students work in small groups rather than speak to the whole class?

There are both theoretical and practical reasons for preferring small group to whole class work. Long and Porter (1985) present a number of arguments supporting the idea that group work aids second language acquisition, noting that students get more practice with the language, use a greater variety of language, and engage in more negotiation for meaning (pp. 221-222). Bejarano (1987) also found that

peer discourse in the small-group setting apparently permitted pupils to think aloud and, by necessity, to talk in less polished language. There was far less inhibition and tension under these circumstances because discourse served communicative needs rather than the demands of public recitation. (p. 495)

Finally, practical reasons: small-group work allows an entire class to finish the activity in one class period; also, it limits the negative effects of uninteresting, repetitive, or inadequately prepared presentations to the fewest possible victims.

What determines the exact size of the group?

The exact size should be determined by the length of the class period. We can fit four fifteen-minute blocks in our 70-minute classes, so we divide students into groups of three and four, with as many groups of four as possible. This allows 10 minutes of "administrative" time.

Why is the fifteen minutes divided into a 5-minute presentation and a 10-minute discussion period?

This seems to strike a reasonable balance between speaking and listening. By the end of the class, each student has spent about 5 minutes in the “hot seat,” 10 minutes as a discussion leader, 15 minutes listening to others’ presentations, and 30 minutes taking part in discussions.

2.2 Choosing a Topic

How much freedom do students have in choosing their topics?

With the one (admittedly significant) restriction that their topic must in some way relate to the content topic they are presently studying, they have almost complete freedom. These presentations are part of the writing and reading/discussion classes at International Christian University, which focus each term on three content topics (one term’s fare: English as an international language, artificial intelligence, and bioethics). These topics provide the basis for all reading, writing, and discussion assignments. As a counterbalance to academic writing assignments, in which there is often no place for students’ personal experiences, we encourage them to use personal experience or knowledge as the core of their presentations on each topic in the reading/discussion classes.

We have not found it necessary to “approve” topics beforehand, but on some occasions we have asked students to tell us their topic the day before the presentations so that we could make sure that the students in each group had different topics.

2.3 Preparing Your Talk

What guidance are students given in organizing their talks?

Given the wide variation of topics that students choose to speak about, there is no specific pattern that can be recommended to all. We therefore fall back on the concept of “say what you are going to say, say it, and say what you said.”

Why are students required to use an index card?

When our Japanese students think of oral presentations, they think of speech contests, where speakers compete in giving excruciatingly emotional and painstakingly rehearsed formal speeches. One of the main goals of the activity described here is to help our students learn a less formal alternative, and the use of an index

card with speaking notes only (no complete sentences) fits in with this goal. Students must learn to use the card only as a prompter, not a script, and we have learned to watch for the student who brings a beautifully written and well-organized note card on the day of the presentation and then proceeds to read from a fully written-out script! Thus, we warn students against either memorizing or writing out their talk, and the index card provides just enough room for a happy medium.

Why five discussion questions?

We have found that five questions provide sufficient fuel for ten minutes of discussion. It may be that five is too many, but preparing fewer than five discussion questions minimizes the potential breadth of discussion.

2.4 Practicing Your Talk

Why are students required to submit a practice tape?

Since the success of this activity is largely due to the practice that students do before the presentation, we want to make sure that their practice is as effective as possible, and to us this means practice *out loud in English*. We explain that silent practice does not simulate performance conditions closely enough, whereas practice out loud with a tape recorder gives them the opportunity to listen critically to themselves, just as they will be critically listened to by their peers. The practice tape also gives them a chance to time themselves.

Practicing in front of a mirror is a technique that one of the authors learned from studying to be a professional singer. It has two benefits. First, it allows students to see themselves as others will see them. Second, it helps students practice making eye contact—one of the most difficult aspects of Western body language to teach to Japanese students—in a non-threatening environment.

2.5 During the Talk

What problems do students face as speakers and listeners?

Unfortunately, our students tend to identify classroom “speaker—listener” situations with the “all knowing and powerful teacher—passive pupil” situations they were exposed to in high school. Thus, we find it necessary to re-educate students about their roles as speakers and listeners, preparing them for the idea that it is

normal and desirable for speakers and listeners to *interact*: that interruptions and questions are a normal part of group discussion, and that, in an academic setting, eye contact with interlocutors is the polite way to show interest in what others are saying (see Tannen, 1984, for a discussion of this and other aspects of cross-cultural pragmatics).

2.6 *During the Discussion*

What problems do students face as discussion leaders and discussants?

Most of our students tell us that in high school they *never* had group discussions in their classes. Thus, students need to be taught that a skillful discussion leader facilitates discussion rather than dominates it; exhibits flexibility in directing the course of a discussion rather than slavishly following a “plan”; looks for opportunities to involve each member of the group in the discussion in a variety of ways, rather than in a mechanical fashion by directing questions first to student #1, then student #2, and finally to student #3 ad nauseam; responds positively to opportunities for interesting and unexpected detours; and appreciates the fact that sometimes s/he can be most effective by simply allowing the discussion to proceed unimpeded.

But it is not enough to teach discussion leaders about equality and reciprocity; it is also necessary to teach discussants to value themselves as members of the audience—that each presentation and discussion is for *their* benefit, not for the (sole) benefit of the leader. When students finally come to realize that they have the right to direct the discussion toward aspects of the topic that interest them and to speak among themselves, they feel freer to say what is on their minds, to question each other, to probe more deeply than their culture normally permits in “polite” conversation.

2.7 *Feedback and Grading*

What kind of feedback do students get? How are they graded?

The simple answer to this question is that students get feedback from each other, both because we want to emphasize that the students’ primary responsibility is to their audience of peers, and because it is physically impossible for us to monitor all the student groups at the same time. The form they use in evaluating each

member of their group has places for both formative (the left side of the form) as well as summative (the right side) evaluations. The former are collated and returned to the student without the evaluator's name, while the latter are seen only by us.

This somewhat elaborate scheme is our accommodation to our students' culturally-induced reticence to judge each other critically. The built-in anonymity helps us "sell" our students on the idea that formative evaluation is essential for improvement and that summative evaluation is a necessary part of our educational situation. Of course, teachers who do not need to give a grade might want to re-design the form, perhaps using only the formative section.

Students receive three grades, one as *presenter*, one as *discussion leader*, and one as *discussant*. All three grades are based on their peers' summative evaluations, and the first two are also influenced by our judgment of their level of preparation as indicated by their index cards. Although the quality of their practice tape does not affect their grade, failure to submit a tape (or submitting a blank one!) lowers their *speaker* and *discussion leader* grades.

3. Classroom Procedures for the Day of the Activity

What can teachers do before the presentations begin?

First, teachers may want to assign students to groups. For example, if students have submitted their topics before the day of presentation, teachers can form groups of students with a good mix of topics. Another reason for controlling group membership is to make sure that over the course of a term, students speak to a variety of classmates, not just their best friends. Finally, in a multi-lingual classroom, teachers may want to form groups of students from a variety of language backgrounds.

On the day of the presentation, teachers should set up desks (or chairs and tables) *with an extra chair in each group* so that they can easily join each group during the activity. We do this from the beginning of the term so that students become accustomed to our being part of their audience.

How can the teacher keep things running "on schedule"?

Each presentation/discussion should begin and end at the teacher's signal. In practice, this means that the teacher or the

group must decide on the order of presenters; the teacher must signal the beginning of each presentation; the presenter must use a watch to make sure that the presentation stays within its time limit; and the teacher must give a "two-minute warning" (after about 13 minutes) so that discussion leaders can begin their summaries. After 15 minutes, the teacher signals the end of the first time block, and the process begins again after a momentary break.

When some groups have one fewer member than the rest, the smaller groups will finish one time block before the larger ones. When this happens, members of the smaller groups should redistribute themselves among the larger groups for the final time block. However, students should evaluate only the members of their original group.

What does the teacher do during the activity?

If the class is not too large, teachers can circulate quickly at the beginning of each time block and hear at least a portion of each student's presentation. They can spend a little more time in each group during the discussion period and may even want to contribute to the discussion, although we do so only occasionally for fear of being perceived as the (temporary) "leader." While listening, teachers might want to jot down some notes to give to individual students to help them with problem areas not covered by the peer evaluation form.

Teachers can also use the very short break between presentations to point out good things they have just seen or heard, such as a discussion leader who showed the flexibility to allow a discussion to "stray" in an interesting way, or a discussant who challenged something another discussant said.

How is the "paperwork" handled?

At the end of the class period, students put their practice tape and note card(s) into the envelope they were instructed to bring to class. When the envelopes have been collected, we distribute evaluation forms (the same form as in the handout, only on a separate sheet of paper), and students write the name of each group member on a separate form. Students complete the forms as homework for the next class.

4. Student's Reactions

For all that one may say about the relevance of an EAP activity to students' future academic needs, one should not let the product of learning overshadow the process. As Hutchison and Waters (1987) point out, students "should get satisfaction from the actual experience of learning, not just from the prospect of eventually using what they have learnt" (p. 48). In this section, we present two types of evidence, a questionnaire and a number of comments written by students, both of which suggest that students do indeed value this activity as a satisfying learning experience.

Table 1 shows the responses of 43 students to five questions about the activity on an end-of-term questionnaire.

Clearly, the great majority of students found the activity "useful" and felt that it had helped them improve their "speaking" and "discussion" skills. However, there were fairly large groups of students who felt it had not helped them improve their "listening" skills and who were not happy about the grading of the activity. The feelings behind both these responses are revealed by comments made by students in their weekly written class evaluations.

4.1 Negative comments

The fact that a number of students did not feel that their listening ability had improved may be related to the varying degrees of ability among students. As one pointed out,

I couldn't improve my listening skill because some of us have poor pronunciations while the others have good ones.

Another possible explanation is that they spent their time listening to each other rather than to "real" speakers of English. This problem may be avoided if the teacher emphasizes that much of the usefulness of learning English comes from its importance as an international medium of communication, and that, therefore, interaction with non-native speakers is every bit as valuable as that with native speakers.

Several other students commented on their feelings about being in groups with more advanced students. One claimed that the differences were "more than what can be solved by efforts." Another student said:

Table 1
Student Responses to End-of-Term Questionnaire

	Agree	Agree strongly	Disagree	Disagree strongly
Presentation/Discussion was a useful activity.	23/53%	17/40%	2/5%	1/2%
Presentation/Discussion helped me improve my speaking skills.	14/33%	21/49%	6/14%	2/5%
Presentation/Discussion helped me improve my listening skills.	1/2%	19/44%	21/49%	2/5%
Presentation/Discussion helped me improve my discussion skills.	10/23%	28/65%	4/9%	1/2%
The grading of Presentation/Discussion was fair.	1/2%	25/58%	16/37%	1/2%

Of course I have something to talk about, but my poor ability and envy of (very fluent students) make me stop talking!

The second major area of negative feelings concerned the *subjectiveness* of the grading process:

The grading of presentation/discussion were sometimes not fair because different person have different way of judgment and depends person in group we get different grade....

I was sometimes afraid of classifying other's ability. ..It would be better to add other evaluation (more objectively).

This response may be peculiar to Japanese students, who have passed through an educational system where *all* evaluation has at least the facade of objectivity, or it may be a more universal feeling

that, as “mere” students, they are not yet capable of evaluating their peers.

Although one way to eliminate this complaint would be for a teacher to grade each presentation from an audio tape, we feel that both the teachers’ time and the dynamics of the discussion group would be sacrificed, and that little in the way of “objectivity” would be gained. It seems more reasonable to impress upon students the fact that their teachers’ judgments are no more objective than theirs, that they are better off being judged by three careful listeners than by one teacher, and that their best guarantee of fairness is to fill out each others’ evaluation forms as conscientiously as possible. This is a complaint that will probably not go away, but if it is dealt with forthrightly, it can lead to fruitful discussion and learning about the importance of speaking as *communication* rather than *recitation*.

4.2 Positive Comments

Positive comments about the activity far outnumbered negative ones, and only a small sample can be given here. Students noted their improvement:

In this term, presentation is just done second time, but I see big changes. What is most important is our attitude to try to speak and express ideas in English as much as possible.

They noted changes in their understanding of cultural aspects of communication:

I was a little surprised that it is considered POLITE behavior to stop a speaker to ask clarifying questions. Because it is considered polite in Japan to be *just* a listener when the other person is speaking. So I asked a lot of questions to become a POLITE person in English way.

They expressed their and their classmates’ excitement:

Today’s class was very exciting. Each presentator had a keen interest and showed it as well as possible.... These three presentation really enriched me....

They wrote about their interest and involvement:

We discussed enthusiastically, almost forgetting we were talk-

ing in English. Isn't that great?

This week I was afraid of presentation/discussion. But I could spent good time during the class. Because each of our group didn't speak fluently but could speak eagerly and ask question, give answers friendly.

They approved of practicing with a tape recorder:

Because I had to record in the tape, I had to practice many times and as I practiced I became to know or understand what I was going to talk about exactly.

When I listened to my speaking from a tape, I could easily find my poor pronunciation.

And they claimed that the activity stimulated them intellectually:

When I planned about my talking, I thought about the article more deeply than usual, and I could notice many interesting point....

Discussion was very helpful to make my own idea more clearly.

5. Conclusion

This activity clearly requires a serious investment of time and energy by both teacher and students, but it is time and energy well spent. One student's words seem to sum it up best:

The most useful and successful aspect of this class for me is presentation/discussion. Thanks to that, I became able to speak or discuss in front of other people without hesitation or being shy. I now want to do that again....

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Appendix

Presentation and Discussion

- I. Introduction
- II. Choosing Your Topic
- III. Preparing Your Talk
- IV. Practicing Your Talk
- V. During The Presentation
- VI. During The Discussion
- VII. Feedback And Grading
- VIII. Things to Bring on the Day of the Talk

I. Introduction

This term you'll each be giving several 15-minute talks related to the topics you're studying. The fifteen minutes will be divided into two parts, the **presentation**, and the **discussion**.

1. The **presentation** lasts about five minutes. During this time you (the *Speaker*) present your ideas to a small group of classmates (the *Listeners*), speaking IN ENGLISH from notes you've prepared on one or more index cards.

2. The **discussion** lasts about ten minutes. During this time you (the *Discussion Leader*) lead your group (the *Discussants*) in a discussion of your presentation, based on questions you've prepared. You conclude your talk with a brief summary of the main points that were made during the discussion.

You'll also **evaluate** each member of your group. These evaluations will help you improve your next presentation and will help me give you a grade.

The purpose of this handout is to give you step-by-step instructions for this activity. Please read it carefully!

II. Choosing Your Topic

You may choose any topic connected with the topic you're studying and the related readings; however, your talk should NOT be a summary of those readings. It SHOULD be about something that you're really interested in, something that **you and only you** can contribute to everyone's understanding of the topic. In choosing, ask yourself if there is anything you can actually **show** your classmates, such as a photograph or a drawing you've made. Using a visual aid such as this will make your presentation even more interesting. Finally, remember that you have a time limit of five minutes and that you must speak only English, so choose a topic which you

can comfortably present. You might, for example, talk about:

- * something in your personal experience that helps to explain one or more of the ideas connected to the topic.

- * your *interpretation of/reaction to/disagreement with* one or more of the ideas in the readings.

III. Preparing Your Talk

1. Do ALL of your preparation **in English**.

2. Review the readings on the topic. Note the main ideas. Try to find one or two ideas that have some personal meaning for you, that you reacted to strongly, or that remind you of something you've experienced. Then, list your ideas, just brainstorming for interesting things to say. After that, organize the best of those ideas into an *introduction*, *body*, and *conclusion*:

- * In the **introduction**, briefly state the main idea of your talk in one or two sentences, and mention the topics you'll discuss.

- * The **body** should be the main part of your talk. It should be organized so that your listeners can easily follow and understand your ideas. This is where you'll explain your ideas and opinions, give your examples, and show any visual aids you've brought. In choosing examples, be sure to choose ones that are easy for your listeners to understand.

- * The **conclusion** is your last opportunity to tell your listeners what you think were the important points of your presentation. Ask yourself, "What do I want them to remember?" It's a good idea to summarize briefly the main points of your talk and emphasize, through what you say (the words) and how you say it (your tone of voice and your gestures), those points which were most important to you. By doing so, it will be clear to your listeners that your presentation is over and that it's time to begin the discussion period.

3. Write your presentation in note/outline form on one or more medium-size index cards (look at the sample note card below to get an idea of what yours should look like). Your NAME, SECTION, and presentation TITLE should be written across the top of the first card. Also, the three parts of your talk—INTRODUCTION, BODY, and CONCLUSION—should be clearly labeled on the left side of the card. Draw a line between these labels and your notes so that it will be easy to see them as you speak. Feel free to use both sides of the card and/or additional cards.

It's very important to remember that you will NOT be reading your cards during your talk—you'll only be looking at them to find your place and your next idea, so you should:

* Leave lots of empty space. It's very difficult to find your place when your card is crowded with words.

* Leave enough room **between** sections to make additions at any point.

* Mark the main points with stars or arrows or big black circles so that you can keep track of where you are.

* Write your notes in **dark pencil**, in **large letters**. It's easy to make changes if you've written in pencil and large letters are easy to see. Write only to the *right* of the line.

**Sample note card
for "Nature and Humanity" presentation**

NAME:	SECTION:	TITLE:
<u>INTRO:</u>	The nature around us is made by humans—it's not real	
<u>BODY:</u>	3 parts to talk—nature in home town, daily life, on earth	
	**In my home town Example: experiences with firefly	
	** In our daily life—power without humanity	
	** On the earth—environmental destruction, pollution	
	Examples: + seals' death + acid rain + amazon desert + abnormal climate	
<u>CONC:</u>	**Humans think can control nature—wrong! need harmony with nature and good relationship	

4. Write (at least) **five** discussion questions following your speaking notes on the index card. Each question should encourage your classmates to share their opinions with you and the other members of the group. Here are some suggestions for writing good ones:

* Try to make each question *stimulating* (something that people want to talk about) and *specific* (something that people have **definite ideas** about).

* Vary the form of the questions. Begin with different phrases such as "What do you think about...?"; "Why...?"; "Do you...?"; "Where...?"; "When...?"; "How...?"; "Have you ever...?"

* If you ask "yes-no" questions, be ready to ask a follow-up question. Look at Discussion Question #1 on the card below for an example of a

follow-up question.

Sample discussion questions for “Nature and Humanity” presentation

DISCUSSION QUESTIONS:

- (1) Did you have experiences with real nature as a child?
Yes: give answer
No: experience from television? books?
- (2) What do you think about the environment around you?
Is it man-made or real nature?
- (3) Do you feel a cultural difference between Europe and Japan in treating nature?
- (4) How can we get along with nature?
- (5) What is your opinion about environmental pollution?

IV. Practicing Your Talk

Once you’ve written your note cards, you need to practice **what** you’re going to say and **how** you’re going to say it. For this step, you should practice with a tape recorder. Find a quiet place, set up your recorder, turn it on, take out your note cards, and start practicing. **Practicing** does NOT mean making a “perfect” recording or reading your cards. It DOES mean talking, stopping, hesitating, making mistakes, searching for a better word, changing your ideas (and maybe your notes).

Practicing also means learning how to use your note cards. Practice looking down at your card for your idea and then looking up at your classmates, BEFORE you start talking. Finally, be sure to practice each part of your talk, **including** your conclusion and your first discussion question. When you’re finished, listen to the tape. Did you speak loud enough? Will others understand you? Is the organization of the talk clear?

When you’ve practiced enough to feel comfortable with what you want to say, practice once (or twice) more with the tape recorder, index cards, and any visual aids you will use, but this time, practice in front of a mirror. Choose three or four objects (books? pencils?) to represent your classmates and put them around you as though you were in a discussion group. Then put your watch in front of you. The purpose of practicing this way is to:

***See yourself** as your classmates will see you. Is your head buried in your index card or are you really just **referring** to it?

* **Practice looking** at your classmates. Did you look at each book or pencil about the same number of times?

* **Practice using** any visual aids you’re going to show. As you hold up

each one, make sure that EACH person sees it, but don't cover your face with it.

* **Practicing timing** yourself. Remember, *you're* responsible for limiting your presentation to about five minutes.

At the end of this practice session, listen to the tape and evaluate yourself as a Presenter, using the left side of the Presentation/Discussion Evaluation Form on page 5 of this handout. If you hear a problem, try to correct it. And finally, make sure that all the notes on your index card(s) are written in dark pencil and are written large enough so that you can easily see them.

V. During the Presentation

When you're the *Speaker*, remember to use your index card notes only for reference, to put your watch on your desk and time yourself, and to *look* directly *at* and *speak* directly *to* each of your classmates. If a group member interrupts you to ask a question, answer it as well as you can, and then continue your talk.

When you're a *Listener*, put your own index card(s) and other materials where you can't see them, *look at the speaker*, and give him/her your total attention. If you don't understand something that is said, ask for an explanation. It's much better to ask for clarification than to sit silently, pretending to understand.

VI. During the Discussion

When you're the *Discussion Leader*, your responsibility is to get the **other members** of your group to talk about the ideas you presented, so you should probably talk the **least**. Your prepared discussion questions are the **basis** for the discussion, but you should be flexible and willing to "go with the flow" of the discussion. For example, if a group member asks an interesting question about a related topic, let the discussion go in that direction until you feel it's time to return to your original prepared questions.

During the discussion it's still your responsibility to keep track of the time. Whether or not you finish discussing your five discussion questions, be sure to leave about two minutes at the end of your presentation to *briefly* summarize the main points that were made during your discussion. Your final summary is the conclusion to your presentation and without it, your presentation is incomplete. I'll be giving you a "two-minute" warning to help you remember when to begin the summary. After the summary, you might end your presentation with a simple "thank you."

Presentation/Discussion Evaluation Form

Presentation/Discussion Evaluation Form	
Your name: _____	Section: _____
family name first name	
Student's Name: _____ family name first name	Check the one best description in <i>each</i> of the three sections below:
These areas need improvement:	NOTE: This side will not be shown to the speaker!
1. As a PRESENTER <i>Content:</i> ___ unoriginal topic ___ unclear introduction ___ too abstract ___ unclear conclusion ___ not well organized	This PRESENTER gave ___ an exciting, original presentation. ___ a very good, effective presentation. ___ an average presentation. ___ an ineffective presentation.
<i>Technique:</i> ___ many hesitations ___ lack of eye contact ___ voice too soft ___ poor use of note cards ___ spoke too fast	The DISCUSSION was ___ stimulating and enlightening. ___ enjoyable and interesting. ___ somewhat interesting. ___ rather boring.
2. As a DISCUSSION LEADER ___ spoke too much ___ questions not stimulating ___ too few questions prepared ___ did not involve everyone ___ did not summarize the discussion well ___ did not "go with the flow"	As a DISCUSSANT, s/he ___ participated actively and made thoughtful comments throughout the discussions. ___ showed involvement and interest most of the time. ___ showed involvement and interest some of the time. ___ showed little involvement and interest.
3. As a DISCUSSANT ___ did not participate actively ___ spoke only to the leader	
4. What was the best aspect of this presentation?	

If you should finish discussing your prepared questions **before** the discussion period is over, ask members of your group to share more examples of personal experiences, or return to a question that was particularly interesting and ask for more opinions.

When you're a *Discussant*, show your interest by talking to **each member** of the group, not just the leader. **Be a leader** yourself by asking any questions you think of. If you're asked a question, answer it as fully and completely as you can, trying to open up new possibilities for discussion. Be willing to disagree with or challenge your classmates' ideas. Interest-

ing and stimulating discussions are those in which you ask questions, express your opinions, and disagree, as well as agree with other members of your group.

VII. Feedback and Grading

Your homework assignment for the class following presentation day is to complete a Presentation/Discussion Evaluation Form (shown after section VIII) for **each member** of your group, excluding yourself. Although there's a place for your name on the top, it will be cut off **before** the forms are distributed to your group members.

You'll receive three grades, one as *presenter*, one as *discussion leader*, and one as *discussant*. All three will be based on your group members' evaluations of your presentation. It's extremely important that you *fairly* and *completely* evaluate each of your group members' presentations, in the same way that you expect them to evaluate yours.

In addition to the individual evaluations, your grades as presenter and discussion leader will be influenced by my judgment of how well you prepared your index card(s). I'll be looking at your notes (were they brief and clear?) and at the quality and quantity of your discussion questions (were they stimulating and interesting? Were there at least five?) Your practice tape will NOT affect your grade, unless you don't submit one! You'll receive each of your classmates' evaluations within a few days of the presentation, as well as your final letter grades.

VIII. Things to Bring on the Day of the Talk

Be sure to bring your **index card(s)**, your **practice tape**, and an **envelope** to put them in. Please **write your name and section** on all three.