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Academic Speaking: Presentation (1)

By completing this worksheet, you should be able to:

1. Understand the structure of an academic presentation
2. Identify different strategies for defining a concept
3. Cite references orally in speeches

Part 1. Understanding academic presentation

An academic presentation is a presentation that you do individually in an academic context. Usually, you have a clear objective in mind and know well about the knowledge and expectations of your audience.

To achieve a good academic presentation, there are several points that you should pay attention to:

1. Think about the aim of your presentation and what you want to achieve.
2. Concentrate on your audience – **who** they are and **what** they (want to) know.
3. Choose the topic that interests you – involvement and motivation are key to confidence.
4. Give your presentation a **clear** and **logical** organization so that everyone can follow.
5. Present information **visually** – this adds interest to your talk and makes it easier to follow.
6. Support your claims by citing **credible** and **reliable** sources such as articles from academic journals, reports from the government, etc.
7. Practise giving your presentation until you are familiar with the key points; this way you may discover any potential problems and check the timing. Besides, practice will also make you feel more confident.

(Reference from: <https://academic-englishuk.com/presentations/>)

Activity 1. *Decide if it is appropriate to do the following in a presentation.*

	Yes/No
1. Set a clear objective for your presentation.	
2. Tell the audience what you are going to present in the beginning of your presentation.	
3. Present a topic that you are not familiar with.	
4. Include complete sentences on the presentation slides.	
5. Start your presentation with a conclusion.	
6. Prepare the scripts and slides right before your presentation.	

- | | |
|---|--|
| 7. Copy the exact wordings of works prepared by others without referencing to the source. | |
|---|--|

Structure of an academic presentation

Similar to most of the presentations, an academic presentation also follows the *Introduction – Body – Conclusion* outline. In addition to the basic outline, there are parts specific to the academic presentation, including:

1. Outline – provide basic bullet points on the key parts of the presentation as a part of the introduction
2. Evaluation – follow the main body to review your own work
3. Reference list – include all sources that you have cited in the presentation

(Reference from: <https://academic-englishuk.com/presentations/>)

Activity 2. Watch a presentation by a student from The Education University of Hong Kong about 'Strength-based approach in parenting' (Video B: https://dses.eduhk.hk/?page_id=1576) and find the period for each part of the presentation.

Part	Period
Introduction & Outline	<i>Example: 00:05 – 01:09</i>
Body	
Evaluation	
Conclusion	
Reference list	

Part 2. Identifying strategies for defining a concept

When you are delivering an academic presentation, it is very common to give definitions of a concept. In an academic environment, definition is particularly important for words with different meanings in general English and specific English, for example, *appreciation* can mean a grateful feeling in general English, while it refers to the increased value of land or other possessions in Business English. Sometimes, the definition can be achieved in one sentence or one word. However, more often you would prefer to provide more specific information or details for your listeners to have a richer understanding (Reinhart, 2002).

Here are some strategies for beginning a speech where you need to define a concept (Reinhart, 2002):

1. A rhetorical question
2. A question to the audience that is meant to elicit a response
3. A hypothetical situation or short anecdote
4. An example
5. An opening statement that places the concept in a context
6. Historical background
7. A picture
8. Music or other sounds
9. A quote, a poem, or a saying

What is a rhetorical question?

A rhetorical question is a question that the speaker poses to the audience but that don't require an answer. Using rhetorical questions is more attractive than a plain opening because it can lead the audience into the topic and help speaker begin a relationship with the audience. Remember not to pause too long after asking the question, otherwise the audience may think the question is to be answered by them.

Activity 3. Read the introduction script prepared by the EdUHK student below and identify which strategies have been employed to define a concept.

Famously, it was Albert Einstein who said, “If you judge a fish by its ability to climb a tree, it will spend its whole life thinking it is stupid”. This message has been taken to heart by the educational community, leading to many student-centred approaches, and flipping the autonomy from the teachers to the children. What people generally do not realise, is that it is parents, rather than any educational institutions, that is at the helm of pedagogical advances. Why then, one questions, should this same principle not be applied to those parents and caregivers who have exponentially more influence on a child’s development?

Strategies employed: _____

Activity 4. Write an introduction (around 100 words) to define any concept from your major studies by employing any strategy mentioned above.

Concept:

Introduction:

[illegible]

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Part 3. Citing references orally in speeches

When you write an academic essay, you will need to review the literature on the questions or topics to look for possible research gaps. When you provide your claims, you will need relevant findings or investigation results from previous research to support you. Similarly, when you deliver an academic presentation, whenever you are providing a definition of a concept, or defending your claims, you will need to cite the references properly. While it is rather easy to understand how in-text citation and reference list can be incorporated into a written work, have you ever considered how these things can be achieved in a spoken work?

Oral citation (Reference from: <https://libguides.wpi.edu/citingsources/speeches>)

- Tell the audience your source before you use the information (the opposite of in-text citations).
- Do not say, “quote, unquote” when you offer a direct quotation. Use brief pauses instead.
- Provide enough information about each source so that your audience could, with a little effort, find them. This should include the author(s) name, a brief explanation of their credentials, the title of the work, and publication date.
 - “In the 1979 edition of *The Elements of Style*, renowned grammarians and composition stylists Strunk and White encourage writers to ‘make every word tell.’”
- If your source is unknown to your audience, provide enough information about your source for the audience to perceive them as credible. Typically, we provide this credentialing of the source by stating the source’s qualifications to discuss the topic.
 - “Dr. Derek Bok, the President Emeritus of Harvard University and the author of *The Politics of Happiness* argues that the American government should design policies to enhance the happiness of its citizens.”
- Provide a caption citation for all direct quotations and /or relevant images on your PowerPoint slides.

Reference list

If you are going to present with slides (e.g., PowerPoint Slides, Google Slides), you should include a reference list at the final slide. The referencing style should be the same as you use in writing (i.e., APA, Chicago, Harvard, IEEE, etc.).

Activity 5. Watch the presentation about ‘Strength-based approach in parenting’ (Video B: https://dses.eduhk.hk/?page_id=1576) again and find the period when the student had provided oral citations.

Period	Citation details
1.	
2.	
3.	

The Education University of Hong Kong

Activity 6. Revise your introduction written in Activity 4 to include relevant oral citations.

Introduction (Revised):

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Vocabulary in the video

1. **authentic (adj.)** /ɔːˈθen.tɪk/ - If something is authentic, it is real, true, or what people say it is
2. **autonomy (n.)** /ɔːˈtɒn.ə.mi/ - the ability to make your own decisions without being controlled by anyone else
3. **counterpart (n.)** /ˈkaʊn.tə.paɪt/ - a person or thing that has the same purpose as another one in a different place or organization
4. **cultivate (v.)** /ˈkʌl.tɪ.veɪt/ - to try to develop and improve something
5. **insinuate (v.)** /ɪnˈsɪn.ju.ert/ - to suggest, without being direct, that something unpleasant is true
6. **premise (n.)** /ˈprem.ɪs/ - an idea or theory on which a statement or action is based
7. **sabotage (n.)** /ˈsæb.ə.taɪʒ/ - the act of intentionally preventing the success of a plan or action

The Education University of Hong Kong

Further study

Links

1. **Citing resources in speeches** by Worcester Polytechnic Institute:

<https://libguides.wpi.edu/citingsources/speeches>

2. **Tips for Academic Presentation** by Academic English, UK:

<https://academic-englishuk.com/presentations/>

Reference

Reinhart, S. M. (2002). *Giving Academic Presentations*. The University of Michigan Press.

Answers:

Activity 1.

	Yes/No
8. Set a clear objective for your presentation.	Yes
9. Tell the audience what you are going to present in the beginning of your presentation.	Yes
10. Present a topic that you are not familiar with.	Yes
11. Include complete sentences on the presentation slides.	No
12. Start your presentation with a conclusion.	No
13. Prepare the scripts and slides right before your presentation.	No
14. Copy the exact wordings of works prepared by others without referencing to the source.	No

Activity 2.

Part	Period
Introduction & Outline	<i>Example: 00:05 – 01:09</i>
Body	01:10 – 03:44
Evaluation	03:45 – 05:11
Conclusion	05:12 – 05:42
Reference list	05:43 – 05:44

Activity 3.

Strategies employed: 9 and 1

Activity 5.

Period	Citation details
1. 01:16 – 01:19	In the words of Dr Lea Waters at the University of Melbourne ...
2. 01:32 – 01:38	Going as far back as 1990, Peeters and Czapinski outlined a major flaw in parenting ...
3. 03:00 – 03:01	In a 2010 study ...