

# Descriptions of Target Student Abilities: Presentation Courses

## English for Foreign Students Program Objectives, 2017

English for Foreign Students (EFS) offers specialized courses to international graduate students in English as a second language (ESL). Presentation courses include EFSLANG 691 (Oral Presentation) and EFSLANG 692 (Speaking and Teaching in English). There is no specified sequence. Enrollment in these upper-level courses presupposes a minimal oral proficiency of intermediate high, with advanced low or beyond recommended.

PRESENTATION COURSES	EFSLANG 691 (Oral Presentation)	EFSLANG 692 (Speaking and Teaching in English)
<p>These courses develop interpretive and presentational abilities in tandem through the analysis of model and peer presentations and student performances.</p> <p><b>INTERPERSONAL ABILITIES</b></p> <p>Despite the presentational focus of 691 and 692, students also have opportunities to practice and develop interpersonal communication abilities in the interplay between the speaker and audience.</p>	<p>This course focuses on developing the ability to present academic content effectively in prepared talks with an emphasis on communicating research results.</p> <p>Students engage with peers in asking and answering questions related to field-specific content during and after presentations. They also participate in paired and small group conversations with peers regarding homework and other course material.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"><li>• Discuss elements of example presentations.</li><li>• Provide interactive feedback on peers' presentations politely and constructively.</li><li>• Participate effectively in the roles of presenter and audience member by asking and responding to questions appropriately.</li><li>• As presenter:<ul style="list-style-type: none"><li>◦ Ask questions strategically of the audience using a variety of question types to focus attention, sample knowledge, and increase engagement.</li><li>◦ Respond to audience questions using a range of discourse functions to distinguish facts from speculation.</li><li>◦ Hedge and intensify appropriately.</li></ul></li><li>• As audience:<ul style="list-style-type: none"><li>◦ Ask a variety of questions relevant to the activity using a range of appropriate forms.</li><li>◦ Respond cooperatively to presenter questions.</li></ul></li></ul>	<p>This course focuses on developing the ability to present prepared talks and interact effectively in the role of teaching assistant (TA).</p> <p>Students engage with peers in asking and answering questions as they play the roles of TA and students during interactive practice teaching, becoming accustomed to a more interactive teaching style than may be found in their native classroom cultures. They also participate in paired and small group conversations with peers regarding homework and other course material.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"><li>• Discuss elements of example teaching presentations.</li><li>• Provide interactive feedback politely and constructively on peers' teaching.</li><li>• Participate effectively in asking questions in the student role.</li><li>• Effectively ask and respond to questions in the TA role in a fashion appropriate to US academic culture.</li><li>• Lead small-group discussions in the pursuit of learning objectives by eliciting contributions, posing questions, and guiding responses to maintain group focus (see also discussion skills in EFS 690B).</li><li>• Conduct effective office hours with particular attention to pragmatic appropriateness.</li><li>• Demonstrate the ability to guide students toward an answer interactively rather than provide it directly.</li></ul>

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<p><b>INTERPRETIVE ABILITIES</b> Students gain an understanding of presentational language and performance in professional, academic, and teaching settings as well as conventions for interaction with the audience.</p> <p><b>PRESENTATIONAL ABILITIES</b> Students focus on presenting orally using academic conventions appropriate to the purposes of coursework and professional development. Presentations are recorded for follow-up review by both the student and the instructor.</p>	<p>Students analyze the structure and delivery of different types of presentations for both verbal and non-verbal elements.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the communicative roles of gesture, eye contact, stress and intonation in presentations.</li> <li>• Identify elements of presentations that make them more and less effective.</li> <li>• Critically evaluate recordings of their own presentations.</li> <li>• Develop greater awareness of the expectations of the audience.</li> </ul> <p>Students learn to plan, organize, and effectively deliver formal and semi-formal academic-style presentations in styles suitable to their field through practice talks of up to 15 minutes.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate competency in the following sub-skills:               <ul style="list-style-type: none"> <li>◦ Describe their own work and that of others using a variety of reporting verbs.</li> <li>◦ Present both short and extended definitions.</li> <li>◦ Describe problems and their solutions.</li> <li>◦ Comment on data by selecting highlights, interpreting findings, and identifying implications.</li> <li>◦ Introduce talks effectively to generate interest.</li> </ul> </li> </ul>	<p>Students observe and analyze examples of teaching in their fields as well as the teaching presentations and interactions of their classmates.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the communicative roles of gesture, eye contact, stress and intonation in teaching presentations and interactions.</li> <li>• Identify elements of teaching presentations and interactions that make them more and less effective.</li> <li>• Critically evaluate recordings of their own teaching presentations and interactions.</li> <li>• Develop greater awareness of the expectations of their students in a classroom or office hour setting.</li> </ul> <p>The ability to present in the role of teaching assistant is the central focus of this course. Students learn to plan, organize, and effectively deliver instruction in styles suitable to their field and the US educational context.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Introduce their course in a clear and informative manner.</li> <li>• Describe key concepts in their field to students in other disciplines.</li> <li>• Provide extended definitions of technical terms.</li> <li>• Use concrete and memorable examples to support abstract notions.</li> <li>• Present summaries of key concepts for exam review sessions.</li> <li>• Present a problem set or other homework assignment, explaining strategies for solving it.</li> </ul>

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<i>continued</i>	<ul style="list-style-type: none"> <li>• Demonstrate competency in the following sub-skills:               <ul style="list-style-type: none"> <li>◦ Describe their own work and that of others using a variety of reporting verbs.</li> <li>◦ Present both short and extended definitions.</li> <li>◦ Describe problems and their solutions.</li> <li>◦ Comment on data by selecting highlights, interpreting findings, and identifying implications.</li> <li>◦ Introduce talks effectively to generate interest.</li> <li>◦ Structure talks logically and provide the audience with structural cues.</li> <li>◦ Use evaluative language, hedges and intensifiers appropriately.</li> <li>◦ Use phrasal/sentence stress and intonation to emphasize and de-emphasize.</li> <li>◦ Conclude with coherent summaries and considerations for future work.</li> </ul> </li> <li>• Ask a range of questions to capture attention and engage the audience.</li> <li>• Respond effectively to audience questions, demonstrating abilities to recast, expand, and speculate.</li> <li>• Integrate visual support effectively such as slides into the presentation.</li> <li>• Show increasing control of extra-linguistic elements such as posture, projection, eye contact, and gesture for effective communication.</li> <li>• Show improvement in reduction of patterned errors in speech.</li> <li>• Show improvement in pronunciation clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Write effective emails to students.</li> <li>• Write appropriate responses to student work.</li> <li>• Show increasing control of extra-linguistic elements, such as posture, projection, eye contact, and gesture, for effective communication in their teaching.</li> <li>• Show improvement in reduction of patterned errors in speech.</li> <li>• Show improvement in pronunciation clarity.</li> </ul>