

NUFS Workshop 2012

Newsletter No. 10

Workshop in February

(Part 1)

Date: February 23, 2013, 10:30-14:30

Venue: NSC College

Instructor: Curtis Kelly (Kansai University)

Popular speaker and writer Curtis Kelly (EDD) is a professor at Kansai University in Japan. He has written 33 books, including *Active Skills for Communication* (Cengage), *Writing from Within* (Cambridge), and *Significant Scribbles* (Longman). He has also made over 300 presentations, but in regard to the latter, still considers himself a learner.

Title: "Mastering Self-Presentation: Improving Speech and Speaking Skills"

Abstract:

Rather than the usual lecture and workshop, this session will be pure workshop. There will be lots of speaking, but you'll be doing almost all of it. Learning self-presentation skills is useful for anyone in any communicative situation, but especially useful for people who teach, people poor at English, and people who believe they "cannot speak in front of others."

Fellow learner Curtis Kelly will help you practice key techniques: Changing writing to speaking, inserting stories, working on voice projection and phrasing, using movement, and dropping the "superbomb" (a technique so powerful he won't say what it is yet).

The number of participants: 29

1. Interesting activities you might want to use in your class. Why?

- It was really exciting for me to memorize short interesting and useful sayings and use it for improving presentation skills. It will be useful for students to learn all presentation skills I learned today.
- Presentation activities in group with four people - because it is good practice to make an eye-contact. Also, small group makes us feel comfortable to practice. Students will not feel nervous.
- I really enjoyed presenting a proverb at the beginning and at the end of the lecture. We could all see great improvement at the second time and it was such a pleasure to observe it. I have never learned the skills of presentation before, but I would like to use these activities as a teacher in the future.
- Presentation of the proverbs – I can feel that I have improved my presentation skill, so I want to teach that to my students.
- Having students deliver a short proverb, so that they can really focus on their overall delivery rather than worrying about memorization.



- Presentation practice in mini group – because all students can express themselves, like their favorite things and ideas. It empowers them to use English more and more.
- All of these activities were very useful for my own presenting in class. Next year I will be in charge of ESS/debate club, and I will especially use the 5 seconds hands speech training, and maybe the Steve Jobs presentation skills there.

2. What you learned from today’s workshop.

- I learned that I need to keep eye contact longer than I usually do. I should keep one eye contact to one person at least 5 seconds. I also learned that how to present ideas (organization) is very important. I can take more than two months to make a good presentation before the new school term, so we should be well prepared.
- I’m so happy that I could actually improve my speech in such a short time. Today’s experience will be beneficial for my students. The second presentation everybody made conveyed much more meaning because of the better way of presentation,
- Great ways to make presentation better. I learned that silence (long pauses) have big power. I often rush to say something or speak too fast, but now I learned how to make good presentation.
- A good presentation needs practicing and constant recomposing. There is no ultimate answer. Reviewing one’s performance improves it a lot.
- The two most important things I learned were the effectiveness of long pauses and the benefit of structuring a presentation as a ‘problem → solution’ narrative.
- Doing pre-lesson presentations and post-lesson presentation is effective. We all, teachers and students, can recognize the improvement of the lesson.
- I learned about phrasing and increased my understanding of movement and vocal variety in presentations.



3. Questions and Answers

Q (1): I’d like to know how to create lesson plans in order to improve the students’ presentation skills in a period of time as a sequence (for example in a semester).

A: That’s a good question. I’d be glad to show you my syllabus, or share any lessons I’ve written. The handouts I gave were really made for students as a part of a booklet I made for my own classes. If you would like a copy, mail me at ctskelly@gmail.com. As for my class plan, I’ll append it to the end of this document, although I’m not sure you’ll understand it all. The key thing to do is:

- 1) Assign and record proverbs as I did, the first class, with no suggestions on tips
- 2) Play them back, analyze them and have students write down the things they need to work on
- 3) Assign very easy speeches and have them work on techniques. “Very easy” can even mean “Finish this sentence: ‘I really love it when...’”
- 4) After working on techniques for a month or two, have them do same proverbs again, record them, edit them so that BEFORE and AFTER are next to each other, and show it. People feel great when they see each other’s progress.
- 5) Then work on real speeches, PowerPoint, advanced techniques, etc.

Q (2): How did you become interested in this topic initially?

A: I just wanted to be better at speaking. Then, after publishing books, I HAD to present at conferences, so it became necessary to learn how.



Q (3): When you practice your presentation, do you sometimes record it?

A: Sometimes, but it usually makes me depressed to see myself.

Q (4): What are other presentation activities for slow learners?

A: I concentrate on the physical techniques for them, not full speeches in English, because they need to gain confidence. Again, very simple assignments like the “I really love it when...” or “I’d like to thank _____ for _____” works with lower level students and still gets them to work on technique. If students have to grapple with memorizing English, they cannot focus on, or even use, techniques.

However, to go to the next level, have them tell stories, whether stories from books, or their own stories. Stories are easy to remember and to listen to, and if they are the students personal stories, they LOVE hearing them. Telling a story on a topic like “a scary thing” or “something I am sorry for” is a lot easier than writing a speech on environmental issues etc. and you can work on technique here as well.

If anyone would like some storytelling exercises, mail me too. I teach a class called Learning English Presentation and Psychology through Storytelling.

Q (5): If there are some good textbooks for high school students to use, please let me know the titles of them.

A: Speaking of Speech (MacMillan) is fairly easy. For devoted students, “スティーブ・ジョブズ 驚異のプレゼン”

Q (6): How should we teach presentation skills at senior high school, where output is less valued than junior high school?

A: It’s a hard question I’d like YOU to answer. Still, I think you can still work in basic techniques in any Oral class or class where students have to say something in front of others, even it is just how to project your voice, or eye contact, or phrasing.

Q (7): Ideally, how long should we spend on practicing to present proverbs students like? And after proverbs, do you have any other recommendation?

A: See #1 above. I just do proverbs for part of one class, and then part of another. In between, I have them work on other topics. However, this is really up to you. Find out what works for you and mail us!

Q (8): How should presentation skills change when students misbehave? Should they change? / When some students do not listen to my presentation, what should I deal with them? Should I try hard to attract them or just ignore them?

A: Ouch. This is another tough question. I have taught very low students, and one thing I found is that if they are all presenting,



they tend to be more supportive of each other and at least try to listen. I teach them too that being a good listener that gives love is an important part of a presentation venue as well.

If they don't listen to you and you want to know how to handle them, that's another story. Yoshi has already asked me to come back next year and speak on "Dealing with Difficult Students" where that is one of the topics.

Q (9): Other than Steve Jobs, who else would you recommend that we watch?

A: Great question. Here's some, but look at the TED Talks site too.

Ken Robinson says schools kill creativity

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Steve Jobs' 2005 Stanford Commencement Address

<http://www.youtube.com/watch?v=UF8uR6Z6KLc>

Obama Victory Speech 2008

<http://www.youtube.com/watch?v=LEo7lzfpcCU>

I HAVE A DREAM... MARTIN LUTHER KING

http://www.youtube.com/watch?v=nFcbpGK9_aw

ART WILLIAMS JUST DO IT SPEECH

<http://www.youtube.com/watch?v=7R9c0RAz678>

Remake of 20th century Inspiring speeches

<http://www.youtube.com/watch?v=Obbf1iptpug>



Q (10): I wonder if saying jokes is OK in formal presentation. In Japan, jokes are sometime considered a bad thing to say.

A: Of course it is okay. Many great Japanese speakers tell jokes. I don't, because I am weak at it.

Q (11): What can you do when you find yourself becoming overcome by nerves in the middle of a presentation?

A: Stop. Walk around. Regather my strength.

(Part 2)

Date: February 23, 2013, 14:30-17:00

Venue: NSC College

Advisors: Kazuyoshi Sato (NUFS)

Abstract: Monthly report on action research

The number of participants: 13



Workshop in March (Scheduled)

Date: March 30-31, 2013

Venue: XIV Toba

Title: Final presentation on action research

This workshop is for action research group members only.

APPENDIX

Presentation Class plan			
Class	Activities	HW	
1	9月27日	Intro to course	<input type="checkbox"/> read pp 7-12 tips, write goals
		Record proverbs	<input type="checkbox"/> do pp. 13-14 (how to memorize)
		• start-stop • hands	<input type="checkbox"/> Read p. 15 (practice with body)
			<input type="checkbox"/> Speech assignment 1, p. 16
2	10月4日	watch video, set goals	read tips, write goals
		Do Product speech 1	<input type="checkbox"/> Do Jobs Secrets, pp. 17-19
		• voice power • stance	<input type="checkbox"/> Speech assignment 2, p. 20
		Why do I care?	
	Jobs video		
3	10月11日	Do Product Speech 2	<input type="checkbox"/> Do 1 section of Puppies, pp. 21-23
		• voice power, phrasing, dialog voice	<input type="checkbox"/> Speech assignment 3, p. 24
		Intro to phrasing	
4	10月18日	Do puppies story	<input type="checkbox"/> Writing vs speaking words, pp. 25-26
		• eye contact, moving	<input type="checkbox"/> Do Real Problems p. 27
			<input type="checkbox"/> Speech assignment 4 p. 28
5	10月25日	Problem speech	<input type="checkbox"/> Do Other ways to organize, p. 29-32
		• pauses • three's • training	<input type="checkbox"/> Practice proverb
6	11月1日	Proverb again	<input type="checkbox"/> Write Problem proposal pitch (mail to Kelly)
		• practicing problem speeches	
7	11月8日	Watch video of 1 st & 2 nd time	<input type="checkbox"/> Do PowerPoint Techniques, pp. 33-35
		Decide Pres Fair speech & discuss	<input type="checkbox"/> Speech assignment 5 p. 36
8	11月15日	Do PowerPoint presentation	<input type="checkbox"/> Do Make Data Interesting, pp. 36-38
		Discuss parts, make plan	<input type="checkbox"/> Start research
			<input type="checkbox"/> Leader: Mail me outline of parts
9	11月22日	Discuss parts, make plan	<input type="checkbox"/> Write your part, mail to Kelly.
10	11月29日	Put parts together, deliver	<input type="checkbox"/> Revise, write Ppt, mail to Kelly
11	12月6日	Group Presentation practice	<input type="checkbox"/> Do Handling Questions pp-39- 43
		Q-A techniques	
12	12月13日	(extra class to catch up)	<input type="checkbox"/>
13	12月20日	In-Class Presentation & vote	<input type="checkbox"/>
14	1月10日	Pres Fair Practice	<input type="checkbox"/>
15	1月17日	Presentation Fair	<input type="checkbox"/>