



Ask the expert

Question:

4. How can I make my presentation clear and helpful for audiences learning in their second language?

- **Find out about your students' language skills:**

When it comes to how can presentations be clear and helpful for audiences learning in their second language, first you need to make sure students' language skills are good enough to follow you. How can you find out? I would suggest you make them introduce themselves, but so that it doesn't appear that you're assessing their language skills.

Here are some ideas:

- **Introduction round:** Introduce yourself to the group by sharing with us one idea or key issue on the topic
- **Question pool:** Raise a question to me that you wish to have answered after the workshop
- **Interview-Presentation-Method:** Choose key words/terminology/jargon that students need to be acquainted with in order to follow your presentation. Create word cards (1 word – 1 card) and distribute them. Several students work on the same term. Make them define it, explain it, give practical examples and express practical relevance. Then ask them to prepare a brief presentation (up to 2min) and listen to them. This is one of the quickest and best ways to learn about their language skills and a good activity at the beginning of your training. Afterwards, you can start with your presentation. When you start your presentation I advise you to simplify the way you speak and express yourself.

- **Visuals:**

Listening to an expert speaking a foreign language is, of course, often more challenging than reading articles or books. Therefore, I advise you to make sure your students are supported by providing them visuals or handouts.

- **Get prepared:**

Sometimes it is also quite helpful to make students get prepared before your workshop. Send them a reader, an article, a handout or even a list of key words/terminology they need to know during your training.

Further information: [https://books.google.at/books?id=bn7b6FO-
xcC&printsec=frontcover&dq=Academic+Listening:+Research+Perspectives&hl=de&sa=X&ved=0ah
UKEwjn_M-5J_MAhWCVBQKHc-
HCB8Q6AEIHDA#v=onepage&q=Academic%20Listening%3A%20Research%20Perspectives&f=false](https://books.google.at/books?id=bn7b6FO-
xcC&printsec=frontcover&dq=Academic+Listening:+Research+Perspectives&hl=de&sa=X&ved=0ah
UKEwjn_M-5J_MAhWCVBQKHc-
HCB8Q6AEIHDA#v=onepage&q=Academic%20Listening%3A%20Research%20Perspectives&f=false)

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5. Should I try to make my slides useful as a resource for students to study after the presentation?

Yes, I would advise you to do so. Any kind of useful resource for students is helpful.

How can this be done? There are a few ideas which I would like to share with you.

1. Make sure your presentation, in case this is powerpoint, attracts the attention of your audience. Here are a few ideas of how this can be done:

<http://www.lifehack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html>

<http://mason.gmu.edu/~montecin/powerpoint.html>

<http://www.garreynolds.com/preso-tips/design/>

http://www.ashg.org/2012meeting/pages/abstract_powerpoint.shtml

2. Learning research has proven that students' learning process is supported by guiding questions. I advise you to raise a few questions at the beginning of each topic which are answered during your presentation. If students know where they can find the answers to the questions in your slides this is really helpful.
3. Make sure you can present a reference list for further reading or detailed information to your students.

Answered by: Susanne Czachs (<http://www.die-bildungsberater.at/>)