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for every child

Teacher Training Module: English Learning Cycle Eleven

Presentation Skills for Effective Oral Communication

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY

School Education & Literacy Department (SE&LD)

Government of Sindh.

Introduction and Rationale of the Training

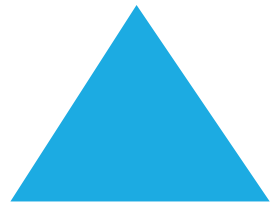
Dear Teachers!

Welcome to the School Education & Literacy Department (SE&LD) Government of Sindh's Teachers Continuous Professional Development (CPD) Program. This school Cluster-based Teachers' Continuous Professional Development (CPD) program has been developed and is being implemented under the revised School Clustering Policy of 2021 and CPD Model of 2022.

This Content-Based Learning Cycles (CBLCs) series, consisting of cycles 11 to 20, has been developed to further enhance your knowledge and skills in content-based classroom teaching practices. The initial 10 Learning Cycles (LCs) focused on improving pedagogical skills to create interactive, participative, and enjoyable classrooms for students. Building upon these skills, CBLCs 11 to 20 will provide learning opportunities in Mathematics, Science, English, Urdu, and Sindhi for students in grades 1-8 will equip you with modern teaching strategies and subject knowledge to effectively manage classroom situations.

CPD Program vision

The CPD program aims to improve the quality of teaching practices in schools all over Sindh so that students become active and collaborative learners, problem solvers, and critical thinkers who approach tasks creatively and confidently. These CBLCs would help students clearly understand the subject knowledge and connect learned knowledge and acquired skills to the world around them. To make this possible, teachers must be better prepared for the classroom teaching requirements of pedagogy and the subjects' content. Moreover, this program provides specialised training to teachers at the school level through School Cluster-based CPD to make an impact and substantially increase students' learning outcomes.



CPD Program Teaching Philosophy

The CPD training sessions, including this one, adhere to a participatory teaching philosophy. This approach encourages participants to actively engage in collaborative learning while fostering self-reflection and peer reflection, ultimately creating a community of practice. The main goal is to enhance teaching practices and promote an understanding of the subject content theory and the strategies that enable students to confidently and effectively apply the learned knowledge in their daily lives.

Supporting You

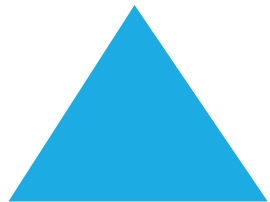
The training module is designed to support you in your classroom teaching instruction practices. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers. Online portal: <https://stadeep-cpd.com/>

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 1-8 have been used in this LC as a reference.

CBLCs: 1-20: Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.



Acknowledgement


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Presentation Skills for Effective Oral Communication


Learning Objectives: By the end of the session, the teachers will be able to:



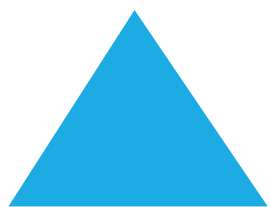
Comprehend Components of Effective Oral Presentation.



Practice and Apply Components of Effective Oral Presentation.











Assess the Components of Effective Oral Presentation.

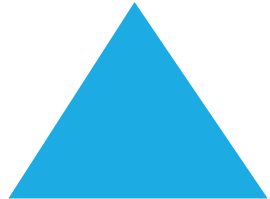





Session Plan

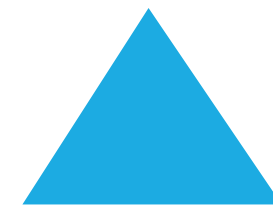
Instructional strategies/activities

Time	Objective of the activity	Activities	Materials/resources
 5 mins	Recitation 	Activity-1 <ol style="list-style-type: none"> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of today's session. 	
 20 mins	Warm-up: Presentation Bingo 	Activity-2 <ol style="list-style-type: none"> 1. Ask teachers to get up and move around the room. 2. Instruct them to ask as many questions as possible from each other given in the Bingo Card in Handout 11.1 to find out the characteristics of the oral presentation. 3. Ask them to write down the name of the participant (s) who you meet in the box mentioned in the Bingo card. 4. Inform them that the one who fills out maximum number of boxes will call out "Bingo" and will be the winner. 5. Finally, ask them to share their findings with the whole class. 	Board, Marker, Duster Handout 11.1

 <p>30 mins</p>	<p>Understanding Components of Effective Oral Presentation</p> 	<p>Activity-3</p> <ol style="list-style-type: none"> 1. Divide teachers into Pairs/Groups. 2. Ask each Pair/Group to read and discuss Handout 11.2. 3. After reading and discussion, ask each Pair/Group to share their understanding with class. 4. Finally, summarize the activity by giving input on the components of effective presentation. 	<p>Marker, Board, Duster, Handout 11.2</p>
 <p>20 mins</p>	<p>Understanding Components of Effective Oral Presentation through Audio-visuals</p> 	<p>Activity-4</p> <ol style="list-style-type: none"> 1. Play a video and ask teachers to watch and listen to it very carefully. 2. After the video is played, ask teachers the following questions and write their responses on the board. <ol style="list-style-type: none"> i. What was the video about? ii. Which part of the video did you like the most? Why? iii. What was the strength and weakness of the presenter in the 2nd part of the video? 3. Summarise the activity by giving input on the oral communication. 	<p>Marker, Board, Duster, Video Link: https://www.youtube.com/watch?v=FVIDDU1017s</p>

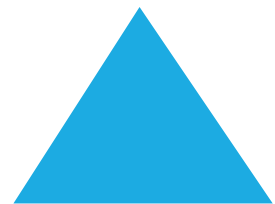


 <p>40 mins</p>	<p>Practice and Assessment on Oral Presentation</p> 	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Divide teachers into Pairs/Groups. 2. Ask them to select any one of the topics given below for the presentation. <ol style="list-style-type: none"> i. Importance of Sunshine ii. Importance of Rain iii. Importance of School iv. Importance of Games v. Importance of Morning Walk 3. After the preparation, ask one Pair/Group to deliver the presentation on the selected topic and other Pairs/Groups to assess the presentation on the Rubric given in Handout 11.3. 4. Finally, sum-up the activity by giving feedback on participants' presentations. 	<p>Marker, Board, Duster, Handout 11.3</p>
 <p>5 mins</p>	<p>Feedback/Closure</p>	<p>Activity-6</p> <p>Conclude the session by asking about the achievement / learning of the day.</p>	<p>Board, Marker, Duster</p>



Handout 11.1**Bingo Card**

I make eye contact	I use audible voice	I use hand gestures	I introduce the topic
I greet and Welcome Audience	I deliver effective content	I use face expressions	I conclude presentation well



Handout 11.2

Components of Effective Oral Presentation

Useful Tips on Presentation Skills:

Following are the useful tips on presentation skills.

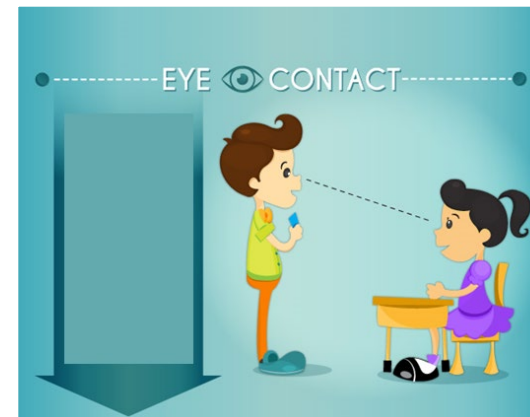
Introduction

- Greet and welcome the audience
- Introduce the topic of your presentation.
- Introduce yourself/your team members.
- Inform the audience about question and answer strategy.



Eye Contact and Face Expressions

- Talk to your audience; don't read to them.
- Face the audience as you talk.
- Make eye contact with all parts of the room.
- Use note cards instead of full sheets of paper.
- Use and change face expressions according to the message.



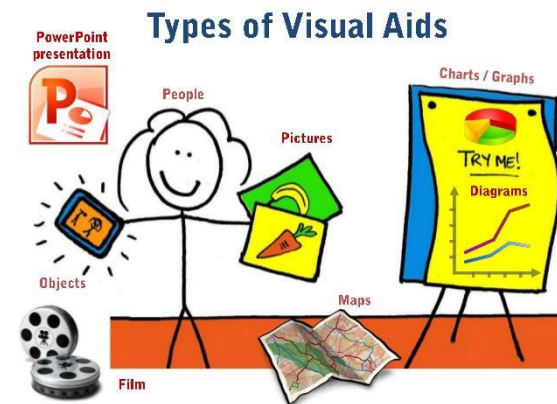
Good Use of Hand Gestures

- Use hand gestures when you speak on any topic.
- Use hand intelligently.
- Keep hands out of pockets.



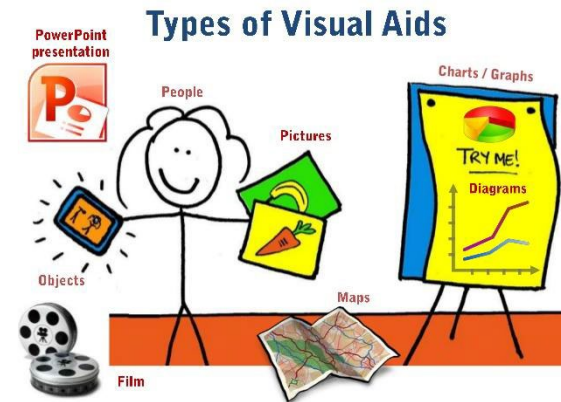
Voice

- Maintain good voice quality.
- Speak loud enough to be heard at the back.
- Keep a good pace, but don't rush.
- Use pauses to emphasize the major points.



Appropriate Use of Visual Aids

- Use blackboard with chalk/whiteboard with marker.
- Write your topic in clear and bold letter.
- Write your key points related to your topic.
- Use charts, models, or diagrams if needed.



Conclusion

- Conclude your presentation by restating the main points of the topic.
- Thank your audience for patient listening after the presentation.
- Prepare yourself for the question-and-answer session.

THANK YOU

For your attention

Steps for Effective Presentation

The following are the steps to be adopted in preparing presentation skills.

- Plan
- Prepare
- Practice
- Present.

Ways to Start Any Presentation

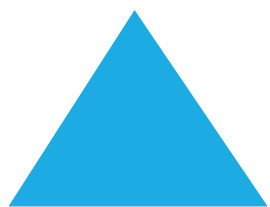
The following are the ways to start any presentation.

- Tell a captivating story.
- Ask a rhetorical and thought-provoking question.
- Use a powerful quote.
- Show a gripping photo/visual aid.

Qualities of an Effective Presenter

The following are the qualities of an effective presenter.

- Communication
- Confidence
- Clarity
- Positivity
- Fairness
- Honesty
- Inspiration
- Knowledge



Handout11.3

Presentation Rubric

Name of Presenter/Group:

Date:

Topic:

Objective:

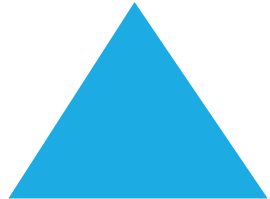
To assess the knowledge, performance and learning outcomes of students in order to provide comprehensive feedback on the presentation skills with the purpose of evaluating the strengths and weaknesses of the presenters so that they can improve their performance in the future.

Assessment Criteria:

Content Knowledge, Organization, Body Language, and Voice.

Skills	Excellent (5 Points)	Good (3 Points)	Needs Improvement (2 Point)	Obtained Points	Remarks
Content Knowledge	Student presented full knowledge and explained it well with relevant examples.	Student presented full knowledge, but could not explain it well with relevant examples.	Student did not present full knowledge and could not explain it well with relevant examples.		
Organization	Student presented well-organized and systematic knowledge/content.	Student presented partially organized and systematic knowledge/content.	Student did not present well-organized and systematic knowledge/content		

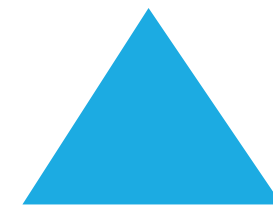
Body Language	Student used proper body language such as eye contact, hand gestures, face expressions, etc. according to the content/knowledge and built rapport (relationship) with the audience.	Student partially used body language, such as eye contact, hand gestures, face expressions, etc. according to the content/knowledge and partially built rapport (relationship) with the audience.	Student did not use body language, such as eye contact, hand gestures, face expressions, etc. according to the content/knowledge and did not build rapport (relationship) with the audience.		
Voice	Student spoke fluently, clearly and audibly with proper use of pauses.	Student spoke fluently, clearly and audibly, but did not use proper pauses.	Student did not speak fluently, clearly and audibly and did not use pauses.		



For reference:

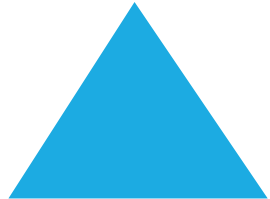
List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21 st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture



For Reference:**List of Resource Items for English Learning Cycles (11-20)**

Items	No. of items	LC-11	LC-12	LC-13	LC-14	LC-15	LC-16	LC-17	LC-18	LC-19	LC-20
Sticky Notes	6		✓						✓		
Paper Cutters	1								✓		
Tennis Ball	01				✓						
Chart Papers	40		✓				✓	✓	✓		✓
Permanent Markers (Assorted Colors)	20		✓				✓	✓	✓		✓
Paper Tape	5		✓				✓	✓	✓		✓
Speakers	1	✓		✓					✓	✓	
Multimedia	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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