

## YOUTUBE-BASED TASKS

<b>TARGET GROUP</b>	Students of a B2/C1 level (The video used is in English, suitable for teaching English as a Foreign Language)
<b>CONTEXT</b> (Ex: in class, online etc.)	Classroom, blended learning environment
<b>LEARNING OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Improve presentation skills</li> <li>• Make presentations sound more natural</li> <li>• Recognize and re-use rhetorical devices and colloquial expressions</li> </ul>
<b>TOOLS AND RESOURCES</b>	<a href="#">YouTube</a> , Internet, whiteboard or projecting device, Power point or another presenting tool
<b>CONTENT</b>	<p>This video features part of a speech by the American marketing professional Guy Kawasaki, who gives advice on <a href="#">the use of visuals in a PowerPoint presentation</a>. This video was selected because it features an authentic presentation in American English that is targeted at a US-American audience and provides guidelines which will be useful when the students create their own presentations.</p> <p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>1) (Lead-in: 10 min) Teacher writes "Visuals" on the board and asks: "What do you think makes a good visual in a presentation, for example in a PowerPoint presentation? Brainstorm with your partner for five minutes." Students work in pairs. Teacher listens in to pick up student language for further use and feedback. Students give feedback and teacher collects the points on the board in the form of a mind-map.</li> <li>2) Teacher says: "Now you are going to watch part of a speech by the American marketing professional Guy Kawasaki. Note down his basic ideas for a good visual in bullet points." Video is shown and students write down bullet points. Teacher says: "Now compare your notes with your partner and with our original mind map on the board. What do you want to add?" Students give feedback and teacher adds ideas to the mind map. Teacher says: "Watch the video again and see how the presenter follows his own advice." The video is shown a second time and is stopped from time to time for the teacher to point out important features (e.g. a slide should not be too clustered, the use of pictures to underline oral content, font size, presenter's logo) or to clarify linguistic questions.</li> <li>3) Teacher asks: "How does the presenter make sure he doesn't lose the interest of his audience?" (use of humour, repetition) Which other devices can be used to make a presentation more effective?" Students discuss in plenary which rhetorical devices the presenter uses and compare them with other rhetorical devices and teacher collects feedback on the board. Teacher says: "Now let's look at some of the expressions in the video that can help you make your presentation more natural-sounding. Which expressions do you remember? Talk to your partner and collect ideas." (...I came up with...; the kind of people you are pitching to; a bozo; if you don't buy that...). Teacher can then use the students' input to focus on other expressions that might be helpful.</li> <li>4) Students are asked to prepare short presentations integrating all the discussed concepts.</li> </ol>

## ASSESSMENT

### EVALUATION OF STUDENTS' WORK

Students are evaluated according to how well they have implemented the given suggestions about presentation. Have they been clear, concise, interesting to their audience, have they implemented the 'rules' of a good PowerPoint presentation etc.

### TEACHER SELF-EVALUATION OF THE ACTIVITY

## ADDED VALUE

(Increase in value created by the use of the ICT tool)

Students are able to see a quality, authentic presentation delivered by a native speaker, whenever they want and as many times as necessary.

## POTENTIAL CHALLENGES

Source: [Moodle](#) (registration required)