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METHODOLOGY OF PRESENTATION

CHAPTER I



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CHAPTER I : ORAL EXPOSITION (OR PRESENTATION)

1. DEFINITION:

Oral presentation is the verbal delivery of a work in front of an audience (such as students or academics); it is the spoken words with which an individual fluently communicates their thoughts or ideas in front of a receiver in order to transmit information, describe, or explain a given topic. It necessitates public speaking ability, and for many people, facing the challenge of speaking in front of an audience causes significant stress.

F. Gadet and S. Lureau identify two categories of oral presentations:

1. *Institutionalized oral presentation*, which is based on successive points (sometimes supported by textual or audiovisual presentation). This kind demands time and effort on the side of the student, who must pick the proper words and ensure that the idea is conveyed to the receiver in an understandable manner.
2. *Spontaneous oral presentation* is based on spontaneous classroom talks. It is generally unique, without any writing, and frequently contains faults or deviations from norms. In this style, the student is allowed to communicate their thoughts while utilizing reasons and evidence, while the professor frequently intervenes to advise the student, point out any errors, and encourage them.

2. COMMUNICATION OR DIALOGUE :

II.1 DEFINITION:

Communication or dialogue refers to strategies used by persons to share ideas and information. The sender intends to deliver a concept or information in the form of a message, which the receiver interprets in accordance with the following plan (general plan of communication):



II .2.Basic communication's techniques:

II.2.1. ASKING QUESTIONS:

Asking questions is a way to get to know people, explore situations, obtain information, delve into specific points, or prepare for action. Different types of questions can make communication effective if they are relevant and allow information gathering from the interlocutors:

- ***Direct questions used to obtain information:*** These are specific questions that involve precise answers, making it possible to grasp the subject in order to gather the most important basic information about it. For example: What is it about? What is its importance? Do you agree with the idea presented?
- ***Targeted specific questions:*** These are closed questions that allow for a single answer, such as when did the incident occur? Where exactly? What are the reasons that led to the spread of the phenomenon?
- ***Multiple-choice questions:*** Here, the field is left open for answers, such as questions posed in opinion polls but without expressing an opinion.
- ***Open-ended questions that encourage thinking and delving into the subject at hand:*** These are questions revolving around the topic, and answering them is open and free to stimulate the recipient to think and express their personal opinion. They aim to exchange ideas and viewpoints on a certain issue, for example: What is your opinion on the proposal I presented?

II.2.2. LISTENING: Listening to others may seem easy, but what is the real meaning of the word "listening"? Listening primarily means silence while the other party is speaking. In other words, not speaking while the interlocutor is speaking, even avoiding interrupting or contradicting them, which is not easy. Often, we find that interlocutors do not accept others' opinions; they speak while their interlocutors are speaking or interrupt them, or oppose them in an impolite and aggressive manner to impose their own opinion. Listening not only means silence but also entails attentive listening and focusing on what the interlocutor is saying without being preoccupied with other things like thinking about the response. Therefore, listening is considered the most important technique in dialogue techniques, but it is actually the most misused. Most misunderstandings and conflicts in institutional life are often rooted in poor listening. What are the conditions for listening:

1. Allow the other party to complete their speech without interruption, focus on important points, and always stay in tune with their movements.
2. Always remain focused on what is being said without thinking about the response until the speaker stops, and leave time to think and learn new ideas and information so as not to make mistakes in the response or in judging the speaker.

II.2.2. SPEAKING: Taking the floor to speak and express an opinion or feeling towards a certain event should be spontaneous to reflect the speaker's ability to present information and opinions to people. Free expression prefers minimizing personal anxiety and developing group dynamics. Speaking has boundaries:

- Not everything that crosses your mind can be said.
- Not everything you say is heard.
- Not everything heard is understood.

II.2.3. REFORMULATION: It is an oral intervention aimed at reformulating the problem in new, clearer words. This does not mean repetition; rather, it explains the idea in a simpler and clearer way to attract the attention of the other party. It is also a method for correcting unintended errors in the initial intervention.

II.3. TIPS FOR MASTERING ORAL PRESENTATION:

II.3.1. KEY QUESTIONS TO ASK:

- What is my objective for the presentation?
- Whom do I aim to persuade?
- What are my arguments?
- What is the adopted style?
- How much time do I need?
- What audiovisual aids will I use?
- What device am I using?

II.3.2. FIVE STEPS FOR A STRONG START:

The beginning is crucial in oral presentations as it gives an impression to the audience of the speaker's command and competence in the information being presented. While there's no magic wand for this, there are actions that enhance the speaker's position in front of the audience or interlocutor:

- Directing oneself towards the audience (introduction).
- Greetings (welcoming phrases).
- Communication (speaking while looking at the interlocutors or the audience).
- Relaxation when needed (for breathing).
- Compliments (smiling).

II.3.3. THE MESSAGE:

Express the message or idea by presenting the important points to convey to the other party. Secondary ideas should be summarized in short and concise sentences. The speech should be based on the following principles:

- Conciseness: Too much talk breeds doubt.
- Precision: Shedding light on the important points.
- Clarity: The simpler and clearer the speech, the more convincing and less prone to criticism.
- Understandable and complete: Avoid leaving obscure or doubtful points in meaning, which would make the receiver strive to understand the speech.

II.3.4. MEANS OF INFLUENCE:

a. Visual: Making a good first impression by looking at the people present in the room rather than at the presentation or text. Some want to encourage and support you, so you'll see them smiling or nodding. It also helps the audience to focus and be interested in the presentation you are about to give. So try to avoid any distracting movements, but some gestures that aid in explanation are acceptable.

b. Vocal: Speaking loudly but without shouting, as if you were speaking to a single person in the room. In case of tension, avoid speaking too quickly, speak slowly so that the audience can follow your ideas. You cannot avoid stress even after 100 rehearsals because it's always the first time the audience hears you, so give them time to process the information by taking short breaks during your presentation. Always be enthusiastic in your speech to show your dedication and effort, and show how proud you are of yourself and your achievements.

c. Verbal: The words you choose in your presentation are important. Your presentation should include an introduction, development, and conclusion. Choose your opening words carefully and focus on your goals, organize them well. Use visual elements such as images, quotes, or tables and explain them in short sentences. Let the audience know that you are transitioning from one section to another of your presentation and give great importance to the conclusion because that's what matters most to the audience.

II.3.5. COMMUNICATION DIFFICULTIES:

- From the speaker's side:
 - What I want to say.
 - What I have said.
- From the receiver's side:

- What he hears.
- What he pays attention to.
- What he understands.
- What attracts his attention.
- What he uses.

American research has shown that up to 90% of verbal communication can be lost, meaning the receiver only benefits from 10% of the message.

What I need to say 100%
What I think I'm saying 90%
What I can say 80%
What I actually say 70%
What is heard 60%
What is listened to 50%
What is of interest 40%
What is acknowledged 30%
What is retained 10%

And we summarize the most important reasons in the following table:

What needs to be said	100%	
What has actually been said	70%	Organizing ideas, expression, pronunciation, Using symbols, emotional reasons
What is heard	60%	Hearing impairment, external noise
What is listened to	50%	Focus and attention, physical posture
What is understood	40%	Cultural and scientific level, subject matter, presentation method
What is acknowledged	30%	Scientific or personal reasons
What is preserved and used	10%	The memory

According to psychological studies, it has been found that regardless of whether a person is male or female, they only retain:

- 10% of the messages they receive auditorily.
- 20% of the messages they receive visually.
- 65% of the messages they receive both audibly and visually at the same time.

This phenomenon is referred to by psychologists as the phenomenon of resonance or the Doppler effect in acoustics. If you want your presentation to be remembered by the audience, try to connect visual elements with what you say, and make sure the connection is synchronous by directing the audience's eyes to the image you want to talk about, creating reactions to keep the audience focused on what you're saying.

III. PREPARING AN ORAL PRESENTATION:

Good and precise preparation helps to alleviate stress and ensure the success of the presentation. This can be achieved by preparing written support and practicing the performance in front of an audience by following these steps:

1. Prefer documentary cards instead of papers; one card for each of the title, work plan, one or two cards at most for the introduction and conclusion, and between 10 and 30 papers for the presentation, which is enough for a 15 to 20-minute presentation.
2. Write on only one side of the page, number the pages, and always reread what you write.
3. Prepare the documents well in case there are attachments to the oral presentation, such as tables, data, or diagrams, and arrange them according to the order used in the oral presentation. It is advisable to distribute them before the presentation.
4. Prefer using audio-visual aids to animate the presentation (a PowerPoint presentation or a documentary).
5. Do not rely on reading from the written presentation; what you write should only be bullet points or headlines. Depend on what you say, ensuring not to get lost in details and focus on the main points so as not to tire or bore the audience (PowerPoint is a medium for presentation, not for reading the text in full).
6. Initially, present the work plan or the outline of the oral presentation.
7. Be as concise as possible except in the introduction (which serves as the theoretical part) and the conclusion, focusing on the important points and highlighting them (by underlining, coloring, etc.).
8. The written presentation accompanying the oral presentation should include an introduction, body, and conclusion, following a simple plan while avoiding the desire to say everything. Three or four main ideas are sufficient, adhering to the initial plan applied during the research.
9. The conclusion is the last part of the presentation.
10. Write the references at the bottom of the page.
11. Write the main ideas on each paper, while the secondary ideas should be presented orally, and organize the ideas in the form of headlines.
12. Speak while looking at the audience with a calm, audible, and clear voice.
13. Use simple sentences and avoid complex vocabulary.

14. In case of group work, coordinate the exchange of speaking turns and the connection between paragraphs.
15. Respect the allotted time for the presentation and calmly handle the situation if you finish before the end of the time. However, if time is running out, do not rush but try to shorten the unimportant points.
16. Practice well out loud, especially if it's your first time, as this will boost your self-confidence.