
実践論文

Key Platforms and Considerations in a ‘Public Speaking’ Classroom

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Despite the fact that speaking in public is something most people would avoid, especially in a foreign language, courses in ‘presentation’ and ‘public speaking’ are common in the EFL landscape in Japan. With the technical means to add visuals with ease, speaking in public is a far different matter than an ability to speak well. This paper will describe an approach to teaching a public speaking class that covers a range of presentation types, that requires a variety of pre- and post- presentation activities, and that involves public presentation beyond the spoken word.

Key Words: public speaking, research, writing

「パブリックスピーキング」の講義におけるプラットフォームと考察

Kristofer BAYNE

多くの人が人前で話すことを避けようとするにも関わらず、日本の英語教育においては「プレゼンテーション」や「パブリックスピーチ」といった科目が一般的である。しかしながら、発表スライドなど視覚的な情報を追加できるパブリックスピーキングにおける能力は、実際に言語を流暢に話す能力とは異なる。そこで本稿においては、様々な種類のプレゼンテーションやその前後の活動にも応用可能であり、話し言葉を越えた「パブリックスピーキング」の講座へのアプローチについて説明する。

1. Introduction

University is synonymous with the presentation of facts, ideas and opinions in casual and formal contexts, in oral and written modes, and in public and private milieu. Casual contexts can include small group discussions on a topic and, where required, notes taken of the results. Formal contexts can include preparation leading to discussions, giving presentations and submitting papers based on the same topic. The public milieu consists of those circumstances of real-time interaction whereas private milieu affords students time to reflect quietly and review choices and requirements.

Ideally all these requirements would be the scaffold for a process of thought, then

discussion for a presentation on a topic that leads to an academic paper. Native speakers of English usually have had the advantage of small incremental steps built up over their education. For English as a second language (ESL) or foreign language (EFL) students this can be a daunting undertaking and one they sometimes must come to grips with in a hurry early in their undergraduate studies.

The Department of English Language and Literature at Seisen University has made a clear and extended commitment to provide opportunities for students to equip themselves with the skills, abilities and attitudes to conduct themselves in front of groups of people; in other words, public presentation.

This report will describe the general rationale behind and the conducting of a class in public speaking taught by the author. The first section will outline key considerations that frame the course. The second section will look at the specific course requirements and include examples of instructor models.

2. Private and public communication

We can think of human language communication as having two distinct contexts; one private and one public. We can think of human language communication as having two distinct channels; textual/symbolic and verbal/non-verbal.

In the Verbal/Non-verbal context, the work of Hymes (1976) and Austin (1975) would describe these as 'speech acts'. One method of analysis would be Hymes' S.P.E.A.K.I.N.G mnemonic (Kovarsky & Crago, 1991). This report will eschew a detailed analysis, however some small discussion is warranted.

In a private context the number of participants might be small, from one-on-one interactions to numbers in the low single digits. Strategies would be more conversational and thereby include a much more casual exchange. The interaction would usually be more fluid and free-wheeling, with the use of culturally-accepted forms of lexicon, turn-taking, repair and non-verbal communication, for example. A private context could occur anywhere along a wide continuum of emotions with a variety of levels of volume and stress involved. A quiet interchange between lovers alone in a room would be vastly different from that of two strangers arguing over a car space in a parking lot. It is also most likely to be unplanned or unprepared, with no set time limits.

In a public context, the number of participants could also be relatively small, but they could also be enormous. Strategies would be more formal and emotions would most likely be subdued or at least controlled. Stress is likely to be high or heightened compared to that in a private context, in most cases. Careful attention would probably be paid to a variety of paralinguistic (verbal delivery) aspects such as speed, tone, volume and so on. Other forms of

non-verbal communication such as eye-contact, gesturing and posture, to name but a few, would be more stylized and delivered with intent. Forms of clothing and adornment and the use of distance and space is likely to be formalized. Roles and time would be clearly defined. Limited or no participation would be expected of an audience. In most cases some prior planning would take place, whether it is from a part-time clerk serving one customer in a Starbucks or from a head of state delivering the opening speech at the Summer Olympics.

In short, there is an enormous difference in nature and in emotional load between speaking in private and public. Speaking in public is 'high-stakes'. In most cases, people would avoid it (Lake, 2015). There is even a recognized phobia, glossophobia (Glossophobia), or the fear of public speaking or performance. Writing for the public, while not easy and an activity many may still avoid, is far less fraught with 'danger' given that much time can be given over to planning and review before its public release.

We can also imagine the public form of speaking in two modes: writ small as 'public speaking', to groups such as in a classroom or a meeting, and writ large as 'Public Speaking', as in a formalized training context one might find at business seminars and, of course, institutions of learning. This mode is the focus of this report and the remainder will address the author's interpretation and application of it in the classroom.

3. Presenting in the Curriculum

Since the late 2000s, the curriculum of the Department of English Language and Literature at Seisen University has included a focus on verbal/non-verbal public presentation in the form of compulsory classes. In the public forum (e.g. Open Campus) and to a more refined and relevant sense to learners, the rationale offered is that public presentation abilities can help in many spheres, both in the short- and long-term. They obviously help in student life. Many classes will require the forms of verbal/non-verbal public communication. It is a required skill and particularly so for students wanting to follow careers in education. During their university life many students take on part-time jobs. In any job in the service industry (or even other contexts) these skills are vital. English Department students are required to complete a graduation paper. While this is written, it can share elements in common with verbal/non-verbal communication. At the exit point of university, students generally go through job-hunting, or shukatsu, which involves personal interviews. Once employed, their jobs may also demand the control of and an application a variety of public communication skills. Finally, the so-called shakaijin, or adult-world life, throws up many contexts where one must present oneself publicly. In a nutshell, public speaking abilities are life-skills.

In their first year, learners are required to take two classes; Presentation Workshop and Performance Workshop. Given these class titles, the aims are quite clear, but instructors are

allowed considerable freedom as to how to pursue them. As an instructor of both, I offer all my students help in differentiating between the two (Table 1), but also in seeing them as complimentary.

Table 1: Comparison of Performance and Presentation Class Characteristics

Performance Workshop	Presentation Workshop
drama or performance in English	presentations in English
emotional side of using language	organizational side of using language
do not need to create and write what you perform	do need to create and write what you present
work closely with other students	work mostly on your own
practice and learn pieces of English	develop and learn how to create organized presentations
focusing on best delivery for a context	more formal style of planning and language
how to organize yourself within a group	how to organize your ideas from zero to presentation
use non-verbal side of language in expressing your message	use non-verbal language in expressing your ideas
language is a 'living thing' to use to communicate emotion	language is a 'living thing' to use to communicate information
learn the value of teamwork and probably hard work	learn the value of research, organization and process
help you in many areas of your life outside the university and in the future	help you in many areas of your life inside the university and in the future

Elements in common to both courses are also highlighted:

- use English in front of a group of people
- be loud and clear
- use non-verbal language
- overcome your shyness
- organize yourself
- use your voice better as a more clear, fluent and confident speaker of English
- become a more confident person
- become better at talking aloud to groups
- become better at expressing yourself visually
- understand your own weak and strong areas & make goals to improve on both

In their second year, learners must take Public Speaking. Again, the class title denotes the aim, and while freedom is allowed, we are moving toward a more unified approach to the course to which this report is essential. Students' continuation of the performance element of the curriculum is elective.

It suffices to say the following aspects infuse and are addressed by all the above courses

and individual approaches:

- aspects of voice
- enunciation/pronunciation
- non-verbal communication
- awareness of audience
- awareness of self
- self-confidence
- control of fear
- cooperation
- professionalism

4. Public Presentation

A key part of the author's approach to the course is that the boundaries of 'public speaking' are broadened to include a wide range of possible textual requirements.

In an academic context, it is uncommon that any formal public presentation is solely spoken. In this digital age PowerPoint-based presentations are common and these include text and visuals. Outlines and overviews may be involved. Research often follows the three-step process from idea to presentation (predominantly spoken) to academic paper (written). The latter two steps may be reversed. It is also the case that, whatever the order of spoken and written, some revisions are made. Both are modes of presentation. It is also the case that some presenters are more comfortable and adept at one of these modes than the other. The author's Public Speaking course takes the above into account and actively includes and requires the entire process. The following expectations are central to all work produced.

4.1 Professionalism

Learners are expected to maintain a professional approach to any aspect of the course. This starts with how they keep their notes and research materials (there is no textbook), and extends through their adherence to models, to working with others, to their actual presentations, to themselves and to the completion of post-presentation requirements. Basically, it requires being professional in all the following expectations.

4.2 Preparation

Clear guidelines are given both in an overriding approach to presentations (see Figure1 below) and in how to conduct individual presentations (models). Students are expected to follow these to maximize their learning.

4.3 Research

All presentations require research beyond what knowledge learners inherently possess. Students must do research in some manner, factual, original, or opinions. In all cases they are expected to do so in a logical and critical way.

4.4 Planning

Clear guidelines are given and learners are expected to plan accordingly.

4.5 Depth

The presentations are at a higher level than in the first year and cannot be satisfactorily completed without depth.

4.6 Process

The process of presentation entails many things that must be done both in an order and to order.

In the course of two 15-week semesters three presentations are completed. This means from explanation of the task to final submissions of post-presentations. Each encompasses an extended preparation period, a practice and a delivery period and a shorter post-presentation period focused on a written requirement. Since the Japanese academic year generally sees a three-week block of classes before the 'Golden Week' break, a review/expectation period is included at the beginning of the course.

5. Review and Expectation Activities

By way of review after the first year and to establish expectations, two easy-to-remember ideas, an acronym and an analogy, were devised by the author. They also function as ice-breaking activities since the students are often a new composite of a number of different first year classes.

5.1 iPOD Acronym

The already very familiar device name, iPod, was reworked as an acronym to raise awareness of the process steps of a presentation. At its most basic, the acronym denotes the steps to presentation: 'idea', '**P**lan', '**O**rganize' and '**D**eliver' (hereafter in bold for easy recognition).

Learners are directed to recreate the Figure 1 diagram large in their notebooks. They are told that this describes the process of creating a presentation. With no specific examples given to them, groups are asked begin at the 'i'-quadrant and to brainstorm any word that begins

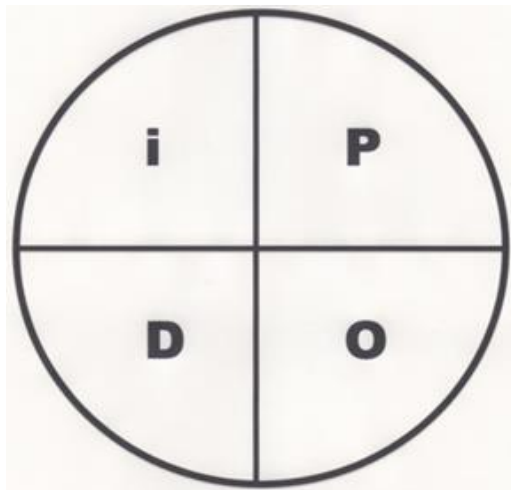


Figure 1: Awareness-raising 'iPOD' acronym and model of the presentation process

with that letter that they feel is relevant to the step. Five minutes or so are given and then groups are asked to contribute a word until all possibilities are exhausted. Ideally, words such as idea, information, interest, investment, innovation, investigate and so on are offered. An attempt is made by the instructor to connect all suggestions to this initial step of finding a topic. The reason for the *i* being in lower case is that this is still a very informal stage. The same group-brainstorm process, clockwise, is used for the **P**, **O** and **D** quadrants, which are capitalised to

denote how preparation becomes progressively more deliberate (Appendix 1). A full explanation of possibilities is not required here, but key words (in italics) that are almost always offered up are;

P includes informal *planning* on what to keep, and *preparation* for equipment

O includes *outlines* of what to do, *order* of how to do it, *organise* what is required in detail and practice or supporting materials such as note-cards, posters, PPT and so on.

D has as its key word *delivery*, and this leads to the next analogy.

5.2 Delivery Pizza Analogy

Groups are asked to create another large circle and divide it into at least eight equal parts. Given that the focus here is on delivery, the analogy of a pizza is very apt beyond just the visual. Groups are asked to brainstorm on what kinds of things are important when delivering a presentation. Identifying basic considerations, for example eye-contact and voice issues, comes quite easily considering their first year experiences, but there are certain possibilities they generally do not consider to be non-verbal professional issues, such as seeing themselves as part of the presentation (professional grooming and clothing) or their behaviours immediately pre- and post- delivery (Appendix 1).

Both the iPOD and the Delivery Pizza are easily understood and recalled and are referred to through the year both in setting up new presentations with the class and giving feedback on

a more individual basis.

5.3 'Three Things' Presentation

To both round-off the review/expectation period and quickly 'apply' the iPOD and the Delivery Pizza, students are required to give a short 2-3 minute presentation by way of introducing themselves to the class. They are offered a choice of four topics: "Three Goals for This Year", "Three Things about Me", "Three Things about My Name" and "Three Things I Love/Hate Most". The author demonstrates one (of the students' choosing) using a simple structure that students must then follow. Presentations are conducted in the following week.

6. Main Presentations

The aims of the course are manifold. One is to obviously develop the public presentation skills of the students. This then entails a better understanding of the process. It also aims to require many forms of content presentation. What it is not is a class that necessarily requires 'deep' topics. It is neither a seminar class nor a content-based course, but it includes skills that would be useful in those other contexts. While the general topic areas are set by the instructor, students have autonomy within the parameters. The first step is finding an appropriate topic, but is it stressed that it should be one that students find interesting themselves and think would be of interest to their peers.

7. Common Elements

7.1 Guidelines and models

Since there is no textbook, clear guidelines describing the rationale, expected structure and some appropriate language are distributed and explained. In each case the instructor creates a full example of the presentation. It is used at various stages in the preparation to demonstrate structure, visual presentation, language and so on. Students receive handouts of all these models and other relevant requirements.

7.2 Introductions and conclusions

All presentations require carefully constructed, three-part introductions and conclusions. The introduction must very generally raise the focus or context of a topic, it then must bring it into sharper focus, particularly with regard to the audience, and then it must announce the exact topic. On exit, the conclusion must remind of the topic and key components, it then must comment on its findings, and finally it should offer a final comment on the topic.

7.3 Equal sharing and coordination

Where students are in dyads or groups they should take care to ensure that the workload is evenly spread between them, and that the spread is logical. Furthermore, they must coordinate the creation of materials carefully and professionally. They should be aware that the entire presentation represents every member the group, and they should not just focus on their portion.

7.4 Written requirements

Each presentation requires the submission of a written aspect of the presentation. These are a combination of the following:

- prepared written work used in the actual presentation
- an A-4 page-length summary
- a formal academic outline
- designated segments of the academic outline as text

Examples of these are included as appendices to this report.

7.5 Use of technology

Students must become familiar with and adept at using various forms of technology. At the most basic level, all work presented either in the class-fronted manner or as written submissions must be typed and conform to model and layout requirements. The ability to use and incorporate visuals (photographs) and visually presented data (graphs) is also important. Finally, they must be able to use the Internet. In all cases this means they must have or develop computer literacy skills.

8. Comparative Study Presentation

In this presentation, students are required to compare two things. While products are usually targeted, other options are organizations (e.g. companies), activities (e.g. sports), locations (e.g. countries), or in other words, anything that can be compared. They are required to choose three ways in which to compare their chosen topic. Students are organized into pairs for this presentation. It is a PowerPoint presentation with the number of slides set between 12 and 14. This is to ensure a generic structure to be followed in the presentation and post-presentation activities. The duration of the presentation is generally between ten and fifteen minutes. It includes:

- Introduction slide (1)
- Background (definition) slide (1)
- Sub-topics slide (1)

- Individual sub-topic title slide (1x3)
- Content slides (2x3)
- Sources slide (1)

The instructor's model for this presentation is a comparison of Coca Cola and Pepsi Cola, but the range of possibilities is obviously huge. The written required submissions for this presentation are:

1. PowerPoint presentation
2. A-4 page-length presentation summary (Appendix 2)
3. Formal Academic Outline (Appendix 3)

9. Original Survey-based Presentation

Students in groups of three or four are required to create a paper-based survey related to the lifestyles of Seisen University students. After deciding on a focus, the groups brainstorm about many possible kinds of information they could collect. They narrow this down and then create a survey of the best 5-6 questions with carefully considered multiple choice answer options. The survey is then checked and piloted, reviewed if necessary, and distributed. Results are collated and represented in graph form. These and other relevant information are included on a one A-4 page handout for the presentation. The duration of the presentation is generally between ten and fifteen minutes. The presentation follows a standard structure for survey-based research (Bayne, 2010) that includes:

- Introduction
- Research Questions
- Target Group
- Results (of 3 of the Research Questions)
- Discussion (of 3 of the Research Questions)
- Conclusion

The instructor's model for this presentation is a survey of the commuting habits of Seisen University students. The topics raised by the students are generally much more high-interest (Appendix 5). The written required submissions for this presentation are:

1. Survey (Appendix 4)
2. Description of the raw data (Appendix 4)
3. Graph presentation handout (Appendix 4)
4. Formal Academic Outline

10. Social Issue-based Presentation

The final presentation option is for students to choose a social issue that is of interest to them and that can be posed as a question prefaced with “Should...?”. The students have the option of doing an individual presentation or a paired presentation. The presentation requires no visual support, one focus being a very robust structure and delivery. The structure should include:

- Introduction
- Focus on the Issue (this may require definitions and/or background)
- For / Against
- Discussion of For / Against
- Own Opinions
- Conclusion

A main structure model is given (Appendix 5). The instructor’s model for this presentation is “Should the Seisen University English Department include Performance as part of its curriculum?”. While the scope of the topics is open, topics raised by the students have included education, women’s issues, digital age and health. The written required submissions for this presentation are:

1. Formal academic Outline
2. Introduction and Conclusion developed from Outline to Paragraphs (Appendix 6)

11. Conclusion

This report has described the background to and the application of a course in public presentation. While the course designation is 'Public Speaking', besides the 'speaking', all manner of professional attention must be given to achieve that end (Figure 2). It begins and continues through with research and content, with a variety of written tasks involved. Effective spoken abilities go without saying. In keeping with the aim of the presentation in an



Figure 2: Model representing the range of professional attention required for presentations.

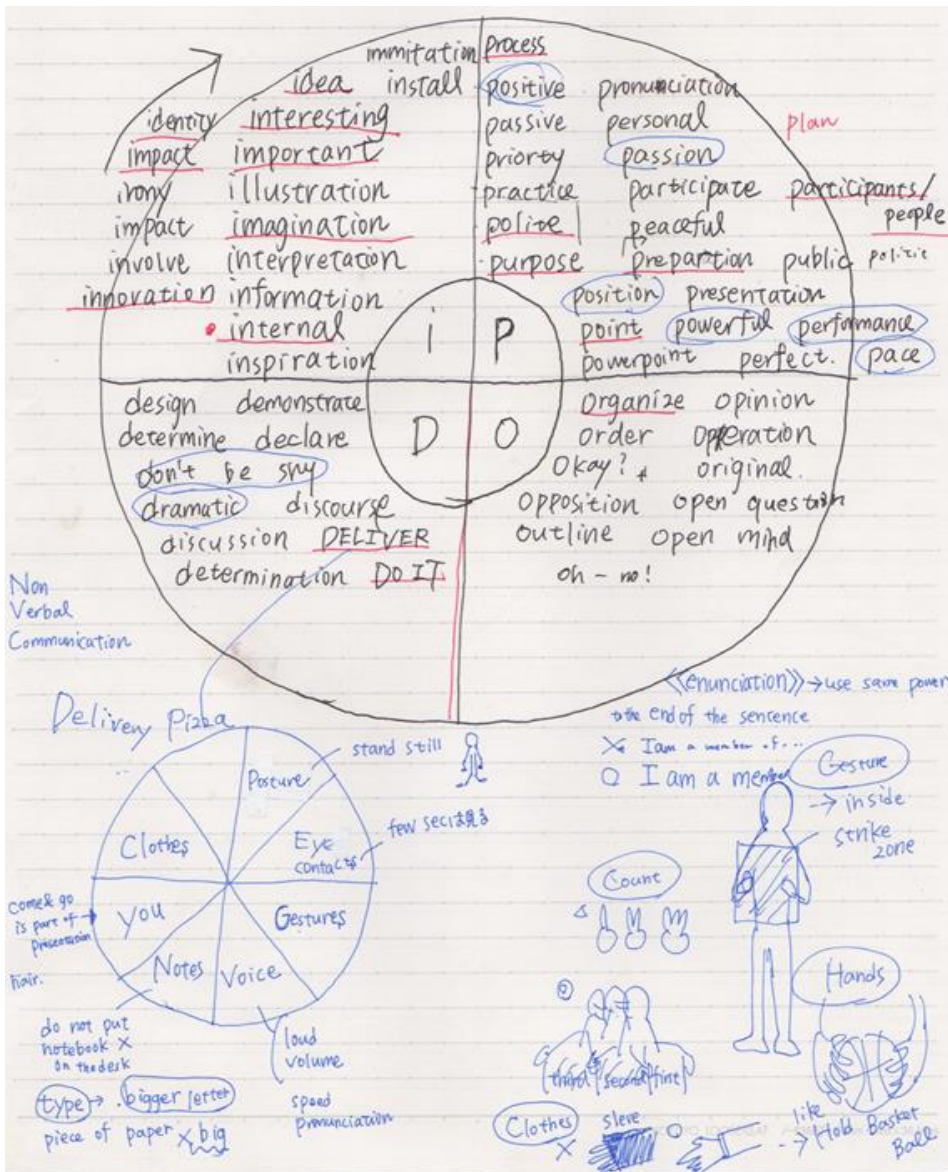
academic context, post-presentation writing is also required. The course aims to inculcate good attitudes and abilities that will hold students in good stead not only for the course but in many contexts to come.

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Appendices

Appendix 1: Student Notes of Review and Expectation Analogies



Appendix 2: Models of A-4 Summary for 'Coke & Pepsi'

Coke VS Pepsi


Rayno

Every culture has its favourite drinks, especially in summer time. For young people what you drink can be even be a fashion or lifestyle symbol. Japan has a wide variety of teas and other bottled drinks, but one drink that is maybe universal is Coca-Cola, or Coke.

Soft drinks are drinks that are carbonated, or filled with air bubbles. They are a part of modern life but also have a long history. We can go to any supermarket or convenience store and find many varieties. 'Cola' is probably the most famous and most popular soft drink, with Coke and Pepsi being the biggest brands.

Coke and Pepsi are very similar in their history. Both started in the USA in the late 19th century as 'health' or 'energy' drinks, using cola nut as their base. The Coca-Cola Company was successful from the start but Pepsi struggled for many years.

Coca-Cola became the dominant cola drink during World War Two because they offered free cola to the U.S. government.



Both brands are easily recognised by their marketing strategies or icons. Pepsi uses a red, white and blue 'globe', the colours being the same as the American flag. Coke uses red and white and, although it is not seen often these days, has its famous bottle shape, created in 1914.






Coke is the most famous and popular cola but many people prefer Pepsi. My own taste test compared diet colas, Pepsi NEX Zero and Coke's Coca-Cola Zero. It showed that they are similar in many ways such as naming, cost and packaging, however in my opinion Pepsi was superior in taste.

Whether you like cola or not we cannot doubt that Coke and Pepsi are both popular and part of universal 'pop culture'.

Sources:
<http://www.logoonrange.com/logo/design-P.php>
<http://en.wikipedia.org/wiki/Coca-Cola>
<http://en.wikipedia.org/wiki/Pepsi>

Coke vs Pepsi

Rayno

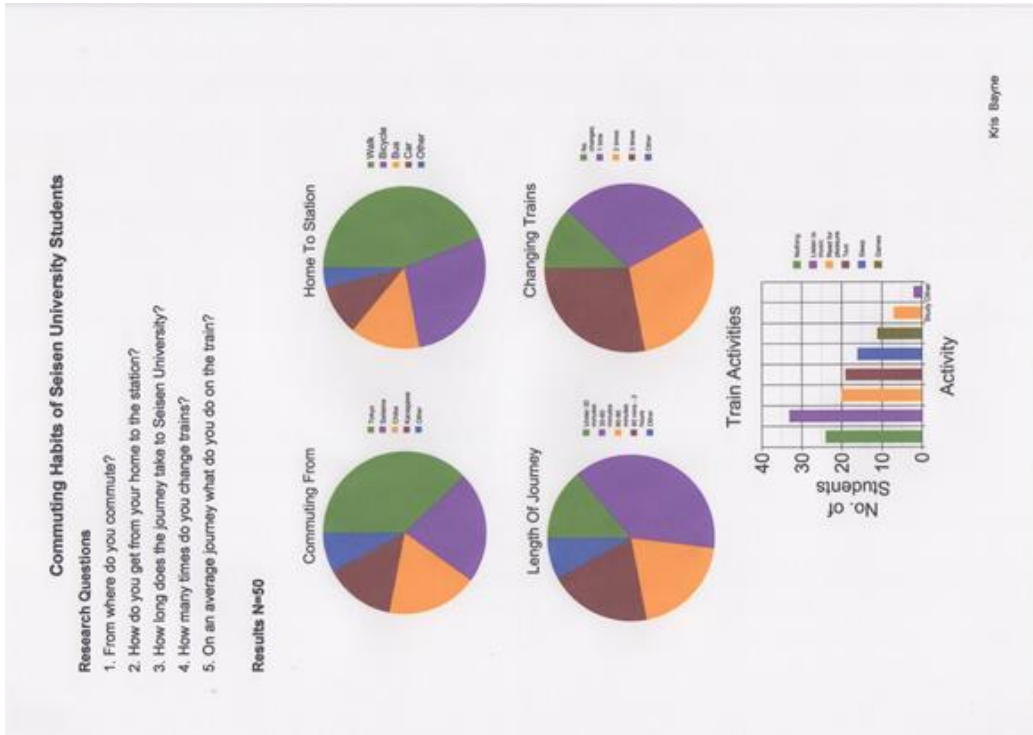
 <p>Coca Cola and Pepsi</p>	<p>Every culture has its favourite drinks, especially in summer time. For young people what you drink can be even be a fashion or lifestyle symbol. Japan has a wide variety of teas and other bottled drinks, but one drink that is maybe universal is Coca-Cola, or Coke.</p>
 <p>Coke and Pepsi</p>	<p>Soft drinks are drinks that are carbonated, or filled with air bubbles. They are a part of modern life but also have a long history. We can go to any supermarket or convenience store and find many varieties. Cola is probably the most famous and most popular soft drink, with Coke and Pepsi being the biggest brands.</p>
 <p>Pepsi</p>	<p>Coke and Pepsi are very similar in their history. Both started in the USA in the late 19th century as 'health' or 'energy' drink, using cola nut as their base. The Coca-Cola Company was successful from the start but Pepsi struggled for many years. Coca-Cola became the dominant cola drink during World War Two because they offered free cola to the U.S. government.</p>
 <p>Pepsi NEX Zero and Coca-Cola Zero</p>	<p>The brands are easily recognised by their marketing strategies or icons. Pepsi uses a red, white and blue 'globe', the colours being the same as the American flag. Coke uses red and white and, although it is not seen often these days, has its famous bottle shape, created in 1914.</p>
 <p>Pepsi NEX Zero and Coca-Cola Zero</p>	<p>Coke is the most famous and popular cola but some people prefer Pepsi. My own taste test compared diet colas, Pepsi NEX Zero and Coke's Coca-Cola Zero. It showed that they are similar in many ways such as naming, cost and packaging, however in my opinion Pepsi was superior in taste.</p>
<p>Whether you like cola or not we cannot doubt that Coke and Pepsi are both popular and part of universal 'pop culture'.</p>	

Appendix 3: Model of a Formal Outline for 'Coke & Pepsi'

- ii. "even in the dark"
- iii. Earl R. Dean (designs picture)
- iv. shape inspiration – dress or hat?
- v. rare bottle
- B. Pepsi 'Globe' and script (logo pictures)
 - i. WWII
 - ii. colours
 - iii. script dropped
 - iv. 2008 Pepsi 'smile' ('smile' picture)
- IV. Product test
 - A. Diet Cola
 - B. history of Diet Coke and Diet Pepsi
 - C. Comparison
 - i. location
 - ii. names – 'Zero'
 - iii. packaging
 - a. black (pictures?)
 - b. CC Can/ PC Bottle
 - iv. size – 500 ml
 - v. cost – CC ¥140/ PC ¥150
 - vi. taste
 - a. bubbles
 - b. strength
 - c. 'cola' taste
 - D. Independent support
 - i. blind taste tests
 - ii. side by side sales
- V. Conclusion
 - A. Similarities
 - i. early history
 - ii. famous marketing points
 - iii. WWII
 - B. Differences
 - i. early success
 - C. Rivalry continues
 - i. Japanese TV commercials
 - D. Own Opinion
 - i. confirmed preferences
 - ii. interesting to learn of background

- Formal Outline: Coke and Pepsi**
- I. Introduction
 - A. General background to 'soft drinks'
 - i. carbonated flavoured drink
 - ii. many kinds (supermarket picture)
 - iii. cola as a popular drink
 - iv. history of cola/energy drinks
 - B. Coke and Pepsi
 - i. most popular brands
 - ii. rivals (station photograph)
 - C. Essay plan
 - i. history
 - ii. famous marketing points
 - iii. product test
 - II. History
 - A. Coca Cola (advertising picture)
 - i. founded
 - ii. John Pemberton
 - iii. contents
 - iv. accidental mix
 - v. marketing
 - a. signs
 - b. bottle
 - vi. World War II
 - a. sugar
 - b. offer
 - c. factories
 - d. future customers
 - vii. name change
 - B. Pepsi Cola
 - i. founded
 - ii. Caleb Bradham
 - iii. contents
 - iv. name (script picture)
 - v. troubles
 - vi. name change
 - III. Famous Marketing
 - A. Coca Cola bottle
 - i. contest

Appendix 4: Models of Original Survey documents



Commuting Habits of Seisen University Students Kris Bayne

Age: _____ Yr: _____ Department: _____

2. From where do you commute? Tokyo Saitama Chiba Kanagawa other _____

2. How do you get from your home to the station? walk bicycle bus car other _____

5. How long does the journey take to Seisen University?
 under 30 mins 30-60 mins 60-90 mins 90 min-2 hrs other _____

6. How many times do you change trains? no changes 1 time 2 times 3 times other _____

5. On an average journey what do you do on the train? (Check up to three)
 nothing listen to music read (not for study) text on mobile study sleep games other _____

6. Do you use any 'Women's Only' car in your commute?
 always sometimes seldom never no Women's Only car on commute other _____

Commuting Habits of Seisen University Students Kris Bayne

50 answers

Age: 19yrs 13 19yrs 17 20yrs 13 20+yrs 7
 Yr: 50 2nd
 Department: English 23 Global Studies 27

1. Where do you commute from?
 19 Tokyo 11 Saitama 9 Chiba 7 Kanagawa 4 other Tōchigi 1 Shizuoka 1 Ibaraki 2

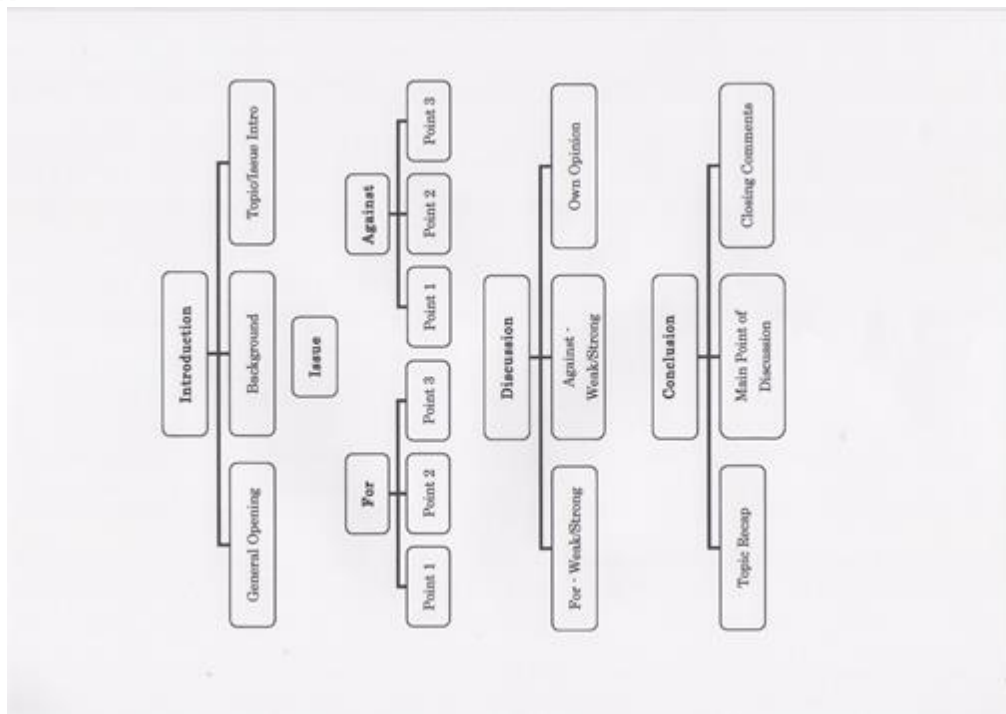
2. How do you get from your home to the station?
 22 walk 14 bicycle 7 bus 5 car 2 other motor scooter

3. How long does the journey take to Seisen University?
 7 under 30 mins 19 30-60 mins 10 60-90 mins 10 90 min-2 hrs 4 other 2.5 hours

4. How many times do you change trains?
 6 no changes 15 1 time 15 2 times 14 3 times 0 other _____

5. On an average journey what do you do on the train? (You can check more than one)
 24 nothing 33 listen to music 20 read (not for study) 19 text on mobile 7 study 16 sleep 11 games 2 other _____

Appendix 5: Model for structure of Issue-based Presentation



Appendix 6: Model for writing from a Formal Outline

Expanding an Outline into an Essay

I. Introduction

A. General background to 'soft drinks'
 i. carbonated flavoured drink
 ii. many kinds
 iii. Cola as a popular drink
 iv. history of colainenergy drinks

B. Coke and Pepsi
 i. most popular brands
 ii. rivals

C. Essay plan
 i. History
 ii. Famous marketing points
 iii. Product test

II. History

A. Coca Cola →
 i. founded →
 ii. John Pemberton
 iii. contents
 iv. accidental mix
 v. marketing
 a. signs
 b. bottles
 vi. World War II
 a. sugar
 b. Coke's offer
 c. factories
 d. future customers
 vii. Name change

A 'Soft drinks' are one of the most widely consumed drink in the world. **i** These are drinks made of carbonated water and flavouring such as orange, lemon or some other fruit-based flavour. **ii** There are many, many kinds of soft drink as can be seen in any supermarket in the world. **iii** One of the most popular soft drink is cola. This is a dark brown coloured drink based on the flavour of a cola nut. **iv** Cola was the first kind of carbonated drink. In fact it was made as a form of medicine or energy drink. **v** The two most popular kinds of cola are Coca Cola and Pepsi Cola. **vi** They have been rivals for over one hundred years. **vii** This essay will compare Coca Cola and Pepsi Cola. **viii** First, it will describe the history of the two products. **ix** Next, it will look at famous marketing points, and, **x** finally, the results of a simple product test will be presented.

I sentence to introduce the section
 1 sentence to introduce the sub-topic
 2-4 sentences to explain the detail
 2-4 sentences to explain the detail
 2-4 sentences to explain the detail
 1-2 sentences to introduce the detail
 2-4 sentences to explain the finer detail/example
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