



UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO
FACULTAD DE LENGUAS



MATERIAL DE PROYECCIÓN
PARA LA UNIDAD DE APRENDIZAJE DE
DISCURSO PÚBLICO EN INGLÉS
DE LA LICENCIATURA EN LENGUAS DE LA FACULTAD DE LENGUAS

PUBLIC SPEAKING IN ENGLISH
UNIT 4 INFORMATIVE SPEECH
4.4 VISUAL AIDS

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El presente material de proyección tiene como objetivo explicar a los alumnos como se elaboran los visuales para una exposición usando Power Point. Algunos de los errores en las diapositivas están marcados a propósito o para ejemplificar lo que “sí” se debe hacer y lo que “no” debe hacerse. Previo a esta presentación, el profesor ya expuso la parte teórica del uso de visuales.

NOTA: El formato, el estilo, tamaño de letra, cantidad de texto, imágenes, combinación de colores a lo largo de la presentación no son uniformes, lo anterior es completamente a propósito debido a la naturaleza del tema; pues sugiere discusión con el grupo.



La presentación y el estilo a lo largo de este material, no son uniformes puesto que el objetivo es proporcionar a los alumnos ejemplos de lo que deben y no deben incluir al elaborar el material de apoyo visual para sus exposiciones, concretamente el Discurso Informativo.



Tell students to make text legible. Minimum font size is 30 pt. because sometimes people at the back can barely see. Take into consideration the size of the room.

Use color carefully. Use no more than three colors per slide, the colors should contrast with each other to provide better visibility. Do not forget to take into consideration the background color or images.

FONT SIZE AND COLOR

- Verdad que no se alcanza a ver lo que aquí está escrito??
 - Digo, a menos que tengamos una súper vista, no alcanzamos a distinguir la info que el expositor nos quiere dar...
 - Y por consiguiente vemos una diapositiva como esta y no le prestamos atención...
 - Porque nos parece por demás aburrida y sin sentido el tener que leer cuando lo que aquí dice...
- Además de que habla del expositor o de la persona que hizo la presentación y el mensaje dice que no le dio tiempo de editar...
 - O simplemente la copia tal cual de algún lugar y nunca puso la información para leer y ya... eso es exponer
 - O también nos está diciendo que no sabe como ocupar este tipo de paquetaría y le dio igual al poner la información así
- O nunca vio la presentación como si el fuera parte de la audiencia para confirmar que efectivamente se alcanza a ver desde atrás o desde otra perspectiva
 - O quizás solo es cuestión de dar más oportunidad a que con la práctica esto de los apoyos visuales vaya mejorando
 - Y también nuestra capacidad de síntesis para saber qué poner y qué no en una diapositiva
 - O qué tipo de información utilizar en los apoyos visuales...
 - Así como los colores, el tamaño de letra, etc!!!

ARE YOU ABLE TO READ???

• Maybe I am the one that needs glasses!!!

In a regular document we would use a 12pts or 14pts font size. When building a slideshow, the previous facts is not allowed. This is an example that must be provided to students.



This is an example that must be provided to students in order to discuss the color font and background topic.



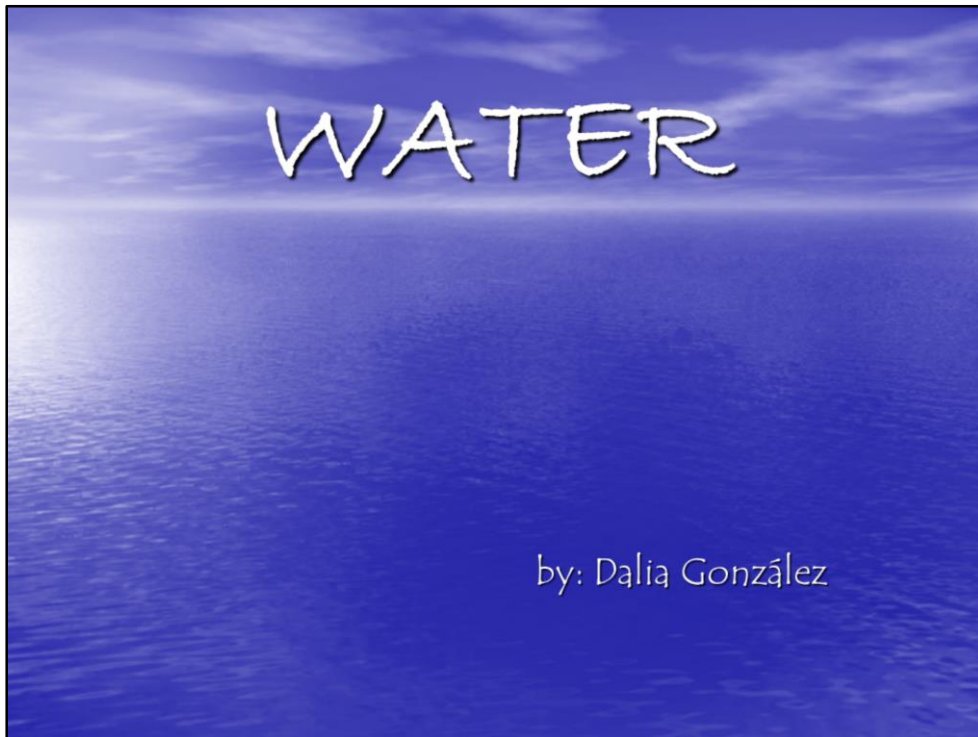
This is an example that must be provided to students. Images at the background should be used in grey colors.

The following six slides are real examples of some students previous presentations.

Comments are to be made about color font, size font and slide colors.



× This is an example that must be provided to students. Allow discussion among them.



✓ This is an example that must be provided to students. Allow discussion among them.



✓ This is an example that must be provided to students. Allow discussion among them.



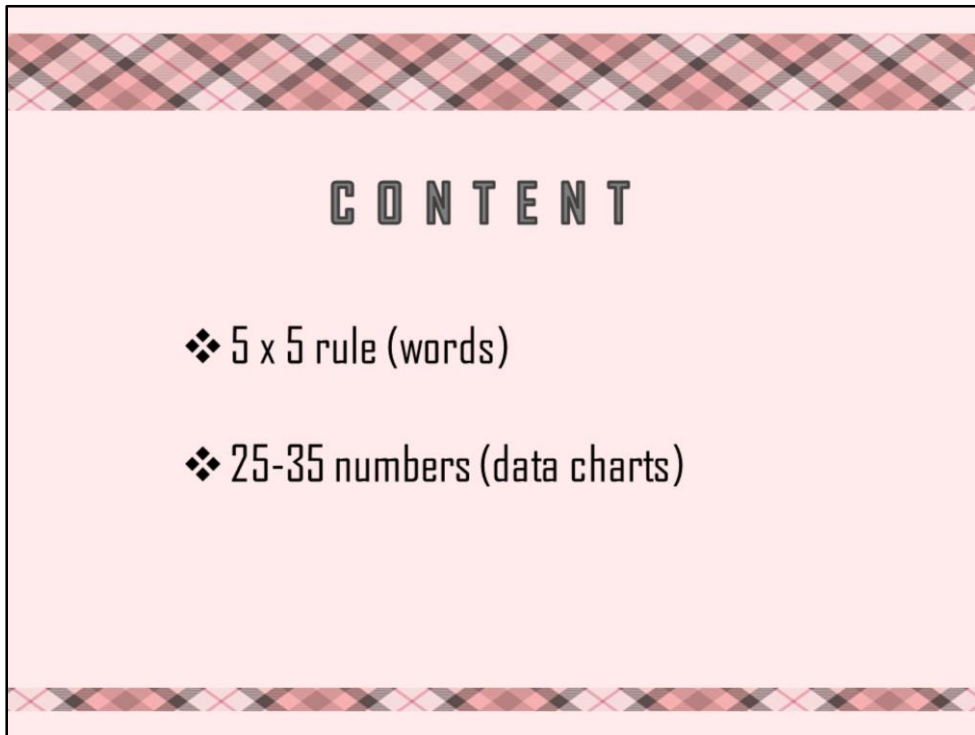
✓ This is an example that must be provided to students. Allow discussion among them.



✓ This is an example that must be provided to students. Allow discussion among them.



✓ This is an example that must be provided to students. Allow discussion among them.



Talk to your students about the content in each slide. This is the information that is going to be displayed to the audience. According to Urech (2000, p.78) one should use a maximum of 25-35 numbers per visual aid. Data charts should only contain bottom line information, conclusions, and final results. Data charts include: percent, parts, graphics, timelines, frequency, correlation, etc. Backup slides can contain raw data.

She also mentions the 5 x 5 rule (five lines with a maximum of five words per line) should be used for word slides. This results in no more than 25 words per slide excluding the title.

Having clear and concise information on the slides makes it easier for the audience to retain information; we should simplify the slide and focus audience's attention where we want it.

The following two slides are real

CONTENT

Do you really want to read all this paragraph?

A new format has been introduced for the 11th Al Ain Air Championship in December. The show will include will feature the world's leading pilots vying for the trophy at the Al Ain International Airport.

UK pilot Richard Goodwin has confirmed his first appearance at the event, and daredevils including the UK Breitling Wingwalkers, Patrouille Reva from France, Redbull Firestars for China, and Glider FX from the UK will be taking part. Eight of the world's premier teams will come together to compete for the title of Grand Champion, judged by a panel of expert and celebrity judges.

This is an example that must be provided to students. Allow discussion. Among them.

The following slide is a real example of some students previous presentations.

Comments are to be made about the content and the animations that were used.


SYMPTOMS

- There are many manifestations of eating disorders that people can experience. The first symptoms of eating disorders are usually bingeing, purging and even eating non-food items like pencil or paper. One eating disorder is anorexia nervosa. This is perceived to be the most common in our society mainly because of the publicity it attracts due to the many celebrities who suffer from it. Anorexia is basically associated with having an abnormally thin body.
- Anorexia can manifest itself in various ways, including severe dieting, starvation, extreme exercising and even vomiting. Some people also often take dangerous weight loss pills to prevent weight gain. In addition, anorexia is particularly dangerous to the heart because it strains its normal functions, which can result in cardiovascular disease and endanger a person's life. Likewise, other body organs become weak from the lack of nutrients that enter the body; making the body unable to fight other diseases.

Another known eating disorder is bulimia nervosa. This is overindulgence in food and is accompanied by vomiting afterwards. While anorexia affects the heart, bulimia is a disorder that damages the digestive system. This is an equally dangerous eating disorder that can lead to death in severe cases.


A less detected, but still dangerous eating disorder is binge eating. Still another type of eating disorder is compulsive eating. Compulsive eating is known to afflict the most number of people among all the eating disorders but the symptoms of this condition are often very mild so it is not detected until the situation is severe.

× This is an example that must be provided to students. Allow discussion among them.



PICTURES AND ANIMATIONS

- ❖ Text first → picture
- ❖ Use animations carefully



Remind your students to classify information. If they are going to have a picture that can have a big impact on their audience, let the written information appear first, give any explanations and then let them see the picture, otherwise the audience will be amazed by the picture and they will not pay attention to the rest of the information.

PICTURES:



REALLY SMALL, ISN'T IT?



DID YOU SEE THE ONE?

Tell students that they should pay particular attention to animations.

CHOOSE:

Your audience will be moved by the picture and won't care about the written information .



Remind them to classify information and to make decisions about what to show first.

If your picture will catch your audience attention in a dramatic way...let the information appear first and then show them the picture.



Some topics are really eye-catching, so the speaker must decide how to present them.

The following two slides are real examples of some students previous presentations.

Comments are to be made about the use and order of animations in slideshows.



× This is an example that must be provided to students. Allow discussion among them..

A **sword** is a long-edged weapon or thrusting piece of metal, used in many civilizations throughout the world.



✓ This is an example that must be provided to students. Allow discussion among them.




PAY PARTICULAR ATTENTION TO:

- ❖ Spelling mistakes

- ❖ Typos

- ❖ Unusual Font



Make sure to have your slides read by someone else before your presentation. Misspelled words or typos cannot be part of your slides. Using a common font size is better because some equipment will not have the font size students worked originally with and as a result all the text is going to be disorganized.



Check every point in the slide.

NOTE: This slide has some typos and spelling mistakes which were written on purpose.

The following three slides are real examples of some students previous presentations. Comments are to be made about the spelling mistakes, typos, Font + color background, fons size, images and animations.



× This is an example that must be provided to students. Allow discussion among them.

Don'ts...

- Don't drink a lot of alcohol.



- Don't eat or drink a lot late at night.



- Do not watch television before going to sleep.



× This is an example that must be provided to students. Allow discussion among them.



× This is an example that must be provided to students. Allow discussion among them.



James Kirkpatrick (2011), a doctoral student in Counseling Psychology in his article 'Step model for More Effective Presentations' states that there are three types of titles for visual aids:

1. Topic Title: used when it is not necessary to convey a specific message but only to provide information.
2. Thematic Title: used to tell the audience what information they should draw for the data presented.
3. Assertive Title: used when we want to give the audience our opinion about what conclusion they should draw from the data.

He also mentions:

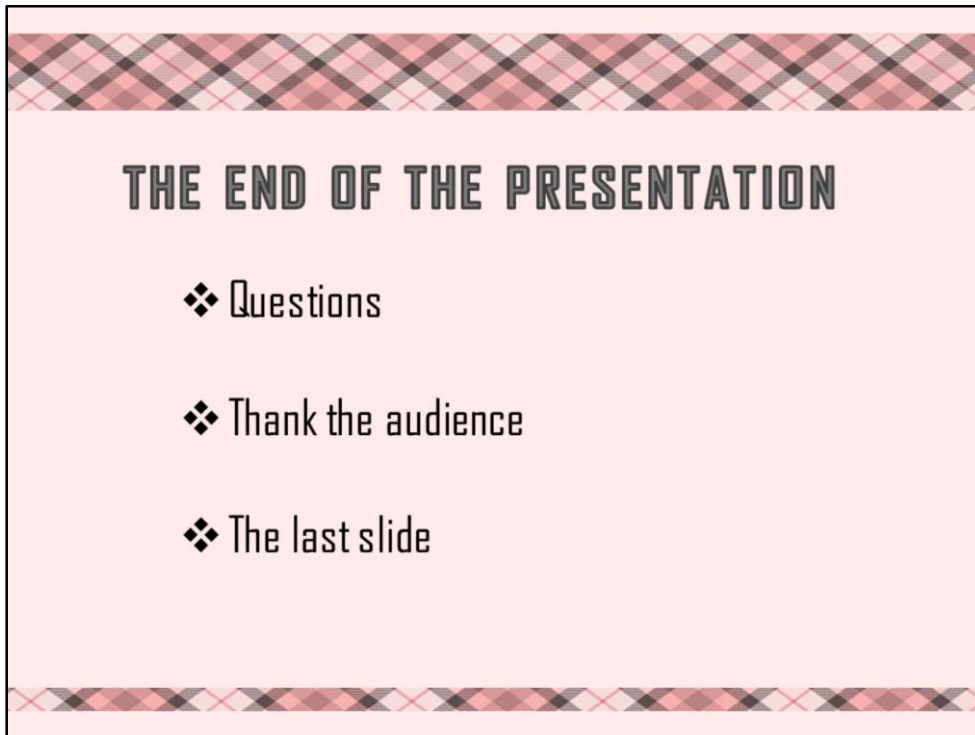
"...Make your presentations people-centered, not media-centered. Avoid using too many slides and putting too much information on them. While you may need to use slides to present your data, remember that building rapport and interacting with your audience is critical. Slides alone cannot make a presentation interesting, your enthusiasm and delivery is the key to making a presentation lively..."

Visual aids, when used effectively, can help a speaker communicate better and listeners understand better. They help clarify and support our message. That is what they are called VISUAL AIDS.



Visual aids, when used effectively, can help a speaker communicate better and listeners understand better.

They help clarify and support our message and that is what they are called VISUAL AIDS. It is just a guide so students must not rely on them 100% because sometimes we have power cuts.



Remind your students that in every presentations there must be time for clarifying doubts or to ask questions. Teach them that they should repeat the words “Thank You”, in order to thank the audience but those words shuld not be part of one slide.

A good idea is to copy and paste the first slide, that way the audience will be able to read the tittle of the presentation and the author. The well-known slide that appears at the end ‘Fin de la presentación’ is not an academic background for the round of questions.



× This is an example that must be provided to students. Allow discussion among them.

Fin de la presentación, haga clic para salir.

× This is an example that must be provided to students. Allow discussion among them.



✓ This is an example that must be provided to students. Allow discussion among them.



Finally, tell your students about the K.I.S.S. principle.

As this is a very common verb in English, students will be able to remember it.



Teach them that K.I.S.S. stands for: KEEP IT SHORT & SIMPLE



✓ This is an example that must be provided to students. Allow discussion among them.

NOTE: This slide should be the last slide of the class, allow students to ask any questions they may have.

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