

English Communication Specialist | EFL Presentation & Confidence Building

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The current project explores a structured approach to enhancing English communication skills and building public speaking confidence among Japanese students. Incorporating stress inoculation techniques, the program assists students in managing performance anxiety while progressively developing their presentation abilities. The goal of the speech is to create a nurturing environment where students can fortify and improve their English and public speaking abilities. Students begin with accessible topics, such as planning a ten-day vacation, to learn the basics of speech structure, pacing, and content delivery. Creating boundaries and structure ensures direct students to step out of their comfort zones; topics like Disneyland or Japanese restaurants are restricted to ensure new languages and cultures are learned. Classroom activities include developing a speech, timed speech practices, and classroom feedback sessions. Various classroom tools are used to help students overcome anxiety such as eye contact and public speaking. The next phase of presentations incorporates stress inoculation so students improve their public speaking skills. Students are exposed to demanding scenarios such as timed speeches, audience participation, and peer evaluations so they can develop better public speaking skills. Working in a controlled stress environment allows the students to practice under conditions that mimic real-world challenges.

How to give a Team Presentation in English

- **Presenter Objectives**
 - Work in a team
 - Create a script
 - Create a slideshow presentation
 - Confidently preform a 20 minute team presentation in English
 - Confidently preform a 10 minute pair presentation in English
 - Participate in a bilingual question and answer session
- **Audience Objectives**
 - Actively listen to the presentation
 - Participate in bilingual question and answer session
 - Give feed back
- **Teacher Objectives**
 - To teach teamwork and responsibility
 - To teach how to structure a presentation
 - To provide boundaries for the students
 - To provide a variety of ways to practice
 - To stress inoculate the presenters to the anxiety of public speaking
 - To ensure that the teams gain confidence by successfully achieving their goals.
 - Apply the confidence and stress inoculation to a more challenging projects
 - Raising the students' floor and ceiling

Presentation Methodology

PROJECT 1: Travel Plan

Team Presentation 6-8 members
Present a topic for 20 minutes.

Assign Leadership Roles

Team Leader
Responsible for managing the project. They must ensure all content of the project is completed within deadlines.

Computer Slideshow Leader
Responsible for collating the presentation slides from each presenter into a single slideshow within deadlines.

Topic Roles

Two minute speech and two presentation slides per topic:

Introduction
Travel Plan (From Japan)
Hotel
Lunch Menu
Dinner Menu
Activities
Travel Plan (To Japan)
Introduction

The team will speak consecutively. Each member will speak two minutes in English. Audience members will actively listen, participate in bilingual Question and Answer sessions, and give feedback.

Online Tools: Assigning Team Roles
 <https://wheelofnames.com/>
 Creating Groups
 <https://www.classtools.net/rand-om-group-generator/>

PROJECT 2: Informative Presentation with References
Pair Presentation Present a topic for 10 minutes

Assign Leadership Roles Group or Slideshow Leader

Topic Roles

One minute speech and presentation slide per topic:
Introduction
Topics 1 through 8
Conclusion & References

The presenters will speak on each topic alternately. Each member will speak five minutes in English. Audience members will actively listen, participate in bilingual question and answer sessions, and give feedback.

Stress Inoculation Training (SIT)

SIT is a cognitive-behavioral therapy technique designed to help individuals cope with stress. It consists of three main phases:

1. Conceptualization Phase:
2. Skills Acquisition and Rehearsal Phase:
3. Application and Follow-Through Phase:

By gradually exposing individuals to stress in a controlled way and equipping them with coping strategies, SIT helps them develop psychological resilience. Over time, they become more confident and capable of handling stressful situations without being overwhelmed.

The purpose is to avoid negative feedback loops and provide positive feedback loops.

Curriculum and Assessment

Curriculum

The baselevel project can be taught from 9th grade
Suggested class sizes from 6 to 48 students
Can be a stand alone 15 week course. Or can be used as a 6-7 week module within an existing course
Subject matter can be changed according to instructor and student needs.

PROJECT 1 (Year 1) Team Presentation

PROJECT 2 (Year 2) Pair Presentation

PROJECT 3 (Year 3) Individual Presentation

Assessment

Clear expectations are provided to the students.
Grading was based on cumulative tasks set to facilitate the creation and practice of the presentation.

Summative assessment of the final presentation including:
Time spoken
Memorization
Eye Contact
Vocal Control
L1 (Japanese) spoken
Audience participation

Results

- Curriculum Implementation: Project 1 curriculum utilized in five classes across three universities
- Student Performance: Students delivered 20-minute team presentations confidently in English.
- Consistent Outcomes: Presentations yielded consistent results across three different universities.
- Advanced Performance: One class successfully completed higher level Project 2 pair presentations.
Reinforcing the learning of Presentation 1 and extending their presentation capabilities
- Environment: Lessons fostered an interactive, supportive atmosphere through:

- Active learning techniques
- Creative scaffolding of subject matter
- Stress inoculation training to build confidence in presenting in English as a second language.

Bio



Daniel Dean has an MBA and is an English communication lecturer at Tohoku Institute of Technology and Tohoku Gakuin University. A strength & conditioning coach and nutritionist. An honorably discharged USAF Staff Sergeant, He combines discipline, expertise, and cultural insight to inspire students and athletes alike. d.dean223@gmail.com



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