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Designing an Academic Presentation Course: Analyzing the Learning Components of TED-Talks

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Doctoral Dissertation

KOBE CITY UNIVERSITY of FOREIGN STUDIES

博士論文

Designing an Academic Presentation Course:

Analyzing the Learning Components of TED-Talks

アカデミックプレゼンテーションコースの設計:

TEDトークの学習コンポーネントの分析

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Acknowledgments

Abstract

This dissertation is situated within the research field of presentation skills to explore the fundamentals of making a good English presentation by analyzing TED-Talk genre and provide useful educational strategies for a solid curriculum.

More specifically, this dissertation first develops a customized framework cycle-the CUEPADES cycle in order to find the right needs analysis framework and systematically prepare an efficient and effective presentation course. Then in order to understand the relations between needs analyses and successful learning comprehensively, this research carries out the meta-analyses of former students performance data as well as TED-Talk genre. Some scientific methods of constructing an evaluation rubric and analyzing presentation models like TED Talks are introduced. Finally, this research provides the educational strategies by emphasizing Aristotle's logos, ethos and pathos.

The dissertation makes all of its analyses on the basis of real classroom teaching and learning and attempts to enlighten the teachers to develop their courses in the future.

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Preface

An English boom has lasted in China for more than a decade. The teaching and learning English is no longer just limited to the cultivation of English language competence, but also is seen as directly supporting each student's future career. In this context, the English Presentation Course come to be viewed as an important course by many universities in China wishing to train each student's communicative skill and critical thinking ability.

However, the current curriculum development of the English presentation course is chaotic. Many teachers have no clear understanding of how to set up an effective presentation curriculum. Furthermore, while students treat the course as another form of oral speaking training they are pitifully unaware of how valuable this course could be in their future career trajectory.

As for me, as a teacher teaching the English presentation course for seven years in a local university in China, I became deeply concerned about the need for renovation of the course. Initially, I decided to look for more efficient ways to guide students to improve their overall abilities such as English language ability, communicative ability, presentation ability and critical thinking ability. I organized autonomous learning activities together with my students and workmates and also integrated media into the course. As a result, students' motivation was raised and students reflected that they gained communicative ability and independent thinking more or less.

However, in terms of English language ability, presentation ability and critical thinking, the course was still at the beginnings of the renovation journey. This was the major reason that I decided to study abroad and continued looking for some new pedagogical methods to redesign the English presentation course.

Under the supervision and help of professor Donna Tatsuki, I traveled further along the renovation road in this dissertation project and discovered some educational strategies to help students improve their persuasiveness in their presentations. This dissertation has created an instructional development cycle called

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The CUEPADES Curriculum Development Cycle that starts from my teaching experience in China and traverses every continent collecting concepts and transforming ideas until it reaches its destination and conclusion.

This complicated project was also supported by other professors and doctoral students in Kobe City University of Foreign Studies and without their support, I might not have been able to complete the journey. I sincerely hope the process described and the product presented as a revised curriculum can inspire other teachers and be implemented in more English class teaching and learning.

Chapter 1

Overview

1.1 Introduction

Chapter 1 describes the context and rationale for this research. The chapter begins by introducing the seven-year journey of the writer who was a teacher of an Academic Presentation Course in a local university in China. The chapter will briefly describe some of the problems that emerged while teaching presentation skills and learning about this subject simultaneously and how that led to a sense of urgency to revise the curriculum. In order to conduct a systematic curriculum revision, it was necessary to consider current instructional design frameworks in order to create a suitable curriculum development framework for this research. With this framework in mind, the structure of this dissertation in the subsequent chapters will be outlined.

1.2 Research background and context

From 2009 to 2019, I worked as an English teacher in a local university in China. I was required to teach many courses like pronunciation, listening, advanced intensive reading, news reading and English presentation to English majors. During the long period, I deeply felt that China's English education at universities needed renovation. The previous focus on grammar instruction has shifted to an emphasis on practical communication. To meet these new demands, I made a great effort to re-design the English Presentation Course, which I had been teaching for nearly 7 years, with the expectations of changing it into a career-supporting practical course.

Always as a critic of teacher-centered pedagogy, during the first three years of my teaching the course, I organized student-centered activities. For instance, the students and I watched together some presentations made by celebrities in order to examine their presentation skills. We analyzed the presentation skills through class discussions, then I asked them to use what they had learned in order to make their own speeches on daily life topics such as introducing a book, or a person. Each student was asked to present a 5 to 10-minute speech in front of the class at the end of

the semester. They were informed that the presentation would be regarded as a test and would be evaluated only by the teacher. However, because of the large size of the class (70 students), the evaluation was very time consuming. It could take up to four class hours to get through all of the student presentations which meant fewer classes available for actual instruction. Furthermore, students started complaining about the confusing and (what they felt was) subjective evaluation criteria, even though it had been adapted from an established oral speaking assessment rubric (see Table 1.1).

Table 1.1. The Oral Speaking Assessment Rubric (adapted from College English oral speaking evaluation, 2012)

Points	
90-100	good pronunciation and intonation
	variety of vocabulary and grammar
80-90	good pronunciation and intonation
	some mistakes of using vocabulary and grammar
	variety of vocabulary
70-80	poor pronunciation
	lack of vocabulary and grammar
	communicative misunderstanding
60-70	poor pronunciation and many pauses
	many mistakes of using vocabulary and grammar
	communicative misunderstanding
below 60	too many mistakes and pauses to complete communication

Through informal conversations with students I also learned that they did not experience a sense of improvement in their presentation ability. They felt that the course tried to cover too much and yet failed to give them a clear picture of what a good presentation is like. Moreover, as English majors, they felt disappointed that the course did not seem to improve their English communication ability within specific academic fields.

In the following years, I tried to adjust the course, to meet the demands of the students. For example, in order to increase the classroom efficiency, I designed group activities. Student groups (5-10 students/group) were asked to select the celebrity

presentation videos that would serve as performance models, and then they would create a group presentation for the final test. In addition, to motivate students and encourage their autonomous learning, I gave up the conventional oral speaking rubric and invited the students to create a peer assessment rubric and then evaluate other groups' final presentations.

Selecting presentation models among countless videos was a difficult task for us. The presentation length varied a great deal, from several minutes to more than one hour. Some speakers talked too fast and there were no subtitle or transcription available. Some videos were of poor screen quality. Finally, in 2015, my students and I became aware of the popular TED Talks. My students were very interested in the TED Talks and expressed a strong desire to perform as well as the TED talkers did. Moreover, topics in a wide range of academic fields were available in the TED Talk collection.

In 2017, the university administration encouraged me to turn the presentation course into a flipped classroom (Mok, 2014) in which students would do a large amount of preparatory work outside the classroom and the use the classroom contact time for discussion, performance and socially mediated learning. Since the students had poor script writing ability, I invited two English teachers to work with them to correct their scripts. I also told them to take part in an online course "English Writing" as a supplement into my classroom TED Talk activities. All the efforts were supported by the students. They devoted a lot of time and energy to the course and overall the new course was considered to be an improvement over the previous ones.

At the same time, as a teacher, I faced the necessity of implementing the course again, guiding students the true art of public speaking in foreign language, especially English and training them the practical communicative ability to meet the demand of globalized workplace. I was still not satisfied that the course was as effective as it could be, so I decided that it was time to do a much more detailed and systematic redesign of this course.

1.3 Research rationale and aim

The Academic English Presentation Course is a comprehensive course containing many elements: presentation skills, English language ability, academic knowledge and use of technology. Thus, teaching and learning such a course effectively is a complicated task. In order to find the right needs analysis framework for a solid curriculum design, this dissertation will take into consideration several famous curriculum design models and develop a customized framework cycle in order to systematically prepare an efficient and effective presentation course.

1.3.1 The ADDIE model

The ADDIE model is a famous umbrella term used for instructional system design. ADDIE is an acronym for the five phases: Analysis, Design, Development, Implementation and Evaluation. According to Mondale (2003) its origin is unknown, but it was apparent that the ADDIE model of instruction systems design was first applied by the U.S. armed forces in the 1970s (Penney, 2016). People from many fields have used this model as a framework for course design and development.

Hess and Greer (2016) and McGriffin (2000) interpret the ADDIE model as follows: Analysis refers to the process of identifying problem and needs and understanding the learning situation. Design is the process of designing objectives and instructional strategy. Development is the process of developing learning resources and pilot session. Evaluation is the process of interpreting whether the instruction results adequate or not. The ADDIE model is recursive, in the sense that the end of one phase is the starting of the next phase and the cycle never ends (see Figure 1.1).
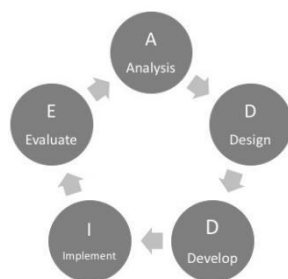
Figure 1.1. The ADDIE Model (adapted from Penney, 2016)

The ADDIE model has been applied to design the courses of different subjects and the results are fruitful. Arkun and Akkoyunlu (2008) developed a multimedia learning environment in the mathematics course of fourth grade primary classes according to the ADDIE model. By carrying out all the five steps, they emphasized the needs of computer-based multimedia learning environment to train individual students. The students positively responded to the enjoyable learning environment, successfully used what they have learned and made their own self-evaluations. Hess and Greer (2016) used the model to integrated e-learning best practices in teaching and learning into an online literacy course. They concluded that the model was helpful for librarians to develop instructional interactions, engage students and assess intentionally.

1.3.2 The Five-Year development cycle

Another similar needs analysis cycle, called The Five-Year Development Cycle (Curriculum Development Cycle, 2015) was introduced by Institute of Progressive Education and Learning. The multi-year process is mainly used by K-12 directors, but may have relevance to this dissertation. As noted previously, the revision of the Academic Presentation Course is not a one semester task. It took the writer approximately five years to modify classroom activities, choose suitable speech models, gather the student's performances and responses and design evaluation. The experimental path of this dissertation is more or less similar as the Five-Year Development Cycle as it "allows for systematic research, evaluations, revisions, implementation and refinement" (n.p.). In the sample curriculum development cycle provided (Curriculum Development Cycle, 2015), the review and evaluation of the existing curriculum starts in the first year. New curriculum and instructional materials are developed in the second year. A pilot implementation program is launched in the third year. Data are collected and surveys are done in the fourth year. In the fifth year, the implementation of the updated curriculum is evaluated, which coincides with the launch of the next cycle (see Figure 1.2).
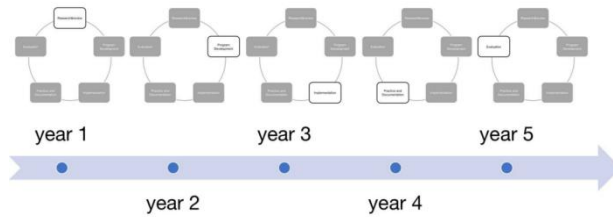
Figure 1.2. The Five-Year Development Cycle (adapted from Curriculum
Development Cycle, 2015)

1.3.3 Kern's Six-Step approach

The Six-Step Approach (Kern, 1998), variously called Kern's Six-Step Curriculum or
Framework or Model or Cycle, was designed for medical education. This cycle starts
from problem identification. Then the targeted needs are assessed, goals and
objectives are set. The fourth step is developing educational strategies, followed by
the fifth step implementation. Evaluation and feedback is the last step (Kern &
Thomas & Howard & Bass, 1998) (see Figure 1.3).
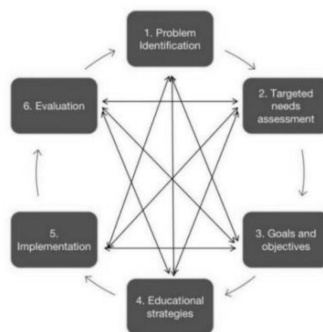
Figure 1.3. Six-Step Curriculum Framework (adapted from Kern, 1998)

The research on the utilization of the framework proves the effective implementation
of the curricula of health education (Sweet & Palazzi, 2015). Although this approach
echoes the ADDIE very much it adds a problem identification component. The
importance of a problem identification component is that in some cases the
curriculum revision cycle requires more than incremental adjustments of materials
and procedures. In some cases, there may be serious deficiencies in knowledge about
the instructional context, the learners themselves, or the knowledge domain. Thus, a

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time and space to investigate some seriously underarticulated aspect will be useful.

1.3.4 The instructional cycle of the dissertation

All the previously described development models, inspired a hybrid diagram called CUEPADES for this dissertation (see Figure 1.4). The five-year development cycle inspired the starting place (previous classroom use combined with evaluation). The Kern model introduces the problem identification component and the ADDIE model adds the flow of the development cycle.
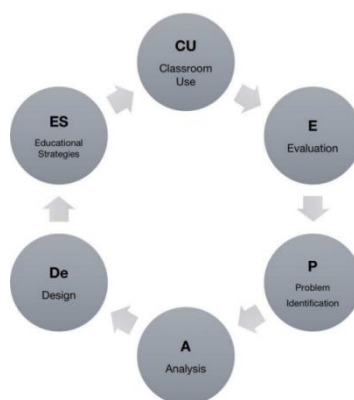
Figure 1.4. The CUEPADES Curriculum Development Cycle (adapted from the ADDIE model (Penney, 2016) and Kern model (Kern, 1998))

In the context of this dissertation, six steps are involved. The first step is CU (Classroom Use) in which the background and implementation of a course in China is described. The second step is E (Evaluation). In this section an analysis of student-constructed peer-evaluation rubrics will be examined in order to ascertain their awareness of what constitutes a successful presentation. This will be accomplished by comparing their rubrics with a rubric extracted via a meta-analysis of many teacher developed presentation rubrics. The differences between the student rubrics and the idealized teacher rubrics will be instrumental in the third step, which is P (Problem Identification). Based on the detailed investigation on what has been done in the past from teacher and student perspectives, the problem identification step will highlight the missing fundamentals for a successful presentation. Among these

missing fundamentals are things like the selection of a model presentation (TED Talks) and knowledge of how this presentation genre operates. This is directly connected to the fourth step, A (Analysis), which seeks to establish the genre characteristics of a 1 to 6-minute TED Talk model (structure, moves, linguistic choices). This model will be used as a standard to compare with the student's presentations in order to realize what pedagogical objectives should be focused on for future teaching and learning. The last two steps are D (Design) and ES (Educational Strategies). The research in each of these steps aims to find the educational strategies that will address the student deficiencies in the design of a revised curriculum.

It also should be noted that the cycle is as recursive as the ADDIE model. The decision not to write step numbers like Kern's model is predicated on the belief that a teacher can start anywhere in the cycle corresponding to the specific needs of the educational context.

1.4 Value and originality of the research

Teachers are often assigned by the administration to teach a new course without being provided enough time to prepare for it. Their knowledge may not be sufficient to support them to design the new course efficiently. In this condition, they depend much on the previous knowledge and experiences. However, thinking about the ever-changing society and demands of every student generation, the first version of curriculum should be reflected and evaluated, then the second implementing version is designed and carried out. Then the second wave of reflection and evaluation follows, the third version is created. The cycle circulates.

However, it is common that in China teachers take in charge of several courses and are difficult to design one course patiently. Also, the teacher-centered classroom culture makes them ignore the student needs and value too much on the examination result. They either have no impetus or no scientific guidance to follow the cycle.

This dissertation records my teaching experience of exploring an efficient course design to improve student's presentation ability. At the same time, some

scientific methods of constructing an evaluation rubric and analyzing presentation models like TED Talks are introduced. The research attempts to enlighten the teachers to develop their courses in the future.

Moreover, in the field of presentation teaching and learning, very little research has been done on the creation of an instructional cycle although we know the importance of following such a cycle in our pedagogy. Also, few meta-analyses of evaluation rubrics, or curriculum development models have been done to understand the relations between needs analyses and successful learning comprehensively. This dissertation creates the CUEPADES cycle and makes all of its analyses on the basis of real classroom teaching and learning, so it can be regarded as a verified practical guide for teachers to carry out their classroom practices.

1.5 Outline of the research

The dissertation consists of eight chapters. This chapter (Chapter 1) states the significance, purposes and structure of the dissertation and endeavors to explain the context and rationale of creating an instruction development cycle of the Academic English Presentation Course. Chapters 2 to 7 represent components of the cycle, and take the form of six distinct thesis-within-thesis structures, each with their own literature review, research questions, methodologies, results and discussions. Chapter 8 will provide an executive summary of all of the previous chapters and will make connections among the studies, pinpoint the limitations and suggest future research. The next paragraphs will preview the topics of Chapters 2 to 7.

The second chapter describes the background of the English presentation course in China. It introduces the rationale behind the course as it was designed originally and details some of the procedures followed for the training of student's academic English presentation ability in China. Five separate presentation syllabi were the basis of a meta-analysis to determine the common features of such courses in China. The student performance data that was collected forms the basis of the needs-analysis described in Chapter 3.

The third chapter analyses a student-constructed assessment rubric and

compares it to a composite rubric that was derived from a meta-analysis of ideal teacher rubrics. The factors significant to the delivery of a successful presentation (but ignored by students) are detected and discussed. The idealized teacher rubric, with special consideration of areas not present in student rubrics will be used in the fourth chapter.

The fourth chapter identifies the deficiencies in student presentations through direct assessment and evaluation of a set of video-taped efforts. The idealized teacher rubric implemented to identify the various problem areas that weaken the overall product. The specific problem areas identified in this chapter will be combined with the findings of Chapter 5 which is a genre analysis of TED Talks, and provides the model which will inform the pedagogical target. Thus, Chapters 4 and 5 will inform the construction of a revised syllabus (Chapter 7) that will properly address student needs and enable them to reach the newly specified target.

In the fifth chapter, the globally popular TED Talks have been selected as positive role models for students to emulate when preparing a successful presentation. However, in order to use TED Talks as a model it is necessary to truly understand the genre. This requires a total genre analysis to determine its persuasive characteristics. Things like discourse move structure, lexical choices and the use of classical rhetoric (ethos, logo, pathos) will be examined to distill the essence of good TED Talks.

Chapter 6 is concerned with setting concrete pedagogical goals and objectives. To do that it is necessary to combine the finding of Chapters 3 and 5. Therefore, after the characteristics of TED Talks are discerned, the idealized presentation rubric created in Chapter 3 will be revised to incorporate them. The revised rubric forms the basis of a re-analysis of the student video-taped presentations (including TED Talk characteristics, lexical choices and rhetorical moves) to make an even finer tuned set of pedagogical goals for the revised presentation course.

The seventh chapter provides the educational strategies that are connected to each of the pedagogical goals and objectives defined in Chapter 6. Special attention is paid to Aristotle's logos, ethos and pathos, as well as story-telling skills during this design phase. The sequence of activities in the refined syllabus will integrate story

telling skills, rhetorical strategies and TED Talk discourse move structures in a series of scaffolded activities.

As mentioned earlier, Chapter 8 will summarize the main substantive results, will discuss limitations of this research and will offer recommendations for future research.

Chapter 2

Classroom Use

This chapter describes the background of the English presentation course in China. It introduces the rationale behind the course as it was designed originally and details some of the procedures followed for the training of student's academic English presentation ability in China. In order to have a state-of-the-art picture of the teaching of presentation at that time, five separate presentation syllabi will form the basis of a meta-analysis to determine the common features of such courses in China.

As mentioned in Chapter 1, a hybrid diagram called CUEPADES has been designed for this dissertation. The starting point for this curriculum development cycle will be the course that was delivered to students in China in 2017. Thus, the scene opens in the component called "Classroom Use" and describes the procedure that had been assembled for training students to develop their academic English presentation ability in a local university in China (see Figure 2.1 for a reminder of the development cycle created in Chapter 1).
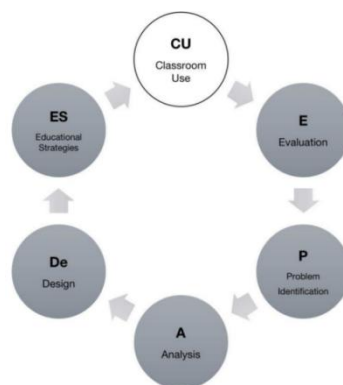
Figure 2.1 The Curriculum Development Cycle

As part of the detailed description of the teaching strategies that had been implemented for classroom use, this chapter will answer a number of important background questions related to English presentations as they were envisioned in the program at that time. These questions include:

- What are the reasons that the Chinese administration wanted the university to hold this class?
- What did the teachers want students to learn regarding presentation skills?
- What were the common components of the teaching plans?

The answers to these questions will serve as input for the Educational Strategies phase which will be described in Chapter 7.

As mentioned earlier, the research in this chapter analyzed five existing syllabi to find the similarities among components. This will provide an understanding of the approaches common at that time. This chapter was written based on the writer's presentation at the JALT (The Japan Association for Language Teaching) International Conference held in 2020.

2.1 Literature review

2.1.1 Government policy of the English Presentation Course

Public speaking skills offer a means to pass a job interview or give a successful presentation at work. Therefore, speech-making or public-speaking could be seen as an important aspect of life skill training. Nevertheless, people rarely acquire these skills. Teodosijevic and Novakovic (2017) claim that young people can hardly expect to grow up with the ability to do public speaking because neither their parents nor their inexperienced teachers are likely to be successful public speakers themselves.

China's English presentation skills course for university students originated from the public speaking course in US. The course was given various names like the English Presentation course, the English Presentation and Debate course or the English Public Speaking course. Therefore, in this dissertation, Presentation, Public Speech, and Public Speaking, are used interchangeably. The different course names are unified as English Presentation Course.

In 2000, the Chinese Ministry of Education issued an English education policy instructing universities and colleges to pursue the goal of cultivating students'

competence of foreign language as well as bridging the cultural gap so that they could produce graduates who were capable of applying foreign language to foreign affairs, education, technology, and so on (Peng, 2008). From that time, the English presentation course started its role of developing and cultivating of students' academic and intercultural comprehensions on various subjects. It gradually became a popular course in many Chinese universities. More than 200 universities have opened the course as elective or compulsory (Wang, 2014). In 2017, government designated the course to increase university students academic English ability and academic communication ability (University English Education Guideline, 2017). The demand of teaching and learning presentation skills as well as academic knowledge has been clarified.

2.1.2 Teachers' expectations for the English Presentation Course

Chinese university teachers expected the English Presentation Course to reform the traditional English teaching by adding more contemporary and communicative components. Thus, the course attempted to realize many purposes.

First and primarily, the course was seen as a way to improve students' English language ability. In order to train students to have intelligible pronunciation, some teachers carried out student presentation activities during the first 10 minutes of each class (Lu, 2019). Some teachers required students to listen to and read the latest news and then rewrite the news into a presentation script format. In this way, teachers believed the basic four skills (listening, reading, speaking, writing) could be improved simultaneously (Zhang, 2011).

Another expectation for the course was to cultivate students' communicative ability. Some teachers divided students into groups and required students to prepare presentations by team work. The teachers assumed that the course, when presented in this way, improved the communication between teachers and students, students and students (Lu, 2019; Zhang, 2011). Moreover, some teachers thought that students could learn presentation strategies by doing different speech types (introductory speech, informative speech, persuasive speech) (Zhang, 2011). In addition, some

teachers asserted the English Presentation Course should teach students cross-cultural communication, which could help students simultaneously understand Chinese and foreign culture (Wang, 2014; Zhang, 2011).

The last expectation of teachers was that the course would improve students' critical thinking skills. Some teachers claimed that students often made a presentation without enough depth and logic due to thinking problems (Liu, 2009). Some teachers put forward the idea that teaching students how to research and prepare the materials of a presentation could train students in critical thinking skills and thus improve their abilities (Liu, 2009, Zhang, 2011; Lu, 2019).

2.2 The problems detected

The Chinese government placed an emphasis on the English Presentation Course to be used to develop academic and professional presentation abilities but provided no detailed guidelines for teachers. Moreover, very little course design research in this field has been accessible to teachers. Wang (2014) mentioned the number of periodicals concerning English presentation quadrupled during 2003-2014 in China, but the basics of the course still remained unclear. As a result, university teachers relied on their teaching experiences to set the goals of the course. They decided the key factors involved improving university students' English language competence, communicative ability and critical thinking ability. Teachers were struggling to create various formats for the teaching and learning of presentation skills. However, not much had been written about how teachers organized the class to fulfill the goals, materials teachers chose, or the activities teachers designed. Furthermore, not much was known about how to make fair evaluations. Therefore, all of these topics needed further clarification and represent a gap in knowledge that this section of the current dissertation attempts filling.

2.3 Research questions

In order to clarify what contents teachers have managed to teach in the course and understand the common features of the teaching contents to scaffold the further

teaching, this research explores the following questions:

Research question 1:

- *How did teachers organize the class to fulfill the goals?*

Research question 2:

- *What materials did teacher choose?*

Research question 3:

- *What kinds of activities did teachers design?*

Research question 4:

- *What kinds of evaluations were used?*

2.4 Methodology

As it was noted in section 2.3, very little research was done in the study of the English presentation course design. There has been difficulty in collecting enough data helpful to understand the teaching situation of such a course in China. Very few related materials were published or accessible online. In order to alleviate this lack of information, it was decided that this research would collect five syllabi of the English Presentation Course in different Chinese universities (see Appendix A) and use them as the basis of analysis. This would enable the researcher to make more generalizable comments about the current state of presentation teaching in China.

2.4.1 Materials

The five syllabi were created by either foreign teachers or Chinese teachers in the foreign language departments of five Chinese universities located in different areas. In order to preserve the anonymity of the institutions they will be listed as U1, U2, and so on. Basic factors such as course objectives, credit hours, classroom activities and marking systems as so on were contained in the data. Although the detailed

information like how the course steps were distributed according to time allot was not provided, the five syllabi provided a general picture of the English presentation course and could be regarded as target to investigate in this research.

2.4.2 Analysis

In the data analysis, an excel file was used to list the factors contained in the five syllabi as preparatory work for the comparison. In order to describe the general image of what the English presentation course was like in Chinese universities, the contents of the common features sharing by the five syllabi were extracted and described. Then some doubtful points of the syllabi were categorized and criticized based on the writer's observations, informal talks with teachers and students and the English presentation course teaching experiences. The critiques section was a little subjective, but what the writer had experienced echoed the statements of the research done by some Chinese scholars.

2.5 Results

2.5.1 Common features of the English Presentation Courses in China

The five syllabi all contained the six elements: Credit hours, Course type, Teacher, Learning Goals, Textbooks and Grading/Evaluation (see Table 2.1).

Four syllabi designed 32 credit hours, and one 36 credit hours. In a word, the course was required to finish within one semester. Four syllabi took the course either compulsory or elective for English majors. Only one was elective for non-English majors. The students who take the course should reach certain level of English ability. Four syllabi were made and taken charge of by Chinese teachers. Only one was made by a foreign teacher. The communication-focused presentation course was mainly taught by Chinese teachers, with little collaboration with foreign teachers. All the five syllabi set more than one goal.

Regarding to the materials, three syllabi mentioned the book *The Art of Public Speaking* written by Steven Lucas (2011). One used the local textbook and one used hand out prints. The choices of the materials were limited.

Table 2.1. The Comparison of the Contents of the Five Syllabi

	U1	U2	U3	U4	U5
Credit hours	32	32	32	32	36
Course type	Compulsory (second year English majors)	Elective (non-English majors)	Compulsory (English majors)	Elective (second year English majors)	Elective (second year English majors)
Teacher	Foreign	Chinese	Chinese	Chinese	Chinese
Learning goals	(1) Improved confidence in expressing themselves using the English language (2) Increased use of English vocabulary in the proper manner (3) Improved pronunciation and intonation through guided practice (4) Delivery of various type speeches with confidence (5) collaboratively prepare and present a professional group presentation in English	(1) Delivery of speeches of hot social issues with confidence (2) Increase use of English ability (3) Prepare and present a professional presentation in English	(1) Improve critical thinking ability and oral speaking ability (2) Improve persuasive and organizational abilities	(1) Cultural understanding (2) Critical thinking ability (3) Learn how to write scripts	(1) Ethnics (2) Persuasion (3) Organization (4) Presentation Delivery
Textbooks	Handouts	*The Art of Public Speaking* (Lucas, 2011)	a local textbook	*The Art of Public Speaking* (Lucas, 2011)	*The Art of Public Speaking* (Lucas, 2011)
Grading and Evaluation	Class participation; team negotiation	Class attendance; final oral speaking test		a 2000-2500 words essays	Class attendance; final essay

Regarding to the evaluation, four syllabi evaluated students by class attendance, class participation, and final examination. Two syllabi tested students' oral speaking or team negotiation. Two required students to submit a final essay. Although the school syllabi did not directly tell teachers to evaluate the presentations, based on some personal communication with the teachers, I learned that most did evaluate students in class in the end. However, the grading methods were various without any clear explanation of the details.

2.5.2 Critiques on the syllabi

Although the study of the syllabi clarifies the basic points of an English presentation

course in China, five problems emerged; (a) no clear objectives, (b) limitations in choice of materials, (c) unclear classroom activities, (d) unreliable evaluation methods, (e) students lack of abilities.

The course objectives were not focused only on the teaching of presentation skills. This course was expected to cover much more than presentations using many contents in one academic semester, including correct language use, confident delivery, rhetoric, logic, persuasion and debating ability, critical thinking, intercultural understanding, ethnics, among many others. As well as being required to teach many things, teachers lack prudent consideration of how to select effective contents and to organize them well. According to my observations and informal conversations with the teachers, they complained about the great burden of these multiple expectations, and either left some parts unfinished or went over each part hastily.

Regarding the limitations on choosing materials, there are not very many textbooks for teachers to select in the field of English presentation teaching and learning. Some teachers believe that they are required to follow what the original books say. If they have a textbook, they passively teach students the contents of the book. Furthermore, few teachers mentioned supplementing with online materials.

This resulted in unclear classroom activities in in which teachers attempted to motivate students by designing activities such as class discussions, presentations and simulations. However, none of the five syllabuses provided any detailed explanations about how to organize the activities. As a result teachers were generally teaching about presentations but were not offering opportunities for the students to actually do much presenting.

Another problem was the lack of reliable evaluation. Teachers evaluated their students without the clear rubrics. The assessments of the five syllabuses were not very related to what they taught to students. As Li (2018) proposed, scoring rubrics are not widely used by teachers, and they even do not receive enough training on the use of rubrics. Therefore, it is quite reasonable that the students kept uninformed about what the specific goals they needed to achieve, and it was doubtful that students' performance ability could be assessed reliably.

Partly because the syllabuses were blurry and confusing, many Chinese students failed to differentiate the presentation course from other oral speaking courses. They even achieved little after one semester learning. Students were often found to be anxious, lacking reasoning and depth of knowledge when they presented on the stage (Zhang, 2011).

The common critic of students' inability to make good presentations is the teacher-centered classroom culture. Students' conformity to their teachers impeded them to practice more. Rather, they remain passive in the classroom in a transmission learning orientation with little reason to actively engage. They have been deprived of the opportunity or requirement to think independently. They simply were expected to memorize the knowledge from teachers and textbooks. They easily ignored their own demand and passion for learning (Yang, 2000).

2.6 Conclusion of chapter 2

Both the Chinese government and university teachers regarded the English Presentation Course as an important course to help students develop high language ability, professional knowledge, cross-cultural ability and critical thinking ability. The English Presentation Course has become a popular course in the majority of Chinese universities. However, research on the effectiveness of the course is still far behind. The present teaching and learning situation continues to be chaotic.

Based on the current analysis, teachers set various objectives but did not fully accomplish all within one semester. It is also doubtful that the application of materials, activities and evaluating system were effective enough. In fact, because of the lack of clear guidelines, related knowledge and proper training, Chinese teachers did not really change their pedagogical choices from traditional teacher-centered approaches. They still adopted lecture-centered course with little opportunity for student participation. Based on my observations, experiences and informal talks with students, students were depressed and anxious and felt they did not improve on their presentation ability very much by the time the course finished. Therefore, it is urgent to understand the real needs of students and reform the course on the basis of a learner

needs analyses.

Chapter 3

Evaluation

Chapter 2 overviews the English presentation courses designed by teachers in 2012-2020 and provides the mean to student performance data for the needs-analyses cycle. The third chapter analyses a student-constructed assessment rubric and compares it to a composite rubric that was derived from a meta-analysis of ideal teacher rubrics. Through this comparison, the factors significant to the delivery of a successful presentation (but ignored by students) are detected and discussed. This chapter steps into the second phase in the cycle (see Figure 3.1 for a reminder of the development cycle created in Chapter 1).
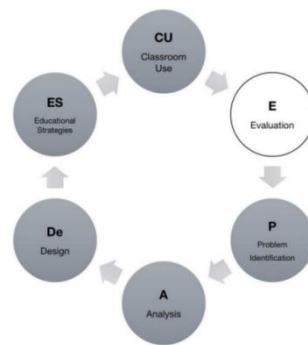
Figure 3.1. The Curriculum Development Cycle

Three parts are involved. The first part is the analysis of student construct peer assessment rubric, investigating what factors of presentation making that students value highly. The second part engages in the creation of a rubric containing comprehensive presentation criteria (This part was written based on the author's 2021 article published). The final section of this chapter compares the student-constructed rubric and the general criteria, finding the gaps in the students' knowledge of what constitutes a good presentation.

3.1 The student-constructed peer assessment rubric

Due to the popularity of English presentation at different levels in China, students

have more or less knowledge on presentation. Some participated presentation activities when they took oral speaking classes in junior or senior schools. Some joined in various English presentation contests hosted in middle schools and universities before they took the training course. Therefore, the oral speaking grading system and the contest rubrics became the main referring sources while they were asked to create their peer assessment rubric. In addition, in order to ease anxiety and raise confidence, they made the rubric easy to achieve.

This research utilized a student-constructed peer assessment rubric initially collected from students taking a presentation skills class in a local university in China (Hebei University of Science and Technology) during 2016. The second-year students majoring in English were asked to construct the rubric through a process of peer discussion and consensus-building.

Table 3.1. Student-constructed Peer Assessment Rubric

Main Category (%)	Subcategory	Description	Points
Presentation Content (40%)	Topic	Interesting; Stay focused	20
	Research	Well-researched (explanations, statistics, quotes)	10
	Structure	Logical; Smooth	10
Presentation Delivery (30%)	Pronunciation	Clear; Standard	10
	Volume	Loud enough to be heard	10
	Pace	True emotion	10
Audience Interaction (15%)	Facial expression	Natural	5
	Gesture	Appropriate	5
	Atmosphere	Enthusiastic	5
General Impression (5%)	Neat dress code; Confident		5
PowerPoint Quality (5%)	Complete; Concise		5
Time (5%)	5-8 minutes		5
Total Score	100		

Their final cumulative peer rubric contained six main categories Presentation Content, Presentation Delivery, Audience Interaction, General Impression, PowerPoint Quality and Time. The total score was 100 points (see Table 3.1). In

subsequent years (2017-2019), students taking this same class were asked to consider, criticize, reformulate and ratify this rubric for their own use.

The percentage of Presentation Content accounted for the greatest proportion of the score (40%). The categories Presentation Delivery (30%). and Audience Interaction (15%) followed. The remaining three categories General Impression, PowerPoint and Time were 5% each.

The category Presentation Content was sub-divided into three subcategories: (a) topic, (b) research, and (c) structure. Ensuring that the topic was interesting and stay-focused was considered to be the most important one (20 points). The subcategories research (explanation, statistics, quotes) and structure (logical and smooth) were allotted 10 points each.

In the category Presentation Delivery, there were three subcategories: (a) pronunciation (clear and standard), (b) volume (loud enough to be heard) and (c) pace (true emotion) were each allotted 10 points respectively.

In the category Audience Interaction, the three subcategories were: (a) natural facial expression, (b) appropriate gesture and (c) enthusiastic atmosphere. They were allotted 5 points each.

There were no subcategories in the remaining three main categories: (a) General Impression (confidence and neat dress code), (b) PowerPoint (concise and complete) and (c) Time (5-8 minutes).

In a word, students distributed more points on the Presentation Content and Presentation Delivery than any other categories. Regarding the subcategories, the students apparently cared more about whether the topic was interesting and clear than any other considerations.

3.2 The possible problems detected

Through this analysis of student peer evaluation rubrics, it is clear that students pay great attention to some aspects but not others. They know a good presentation generally includes a clear topic and logical structure. They also tried to engage audience, use proper gestures, look confidently and control time well. However, it is

not clear if this rubric is complete or balanced in its ability to assess presentation skill. It is not certain if their rubric will compare well with wide-accepted assessment criteria. In order to alleviate these uncertainties and to guide students more effectively, it will be useful to survey presentation evaluation rubrics used by instructors or other experts.

The complexity of the art/science of public speaking has made the presentation training course a difficult task. Different researchers or teachers provided different teaching focuses. Stapa, Murad and Ahmad (2014) found that the most usual types of presentations are survey reports, laboratory results and oral technical explanations. They noted the difficulties the students faced in their delivery of effective technical presentations. Wang (2014) proposed that pubic speaking courses should take four phases into consideration: 1) the cultivation of students' language competence (listening, reading, speaking, writing), 2) the development of sensitivity to exchange emotion and content with an audience, 3) the ability to perceive different ways of thinking and 4) the ability be sensitive to and adaptable in foreign cultures. However, Wang claimed that few universities have managed to create such ideal courses. Stewart (2016) mentioned five key ingredients of effective presentation as simplicity, emotion, images, time, and positivity. Robinson (2010)'s presentation 101 course pointed that the following three features are essential for a good presentation, "(1) tell people what you are going to tell them; (2) tell them the material; (3) tell them what you told them."

The various interpretations of the presentation course provided broader perspectives to enrich teachers and students' knowledge on this field. However, students' needs and teachers' documentation of their teaching progress should be considered together when they set their own teaching and learning goals. That is why effective criteria should be constructed.

Furthermore, if guided by the good criteria, students are unlikely to question the grade and will endeavor to assess their own final performances critically (Crusan, 2010; Li, 2018). As for teachers, they could change the ambiguous and subjective attitudes regarding assessment. Good criteria also help them break the complicated

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presentation contents into manageable chunks then integrate them again later while designing the effective curriculum.

3.3 Research questions

In order to establish a reliable and complete assessment rubric assessment for good presentation/speech evaluation, this research explores the following questions:

Research question 1:

- *What components do good presentation/speech rubrics contain?*

Research question 2:

- *When compared with the established rubrics created by instructors and experts, what components do student created rubrics ignore?*

3.4 Methodology

3.4.1 A meta-analytic construction of a good presentation rubric

The following two sections (data collection and data analysis) are adapted from my article *Evaluating One-Minute Policy Speeches in MUN Simulations* published on Cambridge Scholars Publishing (Fan, 2021).

3.4.1.1 Data collection

This study collected and analyzed 20 oral presentation assessment rubrics used in higher education, from research papers and oral communication/presentation rubrics of universities. Specifically, 10 are from articles and 10 are from university oral communication/presentation courses (see Appendix B). They were all compiled on excel files prior to analysis.

Initially, the number and percentage of main categories that occurred in each rubric were surveyed. This was done in order to get a sense of the wide range and variety of terminology being used (Fan, 2021). This was followed by the use of the KJ method to do a meta-analysis of the entire set of rubrics in order to boil down the

ideas to a more perspicacious version.

3.4.1.2 Data analysis

3.4.1.2.1 KJ method

As a second step, a qualitative data analysis was applied to reconceptualize the chaotic information. The categories and details vary greatly in the 20 rubrics. The literal data were found out to be unexpectedly subjective and had many overlapping areas.

For example, the keyword "language" could be seen both in the category "Delivery" (De Grez, 2009) as depicted "adopts a language that fit the audiences' experience and social setting" or as an independent category "Language" describing "language in presentation is appropriate to audience" (AACU). As another example, the item "use supporting evidence and examples" is categorized into the category of "Presentation development" by one rubric (Grant-Smith, Cathcart & Williams, 2016, p. 35) but into another category "Content" by another one (SAW). Even a category like "Completeness" included more than one meaning describing as "good depth and details; well-develop ideas; facts have adequate background; specified length" (Purdue University). In order to both take account for the concepts expressed by these items and yet to reconceptualize them in a more meaningful and less chaotic way, the KJ method was adopted.

The KJ method is a bottom-up problem-solving technique developed by Kawakita Jiro (Kunifuji, 2013) and is an effective tool for qualitative data analysis (Scupin, 1997). Typically there are four phases carried out in this method: 1) label making, 2) label grouping, 3) chart making and 4) explanations writing.

In the first step of label making, all the details are written on different cards following the KJ method rule: only one idea could be written on one card and the ideas are short phrases or sentences rather than single words. The front side of each card includes one original category with one detailed phrase or sentence. The backside of each card provides information as the source of the rubric, publishing time, the name of the recorder and when it is recorded (see Figure 3.2).
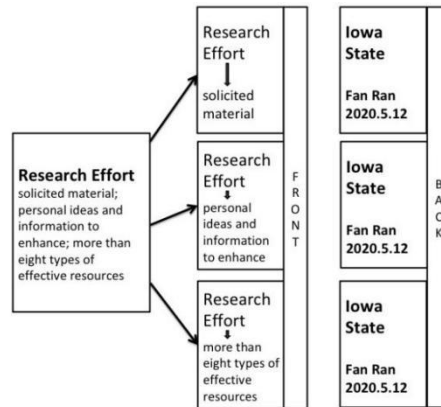
Figure 3.2. Example of Card Making (used with permission from Fan (Fan, 2021)
Evaluating One-Minute Policy Speeches in MUN Simulations)

For instance, the items such as "voice", "timing" (Mark Hovane, 2009) are null ones because they cannot provide any detailed information or interpretation. Instead, the phrase "smooth delivery" could be made as one card. The content like "solicited material; personal ideas and information to enhance; more than eight types of effective resources" that were originally conceived as one category "Research effort" (Iowa State) are split up and written onto three cards. In contrast, a sentence like "The audience was addressed at the proper level?" (Reimeier & Vrchota, 2009) is written on one card. In this way, 477 cards were finalized based on ideas found in the 20 rubrics.

The second step is grouping. The cards are spread out on the floor and grouped based on the reiteration, synonymy or hyponymy of the key words/phrases/sentences, as well as mental association. Reiteration and synonymy could be easily handled. However, hyponymy is a more effort-making procedure, which needs explaining. For example, a card like "presentation adopts a language that fits the audiences' experience and social setting" (see Figure 3.3) could be put under either a domain of "Language" or a domain of "Audience interaction". After referring to its original category "Delivery" and subcategory "contact with audience", I put it under the domain of "Audience interaction". This bottom-up to top-down and top-down to bottom-up recursive process was done three times, and the 477 cards

were regrouped into 22, 16, and then, finally, 11 domains.
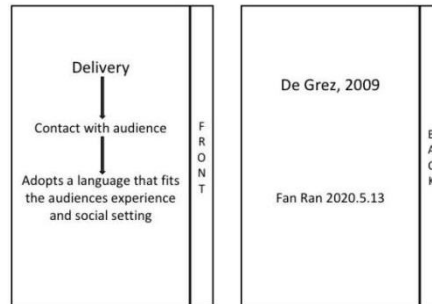
Figure 3.3.A Card Grouping Example (used with permission from Fan, (Fan, 2021)

Evaluating One-Minute Policy Speeches in MUN Simulations)

The third step is chart making in order to visualize the entire construct. I arranged the 11 domains on a large paper and tried to determine the meaningful relations among them all based on possible relationships such as: cause and effect, contradiction, interdependence, correlation and order of occurrence (see Figure 3.4 in the Results section).

3.4.1.2.2 Comparative analysis

Based on the closely interactive 10 domains of the good presentation rubric, the comparative analysis between the student-constructed peer rubric and the good presentation rubric were done in order to explore the factors which the students ignored.

3.5 Results

3.5.1 The components of a good presentation rubric

The good presentation rubric model containing 11 interactive domains was constructed based on the results of the KJ method analysis (see Figure 3.4) (this section is adapted from my article *Evaluating One-Minute Policy Speeches in MUN Simulations* published on Cambridge Scholars Publishing (Fan, 2021)). It will be referred to from this point onwards as the Expert Presentation Rubric. There are four fields: (a) Pre-Presentation planning, (b) Presentation delivery, (c) Audience

reception/interaction, and (d) Group work. Each of the domains in these fields will be discussed in the next sections.

There are eight domains in the first field, Pre-Presentation planning. The domain Preparation involves room-setting, necessary information collection, scripts memorizing and rehearsal before the presentation. The domain Introduction uses interesting and creative remarks to introduce the purpose and outline of the presentation. The audience's attention should be captured here as well. The third domain Structure should flow smoothly, clearly and logically, including clever transitions. The domain Topic should stay focused.
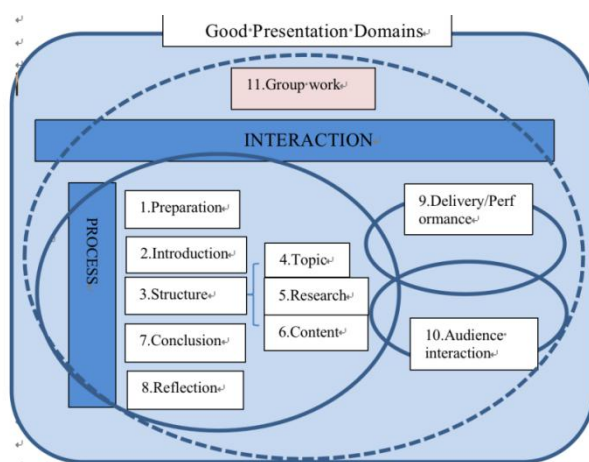
Figure 3.4. Relations among 11 Domains of Good Presentations (adapted from Fan, (Fan, 2021) *Evaluating One-Minute Policy Speeches in MUN Simulations*)

The domain Content should identify a clear problem or question, provide theories related and knowledgeable solutions or answers, finally form new ideas. In the domain Research, appropriate and reliable explanations, statistics, and quotes should be provided to establish credibility to the audience. The domain Conclusion should summarize the main points again and call action of the audience. The domain Reflection follows by thinking further on effectiveness of the presentation and providing ways for improvement.

The field (and domain) Presentation Delivery contains mannerism, timing, aids and language. The presenter should make a confident and professional

presentation, well manage time, apply proper multimedia aids, use high quality vocabulary and grammar with precision. The field/domain Audience Interaction engages clear volume, various tones, and eye contact maintain the interest of the audience. Body language should be natural. In order to capture audience attention, some original, clever and creative methods should be used.

The last field/domain is Group Work which depicted away from the other domains. It relates to the teamwork in preparing, presenting and reflecting upon a presentation if the instructor chooses to have students collaborate. Each member participating in the presentation should maintain a clear role and take care of their specific responsibility for the presentation if it is a group effort.

This research also found that the 20 rubrics depicted the concept of persuasion, especially the three modes of Aristotle's Rhetoric: (a) ethos (credibility), (b) pathos (audience's emotions) and (c) logos (logical appeal). In the 20 surveyed rubrics, the requirement of realizing the three modes could be seen here and there, but with very few provided any detailed guidance. What occurs most are implicit descriptive words like "clear, logical, appropriate, and effective, etc". The word "ethos" appears only once in one introduction described as "the introduction should establish credibility (ethos)". Regarding to logos and ethos, this research found very general explanations as "balance of various elements", "smooth", "original", "objectivity", "statistics, illustrations, analogy etc".

3.5.2 The comparison between the student-constructed peer rubric and the Expert Presentation Rubric

The Expert Presentation Rubric (or the good presentation rubric) provide represents the combined viewpoints of 20 experts. By comparing this with the student peer assessment rubric, the following gaps were found:

1. The Expert Presentation Rubric emphasizes the interactive relation between 10 domains. Students described only six domains in their rubric: Structure, Topic, Research, Presentation Delivery and Audience Interaction. They ignored four

other domains: Preparation, Introduction, Content, Conclusion and Reflection. Moreover, they did not indicate any understanding that the 10 domains influence each other nor did they mention that all components should strive to audience attention. They regarded each one as an isolated part.

2. The domain Presentation Delivery contains media aids like PowerPoint and high quality of language. However, the student's rubric put PowerPoint in a separate category and did not mention language quality.

3. Regarding the Audience Interaction, the criteria included eye contact, body gesture as well as original and creative approach to capture audience's attention. Student's rubric did not mention anything relating to originality and creativity.

4. The Expert Presentation Rubric places great importance on persuasiveness. The 10 domains use many words and phrases describing the features of persuasion like "clear", "logical", "objective" "appropriate", "professional", "credibility", "creative", "maintain the interest of the audience" and "capture audience attention". The student's rubric used very few such words.

5. In the domain Content, the problem-solution pattern is mentioned to cultivate students' critical thinking which is a significant ability to improve persuasive power of their presentations. But the pattern was not found in the student rubric.

3.6 Limitations of chapter 3

3.6.1 The Student-constructed Peer Assessment Rubric

The construction of the student assessment rubric (Table 3.1) was completed in 2016 through the process of student discussion. In the following three years (2017, 2018 and 2019), the same rubric was shown to other student groups before moving to student discussion. Then, students' opinions about further revision were elicited. The result showed that subsequent student groups also thought the rubric was easy to use and that no further new ideas needed to be added. However, following a method in which only one cohort does the bottom-up rubric building and subsequent cohorts simply ratifying the rubric may be less than optimal. To be more scientific, each cohort should be asked to make their own peer assessment rubrics respectively by

means of discussion and consensus-building procedures.

3.6.2 The KJ method

In the KJ method section, 20 teacher-constructed presentation rubrics were gathered for the purpose of a meta-analysis. The data was collected in a loosely random fashion according to the algorithms of the Google search engine. In other words, the selection was not according to any rational, systematic process so it cannot be assumed that these rubrics represent the best or most representative ones available. Another separate issue is that the 20 rubrics collected were analyzed and reconceptualized by one teacher (the present researcher). A teacher workshop with several experienced teachers of presentation skills should have been invited to take part in the process starting with data collection and moving into the data analysis/reconceptualization to render the resulting rubric more reliable and valid.

3.7 Conclusion of chapter 3

Prior to this current study, little theoretical research had been done and few good presentation rubrics had been available to students to assist them when making their own peer assessment rubric. Students pretty much relied on their own experiences of the English oral speaking courses or their knowledge of evaluation practices in some local/national presentation contests. By analyzing student-constructed peer assessment rubrics, it was seen that students focused their attention on presentation content (topic, research and structure) and presentation delivery (pronunciation, volume and pace) to the exclusion of other factors.

On the other hand, the research also found it was difficult to set an expert presentation rubric because universities (as institutions) and teachers themselves have their own interpretations on what constitutes a good presentation. The KJ method was used to analyze a collection of 20 expert rubrics and reduce the chaos to synthesize 11 domains in a hyper-expert presentation rubric. Then the student-constructed assessment rubric was compared with the closely related 10 domains in the hyper-expert presentation rubric. As a result of the comparison, it can be seen that

students ignored some important domains (introduction, conclusion and reflection) and considered each domain as an isolated part. Moreover, students paid less attention to creativity, originality and engagement with the audience emotionally than did the expert presentation rubric.

Chapter 4

Problem Identification

Chapter 3 compared student and expert assessment rubrics in order to pinpoint the areas that may explain the deficiencies in student presentations. The fourth chapter identifies the deficiencies in student presentations through direct assessment and evaluation of a set of video-taped efforts. The Expert Presentation Rubric is implemented to identify the various problem areas that weaken the overall product (see Figure 4.1 for a reminder of the development cycle created in Chapter 1). This research will be applied later in the phases Design and Educational Strategies to inform the development of individual instructional sequences and guide students to the improvement of their presentation ability step by step.
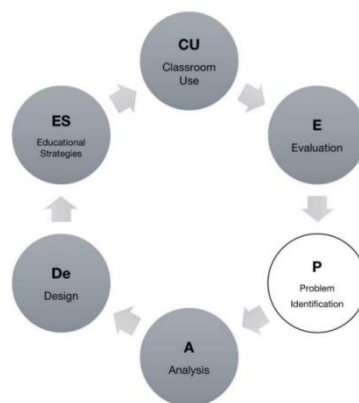
Figure 4.1. The Curriculum Development Cycle

4.1 Literature review

As it is mentioned previously in Chapter 2, research on Chinese presentation courses flourished from 2003 to 2014 (Wang, 2014), but were mainly focused on theoretical explorations of why the course would be important for students. The course was regarded as a basic course among a series of English courses like English reading, English writing and English translation (Wang, 2014). Moreover, a presentation skill development course was considered to be beneficial for the improvement of students' career-supported abilities such as intercultural communication, critical thinking and

cooperation (Zhang, 2011).

Very little descriptive research has been done in China on student presentations and on the identification of student deficiencies and needs. For instance, Zhang (2007) conducted questionnaire research on 30 freshmen who had been doing three to five-minute speeches in his class. He wanted to evaluate the effects of such an activity on learner engagement. Although substantive results are not presented he concludes that presentation activities may have a role in increasing student confidence, improving English ability, nurturing critical thinking ability as well as fostering harmonious social relations among students.

On the other hand, Wahyuni, Rismaya and Endang (n.d.), Rahayu (2015) and Moulida (2019) conducted descriptive research consisting of observations, interviews and questionnaires to identify problems in student speech performance. Wahyuni, Rismaya and Endang (n.d.) found that the students often faced fluency, comprehensibility, eye contact and gesture problems in their speeches. Rahayu (2015) and Moulida (2019) found that the students in their study used incorrect pronunciation, grammar and limited range of vocabulary in their speeches. The researchers also noted that the students apparently faced several psychological problems such as fear about making mistakes and lack of confidence.

According to the student-constructed assessment rubric (described in Chapter 3), Chinese students seem to pay attention to certain aspects that can increase comprehensibility. Examples are things like staying focused on the topic, following a logical argument or discourse structure, articulating clear pronunciation and speaking at an appropriate volume and pace. Moreover, the students valued natural facial expressions, contextually appropriate gestures and generally confident poise.

Yet, the question still remains whether students actually can achieve a high level of performance based on these aspects when they make real presentations. Moreover, the aspects singled out by the students do not represent a comprehensive list of requirements for a good presentation. According to the Expert Presentation Rubric (also developed in Chapter 3), eleven interactive domains contribute to presentation quality. Therefore, the next logical step is to evaluate some actual student

presentations according to the Expert Presentation Rubric to not only get an overall assessment of their presentation quality but to pinpoint which presentation aspects the students might have ignored.

4.2 Research question

In order to determine if the aspect of presentation quality that students ignore in their rubric also correspond to the actual weak areas in their performances, this chapter will explore the following research question:

Research question:

- *Based on the 11 domain criteria for good presentations, developed in chapter 3, what are the observable deficiencies in the 17 student video presentations?*

To answer the main research question comprehensively, the following eleven sub questions should be answered one by one:

1. In the *Pre-Presentation Planning*, to what degree did the students prepare their presentations carefully by collecting information, memorizing the scripts and rehearsing?

2. In the domain *Introduction*, to what degree did the students introduce the presentation purposes with interesting and creative remarks to catch the audience attention?

3. In the *Structure* domain, to what degree did the students use clever transitions to organize the presentation smoothly, clearly and logically?

4. In the domain named *Topic*, to what degree did the students stay focused on the topic?

5. In the domain named *Content*, to what degree did the students identify a clear problem or question, provide theories related and

knowledgeable solutions or answers, finally form new ideas?

6. In the domain named *Research*, to what degree did the students establish credibility to the audience by using appropriate and reliable explanations, statistics, and quotes?

7. In the domain named *Conclusion*, to what degree did the students summarize the main points again, prepare the audience for the ending of the talk, and call for their action?

8. In the domain Presentation Delivery, to what degree did the students pay enough attention to mannerism, timing, aids and language?

9. In the domain Audience Interaction, to what degree did the students engage clear volume, various tones, eye contact and natural body language to maintain the interest of the audience? Did the students use some original, clever and creative methods to capture the audience's attention?

The Expert Evaluation Rubric has one domain that is outside of the presentation/performance process related to group work. It is outside because some presentations are the product of individual preparation, whereas so are not. Since the presentations considered in this study do rely on group work, the domain is relevant and therefore the following research question was articulated:

10. In the domain named *Group Work*, to what degree did the students cooperate well in preparing, presenting and reflecting upon a presentation?

The Expert Evaluation Rubric also has a domain related to post performance reflection which also requires a research sub-question:

11. Were there any reflections on the effectiveness of the presentation and providing ways for improvement?

4.3 Methodology

This research applied descriptive research to evaluate the student presentations' quality and pinpoint areas of weakness following the models seen in contemporary research (see Wahyuni, Rismaya & Endang (n.d.); Rahayu, 2015; Moulida, 2019). Among the sources of data available were field notes on observations of student teamwork during the preparation of their presentations, student presentation videos, the scripts, and student reflections on the presentations. The following sections will describe in greater detail each of these data sources, how they were collected and analyzed.

4.3.1 Data collection

The Academic English Presentation Course was carried out within one semester. Three intact classes (Class A, Class B, Class C) of students (one hundred and eighty students in total) were divided into eighteen groups and autonomous group activities were designed. However, one group's data was missing and only seventeen groups were analyzed.

Students were encouraged to select and watch TED talks since the instructor believed that TED Talks offered good models of presentation contents and techniques. Then, in order to raise the students' awareness of the performance aspects of the TED Talk materials, the students were asked to hold discussions about the merits and demerits of the TED Talks they viewed. These discussion meetings were arranged outside of class time. After they finished watching and discussing the qualities of the set of TED Talks they chose, the student groups were then asked to prepare and produce on video a TED-like Talk on a topic of their own choice (see Table 4.1 for the final list of topics selected). Each group was required to submit their five to eight-minute presentation videos with scripts and PowerPoint files.

Moreover, at the end of the semester, students were required to submit individual reflections on what did they thought of the course. They were told that the comments would not be scored and that they were expected to write their true feelings

and were encouraged to make suggestions for the improvement of a future course.

These artifacts (the scripts, the PowerPoint and the video products and the reflections) form the basis of the analysis in this chapter.

Table 4.1. Students' Presentations Topics

Theme	Topic	Group Name
Global issues	Brexit	Class A, Group 1; Class B, Group 7
	How to Become a Stateswoman	Class C, Group 13
Economics	Economic Crisis and Investment	Class A, Group 2
	Circular Economy	Class B, Group 8
	What Can We Learn from Coca cola	Class C, Group 14
Sports	Running	Class A, Group 4; Class C, Group 15
	Special Olympics	Class B, Group 11
Technology	New Technology of Drinking "Life Saver"	Class A, Group 3
	Internet Age	Class B, Group 12
	Artificial Intelligence	Class B, Group 9
	How to Be an Online Star	Class A, Group 6
	Please Fight for It for Me: Network Piracy	Class C, Group 17
Entertainment	Reality Shows	Class A, Group 5; Class C, Group 16
	Soap Operas	Class B, Group 10

4.3.2 Data analysis

Based on the 11 domains of the Expert Presentation Rubric created in Chapter 2, a 1-to-5-point scoring table was created (Table 4.2). In order to score the overall procedure of the student autonomous activities of making a TED Talk-like presentation, the seventeen groups' performances in the three phases (pre-presentation planning, presentation performance and reflection) were observed.

The group presentation videos were watched. Moreover, the presentation scripts and the PowerPoint files were also referred. Some of the examples from the scripts and the PowerPoint files were chosen to discuss. Since the activities were carried out collaboratively, the students' group work was also evaluated.

Table 4.2 Scoring Table

Name of group _____							
Phrase	Domain	Scoring Criteria	Score				
Pre-Presentation planning	Preparation	information collection	poor 1	2	3	4	excellent 5
		scripts memorizing	poor 1	2	3	4	excellent 5
		rehearsal	poor 1	2	3	4	excellent 5
Presentation Performance	Introduction	interesting and creative remarks to introduce the purpose	poor 1	2	3	4	excellent 5
		interesting and creative remarks to outline the presentation	poor 1	2	3	4	excellent 5
	Structure	flow smoothly	poor 1	2	3	4	excellent 5
		flow clearly	poor 1	2	3	4	excellent 5
		flow logically	poor 1	2	3	4	excellent 5
		clever transitions	poor 1	2	3	4	excellent 5
	Topic	stay-focused	poor 1	2	3	4	excellent 5
	Content	identify a clear problem or question	poor 1	2	3	4	excellent 5
		provide theories related	poor 1	2	3	4	excellent 5
		provide knowledgeable solution or answer	poor 1	2	3	4	excellent 5
		form a new idea	poor 1	2	3	4	excellent 5
	Research	appropriate and reliable explanations, statistics or quotes	poor 1	2	3	4	excellent 5
	Conclusion	summarize the main points again	poor 1	2	3	4	excellent 5
		call action of the audience	poor 1	2	3	4	excellent 5
	Presentation Delivery	confident and professional manner	poor 1	2	3	4	excellent 5
		well managing time	poor 1	2	3	4	excellent 5
		apply proper multimedia aids	poor 1	2	3	4	excellent 5
		use high quality vocabulary and precise grammar	poor 1	2	3	4	excellent 5
	Audience Interaction	clear volume	poor 1	2	3	4	excellent 5
		various tones	poor 1	2	3	4	excellent 5
		enough eye contact to maintain the audience's interest	poor 1	2	3	4	excellent 5
		natural body language	poor 1	2	3	4	excellent 5
		other original and clever methods to capture the audience's interest	poor 1	2	3	4	excellent 5
Reflection	Reflection	thinking further the effectiveness of the presentation	poor 1	2	3	4	excellent 5
		provide ways for improvement	poor 1	2	3	4	excellent 5
	Group Work	maintaining a clear role and taking care of the specific responsibility	poor 1	2	3	4	excellent 5

4.4 Results

4.4.1 Preparation

All the seventeen groups were awarded five points in information collection and script memorizing. Before making their presentations, the students were asked to do library research, write and memorize the scripts and rehearse their presentations as many times and possible. All the seventeen groups wrote the scripts and submitted them. Besides, all the groups asked the other English teachers to correct the vocabulary and grammar mistakes of their scripts. In their scripts, the students were found to use examples, statistics and quotes to show they did research and collect the information. All the presenters memorized the scripts, so no student was found in their presentation videos to hold the script and read it when they made the presentation.

However, twelve groups scored five points in rehearsal. Five groups were given three points because they were found not finish the presentation within the time limit.

4.4.2 Introduction

All the seventeen groups applied the patterned sentences to start the presentation. No groups were found to use interesting and original introduction strategies to clarify the purpose. So, the seventeen groups were awarded three points. According to the scripts, ten of the seventeen groups used a sentence containing the word *topic* like "Our topic is...", "...is my topic", "My topic..." or "The topic of my speech is...". Three groups used a sentence with future tense *will/be going.* Two groups used a politer way *would like to.* One group used the phrase *want to* and one group used the word *theme* (see Table 4.3).

Only three groups introduced the outline of the presentation but not in an interesting and creative remarks. Three groups were given three points. The remaining fourteen groups scored one point each. The students used the simple statements and the transitional words *first*, *second* and *last* to outline. One typical example was,

Today, I'll tell you a way to be famous online called "3 steps way". The first

step is "Unexpectedness", Second step is "Tastemakers", and the last step is "Participation".

<div align="right">(Class A, Group 6)</div>

Table 4.3. Patterned Sentences of Announcing Topic

Frequency	Patterns of Announcing Topic	Sentences
5	Our topic is (about)+proper noun/Proper noun+is my topic	"Today our topic is the cultural influence of reality show."
2	I/we+be going to introduce+proper noun	"Today, I am going to introduce to you the whole course of the Brexit."
2	I would like to talk (about)+proper noun	"Today, I'd like to talk about the economics with you."
3	My topic+a sentence	"Today, my topic is How to Be an Online Star."
1	We will show you+proper noun	"Today, we will show you the theme of AI."
2	Our team's theme is/our group wants to share)+proper noun	"Today our team's theme is the Internet age."
2	The topic of my speech is+a sentence	"The topic of my speech today is Sports is for Everyone."

4.4.3 Structure

By observing students' videos and reading the scripts, this research found the students applied the transitional markers to make the structure clear. So the seventeen groups were given five points to flow the structure clearly.

However, they all were awarded three points in using clever transitions because they depended too much on certain transitional words. They connected the context by using *first, next, then, so, finally, thus, therefore as we (all) know, on the other hand, what's more, in summary, all in all*. Here were the two examples about how students developed their explanations and concluded their presentation by using transition:

First, it is good for those people who are fond of traveling and we can beautify the appearance of the product according to their needs. **Second**, for the citizens, we can increase the volume of the filter holes so that five or

more families can share together. And we can also change the manual operation into automatic operation. It is more convenient for them to filter water. **Third**, for the refugees, we can do something as possible as we can. For example, eight or ten people make up a team to raise money by selling our old things other ways to help refugees.

<div align="right">(Class A, Group 3, emphasis added)</div>

All in all, there is no doubt that circular economy exerts great influence. We cannot ignore.

<div align="right">(Class B, Group 9, emphasis added)</div>

Regarding to flow the structure smoothly and logically, all the seventeen groups scored four points because they more or less revealed some illogical connections as the following example shows,

On the other hand, it (the soap opera) has advertising implant. **For example**, in the Ode to Joy 2, they implanted VIP shops, Three squirrels, Evian water, Porsche, Panamera, DS SUV, 497 video games, Milk tea and so on. When we are watching soap opera, we are slowly accepting the advertisements. And this consumer psychology is what advertisers need. **What's more**, our mind, language vocabulary, dressing style and so on are unconsciously influenced by soap opera. **And** many soap operas are too long. **So** what we should do is to choose, choose what kind of soap opera will we see, and when will we see?

<div align="right">(Class B, Group 11, emphasis added)</div>

Students explained the advertising implantation in the soap operas and expressed the great influence on human life. The example did not exactly explain why "we are slowly accepting the advertisements". The transitional phrase *what's more* was not used properly either. Moreover, when it might be expected to see some explanations

on the argument "our mind, language vocabulary, dressing style and so on are unconsciously influenced by soap opera", the students used *and* to start another argument "many soap operas are too long". The sentence after the word *so* was also not an explanation of the reason why the operas were too long.

4.4.4 Topic

Ten groups were given five points for focusing on the topic. They started a clear introduction of the topic and provided the arguments and explanations related to the topic. Take as an example, the presentation introducing the audience the new technology of drinking by Class A, Group 3. The presenter first clarified the purpose of the presentation was to inform the audience a new technology, stating "Today, I would like to introduce a kind of new technology which is called 'life saver'" (Class A, Group 3).

> Then she applied some statistics and pictures to explain the great harm of the contaminated water we were facing,

> Let's learn about some statistics. Do you know how many people are infected because of polluted water every year? 1.2 billion! Do you know how many children die of disease which is caused by polluted water every year? 25 million! Besides the foreign countries, there are many regions suffering from the contaminated water and water shortage in China, like the northwest area. We can see the problem from these pictures which make us worried.
>
> (Class A, Group 3)

Based on the explanations, the presenter pointed out the necessity of the new technology-the lifesaver by stating "Lifesaver is a device for converting the sewage into purified water" (Class A, Group 3).

> The functions of the lifesaver were explained next and the advantages and disadvantages were listed,

However, every coin has two sides. It seems that this bottle has so many advantages that it can solve water problems...

Finally, the presenter provided some suggestions to renovate the lifesaver and ended the talk,

Considering that, our team has come up with the ideal improvements. We can aim to different groups of people and make different ways of practicability...

However, seven other groups were found to have set a broad topic and contained many independent sub-topics within the 5-to-8-minute talk. They hardly explained any of those sub-topics with sufficiently detailed information. Because of these insufficiencies they were awarded 3 points.

The following example which will illustrate this (broad topic with insufficiently detail sub-topics) problem was related to economy; the topic was not clear and focused. The speaker started the presentation with a very broad topic,

Today, I'd like to talk about the economy with you.

Then she tried to explain several concepts related to the word *economy*,

There are many professional concepts which are difficult to understand. For example, do you know Economic crisis?

Without clarifying the definition of economic crisis, she went on to present some statistics related to yet another sub topic-the current situation of the world economic

development,

I believe 2008 economic crisis has become a common word mentioned from time to time. That is because the economic crisis has a great impact on the global economy.

Then, let's talk about the current situation of world economic development for you...Look at these two charts. The left chart tells us that since 2001, the national university graduates has constantly increased. Let us see the right. It is about the college students' employment rate. From 2001 to 2006 it increases, but after 2007, there is a substantial decline, until 2010 rebound. It can be seen that the economic crisis influences college students' employment greatly.

(Class A, Group 2)

In the following passage, the speaker started the third broad topic "investment" without providing the audience any information about the relation between the economy, economy crisis, economy situation and investment. Furthermore, the definition was too brief and the explanation was not actually related to investment,

Next, I am willing to talk another word---investment. In short, it means money begets money, whose purpose is to stimulate economic growth...

The same, this is a chart of coal consumption versus fall. The coal consumption represents the prosperity of our economy. And the fall represents our environment, with the development of the economy, the number of haze days are also increasing.

(Class A, Group 2)

Then, the speaker concluded the talk abruptly by mentioning economy again,

In the summary, the economy will always be the important topic of our human

world. But the environment is as important as the economy when we develop our economy.

<div align="right">(Class A, Group 2)</div>

The passage did not relate directly to the topic of the presentation (Economy). Moreover, the reason for the environment to be mentioned at the end remained unclear because there were no other sections talking about environment in the rest of the script.

4.4.5 Content

Twelve out of seventeen groups used either question/answer or problem/solution formats as a structural scheme in their presentation. However, their use of this format was ineffective because the answer or the solution presented were inadequate responses to the question or problem state. This inadequacy indicated a lack of sufficient thought or thorough research, so they were scored four points. For instance, in the following speech, the speaker in Class B, Group 8 raised a problem of the "circular economy" by asking two questions "What does the circular economy impose on us?" and "How can we achieve circular economy?",

Well, here comes the problem: What does the circular economy impose on us? How can we achieve circular economy?

First of all, I will tell you what does it impose on us.

Do you want to live in a clean atmosphere?

Do you want to save resources for future generations?

Do you want to graduate without losing your job?

OK, maybe you say the first two doesn't matter you. Then, the third one should have impact on you.

You may be very suspicious. Why is circular economy closely related to our employment? Circular economy promotes the emergence of resource recycling industry, thus effectively solving the employment problem.The

answer is that developed countries developed circular economy and cleaner product, which has significant effects on improve the utilization rate of resources, alleviate the shortage of resources, alleviate the pressure of environmental pollution. Especially the renewable resources industry came into being brought rich material profits and solved a lot of unemployment.

In other words, circular economy promotes the emergence of resource recycling industry, thus effectively solving the employment problem.

<div align="right">(Class B, Group 8)</div>

The speaker answered the first question by asking three rhetorical questions, showing the three aspects pollution, sustainable development and employment related to circular economy. This may be a good strategy to catch audience's attention. However, in the following content, the speaker claimed that first two questions did not matter to the audience without giving any explanation as to why they did not matter. Moreover, although she focused on the third question "Why does circular economy solve the unemployment problem?" by mentioning "recycling industry", she did not use any of the usual methods (i.e. definition, examples, statistics or quotes) to explain the meaning of recycling industry and illustrate how such an industry could solve the stated problem. The careless way the speaker used problems and questions together in this short paragraph could at minimum confuse the audience as to what was the real problem the speaker wanted to solve and could in the worst case, turn the audience off.

The remaining five groups did not use even use a structural format like question/answer or the problem/solution, so they were only awarded one point. None of the seventeen groups formed new ideas in their presentations, so all seventeen groups were given one point (the lowest possible score) on this aspect.

4.4.6 Research

The students were instructed to do some research to prepare for their presentations outside of class time and subsequent class discussions/group discussions verified that

they did prepare in this way. Students found explanations, statistics and quotes to develop their ideas in their presentations. Among the seventeen groups, sixteen groups used examples to support their ideas. They used the discourse markers *for example, for instance, such as, like* to begin their explanations. Eleven groups applied statistical tables or charts with illustrations. Six groups used quotes to offer explanations. However, despite the collection of the aforementioned information, only three groups were able to use the explanations in a way that clearly expressed their ideas or showed their stance. These three groups got five points. The other fourteen groups received four points because their use of the research information displayed three types of problems:

1. Some examples were too short or only parroted several technical words without detailed information or evidence of understanding;
2. The explanations, examples, or quotes were very long statements that did not clearly illustrate the speakers' ideas;
3. Some explanations were off topic or missed the point that would have been relevant for the presentation.

The next paragraphs will offer specific examples to illustrate each of these three problems in order to clarify the reasons for the awarding of a less than perfect score.

The first problem type (parroting technical words or phrase with little evidence of understanding) can be illustrated with an excerpt abstracted from the speech by Group 17 about the great influence of the internet.

But the current internet still has some problems. **For example**, if you have searched "iphone" using Baidu, then you will see anything about "iphone" on Google, Weibo and some other search engines. It seems that it is convenient that what you want is easy to obtain.

(Class C, Group 17, emphasis added)

The students own example illustrated that they did not know how to do even the simplest keyword search using an internet search engine. Specifically, one would never use a keyword as broad a 'iphone' since there would be millions of unrelated hits. Furthermore, they made no differentiation between a search engine (Baidu and Google) or a social media app (Weibo). Given their lack of skill to use the internet, it is little wonder that the students' examples neither explained the problems of the current internet nor the convenience it can offer us. The mention later of Google, and Weibo did not add any substantive information on the original topic and in fact, as already mentioned, undermined their appearance as experts.

The quotation of a long poem to express the marketing strategy of Coca Cola exemplifies the second type of problem, a lack of clear connection or relevance.

So, what we can learn from Coca Cola according to the video? With regard to ourselves, in this special period, the junior year. We are confronted with many choices, pursuing further study, so attending the postgraduate exam under a lot of pressure? stepping into the work place, so where, what, and how?
On the basis of Coca Cola's marketing strategy, "Adaptation to Local Condition", I'd like to share one poem to you, that is "Everyone is in their own time zone".

New York is 3 hours ahead of California,
but it does not make California slow.
Someone graduated at the age of 22,
but waited 5 years before securing a good job!
Someone became a CEO at 25,
and died at 50.
While another became a CEO at 50,
and lived to 90 years.
Someone is still single,
while someone else got married.

Obama retires at 55,

but Trump starts at 70.

Absolutely everyone in this world works based on their Time Zone.

People around you might seem to go ahead of you,

some might seem to be behind you.

But everyone is running their own RACE, in their own TIME.

Don't envy them or mock them.

They are in their TIME ZONE, and you are in yours!

Life is about waiting for the right moment to act.

So, RELAX.

You're not LATE.

You're not EARLY.

You are very much ON TIME, and in your TIME ZONE.

Well, **finally**, I hope you all can follow you own steps, take it easy, keep the pace of your own and do yourself in your own time zone.

<div align="right">(Class C, Group 14, emphasis added)</div>

The use of a poem like this one, could in the right circumstances be an effective conclusion for a presentation. However, as there were no sentences before or after the whole poem to set up the poem to drive home the concluding thoughts, the strategy was not effective. Although it was interesting that this was a lesson the students learned from the Coca cola marketing strategy, they did not frame the use of this poetic marketing strategy in an effective way. Furthermore, the sheer length of the poem, consumed much more precious time to read aloud than the effect seemed to be worth.

The following excerpt represents the third type of problem—a lack of precision coupled with a 'shotgun' approach to the topic in which the audience is showered with ideas without a clear strategy to connect them. The speaker tried to expressed the spirit of the Special Olympic games.

Here's the brief introduction of the Special Olympics: Special Olympics is the world's largest sports organization for people with intellectual disabilities in 169 countries -- and over a million volunteers. The symbol of Special Olympics is people all over the world joining hands together. It illustrates that the Special Olympics emphasis more about harmony, cooperation, and unity. The pioneer of Special Olympics is E. K. Shriver. Ms. Shriver realized the inconvenience of people with intellectual disabilities from her sister. Therefore, she started a summer camp which gradually grow into Special Olympics.

Special Olympic emphasis not only competition, but more about participate and harmony. What's more, it doesn't charge the athletes. It's completely free for them. Thirdly, every contestant can win his or her own glory. There exist many other platforms to prove my point: the Paralympic Games, Hengshui Marathon and so on. Whether you are a man or woman, old or young, healthy or not, you can always be a part of sport.

<div align="right">(Class C, Group 15)</div>

The speaker mentioned several words relating to the spirit of the Special Olympic Games such as "harmony, cooperation, unity, competition" in the introduction of the Special Olympic Games, but none of the words were clearly defined, nor provided with examples. Furthermore, the inclusion of the historical background of the games, while interesting, does not provide any meaningful explanation for how the spirit of the games is achieved through harmony, cooperation, and unity.

4.4.7 Conclusion

Three groups generalized and summarized their ideas in the conclusions so they were given five points. The remaining fourteen groups' conclusions were not judged to be related to the introduction and content, therefore, they only scored three points. The following example was the conclusion of the speech about the cultural influence of the reality shows.

All in all, reality show is still an emerging industry related to the movie and TV and it will continue to affect our real lives. However, as for the entertainment circle, it not only restricts the charming stars, but also influence us average person in the same way

(Class A, Group 5)

The content was mainly about the introduction of two popular reality shows in China. No arguments or explanations were found discussing the influence of the shows on the entertainment circle (by which they might mean 'industry').

Eight groups called for action by the audience at the end, so they were awarded five points. The other nine groups only scored one point because they made no effort to involve their audience in a call for action (which is a pretty standard move in successful TED-like talks as will be seen in the next chapter).

4.4.8 Presentation delivery

The presentation videos showed twelve groups presented with a clear conclusion and acknowledgment, so they were given five points. The other five groups were awarded three points because they did not control time well and ended their speech hastily.

All the seventeen groups used PowerPoint files as a supplementary tool while presenting. The students also revised the PowerPoint files many times as a result of group discussion after each class. Therefore, they were given five points for applying proper multimedia aids.

All the seventeen groups corrected the vocabulary and grammar mistakes with the help of other English teachers. They submitted their scripts and memorized them well, so they were given five points on language usage.

4.4.9 Audience interaction

All the seventeen groups were confident and relaxed so they used what appeared to be natural gestures. They were also found to smile often and keep eye contact with the

audience. They presented with standard pronunciation and proper tones. Therefore, they scored five points. Moreover, they tried to arouse audience attention by the good-designed PowerPoint slides (see Figure 4.2 for one example). Therefore, they were given five points because they used clever methods to capture the audience's attention.

Figure 4.2. Screen Shot of Students' PowerPoint

4.4.10 Reflection

All the students submitted their reflections on the academic English Presentation Course, commenting on the effectiveness and the improvement of the course. Since they fulfilled this requirement they were awarded five points.

Most students mentioned they were aware of the importance of communicating well and presenting well. Regarding communication and presentation learning, 148 students reported that they learned some techniques of presentation delivery such as using gestures, articulating careful pronunciation with sufficient volume, stimulating audience engagement and exploiting PowerPoint design. Among them, 56 students thought they improved their ability to create an efficient PowerPoint file.

Regarding the content of presentation, seven students learned how to use examples and statistics and four students reported that they learned the importance of a clear topic and good organization. Furthermore, the students mentioned they obtained other abilities; 26 students claimed that they widened their academic

knowledge in political, economic, and sports fields. A group of 20 students thought independent thinking was very important for a good presentation and 10 students had the general impression that the course was practical, interactive and interesting (Table 4.4).

Table 4.4. Student's Feedback on the Academic English Presentation Training Course

Categories	Communicative and presentation Techniques	PowerPoint Making	Presentation Content	Academic Knowledge	Motivation of Teamwork	Independent Thinking	Practical and Interesting
Student Numbers	148	56	11	26	73	20	10

Students also gave their suggestions for future course implementation. One student suggested teacher should provide more presentation related theories before getting students to engage in organizing activities. One student mentioned he expected to see various presentation models. Seven students thought they need more activities and more efficient class time planning. Seven students wanted everyone in the class to have the chance to present rather than selecting one team representative. One student suggested the evaluation should include rating their preparation for the presentation.

4.4.11 Group work

The students were awarded five points in this domain. According to the students' feedback, 73 students expressed their high motivation and participation in group work. Three students complained, however, that certain groups only focused on in-group activities and are indifferent to learning from other groups.

4.5 Summary of chapter 4

According to the writer's observation of students' performance and her analysis of students' videos and scripts, this research scored student presentations from one to five points (Table 4.5).

Students had basic knowledge of a good presentation on some domains like Preparation, Presentation Delivery, Audience Interaction.

Table 4.5 The Statistics of the Final Scores of Student Presentations

Phrase	Domain	Scoring Criteria	Point	Total of Groups
Pre-Presentation planning	Preparation	information collection	5	17
		scripts memorizing	5	17
		Rehearsal	5	12
			3	5
Presentation Performance	Introduction	interesting and creative remarks to introduce the purpose	3	17
		interesting and creative remarks to outline the presentation	3	3
			1	14
	Structure	flow smoothly	4	17
		flow clearly	5	17
		flow logically	4	17
		clever transitions	3	17
	Topic	stay-focused	5	10
			3	7
	Content	identify a clear problem or question	4	12
			1	5
		provide theories related	4	12
			1	5
		provide knowledgeable solution or answer	4	12
		form a new idea	1	17
	Research	appropriate and reliable explanations, statistics or quotes	5	3
			4	14
	Conclusion	summarize the main points again	5	3
			3	14
		call action of the audience	5	8
			1	9
	Presentation Delivery	confident and professional manner	5	17
		well managing time	5	12
			3	5
		apply proper multimedia aids	5	17
		use high quality vocabulary and precise grammar	5	17
	Audience Interaction	clear volume	5	17
		various tones	5	17
		enough eye contact to maintain the audience's interest	5	17
		natural body language	5	17
		other original and clever methods to capture the audience's interest	5	17
Reflection	Reflection	thinking further the effectiveness of the presentation	5	17
		provide ways for improvement	5	17
	Group Work	maintaining a clear role and taking care of the specific responsibility	5	17

They were scored high on the aspects of information collection, scripts memorizing,

clear structure, confident manner, natural body language and eye contact, good language use and application of the multimedia tool to engage audience. Moreover, students reflected seriously on their performances and expressed their opinions on group work.

However, the students did have the deficiencies (indicated with shading in the Table 4.5) on the following aspects:

1. The majority of student groups were scored low (1 point) on the three aspects: (a) giving an introduction without interesting and creative remarks to outline the presentation, (b) presenting content without identifying a clear problem or question and form a new idea, (c) making a conclusion without a call for action directed at the audience.

2. Some students' groups were evaluated an intermediate level (3 points) on the six aspects: (a) apparently did not rehearse well, (b) did not introduce the purpose of the presentation in an interesting way, (c) did not use clever transitions in the structure, (d) did not summarize the main points in the conclusion well, (e) did not stay focused on the main topic well, (f) did not manage time well.

3. Many groups were awarded an upper level point (4 points) because they used some strategies but not appropriately or relevantly enough on the three domains of Structure, Content and Research. The structure of students' presentations did not flow smoothly and logically. The students did not provide proper and relevant explanations to their arguments, nor did they provide knowledgeable or relevant solution or answer to their problem or question.

4.6 Limitations of chapter 4

Eighteen groups participated in the course, but one group's presentation data was missing. Moreover, because of the COVID-19 pandemic, it was impossible to get the complete record papers of how all students scored their peers in China.

Although, 180 students took the course, it was necessary to put the 180 students into groups of ten because of the limit of credit hours in one semester

(originally there were eighteen 10-person groups but as previously mentioned one group's data is missing).

Table 4.6 A Sample Cumulative Can-do List

Phrase	Domain	Can do
Pre-Presentation planning	Preparation	Students can do library research and collect information
		Students can memorize their scripts and do rehearsal before the presentation
Presentation Performance	Introduction	Students can introduce the presentation in an interesting and creative way
	Structure	Students can organize the structure clearly
		Students can organize the structure logically
		Students can use clever transitions
	Topic	Students can stay-focused on the topic
	Content	Students can identify the problem or question
		Students can provide related theories
		Students can provide knowledgeable solution or answer
		Students can form a new idea
	Research	Students can use appropriate and reliable explanations, statistics or quotes
	Conclusion	Students can summarize the main points again
		Students can call action of the audience
	Presentation Delivery	Students can be confident and use professional manner
		Students can well manage time
		Students can apply proper multimedia aids
		Students can use high quality vocabulary and precise grammar
	Audience Interaction	Students can use clear volume and appropriate tones
		Students can use enough eye contact and natural body language to maintain the audience's interest
		Students can use other original and clever methods to capture the audience's interest
Reflection	Reflection	Students can think further the effectiveness of the presentation
		Students can provide ways for improvement
	Group Work	Students can maintain a clear role and taking care of the specific responsibility

Some groups contained more than ten students because they wanted to work with their friends (a situation, which was not easy to control by the instructor). However, the oversized groups wound up with some students who complained about the inefficiency of the teamwork. How to divide the large number of students into more

balanced groups (consisting of people who want to work together) and organize the presentation activities should be considered carefully in the future.

Moreover, the scoring table was made subjective, only counting the points from 1 to 5. It is better to rationale the assessment procedure by adding some description of the performance variables and making a series of can-do lists (one representing each scoring level) that is guided by the cumulative expert rubrics specific to this study (see Table 4.6 for an example of a can-do list that could describe abilities at Level 5). The can-do list contains the three main categories "Pre-presentation planning, Presentation performance and Reflection" with many sub-items. By this means, both the instructors and students could clarify the goals in each presentation phase and prioritize the tasks.

4.7 Discussion of chapter 4

This research made more detailed qualitative and quantitative analysis on student presentations. Student's performances were guided by the evaluation rubric students constructed by themselves (see Chapter 3). Students evaluated some aspects (focused topic, logical structure, good research with explanations, examples, statistics, and quotes, as well as presentation delivery) highly.

However, when their presentations were measured by the 11 domains in the Expert Presentation Rubrics developed in Chapter 3, some problems were identified. Especially, student presentations lack the famous three pillars of persuasion proposed by Aristotle (ethos, pathos and logos). This result echoed the result of the Chapter 3, that students did not mentioned any persuasive element in their self-constructed assessment rubric while the Expert Presentation Rubric regarded persuasion highly (see section 3.5.1 & section 3.5.2 in Chapter 3).

According to Scotto di Carlo (2014a), ethos means the speech is worthwhile spreading and the topic is credible. Pathos means to create an emotional contact with the audience. Logos has two meanings: (a) to organize a speech well and to develop a logical conclusion, and (b) to use argumentative skills. Concerning ethos, the students' presentations failed to build up credibility because they did not provide

sufficient knowledge through research. Moreover, students did not raise any new ideas. Concerning pathos, students used less audience-engaging strategies. In fact, sometimes they even created much confusion in their presentations, which made it hardly possible for the audience to follow their presentations with great interest. Concerning logos, students did not start from a clear and interesting introduction, nor did they develop the content naturally nor did they get to a logical conclusion. Also, they did not use proper explanations to prove their arguments.

Student may not know about effective persuasive strategies or if they do know, they are unsure how to use the strategies properly. In order to instruct students to improve the persuasive power of their presentations, good models should be found, analyzed and brought to students' attention.

Chapter 5

Analysis: TED Talks as Models of Successful Presentations

In the fifth chapter, the globally popular TED Talks have been selected as positive role models for students to emulate when preparing a successful presentation. However, in order to use TED Talks as a model it is necessary to truly understand the genre. This requires a total genre analysis to determine its persuasive characteristics. Things like discourse move structure, lexical choices and the use of classical rhetoric (ethos, logo, pathos) will be examined to distill the essence of good TED Talks.

Therefore, this chapter will analyze the salient characteristics of structure, moves and discourse features of 1-6-minute TED Talks as models of good presentations (see Figure 5.1 for a reminder of the development cycle created in Chapter 1). The findings will be helpful for teachers and students understand the essence of good TED Talks and develop students' persuasive power in their presentations.
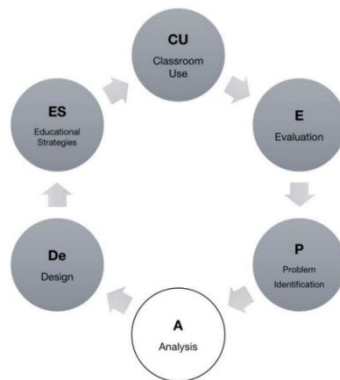
Figure 5.1. The Curriculum Development Cycle

5.1 Background literature on TED Talks

TED Talks, originated in 1984, was at first a conference gathering experts from fields of technology, entertainment and design. Later, under the management of the Sapling Foundation-a non-profit organization, the ted project has expanded rapidly, providing opportunities of experts and professionals from a large number of fields to give their

speeches. In 2007, the official ted website came out under the motto "ideas worth spreading", making it a worldwide known format (Caliendo and Compagnone, 2014).

TED Talks could be taken as good models for an academic English presentation course for a number of reasons. First, TED Talks are academic in orientation. TED Talks is an acronym symbolizing for technology, entertainment and design and the talks were delivered by top-level experts. At present, TED Talks cover almost all possible subjects such as popular culture, mental health, history, architecture and etc. Second, TED Talks' distribution also makes them easily accessed. Uicheng (2018) mentioned that there are about 2700 talks accessible on the internet. Also, it owns two-level audience, "its primary audience at the conference, and secondary audience for its video recordings by its online website <http://www. ted.com>, YouTube channel, a private website or blog" (Ludewig, 2017, p. 2).

Another reason that TED Talks are good models for presentation pedagogy is their growing popularity all around the world. Sosio (2016) pointed out that in 2012, the videos were being watched 1.5 million times per day. The talks are supported with a detailed transcription using subtitles and translations in 90 languages, which further increases accessibility. Due to their global access, they may well be setting a new global standard for presentation.

A further reason for selecting TED Talks as models for presentation pedagogy is connected to the availability of transcripts which have been assembled into many sub-corpora for researchers and learners for further study. For instance, Rousseau and Deleglise and Esteve (2014) released the TED-LIUM corpus with 818 talks representing 216 hours of raw acoustic data of extractions from the TED Talks as an instructional model for how to create a corpus.

A final reason to use TED Talks as pedagogical models rests on their value as meaningful, influential talks. TED Talks have developed an app TED Masterclass for the purpose of teaching presentation. The app provides 3-stage 11 classes which include what are ideas, how to craft the talk plan, how to present and how to use talk tools. All these aspects mirrored the 11 domains in the Expert Presentation Rubric (see chapter 3). These aspects are also proved as the ones that students are often

unaware of (see chapter 4). Moreover, Kay (2010) and Pearlman (2010) both claim that TED talks could equip students with the skills of critical thinking, problem-solving and communication. Although some researchers view TED Talks critically, and criticize them for being over-simplified because they let the viewer "swallow without chewing" (Bratton, 2013), this simplicity could in fact make them better as materials for presentation skills study and English language education. As will be summarized in the next section, TED Talks have attracted many researchers to do theoretical and pedagogical research in a range fields.

5.1.1 TED Talks analysis in the linguistic field

Vocabulary is usually the primary consideration in people's communication and EFL. Wilkins (1972) mentioned that without vocabulary nothing can be conveyed. Nation (1990) also pointed that vocabulary is the vitally important element in language learning. Concerning academic English, Kinsella (2005) wrote that academic vocabulary should be learned to "tackle the monster of academic language". The instruction of words is very important in English teaching and learning.

TED Talks could provide a large number of academic and non-academic living vocabulary to English teachers and learners. As Nation and Webb (2011) proposed, in order to reasonable comprehension, the 95% coverage level is needed. Nurmokhamedov (2017) studied the transcripts of 400 TED presentations and suggests that 4000-word families provided 95% coverage, and 8000 families reaching 98% coverage of TED Talks presentations. He also pointed, "TED Talks even differ from university-based academic presentations" (Nurmokhanedov, 2017, p. 779). Wolfe (2015) proposed TED Word List (TWL) by comparing Academic Word List (AWL), New Academic Word List (NAWL) and (TWL) and got the conclusion that the TWL can assist teachers and learners decide what words may need instruction. On the other hand, his study showed that TED Talks use higher-level English, so they could be beneficial authentic tools for instructors and students to boost vocabulary and it is important to introduce 7000-word families of mid-frequency to students.

Concerning pragmatic use of the words, Caliendo and Compagnone (2014)

made a contrastive corpus-based analysis and found that the pronoun *we* is frequently used in TED Talks to build the presenter's image as expert. The lexical verbs *see, show, know* and *think* are used to increase the reliability of the knowledge and the credibility of the presenters. Tsou and Demarest and Sugimoto (2015) and Ludwig (2017) indicated that in TED Talks hedge words (for example *think*) are often used in academic situation to express a neutral stance, and men and female pronouns (*he* and *she*) are more used in the context of telling stories or personal anecdotes. Aravind and Rajasekaran (2019) indicated that both persuasive and argumentative keywords (for example, *you, need, always, creative, better, including, despite*) (p168,169), listed from the 25 videos with the time limit (0 to 6 minutes), are used significantly in his content analysis. Sosio (2016) studied the technological-related TED Talks and found that short and simple words are often used to replace technical ones in order to make the speech go straight to the audience. Uicheng and Crabtree (2018) study 150 ted transcripts from 6 talk genres: technology, design, science, global issues, business and entertainment, and concluded that the macro discourse markers (for example, *I think, I believe, I want you to picture this, the reason that...is*) (p.15) are not specific to one topic, they are used in all academic topics, that is, the discourse markers highlight the main goal of TED speakers is to express ideas.

There are not enough researches done in syntax field, but what Neubig, Sudoh, Oda, Duh, Tsukada and Nagata (2014) did is a good starting to inspire more work in the future. They presented a treebank of TED Talks including 1217 sentences and examined that about 40% of TED sentences are long enough of 20 words or more. The sentence complexity of TED Talks was proved to be close to that of news. Furthermore, the present tense verbs are more used probably because TED Talks focuses on what the presenter is doing or hoping for the future. Carlo (2014c) did his corpus-based survey on basic four simile syntactic patterns (*As ADJ/ADV as, Is like N, Is like V-ing N, V like N*) (p.3), concluding that TED speakers use simile to break the barrier between experts and non-experts, and change the complex scientific concepts to parts of listeners' everyday life, stimulating their imagination and even breach the cultural bound.

5.1.2 TED Talks analysis in the genre analysis field

TED Talks analysis is not limit to their vocabulary, grammar and syntax. They are usually serious speeches which could considered as discourse (Drid, 2010). TED Talks, as a popular genre, has attracted many discourse, rhetorical, and genre analyses. As Van Els et al (1984) proposed, the discourse analysis should not be limited to describe linguistic forms. The forms are dependent on the purposes and functions of human.

5.1.2.1 Move analysis of TED Talks

In order to sketch out TED Talk genre features and find out the strategies, a corpus-based approach to move analysis is applied (Chang & Huang, 2015; Ratanakul, 2017; Khajornphaiboon &Vungthong, 2019; Carette, 2018; Chawla, 2016; Samayoa, 2017; Ludewig, 2017). Move analysis is an important approach applied in the field of genre analysis. It is developed from Swales (1981)' s analysis of academic research articles and was originally taken as means to teach non-native speakers the framework of research articles' rhetoric (Darabad, 2016; Moreno & Swales, 2018; Maswana, Kanamur, Tjino, 2015; Futasz, 2006; Dudley-Evans, 2000; Kanoksilapatham, 2007). Kanoksilapatham also mentions that move analysis is a top-down approach to analyze discourse organizational patterns. The purpose is "to describe the communicative purposes of a text by categorizing the various discourse units within the text according to their communicative purposes or rhetorical moves" (Kanoksilapatham, 2007, p 23).

Move analysis of the popular genre TED talks may also be of great value to researchers. Chang and Huang (2015) identified seven move types (Listener orientation, Topic introduction, Speaker presentation, Topic development, Closure, Concluding messages and Acknowledgments/gratitude) with their component steps by analyzing a corpus of 58 TED talks that were an average of 20 minutes long. Of interest is that they applied their move framework to classroom instruction of an English oral presentation course.

In addition, Ratanakul (2017) investigated problem-solution structure by analyzing a corpus of 50 TED talks (10-20 minutes long) and found that the opening, body, and closing shape the three stages of oral presentation with special attention to the use of problem setting and problem solving moves throughout. Khajornphaiboon and Vungthong (2019)'s analysis of the introduction (which is just one part of the opening section) of TED Talks results in a two-step move model (Topic Initiation and Topic Expansion) as well as several strategic patterns. Carette (2018) further deepens our understanding by exploring the most frequent used opening and closing strategies adopted by presenters of 40 TED talks (also ranging from 7-18 minutes in length).

5.1.2.2 Persuasion in TED genre

Personal anecdotes and story-telling may be the typical features TED Talks often use. Sosio (2016), sampled 90 videos, and found that in order to spread or share ideas, TED speakers often inserted a very personal experience or everyday situations as concrete examples to engage the audience. Scotto di Carlo (2014a) pointed out that TED Talks use personal stories and anecdotes, animated visuals and graphs to increase presenter's credibility, stimulate audience emotion and realize the goal of persuasion.

A rhetorical analysis may clarify features of argument and evidence of the author's emotional engagement in the reader or his persuasion on the reader. TED Talks, as a system of genres to make an impact, is very good at using rhetoric agency. Samayoa (2017) stated that TED Talks have a genre convention of their own including a clear introduction, middle and closing statement. He did a case study on four successful TED Talks, suggesting that each individual TED Talk may show its own flexibility such as in the use of quotes, metaphors, personal experiences, lightness and funniness of tone, and use of PowerPoint.

5.1.3 TED Talks analysis in the performance field

TED Talks have also been analyzed for their performance qualities. Chawla (2015) did a qualitative analysis of 25 most viewed science-related TED Talks (each

averaging 18 minutes in length) and found that sales pitch and poetic figures appear often in TED Talks. The process of theatricalization including time limit, informal register (*you guys, I was like*) and decorations on stage are seen to entertain audience (Ludwig, 2017, p.7). What is more, speakers' personal narratives, props, and visualization are used. Akash (2018) published a book of how to make PowerPoint and master the art of presentation based on an analysis of some of the best TED presenters.

5.1.4 TED Talks applied in pedagogy

Due to TED talks' popularization, some pedagogical experiments of imbeding TED Talks in EFL class have started recently. Harb (2018) integrated TED Talks into English writing schema and found that watching TED videos and brainstorm them could highly motivate students and make students more creative. Aleles and Hall (2016) taught EFL university Japanese students' academic presentation by using TED Talk videos and transcripts as authentic materials. The results showed that students' presentation skills and autonomous learning ability get improved. Watson (2014), who studied the interrelations of rhetoric, digital media and pedagogy, incorporated TED Talks in his rhetoric class to improve students' communicative ability. Following the two phases of the discussion of public speaking aesthetics on analyzing TED Talks and using TED Talks for students to discover their topics, he asked students to curate a TED Talks as an assignment and examine their own performance. The new pedagogical experiment finally led to high motivation of students and the stimulation of their critical reflection. Furthermore, some useful materials such as TED worksheets, speaker guides, and so on. have been published to help speakers to learn how to do TED Talks by themselves.

5.1.5 Summary

The previously noted research has proved that the genre of TED Talks is significantly meaningful to academic English Presentation course based on the following points:

1. A large number of original academic videos

TED Talks provided a broader view of material selection. TED Talks are different from the traditional textbooks that lack of alive English language and audience interaction. Instead, TED Talks are visualized speeches, providing original English language on various hot topics and involving audience engagement by humor. Moreover, a large amount of online TED Talks save the learning cost because teachers and students can access to the talks by free.

2. Good linguistic models

Academic vocabulary and non-academic vocabulary

TED Talks could support teachers and students to improve their linguistic competence. Regarding to vocabulary teaching and learning, English teachers often are at a loss as to how to teach academic vocabulary because they are not familiar with academic language themselves. Students also fear memorizing difficult academic word lists. TED Talks provide vivid contexts to deal with these problems. In most occasions, TED Talks use simple oral English rather than difficult grammar even though they might be covering a fairly technical topic. The coverage of the General Services List (GSL) occupied 83.49% of the talks (Wolfe, 2015) interprets that finding to mean that students could feel more relaxed with comprehending the talks without worrying about the frequent occurrence of the academic words. Furthermore, the talks also have an academic lexical coverage of 16.51% coming from the Academic Word List (AWL) and typical TED Talks proper nouns (Coxhead & Walls, 2012; Nurmukhamedov, 2017; Wolfe, 2015). Teachers and students would be well served to refer to Academic Word List (AWL) and a list of typical TED Talks proper nouns if necessary.

Lexical choices

As well as restricting vocabulary to common words and the academic word list, TED Talks provide enriched contexts where the frequent words and phrases were used appropriately. Presentation is communication, expressing a presenter's emotion to the audience. Therefore, the proper usage of English is important. China has a history of teaching students a large number of words with less concern of difficulty level and proper usage (Fan, 2008 MA thesis). The contribution of the research relating to

persuasive and argumentative words, hedge words, gender pronouns and discourse markers could help students express their ideas, show their stance and improve the persuasive power of their speeches.

3.   Persuasive strategies

The subheading of TED Talks is "ideas worth spreading" and TED speakers are experts from many academic fields. They present new ideas or understandings not with difficult technical language but through the use of colloquial language applying the strategies such as personal stories, anecdotes, quotes and humor. By these means, the speakers successfully build up a credible image, develop logic and connect emotionally with the audience. The study in Chapter 4 revealed that students lack the knowledge and experience to use these persuasive strategies. Therefore, TED Talks could be regarded as good models to guide students to learn the strategies.

5.2 Problems detected

The Chapter 3 and 4 pointed out that students had very superficial knowledge about what a good presentation is like and Table 4.4 pinpointed some of the specific areas of weakness in their presentations. To briefly summarize, they presented visually pleasing presentations without really connecting with the audience. The presentations lacked the power of persuasion. Therefore, students need instruction to learn some persuasive strategies. It is generally agreed that TED Talks have the potential to be meaningful models for student's presentation learning (Aleles and Hall, 2016). TED genre analysis research in particular has revealed that most TED talkers were masters of persuasion who applied various strategies flexibly to successful engage audience (Scotto di Carlo, 2014a). Therefore, in the pedagogical field, it would be instructive to utilize the contributions of TED Talks genre analysis and then clarify some specific persuasive strategies and discourse characteristics that would be useful to guide students who are trying to make more powerful presentations.

However, much of the previous genre research on TED Talks focused on long-form talks of 10-18 minutes in length, which make up the most common format. The reason that TED Talks usually run at around 18 minutes originated with TED

curator Chris Anderson's belief about the idealness of the time length. He wanted something long enough to express ideas, but short enough that it can be consumed "during a coffee break" (Gallo, 2014. March.13). He felt that if it could be enjoyed this way, there would be a good chance that the viewers would pass the video along to friends, who would do the same, which would result in making the video go viral.

In fact, not all TED talks are long-form 18-minutes videos. A substantial number (41.96%) are shorter (1-6 minutes) and they too are very popular. To date, very little research has been done on the shorter TED Talks versions (1-6 minutes). This is problematic since it is the short form TED Talks which may be more meaningful and practical for the academic English presentation class. In real classroom teaching and learning, the large class size and the limited time distribution of each lesson and the one-semester course, it would be difficult to enjoy or simulate a speech more than six minutes. Yet, not much is known about how these short-form TED Talks differ from long-form TED talks while maintaining their persuasiveness and audience appeal. Therefore, one necessary task for this dissertation research is to collect and analyze short-form TED Talks.

5.3 Research questions

This chapter will study short-form TED Talks and will focus on the following three research questions:

Research question 1:

- *In what ways do short-form TED Talks (1-6 minutes) differ from long TED Talks (10-18 minutes)?*

Research question 2:

- *What are the audience-engagement strategies frequently used in the short-form TED Talks models?*

Research question 3:

- *What are the discourse features of the TED Talks frequently used strategies which are of great instructional value for the students to improve their presentation ability?*

5.4 Methodology

Methodologies for three different analyses (a cross-comparison of move/step types, frequency of strategy types, and description of discourse features) will be described in the following sections.

5.4.1 Cross-comparison of move/step types

In order to clarify the differences between the structure of the long-form TED Talks and that of the short-form TED Talks, corpus-based move analysis was applied in this research. It is a method to identify how a written or spoken text is constructed and what the communicative purpose is in each section of the text (Chang and Huang, 2015). Chang and Huang (2015) did the move analysis to the long-form TED Talks. This research replicates their research but focuses on the short-form TED Talks models to carry out a revised move analysis procedure based on Chang and Huang (2015). The frequency distribution of move/step types will be compared with the finds of the Chang and Huang study.

5.4.1.1 Selection of TED Talks materials

Chang and Huang (2015) selected 58 of the most popular TED Talks (12-18 minutes) to analyze. However, this research, knowing the selection criteria might be crucial to decide whether the TED Talks models are suitable as models for students, carried out the selection procedure of the TED Talks models are based on the following considerations: length (1-6 minutes), popularity (number of hits), and student project compatibility concerns such as topic variety and readability/difficulty.

Length was the initial selection criterion. The complete corpus of TED Talks had to be sorted by duration in order to extract the short-form talks. This would be the

first key difference between the talks in this analysis in comparison with those selected by Change and Huang (2015).

Popularity was the second concern. Chang and Huang (2015) selected 58 of the most popular and most viewed talks on the TED website. By chance, perhaps, all of the talks selected were long-form talks (12-18 minutes). For the current research project described in this chapter, short-form talks (1-6 minutes) would be the target. Once the TED corpus was sorted for length, then the most popular short-form talks (in terms of number of hits) would be good candidates for selection. Most of the talks selected this way were from the TED 2008-2018 collection but two were also selected from TEDWomen and TEDxStanford for reasons that will be explained under topic variety.

In the research of Chang and Huang, there was no control over topic variety—they simply selected most popular talks of the target length. However, in this dissertation, consideration of topic is important since the talks need to not only appeal to the students but also reflect the areas of study they are engaged in. The topics of seventeen student groups presentations collected from classroom autonomous activity (see Chapter 4), therefore, formed a third criterion for the selection of the seventeen TED Talks from <www.ted.com> chosen as the baseline target to analyze. They are still among the most popular topics of TED Talks (Global issues, Economics, Technology, Sports, and Entertainment), yet are fairly well related to the content of students' speeches (see Table 5.1).

The final consideration for the selection of TED talks that would be pedagogically compatible for students concerned linguistic issues. Chang and Huang (2015) focused on 58 TED Talks with the total number of 167,885 words but they did not report any information about the difficulty level of the vocabulary or issues such as sentence length. From a pedagogical standpoint this is problematic, since learner comprehension can be affected by these difficulty factors.

In this research, according to preliminary research, the total number of words and sentences, the average of words per sentence and letters per word of the chosen TED Talks appear to be similar with those of students' speeches (counting by

http://countwordsworth.com/sentences) (see Table 5.2 & Table 5.3).However, as will be seen later this is actually a superficial similarity.

Table 5.1. Topic Variety and Other Information in the Selected TED Talks

TED Talks	Length (minutes)	Popularity (most views)	Topic Variety	Topic
Benedetta Berti (TED2015)	5:24	2,221,359	Global issues 1	The surprising way groups like ISIS stay in power
Dread Scott (TED2018)	4:19	1,398,366	Global issues 2	How art can shape America's conversation about freedom
Mikhail Zygar (TED2018)	4:36	1,444,051	Global issues 3	What the Russian Revolution would have looked like on social media
Alisa Miller (TED2008)	4:29	2,220,958	Economics 1	How the news distorts our worldview
DeAndrea Salvador (TED2018)	5:18	1,560,127	Economics 2	How we can make energy more affordable for low-income families
Sangu Delle (TEDGlobal 2014)	4:53	1,214,029	Economics 3	In praise of macro — yes, macro -- finance in Africa
Kamal Meattle (TED2009)	4:04	3,848,321	Technology 1	How to grow fresh air
Paolo Cardini (TEDGlobal 2012)	2:52	2,668,462	Technology 2	Forget multitasking, try monotasking
Sebastian Thrun (TED2011)	3:58	3,265,803	Technology 3	Google's driverless car
Anthony Goldbloom (TED2016)	4:28	2,674,701	Technology 4	The jobs we'll lose to machines — and the ones we won't
Juan Enriquez (TED2013)	5:40	1,791,362	Technology 5	Your online life, permanent as a tattoo
Arianna Huffington (TEDWomen 2010)	3:57	5,365,508	Entertaiment 1	How to succeed? Get more sleep
Margaret Gould Stewart (TED2010)	5:30	960,595	Entertainment 2	How YouTube thinks about copyright
Camille Seaman (TED2013)	3:08	2,081,454	Entertainment 3	Photos from a storm chaser
Marc Bamuthi Joseph (TEDGlobal 2017)	5:22	1,030,522	Sports 1	What soccer can teach us about freedom
Marily Oppezzo (TEDxStanford2017)	5:12	3,871,057	Sports 2	Want to be more creative? Go for a walk
Sanjay Dastoor (TED2013)	3:59	1,869,673	Sports 3	A skateboard, with a boost

Considering the barrier of understanding academic vocabulary, on one hand, the chosen talks tend to be a bit more general than academic. On the other hand, high-frequency vocabulary in TED Talks generally do not feature scientific terminology, but rather rely on words on the GSL (General Service List) (Wolf, 2015; Nurmukhamedov, 2017; Coxhead & Wall, 2012; Wang, 2012).

Table 5.2. The Number of Words and Sentences in Students Scripts

Student Scripts	Sentences	Words per sentence	Letters per word	Words total
Class A, Group 1	41	16.15	4.5	662
Class A, Group 2	72	12.96	4.84	933
Class A, Group 3	42	12.96	4.58	533
Class A, Group 4	46	15.39	4.29	708
Class A, Group 5	43	16.07	4.6	691
Class A, Group 6	51	17.61	4.29	898
Class B, Group 7	44	17.09	4.6	752
Class B, Group 8	37	10.57	4.95	391
Class B, Group 9	44	12.84	4.78	565
Class B, Group 10	44	13.18	4.54	580
Class B, Group 11	66	10.21	4.76	674
Class B, Group 12	54	11.2	5.26	605
Class C, Group 13	50	17.32	4.53	866
Class C, Group 14	36	14.39	4.34	518
Class C, Group 15	78	11.65	4.45	909
Class C, Group 16	51	16.24	4.96	828
Class C, Group 17	34	15.44	4.5	525
TOTAL	**833**			**11638**
Average		**14.2**	**4.6**	**685**

Table 5.3. The Number of Words and Sentences in the Selected TED Talks

TED Talks transcripts	Sentences	Words per sentence	Letters per word	Words total
Economics1	40	12.47	4.44	499
Economics2	45	16.78	4.85	755
Economics3	30	19.17	5.14	575
Entertainment1	58	8.74	4.4	507
Entertainment2	37	12.78	4.45	473
Entertainment3	23	14.83	4.39	341
Global issues1	56	14.55	4.86	815
Global issues2	50	15.66	4.44	783
Global issues3	34	16.62	4.49	565
Sports1	37	19.24	4.52	712
Sports2	74	13.17	4.11	935
Sports3	22	15.86	4.25	349
Technology1	31	18.26	4.54	566
Technology2	22	11.77	4.71	259
Technology3	38	13.26	4.35	504
Technology4	58	12.62	4.84	732
Technology5	57	15.16	4.38	864
TOTAL	**712**			**10234**
Average		**14.8**	**4.5**	**602**

5.4.1.2 Move analysis procedures

5.4.1.2.1 Top-down analysis of moves and language use

The TED Talk genre is primarily characterized by its persuasive purpose. A top-down move analysis helps us distinguish the moves and rhetorical strategies the talks apply. The research into the TED Talks moves introduced in section 5.1.2.1 provides the starting points for a unified or hybrid theoretical reference for this research. The first step in this research is to set up a model of move structure of TED Talks and describe the strength of the model from the pedagogical aspect. Seventeen TED Talks were carefully chosen for this purpose according to the considerations described earlier.

The second step is to address the typical characteristics of language use within the moves and strategies. Therefore, once the entire talk has been segmented, discourse analysis is undertaken in each of the discourse segments as recommended by Upton and Cohen (2009) in their paper on instructional classes of English for specific purposes (ESP). In terms of an academic presentation course, both instructors and students may acquire comprehensive knowledge of the rhetorical, organizational and linguistic techniques to realize the communicative purpose of persuasion.

The most difficult step is to define moves and segment for each text. The methods for analyzing moves are acknowledged to be somewhat vague and lacking in standardization (Upton and Cohen, 2009; Kanoksilpatham, 2007). Swales (1990) proposed that *moves* serve as "specific communicative functions" when he did his genre analysis of the introductions of research articles. He also defined the elements included in *moves* as *steps* and developed the *Create a Research Space* (CARs) model to show *move types* and *steps* (Kanoksilpatham, 2007, p. 25). Kanoksilpatham (2007) claims that *a move* refers to a unit of the discourse structure which functions as a certain communicative purpose. These functional units join together to realize the overall genre purpose. Conor and Mauranen (1999) proposed that there must be "at least one proposition" contained in *moves*.

Regarding the studies of TED talk moves, as section 5.1.2.1 mentioned, Chang and Huang (2015) identified seven move types with their component steps. Ratanakul (2017) found the use of problem-setting and problem-solving moves throughout the opening, body, and closing. Khajornphaiboon and Vungthong (2019)

analyzed a two-step move model (Topic Initiation and Topic Expansion) as well as several strategic patterns in the introductions of TED Talks. Carette (2018) explored the most frequent used opening and closing strategies adopted by presenters of 40 TED talks (also ranging from 7-18 minutes in length). As can be seen in just these few references, moves, steps and strategies are used loosely and interchangeably across the literature.

Moreover, it is generally agreed that move types of persuasion-oriented genres occur very flexibly, without a fixed order (Kanoksilpatham, 2007; Chang & Huang, 2015). Swales (1990) also mentioned that discourse moves in general have a recursive nature, that is, the moves and the component steps may occur more than once, based on his research of academic writing. This recursive-ness adds another layer of complexity and further blurs the definition boundaries.

Therefore, this dissertation will attempt to fill the definition gap by articulating consistent rules for the analysis of discourse moves of TED Talks. To do this, it is necessary initially to refer to the BCU (Biber Connor Upton) Approach (Upton & Cohen, 2009) and then to adapt it for the current study (see Table 5.4 for the adapted version).

Table 5.4. Move Analysis Rules (adapted from Upton and Cohen, 2009)

Required step in the analysis	Realization in this approach
1.Communicative/functional categories	Develop the analytical framework: determine set of possible functional types of discourse units. (referring to Chang & Huang, 2015 and other research)
2.Segmentation	Segment each text into discourse units by applying the analytical framework from Step 1
3.Classification	Identify the functional type of each discourse unit in each text of the seventeen TED talks by applying the analytical framework from Step 1
4.Strategies analysis	Analyze frequently used strategies of the discourse unit in each TED talk
5.Linguistic description of discourse categories	Describe the typical linguistic characteristics of each functional category

Then Chang and Huang (2015)' s move and step model is referred to as a baseline. Other relevant detailed descriptions of other TED Talks move analysis studies (Ratanakul, 2017; Khajornphaiboon&Vungthong 2019; Carette, 2018) are

integrated into Chang and Huang (2015)'s model and create a new and more detailed model (see Table 5.5). In order to make the model-making procedure more objective, a code piloting process is carried out to make consensus on the division of moves, steps and strategies.

5.4.1.2.2 Developing new model of move structure in TED Talks

Chang and Huang's (2015) framework provides the basis reference structure for this research.

Table. 5.5. A New Model of Moves, Steps and Strategies

Moves	Steps	Strategies
Listener orientation	Greet audience	
	Engage in meta-level discussion	
	Set the scene	interrogation&answer
		personal story
		describe a process/series of events
		problem
		humor
Topic introduction	Announce topic	solution
	Outline structure	
	Offer an explanation	examples
		statistics
		interrogation&answer
		personal story
	Present an argument	new ways of understanding
		new ways of doing
		new ways of thinking
Speaker presentation	Introduce oneself	
	Establish authority	
	Show stance/position	
Topic development	Present an argument	new ways of thinking
		new ways of doing
		new ways of understanding
		interrogation&answer
		discourse markers
	Offer an explanation	personal story
		examples
		statistics
		analogy
	Describe a process/series of events	interrogation&answer
	Problem&solution	problem issues
		solution
	Show stance/position	simile
		humor
		discourse markers
	Offer speculation	hope for a better future
	Make generalization	
Closure	Show stance/position	
	Make generalization	end of personal story
		discourse markers
	Offer speculation	hope for a better future
		interrogation&answer
		discourse markers
	Call for action	quote
Acknowledgments/gratitude		

Their analysis defines the seven moves along with their component steps (details of the component steps will be discussed in a later section). They single out five obligatory moves: 1) Topic introduction, 2) Topic development, 3) Closure, 4) Concluding messages, 5) Acknowledgments/gratitude. Two moves are considered to be non-obligatory/options: 1) Speaker presentation, and 2) Listener orientation.

However, Chang and Huang do not make clear how to segment the discourse units since the boundaries of the move types are not always distinctive and furthermore, the moves, steps and other strategies may occur recursively. In addition, the moves and steps are generally defined without much explanation of illustration. In order to articulate these many useful strategies further, this dissertation integrates the relevant detailed descriptions of other TED Talks move analysis studies (Ratanakul, 2017; Khajornphaiboon&Vungthong 2019; Carette, 2018) to create a new and more detailed model (see Table 5.5).

5.4.1.2.3 Determining moves, steps and strategies
In this research, the strategies are regarded as the components of steps, and the steps are as the components of moves (see Figure 5.2).
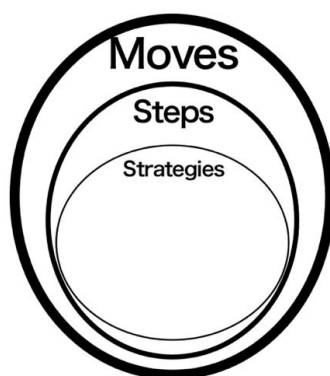
Figure 5.2. The Relationship of Moves, Steps and Strategies

However, the inclusion relation does not mean a fixed order, as Chang and Huang's opinion that the step Offer an explanation is only contained in the move Topic

development. In fact, steps and strategies are applied more flexible and repeatedly in different move types by the presenters. This dissertation generates a new model of move structure in TED Talks by considering six dimensions: i) the TED Talk structure as defined on the TED website; ii) Chang and Huang's definition of moves and steps, and their research result of obligatory moves and non-obligatory moves; iii) the relative position of the move in the text; iv) the use of context and discourse markers; v) typical strategies as described by Ratanakul (2017), Khajornphaiboon and Vungthong (2019), and Carette (2018); and vi) any other possible new strategies determined via discussions between the researcher and the additional coder.

Chang's move analysis echoes the optimal structure of a TED talk as described in TEDx Speaker Guide (n.d.), which contains the following factors:

"1. Start by making your audience care, using a relatable example or an intriguing idea

2. Explain your idea clearly and with conviction

3. Describe your evidence and how and why your idea could be implemented

4. End by addressing how your idea could affect your audience if they were to accept it."

(TEDx Speaker Guide, 2011)

Although the obligatory moves Topic introduction, Topic development and Closure can be defined clearly it is important to explain how to determine the transition boundary from one obligatory move to the next. For example, in the chosen seventeen TED Talks, the step that announces the topic can be seen as the end of Topic introduction and the beginning of Topic development. For example, in one talk on economics note the overt statement of the topic:

So, as a child, I used to spend all of my time at my great-grandmother's house. On hot, humid, summer days, I would dash across the floor and stick my face in front of her only air conditioner. But I didn't realize that that simple

experience, though brief, was a privileged one in our community. Growing up, stories of next-door neighbors having to set up fake energy accounts or having to steal energy seemed normal to me. During the winter, struggling to get warm, my neighbors would have no choice but to bypass the meter after their heat was shut off, just to keep their family comfortable for one more day. These kinds of dangerous incidents can take root when people are faced with impossible choices…**This when energy becomes a burden**.

<div align="right">(DeAndrea Salvador, 2018, 0:04-0:55. emphasis added)</div>

In this portion of the talk, the presenter starts with her personal story to set the scene, and uses one topic sentence to make a vivid picture for the audience that energy has become a great suffer for the low-income families. The following part could be seen as Topic development to raise problem, explain the reason and seek for solution:

But energy burdens are so much more than just a number. They present impossible and perilous choices: Do you take your child to get her flu medicine, or do you feed her? Or do you keep her warm? It's an impossible choice, and nearly every month, seven million people choose between medicine and energy…

<div align="right">(DeAndrea Salvador, 2018, 1:12-1:42. emphasis added)</div>

The Closure move appears at the end, and often depends on discourse markers. For example,

So in this new contest between states and non-states, military power can win some battles, but it will not give us peace nor stability.

<div align="right">(Benedetta Berti, 2015, 5:01-5:03. emphasis added)</div>

And finally: don't do this forever. Right? If you're on the walk and that idea's not coming to you, come back to it later at another time.

Now I think there's a vision here, a new technology, and I'm really looking forward to a time when generations after us look back at us and say how ridiculous it was that humans were driving cars.

(Sebastian Thrun, 2011, 3:46-3:57. emphasis added)

I think back to my great-grandmother and her neighbors, the impossible choices that they had to make and the effect it had on our whole community. But this is not just about them. There are millions nationwide having to make the same impossible choices today.

(DeAndrea Salvador, 2018, 4:42-4:59. emphasis added)

Chang and Huang proposed two moves, Closure and Concluding Messages, in the conclusion section of TED Talks. However, this research combines them into one move named Closure. One reason for this is that the two moves described in Chang and Huang were not consistently in the same sequence. That could indicate that they belong within a higher-level component together. Since it is easier to discuss the various steps and strategies within one move, this single encompassing component will be referred to as Closure.

Chang and Huang counted the number of occurrences for moves and steps in their research. However, this research finds that steps or strategies often mix together. An example of this step and strategy mixing is as follows,

YouTube cares deeply about the rights of content owners, but in order to give them choices about what they can do with copies, mashups and more, we need to first identify when copyrighted material is uploaded to our site.

(Margaret Gould Stewart, 2010, 0:31-0:42)

In this case, the two steps announce topic and present an argument mingle, which makes the counting numbers of steps and strategies not very reliable. Thus, the research only describes their occurrence without counting the number of occurrences.

5.4.1.2.4 Code piloting

In the process of corpus-based move analysis, coding moves is necessary to achieve reliability (Kanoksilapatham, 2007; Upton&Cohen, 2009; Chang&Huang, 2015; Ratanakul, 2017). Human/cognitive judgment is involved in coding protocol in this dissertation. Beside the researcher herself, another coder was found and trained to decode 6 TED talk transcripts, accounting for one third of the 17 transcripts. The transcripts include five themes (Global issues, Economics, Sports, Entertainment, and Technology). The reliability reached 95% (see Appendix C) and the two coders carried out discussion to reconcile any disagreements.

5.4.2 Frequency of strategies used in the short-form TED Talks

As a part of the previous move/step analysis procedure, the frequency of strategies used in the short-form TED Talks models was also calculated.

5.4.3 Discourse features used in the short-form TED Talks

Frequent-used discourse strategies in the seventeen TED Talks models were identified and categorized, and then, the most frequent examples of discourse strategies were selected to do a more intense discourse analysis.

5.5 Results

5.5.1 The Comparison of the frequency distribution of moves and steps in the long-form TED Talks and in the short-form TED Talks

5.5.1.1 Comparison of moves

Referring to Chang and Huang' research (2015), in TED introductions, the move *Topic Introduction* was obligatory (98.28%) and the move *Speaker Presentation* was typical but optional (48.28%). The move *Listener Orientation* was optional and used

more less (17.24%). In TED bodies, the move *Topic Development* was obligatory (100%). In TED conclusion, the move *Acknowledgment/gratitude* (91.38%) and the move *Closure* (79.31%) were obligatory.

Table 5.6. The Percentage of the Moves in the Long-form TED Talks and Short-form TED Talks

Moves	Frequency (%)	
	long form (from Chang & Huang, 2015)	short form
Listener Orientation	10 (17.24)	0 (0)
Topic Introduction	57 (98.28)	17 (100.00)
Speaker Presentation	28(48.28)	9 (52.90)
Topic Development	58 (100)	17 (100.00)
Closure	46 (79.31)	17 (100)
Acknowledgments/gratitude	53 (91.38)	17 (100)

In the seventeen TED Talks analyzed in this research, according to the occurrence of six moves (see Table 5.6): 1) *Listener Orientation*, 2) *Topic Introduction*, 3) *Speaker Presentation*, 4) *Topic Development*, 5) *Closure*, and 6) *Acknowledgments/gratitude*. *Topic Introduction*, *Topic Development*, *Closure* and *Acknowledgments/gratitude* occupied 100% respectively. Based on the proposition by Kanoksilapatham (2007), moves occupying above 60% could be regarded as obligatory moves. They were obligatory moves. *Speaker Presentation* was 52.9%. It was optional. No instances of *Listener Orientation* were found.

The comparison showed that the obligatory moves (*Topic Introduction*, *Topic Development*, *Closure*, *Acknowledgments/gratitude*) in the long-form TED Talks and those in the short-form TED Talks were same. However, comparing with the optional moves (*Listener Orientation*, *Speaker Presentation*) in the long-form TED Talks, the move *Listener Orientation* was not used in the short-form TED Talks. The next sections compared the subordinate steps occurring in each moves.

5.5.1.2 Comparison of steps in *Topic Introduction*

In the short-form seventeen TED Talks, five steps were analyzed in the move *Topic Introduction*: 1) s*et the scene*, 2) a*nnounce topic*, 3) *outline structure*, 4) o*ffer an explanation*, 5) p*resent argument*. *Announce topic* ranked the first (100%). *Set the scene* followed (88.2%). *Present an argument* ranked the third (35.3%) and *offer an explanation* the fourth (29.4%). No *outline structure* was found (0%) (see Table 5.7).

Table 5.7. The Comparison of the Percentage of Steps in *Topic Introduction* Move

Steps	Frequency (%)	
	long form (from Chang & Huang, 2015)	short form
Set the scene	48 (82.76)	15 (88.20)
Announce topic	42 (72.41)	17 (100.00)
Outline structure	16 (27.59)	0 (0)
Offer an explanation	0 (0)	5 (29.40)
Present an argument	0 (0)	6 (35.30)

However, according to Chang and Huang (2015), three steps were found in *Topic Introduction* Move:1) *set the scene*, 2) *announce topic*, 3) *outline structure*. Comparing with the short form TED Talks, the long-form TED Talks used fewer steps. Moreover, the step *outline structure* was used in the long-form but not in the short form (see Table 5.7).

5.5.1.3 Comparison of steps in *Speaker Presentation*

In the short-form TED Talks, three steps were found in *Speaker Presentation* (see Table 5.8). *Establish authority* ranked first (52.9%), and *Show stance/position* followed (35.3%). *Introduce oneself* was in the third (23.5%).

In the long-form TED Talks, Chang and Huang (2015) also found the same three steps. However, the three steps were used less than in the short-form TED Talks. The step s*how stance/position* was used most (32.76%). The percentage was similar as that in the short-form TED Talks. *Establish authority* followed (24.14%). However, the great difference between the percentage in the long-form TED Talks and that in the short-time TED Talks was found. *Introduce oneself* ranked the third position

(17.24%), which was similar as that in the short-form TED Talks too.

Table 5.8. The Comparison of the Percentage of Steps in *Speaker Presentation* Move

Steps	Frequency (%)	
	long form (from Chang & Huang, 2015)	short form
Introduce oneself	10 (17.24))	4 (23.50)
Establish authority	14 (24.14)	9 (52.90)
Show stance/position	19 (32.76)	6 (35.30)

5.5.1.4 Comparison of steps in *Topic Development*

In the short-form TED Talks, seven steps were found in *Topic development* (see Table 5.9). *Offer an explanation* was the most frequent (94.1%) followed by *describe a process/series of events* (64.7%). Tied for third place were *present an argument* (58.8%) and *show stance/position* (58.8%). In fourth place was *problem and solution* (35.3%), followed by the step *offer speculation* (11.8%), and the least frequent step of this move was *make generalizations* (5.9%).

In the long-form TED Talks studied by Chang and Huang (2015), only three steps were found in the move *Topic Development*: (a) *present an argument*; (b) *offer an explanation*; (c) *present an argument*. The three steps were used less than in the short form TED Talks (see Table 5.9). The two steps *present an argument* and *describe a process/series of events* were used far more less in the long-form TED Talks than in the short-long TED Talks.

Table 5.9. The Comparison of the Percentage of Steps in *Topic Development*

Steps	Frequency (%)	
	long form (from Chang & Huang, 2015)	short form
Present an argument	21 (36.21)	10 (58.80)
Offer an explanation	54 (93.10)	16 (94.10)
Describe a process/series of events	17 (29.31)	11 (64.70)
Problem and solution	0 (0)	6 (35.30)
Show stance/position	0 (0)	10 (58.80)
Offer speculation	0 (0)	2 (11.80)
Make generalization	0 (0)	1 (5.90)

5.5.1.5 Comparison of steps in *Closure*

In the short-form TED Talks, four steps were seen in *Closure* (see Table 5.10). The most frequent step was *offer speculation* (58.8%) followed by *make generalization* (41.2%) and *call for action* (41.2%) with *show stance/position* (11.8%) the least frequent.

In the long-form TED Talks studied by Chang and Huang (2015), two steps were found: 1) *make generalization/offer speculation*; 2) *call for action*. In this study, the step *call for action* was used most often (46.56%). It was also used more frequently than in the short-form TED Talks models. Moreover, for the unclear reason, Chang and Huang (2015) considered the step *make generalization* and the step *offer speculation* as one step. But in the short-form TED Talks analysis in this research, the two steps were used in different frequencies and both of them used more than in the long-form TED Talks.

Table 5.10. The Percentage of Steps in *Closure* Move

Steps	Frequency (%)	
	long form (from Chang & Huang, 2015)	short form
Show stance/position	0 (0)	2 (11.80)
Make generalization	12 (20.69)	7 (41.20)
Offer speculation	12 (20.69)	10 (58.80)
Call for action	27 (46.56)	7 (41.20)

5.5.1.6 The flexibility of the steps placement

Some steps in the short-form TED Talks appear across moves. For example, the step *present an argument* was found in two moves: *Topic Introduction* (35.3%) and *Topic Development* (58.8%). However, it is not clear from simple frequency counts whether each of these steps are qualitatively equivalent. It may be that their position the move they are in has some bearing on their lexical choices and grammatical structure. The characteristics of the flexibility was also echoed by Chang and Huang (2015).

5.5.2 Frequency of the strategies in the short-form TED Talks

5.5.2.1 Frequency of the strategies in *Topic Introduction* move

Subordinate to each step are strategies. In Table 5.11, the steps and related strategies are presented. Regarding the strategies, four strategies were used in the step *set the scene* (see Table 5.11): *personal story* (41.2), *interrogation and answer* (23.5%), *humor* (17.6%) and *problem* (5.9%). One strategy *solution* (5.9%) was found in the step *announce topic*. Four strategies were used in the step *offer an explanation*: *examples* (23.5%), *statistics* (5.9%), *interrogation and answer* (5.9%) and *personal story* (5.9%). Three strategies were used in the step *present an argument*: *new ways of thinking* (23.5%), *new ways of doing* (11.8%) and *new ways of understanding* (5.9%).

Table 5.11. The Percentage of Strategies in *Topic Introduction* Move

Steps/strategies	Frequencies (%)
Set the scene	
interrogation and answer	4 (23.50)
personal story	7 (41.20)
problem	1 (5.90)
humor	3 (17.60)
Announce topic	
solution	1(5.90)
Outline structure	
Offer an explanation	
examples	4(23.50)
statistics	1 (5.90)
interrogation and answer	1 (5.90)
personal story	1 (5.90)
Present an argument	
new ways of understanding	1 (5.90)
new ways of doing	2 (11.80)
new ways of thinking	4 (23.50)

5.5.2.2 Frequencies of the strategies in *Topic Development* move

Table 5.12 presents the frequencies for the strategies within each step of the *Topic Development* move. In the step *present an argument*, the strategies *new ways of*

thinking and *interrogation and answer* occupied 29.4% each, while *new ways of understanding* occurred 23.5% of the time and *new ways of doing* 11.8% followed as third and fourth respectively (see Table 5.12). *Discourse markers* occupied the lowest percentage (5.9%) in this step.

Table 5.12. The Percentage of Strategies in *Topic Development* move

Steps/strategies	Frequencies (%)
Present an argument	
new ways of thinking	5 (29.40)
new ways of doing	2 (11.80)
new ways of understanding	4 (23.50)
interrogation and answer	5 (29.40)
discourse markers	1 (5.90)
Offer an explanation	
personal story	6 (35.30)
examples	10 (58.80)
statistics	8 (47.10)
analogy	3 (17.60)
Describe a process/series of events	
interrogation and answer	2 (11.80)
Problem and solution	
problem issues	6 (35.30)
solution	6 (35.30)
Show stance/position	
simile	1 (5.90)
humor	6 (35.30)
discourse markers	3 (17.60)
Offer speculation	
hope for a better future	2 (11.80)
Make generalization	

In the step *offer an explanation*, the strategy *example* was the most frequent (58.8%) while *statistics* ranked second (47.1%) and *personal story* was third (35.3%). The last place strategy was *analogy* (17.6%).

In the step *describe a process or series of events*, there was only one strategy,

interrogation and answer that occurred only 11.80 percent of the time. The step *problem and solution* had two strategies which were equally frequent (35.3%).

In the step *show stance and position*, the strategy *humor* ranked the first (35.3%), followed by *discourse markers* (17.6%) and *simile* (5.9%). Only one strategy *hope for a better future* was found in the step *offer speculation* (11.8%) and in the final step *make generalization*, no specific strategy was used.

5.5.2.3 Frequencies of the strategies in *Closure* move

In the step *make generalization*, the strategy *end of personal story* was in the first (23.5%), followed by *discourse markers* (17.6%). In the step *offer speculation*, the strategy, *hope for a better future* ranked the first (47.1%). The strategy *discourse markers* was in second place (35.3%) and *interrogation and answer* the last (11.8%). *Quotes* was the only strategy found in the step *call for action* (5.9%). There were no strategies found in the step *show stance/position* (see Table 5.13).

Table 5.13. The Percentage of Strategies in *Closure* move

Steps/strategies	Frequencies (%)
Show stance/position	
Make generalization	
end of personal story	4 (23.50)
discourse markers	3 (17.60)
Offer speculation	
hope for a better future	8 (47.10)
interrogation and answer	2 (11.80)
discourse markers	6 (35.30)
Call for action	
quotes	1 (5.90)

5.5.2.4 Summary on the frequent strategies

As was found with steps, some strategies appear in more than one move. Of course this is logical because if steps occur in more than one move, then strategies which are subordinate under steps might also occur across moves. For example, the strategy

personal story occurred in the moves *Topic Introduction*, *Topic Development* and *Closure*. It was found in the following steps: *set the scene* (41.2%), *offer an explanation* (41.2%), and *make generalization* (23.5%). This is interesting since if the same strategy is being used in more than one move or step, it is a robust strategy that may be worth including in direct instruction. So, it is important to examine and compare these strategies qualitatively to see how they are being realized in terms of word choice and grammatical structure in each location.

This is a summary of the other strategies that occurred in more than one move. *Interrogation and answer* also occurred in the moves *Topic Introduction*, *Topic Development* and *Closure*. It was used in the steps *set the scene* (23.5%), *offer an explanation* (5.9%), *present an argument* (29.4%), *describe a process/series of events* (11.8%) and *offer speculation* (11.8%). *Discourse markers* was found in the move *Topic Development* and the move *Closure*. It was used in the steps *present an argument* (5.9%), *show stance/position* (17.6%), *make generalization* (17.6%) and *offer speculation* (35.3%). *Humor* occurred in the move *Topic Introduction* and the move *Topic Development*. It was used in the steps *set the scene* (17.6%) and *show stance* (35.3%). *New ways of thinking* also occurred in the move *Topic Introduction* and the move *Topic Development*. It was used in the step *present an argument* (52.9%). *Problem/solution* was used as a strategy in the move *Topic Introduction* (5.9%) but a step in the move *Topic Development* (35.3%). *Hope for a better future* was also found in the move *Topic Development* and the move *Closure*. It was used in the step *offer speculation* (64.8%).

In the following sections, this research will describe how the TED talkers used these strategies (*personal story*, *interrogation and answer*, *discourse markers*, *humor*, *new ways of thinking* and *hope for a better future*) in the discourse by selecting some examples from the seventeen short-form TED Talks.

5.5.3 The discourse analysis of frequent strategies in the short-form TED Talks

5.5.3.1 Personal story

Personal story strategy was often used in the three obligatory moves *Topic*

Introduction, Topic Development and *Closure*. This result echoes the assertion of Akash, who surveyed 200 TED Talks (Akash, 2013), that great TED speakers were master storytellers.

Seven of the 17 investigated short-form TED Talks involved personal story as an opening. For example, DeAndrea Salvador (2018) started her speech *How we can make energy more affordable for low-come families* with her childhood experience:

> So, as a child, I used to spend all of my time at my great-grandmother's house. On hot, humid, summer days, I would dash across the floor and stick my face in front of her only air conditioner. But I didn't realize that that simple experience, though brief, was a privileged one in our community. Growing up, stories of next-door neighbors having to set up fake energy accounts or having to steal energy seemed normal to me. During the winter, struggling to get warm, my neighbors would have no choice but to bypass the meter after their heat was shut off, just to keep their family comfortable for one more day. These kinds of dangerous incidents can take root when people are faced with impossible choices.
>
> <div align="right">(DeAndrea Salvador, 2018, 0:04-0:50)</div>

By depicting the severity of lacking energy with many detailed narrative images such as "humid summer days", "stick my face in front of her only air conditioner", and "having to steal energy seemed normal", Salvador ignited the audience's imagination of the great suffering of her poor family and smoothly announced the topic that energy became a burden.

Or, as another masterful narrative example, Anthony Goldbloom (2016) told her niece's story to announce machines would take away our jobs:

> So this is my niece. Her name is Yahli. She is nine months old. Her mum is a doctor, and her dad is a lawyer. By the time Yahli goes to college, the jobs her

parents do are going to look dramatically different.

<div align="right">(Anthony Goldbloom, 2016, 0:01-0:19)</div>

Compared with Salvador's story, Goldbloom's description was shorter and simpler. However, the sparse cold style properly expressed the helplessness of Yahli's parents when they were deprived of good jobs by machines.

Moreover, stories could educate and launch movements (Gallo, 2016). When Margaret Gould Stewart (2010) reminded the audience of the importance of YouTube's copyright. She told a happy couple's big hit story:

And Jill and Kevin, the happy couple, they came back from their honeymoon and found that their video had gone crazy viral. And they've ended up on a bunch of talk shows, and they've used it as an opportunity to make a difference. The video's inspired over 26,000 dollars in donations to end domestic violence. The "JK Wedding [Entrance] Dance" became so popular that NBC parodied it on the season finale of "The Office," which just goes to show, it's truly an ecosystem of culture...By empowering choice, we can create a culture of opportunity. And all it took to change things around was to allow for choice through rights identification.

<div align="right">(Margaret Gould Stewart, 2010, 3:39-4:12)</div>

By describing the great surprise and profit of the couple, Stewart informed the new YouTube culture to the audience and also taught them to manage the rights identification well.

Dread Scott (2018) spent the entire four minutes of his talk to share with the audience his journey of pursuing revolution and freedom by visual art. His story began with "the photo montage consisted of images of South Korean students burning American flags..." (1:24). He went on to say that the artwork aroused much controversy and elicited criticisms such as, "I think that the artist should be returned to his heritage, i.e., the jungles of Africa, and then he can shovel manure in his artistic way..." (1:51). He also claimed to have "received numerous death threats, and bomb

threats were phoned in to my school" (2:40). However, his story had a happy ending because he noted that his art "prevented the government from demanding patriotism be mandatory" (3:01). His purpose was to change anything with "courage, luck, vision and boldness of action" (4:01). He educated the audience and required people's action against traditional thinking by a story with conflict.

The charm of storytelling in TED Talks also involves pictures, sounds, pitch contours, facial expressions and gestures. The emotions generated by the stories triggered neurochemicals (cortisol and oxytocin) in our brain, which enhanced memory and resulted in deeper learning (Gallo, 2016; Kelly, 2017).

5.5.3.2 Interrogation and answer

In TED Talks models, an interrogation functioned often as the starting of an argument, and it is often followed by a clear explanation. The strategy relates to the theme of the speech. It involves the emotion or stance of the speaker. The result echoed the study by Khajornphaiboon and Vungthong (2019). For example, when Alisa Miller (2008) criticized the international news coverage is not enough, she started a question. Then, she answered the question with an explanation (see Table 5.14, which depicts this information following the style suggested by Khajornphaiboon & Vungthong, 2019).

Table 5.14. Interrogation and Answer in Alisa Miller's Talk (2008)

Interrogation (Question)	"So, why don't we hear more about the world? (Alisa Miller, 2008, 1:56)."	Answer	"One reason is that news networks have reduced the number of their foreign bureaus by half...And this lack of global coverage is all the more disturbing when we see where people go for news. Local TV news looms large, and unfortunately only dedicates 12 percent of its coverage to international news (Alisa Miller, 2008, 1:57-2:49)."

Benedetta Berti (2015) applied the same strategy, when she explains how to understand non-state armed groups. (see Table 5.15)

Kamal Meattle (2009) proposed the importance of growing fresh air in buildings by using the question and the explanation with statistics. (seeTable 5.16)

Table 5.15. Interrogation and Explanation in Benedetta Berti's Talk (2015)

Interrogation (Question)		Answer	
	"So how do we do that? (Benedetta Berti, 2015, 1:05)."		"We need to know what makes these organizations tick. We know a lot about how they fight, why they fight, but no one looks at what they're doing when they're not fighting. Yet, armed struggle and unarmed politics are related. It is all part of the same organization (Benedetta Berti, 2015, 1:06-1:28)."

Table 5.16 Interrogation and Explanation in Kamal Meattle's Talk (2009)

Interrogation (Question)		Answer	
	"Why is this important? (Kamal Meattle, 2009, 3:16)."		"It is also important for the environment, because the world's energy requirements are expected to grow by 30 percent in the next decade. 40 percent of the world's energy is taken up by buildings currently, and 60 percent of the world's population will be living in buildings in cities with a population of over one million in the next 15 years. And there is a growing preference for living and working in air-conditioned places (Kamal Meattle, 2009, 3:17-3:51)."

Juan Enriquez (2013) also used the strategy but the function was a little different from the above one. He thought the online life would be marked as tattoo. He raised two hypothetical questions together and answered them by describing the reality. By applying the strategy, he aroused the audience the imagination of the fantasy of the technology (see Table 5.17).

Table 5.17. Interrogation and Explanation in Juan Enriquez's Talk (2013)

Interrogation (Question)		Answer	
	"What happens if Facebook, Google, Twitter, LinkedIn, cell phones, GPS, Foursquare, Yelp, Travel Advisor, all these things you deal with every day turn out to be electronic tattoos? And what if they provide as much information about who and what you are as any tattoo ever would? (Juan Enriquez, 2013, 0:59-1:14)."		"What's ended up happening over the past few decades is the kind of coverage that you had as a head of state or as a great celebrity is now being applied to you every day by all these people who are Tweeting, blogging, following you, watching your credit scores and what you do to yourself. And electronic tattoos also shout...So you can take a picture with an iPhone and get all the names, although, again, sometimes it does make mistakes (Juan Enriquez, 2013, 1:14-1:55)."

The interrogation/answer pattern was also used to start speeches in the present data in the form of rhetorical questions that are expected to be answered by the speaker him or herself. Two talks in this data did this:

What is history? It is something written by the winners.

(Zygar, 2018, 0:04)

How does the news shape the way we see the world? Here's the world based on the way it looks -- based on landmass. And here's how news shapes what Americans see.

(Miller, 2008, 0:03-0:16)

5.5.3.3 Problem and solution

The problem solution approach proposed by Hoey (1983) is an easy and effective method to produce texts or speeches. It also motivates the interaction between the writer(s)/speaker(s) and the readers/listeners (Aghagolzadeh & Khanjani, 2011). According to Hoey (2001), Salkie (1997) and Ratanakul (2017), the problem-solution pattern was consisted of the following four units: (a) Situation (background information; time, place, people, etc. involved in the text/discourse), (b) Problem (obstacles, puzzles, dilemmas, needs, restrictions the text/discourse address), (c) Response (how to respond to needs, how to solve puzzles, how to overcome obstacles, how to resolve dilemmas), (d) Evaluation (positive and negative consequences of the proposed suggestions).

The move analysis done in the previous section shows that some of the TED Talks employed the pattern as a good strategy. Sangu Delle (2014) organized his whole speech about helping the Africa financially based on this pattern. He started his speech by introducing the difficult finance situation in Africa. Then he raised the problem and provided a solution. However, the solution he presented turned out not to be a satisfactory one (consequence). Based an analysis and explanation of the failure of the first proposed solution, he put forward a revised version of the real problem that

Africa was facing and provided a second, more promising solution. Reasoning and examples were followed to illustrate why he supported the pan-African titans. Finally, his hope for a better future was addressed as part of the conclusion (see Table 5.18).

Table 5.18. Problem and Solution in Sangu Delle's Talk (2014)

Move feature (adapted from Ratanakul, 2017)	Text
Situation	"Traditional prescriptions for growth in Africa are not working very well. After one trillion dollars in African development-related aid in the last 60 years, real per capita income today is lower than it was in the 1970s (Sangu Delle, 2014, 0:04-0:22)."
Problem	"Aid is not doing too well (Sangu Delle, 2014, 0:23)."
Solution	"In response, the Bretton Woods institutions -- the IMF and the World Bank --pushed for free trade not aid" (Sangu Delle, 2014, 0:25)
Consequence	"yet the historical record shows little empirical evidence that free trade leads to economic growth (Sangu Delle, 2014, 0:40)."
Revised problem	"Yet my work and travel in 40-plus countries across Africa have taught me that most people want jobs instead (Sangu Delle, 2014, 1:05)."
Solution	"My solution: Forget micro-entrepreneurs. Let's invest in building pan-African titans like Sudanese businessman Mo Ibrahim (Sangu Delle, 2014, 1:07)."
Conclusion	"We hope to aid this fight for economic freedom by building world-class businesses, creating indigenous wealth, providing jobs that we so desperately need, and hopefully helping achieve this (Sangu Delle, 2014, 4:39-4:49)."
	"Africa shall rise (Sangu Delle, 2014, 4:50)."

DeAndrea Salvador (2018) applied the same structure when she discussed the energy problem in the US. She introduced the situation that energy has become a burden in the US, by telling her own childhood story and showing some statistics. Then tossed out the dilemma/problem. Her solution with explanations followed. To conclude her speech, she gave a hope for a better future (see Table 5.19).

Table 5.19. Problem and Solution in DeAndrea Salvador's Talk (2018)

Move feature (adapted from Ratanakul, 2017)	Text
Problem	"They present impossible and perilous choices: Do you take your child to get her flu medicine, or do you feed her? Or do you keep her warm? It's an impossible choice, and nearly every month, seven million people choose between medicine and energy...As a result, those with high energy burdens have a greater likelihood of conditions like heart disease and asthma (DeAndrea Salvador, 2018, 1:19-2:06)."
Solution	"But there's no one way to solve this. I believe in the power of local communities, in the transforming effect of relationships (DeAndrea Salvador, 2018, 2:49)."
Explanation	"So we start by working directly with the communities that have the highest energy burdens. We host workshops and events for communities to learn about energy poverty, and how making even small updates to their homes like better insulation for windows and water heaters can go a long way to maximize efficiency. We're connecting neighborhoods to community solar and spearheading community-led smart home research and installation programs to help families bring down their energy bills. We're even working directly with elected officials, advocating for more equitable pricing, because to see this vision of energy equity and resilience succeed, we have to work together sustainably (DeAndrea Salvador, 2018, 3:02-3:42)."
	"But by building energy equity and resilience into our communities, we can assure fair and impartial access to energy that is clean, reliable and affordable (DeAndrea Salvador, 2018, 4:06)."
	"At scale, microgrid technology, clean technology and energy efficiency dramatically improve public health. And for those with high energy burdens, it can help them reclaim 20 percent of their income --20 percent of a person's income who's struggling to make ends meet...(DeAndrea Salvador, 2018, 4:21-4:31)."
Conclusion	"And I know high energy burdens are a tremendous barrier to overcome, but through relationships with communities and technology, we have the paths to overcome them. And when we do, we will all be more resilient (DeAndrea Salvador, 2018, 5:03-5:15)."

In contrast with the two previously described speakers, Margaret Gould Stewart (2010) used this pattern in the body and conclusion. After a story of a couple gaining their great popularity by uploading their wedding video to YouTube, she introduced the situation that YouTube has created an ecosystem of culture. But identification or copyright on YouTube was a big problem here. For Stewart, YouTube's Content ID system could be a solution, but there were still disadvantages. In the end, she did not give any clear solution to the problem. Instead, she focused on the joy experienced by the couple in the story, rather than on the copyright issue and left the question to the audience (see Table 5.20).

Table 5.20. Problem and Solution in Margaret Gould Stewart's Talk (2010)

Move feature (adapted from Ratanakul, 2017)	Text
Situation	"By empowering choice, we can create a culture of opportunity. And all it took to change things around was to allow for choice through rights identification (Margaret Gould Stewart, 2010, 4:16)."
Problem	"So why has no one ever solved this problem before? It's because it's a big problem, and it's complicated and messy. It's not uncommon for a single video to have multiple rights owners. There's musical labels. There's multiple music publishers. And each of these can vary by country. There's lots of cases where we have more than one work mashed together (Margaret Gould Stewart, 2010, 4:24-4:40)."
Solution and evaluation	"YouTube's Content ID system addresses all of these cases. But the system only works through the participation of rights owners. If you have content that others are uploading to YouTube, you should register in the Content ID system, and then you'll have the choice about how your content is used. And think carefully about the policies that you attach to that content. By simply blocking all reuse, you'll miss out on new art forms, new audiences, new distribution channels and new revenue streams (Margaret Gould Stewart, 2010, 4:49-5:12)."
Conclusion	"But it's not just about dollars and impressions. Just look at all the joy that was spread through progressive rights management and new technology. And I think we can all agree that joy is definitely an idea worth spreading (Margaret Gould Stewart, 2010, 5:18-5:24)."

5.5.3.4 Discourse markers

Discourse markers, also serve as an important strategy of TED Talks genre moves, and have attracted many researchers. According to Chang and Huang (2015)'s move analysis, discourse markers were used flexibly and repetitively in different moves in TED Talks. The move analysis done by the current research mirrors Chang and Huang's (2015) findings. The discourse markers were applied by the TED talkers when they presented an argument (5.9%), make generalization (17.6%), offer speculation (35.3%) and show stance/position (17.6%).

These functions of discourse markers also echoed Fung and Carter (2007)'s taxonomy of the discourse markers in spoken mode (see Table 5.21). According to Figure 5.3, the four types of discourse markers (interpersonal, referential, structural

and cognitive) functioned as knowledge marking, attitudes indication, relationship indication, opinion summary and thinking denotation.

Table 5.21 Fung and Carter's Framework of the Discourse Markers (adapted from Fung and Carter, 2007, p. 418)

Interpersonal	Referential	Structural	Cognitive
Marking shared knowledge: *See, you see, you know, listen*	Cause*: Because, cos* Contrast: *But, and, yet, however, nevertheless*	Opening and closing of topics: *Now, OK/okay, right/alright, well, let's start, let's discuss, let me conclude the discussion*	Denoting thinking process: *Well, I think, I see, and*
Indicating attitudes: *Well, really, I think, obviously, absolutely, basically, actually, exactly, sort of, kind of, like, to be frank, to be honest, yes, oh*	Coordination: *And* Disjunction: *Or*	Sequence: *First, firstly, second, secondly, next, then, finally*	Reformulation/Self-correction: *I mean, that is, in other words, what I mean is, to put it in another way*
Showing responses: *OK/okay, oh, right/alright, yeah, yes, I see, great, oh great, sure, yeah*	Consequence: *So*	Topic shifts: *So, now, well, and what about, how about*	Elaboration: *Like, I mean*
	Digression: *Anyway*	Summarizing opinions: *So*	Hesitation: *Well, sort of*
	Comparison: *Likewise, similarly*	Continuation of topics: *Yeah, and, cos, so*	Assessment of the listener's knowledge about the utterances: *You know*

5.5.3.4.1 Interpersonal markers

The interpersonal discourse markers are used to "mark shared knowledge, indicate responses like agreement, confirmation and acknowledgment or indicate attitudes of the speakers and a stance towards propositional meanings" (Fung and Carter, 2007, p. 415). In the seventeen short form TED Talks, fourteen discourse markers were found. Among them, *just* ranked the first occurring 50 times, followed by the second ranking word *actually* (16 times) and the third ranking word *really* (14 times) (see Table 5.22). TED Talkers were found to use the interpersonal markers to express their attitudes or stance.

The following typical example illustrated how *just* was used to express the speakers' attitudes in the TED Talks.

I see not **just** a cloud, but understand that what I have the privilege to witness is the same forces, the same process in a small-scale version that helped to create our galaxy, our solar system, our sun and even this very planet...

(Camill Seaman, 2013, 2:40-3:06. emphasis added)

Here *just* described the storm as small as a cloud. But then the speaker expressed his great shock by seeing the "small-scaled" cloud-like storm carrying the great forces of nature. This sharp contrast of small and great expressed his great passion of studying storms and also impressed the audience.

The next example was also a good expression of the speaker's strong feeling by using the third rank *really*.

What **really** excites me about these storms is their movement, the way they swirl and spin and undulate, with their lava lamp-like mammatus clouds. They become lovely monsters.

(Camille Seaman, 2013, 2:23-2:37. emphasis added)

The speaker used *really* here to show the fascination of storms' movement as well as his great excitement of observing the movement.

Moreover, a*ctually* used in the following example expressed the speaker's confirmation.

We **actually** ran four studies with a variety of people. You were either walking indoors or outdoors. And all of these studies found the same conclusion.

(Marily Oppezzo, 2017, 0:39-0:41. emphasis added).

The speaker emphasized a sense of scientific credibility by stating that the conclusion was obtained after four studies had been done.

Table 5.22 Interpersonal Markers and the Frequency

Rank	Discourse markers	Frequency
1	just	50
2	actually	16
3	really	14
4	well	9
5	like	8
6	right/all right	6
7	sort of	5
8	ok/okay	5
9	yes	5
10	kind of	4
11	oh	3
12	exactly	2
13	obviously	1
14	absolutely	1

Other adverbs such as *exactly* (2 times)*, obviously* (1 times)*,* and *absolutely* (1 times) were also found in the TED Talks but were not used very often. The following three examples used different markers but showed the same tone of certainty.

...we Africans were not **exactly** consulted...

(Sangu Delle, 2014, 3:10. emphasis added)

...so let's take four subjects that **obviously** go together: big data, tattoos, immortality and the Greeks...

(Juan Enriquez, 2013, 0:06. emphasis added)

...because everybody turns out to be **absolutely** plastered by electronic tattoos...

(Juan Enriquez, 2013, 2:13. emphasis added)

5.5.3.4.2 Referential markers

Referential markers indicate "causal, consequential, contrastive, disjunctive,

coordinative, digressive and comparative" (Fung and Carter, 2007, p 420) relationships of textual units. Eight referential markers were found in the seventeen short form TED Talks (see Table 5.23).

Table 5.23 Referential Markers and the Frequency

Rank	Discourse markers	Frequency
1	And	361
2	So	73
3	Or	63
4	But	60
5	Because	24
6	Yet	5
7	However	2
8	Similarly	2

Four markers were used more than 60 times. Among them, *and* ranked the first (361 times), followed by *so* (73 times), *or* (63 times) and *but* (60 times). Here were some examples.

Here is an example of coordinative relationship and contrastive relationship used together:

And then, of course, there's Narcissus. Nobody here would ever be accused or be familiar with Narcissus. **But** as you're thinking about Narcissus, just don't fall in love with your own reflection...

(Juan Enriquez, 2013, 4:58-5:18. emphasis added)

The following example is used for contrastive relationship and consequential relationship:

Have you ever been to Venice? How beautiful it is to lose ourselves in these little streets on the island. **But** our multitasking reality is pretty different, and full of tons of information. **So** what about something like that to rediscover our sense of adventure?...

(Paolo Cardini, 2012, 1:37, emphasis added)

Here is an example used for disjunctive relationship:

First, you want to pick a problem **or** a topic to brainstorm...Secondly -- I get

asked this a lot: Is this OK while running?

(Marily Oppezzo, 2017 3:27-3:50, emphasis added)

5.5.3.4.3 Structural markers

The structural markers indicate "the links and transitions between topics" (Fung & Carter, 2007, p 415). Eleven structural markers were found in the seventeen TED Talks. The markers used more than 10 times were *then* (24 times), *now* (15 times), and *so* (11 times) (see Table 5.24).

Table 5.24. Structural Markers and the Frequency

Rank	Discourse markers	Frequency
1	then	24
2	now	15
3	so	11
4	well	9
5	first	2
6	finally	2
7	what about	2
8	all right	1
9	second	1
10	secondly	1
11	how about	1

Among them, *then* was used to indicate sequence.

So you can put your headphones on and record through your phone and **then**

just pretend you're having a creative conversation, right?

(Marily Oppezzo, 2017 4:28. emphasis added)

Now was used to shift the topic or closing of the topic.

All right, so let's take four subjects that obviously go together: big data, tattoos, immortality and the Greeks. Right? **Now**, the issue about tattoos is that, without a word, tattoos really do shout. So you don't have to say a lot.

(Juan Enriquez, 2013, 0:06-0:15. emphasis added)

Now you can look at much smaller amounts and more sustainable transportation. So next time you think about a vehicle, I hope, like us, you're thinking about something new.

(Sanjay Dastoor, 2013, 3:52-3:59. emphasis added)

The word *so* was used to indicate topic shifts, summarizing opinions or continuation of topics. Moreover, this dissertation also found it used in the opening of the speech.

Here is an example of *so* used for topic shift:

But that means you can take a typical bar scene like this, take a picture, say, of this guy right here, get the name, and download all the records before you utter a word or speak to somebody, because everybody turns out to be absolutely plastered by electronic tattoos. And **so** there's companies like face.com that now have about 18 billion faces online. Here's what happened to this company.

(Juan Enriquez, 2013, 2:01-2:17. emphasis added).

This is an example of *so* used to summarize opinions:

And finally: don't do this forever. Right? If you're on the walk and that idea's not coming to you, come back to it later at another time. I think we're coming up on a break right now, **so** I have an idea: Why don't you grab a leash and take your thoughts for a walk? Thank you.

(Marily Oppezzo, 2017, 5:02-5:12. emphasis added)

This shows *so* used for the continuation of the topic:

To prove it, I spent two years of my life trying to go 100 years back, to the year 1917, the year of the Russian Revolution. I asked myself, what if the internet and Facebook existed 100 years ago? **So** last year, we built a social network for dead people, named Project1917.com. My team and I created our software, digitized and uploaded all possible real diaries and letters written by more than 3,000 people 100 years ago. **So** any user of our website or application can follow a news feed for each day of 1917 and read what people like Stravinsky or Trotsky, Lenin or Pavlova and others April 2018 thought and felt.

(Mikhail Zygar, 2018, 0:46-1:42. emphasis added)

Here, *so* is used in the opening of a speech:

So, as a child, I used to spend all of my time at my great-grandmother's house.

(DeAndrea Salvador, 2018, 0:04).

5.5.3.4.4 Cognitive markers

Cognitive markers express the metal state of speakers such as "the thinking process, reformulate, elaborate, mark hesitation and assess the hearer's knowledge about the utterance" (Fung & Carter, 2007, p. 415).

Four cognitive markers were found in the seventeen TED Talks. *I think* ranked the first with the occurrence 8 times. *You know* was in the second position (2 times) and *sort of* and *I mean* in the third position (1 time each) (see Table 5.25).

Table 5.25 Cognitive Markers and the Frequency

Rank	Discourse markers	Frequency
1	I think	8
2	you know	2
3	sort of	1
4	I mean	1

As Fung and Carter (2007) proposed, *I think* indicated the speaker's thinking process, *I mean* expressed elaboration and *you know* assessed the audience's knowledge.

I **think** back to my great-grandmother and her neighbors, the impossible choices that they had to make and the effect it had on our whole community....(DeAndrea Salvador, 2018, 4:42-4:44. emphasis added)

It's incredible just how light this thing is. **I mean**, this is something you can pick up and carry with you anywhere you go...(Sanjay Dastoor, 2013, 3:18-3:19. emphasis added)

I don't know, man, soccer is, like, the only thing on this planet that we can all agree to do together. **You know**? It's like the official sport of this spinning ball...(Marc Bamuthi Joseph, 2017, 4:40-4:48. emphasis added)

Fung and Carter (2007) regarded the marker *sort of* as a hesitation. This dissertation also found one example to express the feeling of hesitation,

Clearly, you could use it as a third eyeball for a giraffe, right? Maybe. That's **sort of** interesting, kind of new. But is it creative? (Marily Oppezzo, 2017, 1:02-1:14. emphasis added)

5.5.3.5 Humor

Humor was found to be frequently used in the two moves Topic introduction and

Topic development, providing the background information (Set the scene (17.6%)), expression the speaker's opinions (Show stance (35.3%)), and giving explanations (Examples (82.3%) and statistics (53.0%)).

Sangu Delle (2014) called on the more financial aid should be provided to Africa in his speech. In the introduction of his TED talk, he explained the audience the old measures applied to help Africans were not efficient enough, He used the following humorous way to satire the superficial aiding measures,

> The newly prescribed silver bullet is microcredit. We seem to be fixated on this romanticized idea that every poor peasant in Africa is an entrepreneur. (Laughter)
>
> (Sangu Delle, 2014, 0:43-0:44)

Moreover, he used humor again in developing the content, raising an example to show how Africans' voices were ignored,

> But why pan-African? The scramble for Africa during the Berlin Conference of 1884 --where, quite frankly, we Africans were not exactly consulted --(Laughter) (Applause) --resulted in massive fragmentation and many sovereign states with small populations: Liberia, four million; Cape Verde, 500,000
>
> (Sangu Delle, 2014, 3:08-3:35)

Arianna Huffinton (2010) proposed that one would need more sleep in her speech. She is good at showing his stance by using humor. She started the speech with a humorous expression to declare women are leading the new revolution despite the fact that they might sleep more.

> And we women are going to lead the way in this new revolution, this new feminist issue. We are literally going to sleep our way to the top -- literally

--(Laughter)

<div style="text-align: right">(Arianna Huffinton, 2010, 0:01-0:03)</div>

In this way, she declared her stance that sleep more does not necessarily mean low IQ and inefficiency without offending anyone.

She also used humor to tell a story while she developed the talk, criticizing the popular idea that sleep deprivation is a virtue and emphasizing that sleep could make like more enjoyable.

I was recently having dinner with a guy who bragged that he had only gotten four hours sleep the night before. And I felt like saying to him -- but I didn't say -- I felt like saying, "You know what? if you had gotten five, this dinner would have been a lot more interesting." (Laughter)

<div style="text-align: right">(Ariana Huffington, 2010, 1:38-1:55)</div>

Camille Seaman (2013) used humor to tell the audience her experience of coming across storm. As a photographer who love chasing storm, She thought the experience was very impressive,

Storm chasing is a very tactile experience.There's a warm, moist wind blowing at your back and the smell of the earth, the wheat, the grass, the charged particles. And then there are the colors in the clouds of hail forming, the greens and the turquoise blues. I've learned to respect the lightning. My hair used to be straight. (Laughter)

<div style="text-align: right">(Camille Seaman, 2013, 1:50-2:19)</div>

Her humorous expression describing a picture in the audience's mind, making the audience know the storm chasing was not a frightening experience for the photographer but an exciting one.

5.5.3.6 New ways of thinking

The purpose of the TED Talks is to spread idea worldwide, thus the talkers often use this strategy in the Talks. This research also found the strategy *new ways of thinking* frequently used to present an argument in the move *Topic Development* in the short form TED Talks. For instance, when Arianna Huffington (2010) argued that getting more sleep has a greater power to lead a person success rather than the possession of a high IQ. She first pointed out a common idea that "for men, sleep deprivation has become a virility symbol (1:40)", then raised her opposite argument "There is now a kind of sleep deprivation one-upmanship (2:04)" followed by a story explanation happened in Washington. Some elites in the story arranged a "incredibly busy" schedule to prove they are productive. Finally, Huffington ended this story by emphasizing the new idea "So a high IQ does not mean that you're a good leader (2:47)".

Mikhail Zygar (2018) introduced the audience a stereotyped thinking of Russian history "history should be focused on the rulers, like Lenin or Trotsky (0:05)" at the beginning of his speech, then raised a new opposite argument "Many Russians today do not believe that Russia could ever have been or ever will be a truly democratic nation, and this is due to the way history has been framed to the citizens of Russia. And this is not true (0:31)".

Unlike the above two speakers who expressed their new thinking by showing the counter-arguments, Marily Oppezzo (2017) first shared the common knowledge of creative process with the audience, then he applied a question and answer to present his argument based on the common knowledge of creativity,

> The creative process -- you know this -- from the first idea to the final product, is a long process...So what frame of the creative process did we focus on? Just this first part. Just brainstorming, coming up with a new idea (0:04).

In a word, the three examples successfully catch the audience attention and curiosity by delivering a new idea or thinking to present an argument or start a speech.

5.5.3.7 Hope for a better future

To conclude a TED Talk well, this research found the talkers prefer to use the strategy *Hope for a better future* in the move *Conclusion*. Sangu Delle (2014) in his speech criticized that the financial aid to Africa was not effective and the African people were still facing unemployment. Sangu Delle developed the sad topic by providing detailed examples and statistics. In the conclusion, he expressed his hope in the future with a strong emotion,

> The political freedom for which our fore bearers fought is meaningless without economic freedom. We hope to aid this fight for economic freedom by building world-class businesses, creating indigenous wealth, providing jobs that we so desperately need, and hopefully helping achieve this. Africa shall rise.
>
> (Sangu Delle, 2014, 4:25-4:50)

This emotion effectively aroused the optimistic feeling of the future of Africa among the audience too.

Margaret Gould Steward (2010) discussed the YouTube copyright benefits and problems. Unlike the critic and sad tone of Sangu Delle (2014), she clarified the two sides of the copyright coin in a neutral way. In the conclusion, she also expressed her hope to the future relation between the technology and rights by saying "Just look at all the joy that was spread through progressive rights management and new technology. And I think we can all agree that joy is definitely an idea worth spreading (5:20)."

5.6 Limitations

The method of constructing the move framework needs further improvement. Different from Chang and Huang (2015)'s framework, the writer attempted to set up a more practical one specific to the short-form TED Talks. However, while reading the

TED Talks' transcriptions, the segmentation and classifications were quite difficult. For instance, the sentence appears near the front "This is when energy becomes a burden, but the energy burdens are so much more than just a number" (DeAndrea Salvador, 2018) could be classified as the topic announcement step in the *Topic Introduction* move as well as problem-raising step in the *Topic Development* move. This research based on the writer and the other coder's agreement, split the sentence into two parts, putting the first part "This is when energy becomes a burden" into the *Topic Introduction* move and the latter "but the energy burdens are so much more than just a number" into the *Topic Development* move. However, the process is very complex and may be open to other interpretations or categorizations. Also, there is room for reconsideration of the definitions of moves, steps and strategies in terms of certain hierarchy to make them more distinct.

Furthermore, the research only collected 17 short-form TED Talks models. In order to clarify whether the TED Talks used certain patterns such as personal story-telling pattern or problem-solving pattern more often, more models need to be chosen and studied further.

5.7 Conclusion of chapter 5

This research focused on the analysis of the short-form (1-6 minutes) TED Talks move features and the discourse features. The frequent strategies and the discourse characteristics of these strategies were helpful for students to comprehend the ethos, pathos and logos and improve the persuasive power of their presentations. This research carefully chose seventeen models and the following features were clarified by the quantitative and qualitative analysis:

1.   Comparing with the long-form TED Talks (at the average time length of 18 minutes), the short-form TED Talks models are more condense, containing more steps and the higher frequency distribution within one move. The reason could be as the TED Talks founder Chris Anderson said, "Short talks can have better chance of being watched all the way through in today's fragmented attention world" (Anderson. C,

personal email communication, October 2. 2021). Therefore, this feature of the short-form TED Talks models could help instructors to introduce an abundant number of strategies to students and makes the classroom presentation teaching and learning more effective, especially to the large size classroom.

2.　The obligatory moves in the short-form TED Talks models are *Topic Introduction*, *Topic Development*, *Closure* and *Acknowledgments/gratitude*. They are found in all the 17 models.

3.　Some steps appear in different moves flexibly or repetitively. There is no fix pattern, for instance, the step *present an argument* occurs in the move *Topic Development*. It is also found in the move *Topic Introduction*. This result echoes the proposition of long form TED Talks studied by Chang and Huang (2015).

4.　Since the strategies are subordinate to the steps, same as the positions of steps, some of the strategies like *personal story*, *interrogation and answer*, *discourse markers* appear flexibly in different moves. They are also the frequent strategies used by TED speakers.

5.　The TED talkers successfully apply the personal story strategy to engage audience's emotion. They start an attractive speech, educate audience or call the action of the audience by telling stories. The interrogation and question strategy and problem and solution strategy provided powerful arguments, sufficient research and proper answers or solutions, which shows audience a sense of credibility. Together with the discourse markers strategy, the TED Talks organize the structure in a clever and logical way. The three strategies humor, new ways of thinking and hope for a better future arouse audience's interest and emotions and address the speaker's idea clearly as well.

Chapter 6
Design

Chapter 6 is concerned with setting concrete pedagogical goals and objectives. To do that it is necessary to combine the finding of Chapters 3 and 5. Thus, this chapter first combines the Expert Presentation Rubric established in Chapter 3 and the findings of the analysis on TED Talks in a revised rubric. Based on this new rubric, student presentation videos are re-analyzed and the necessary elements which the students fail to focus are detected (see figure 6.1 for a reminder of the development cycle created in Chapter 1). All these will lead to provide useful educational strategies for a further course implementation.
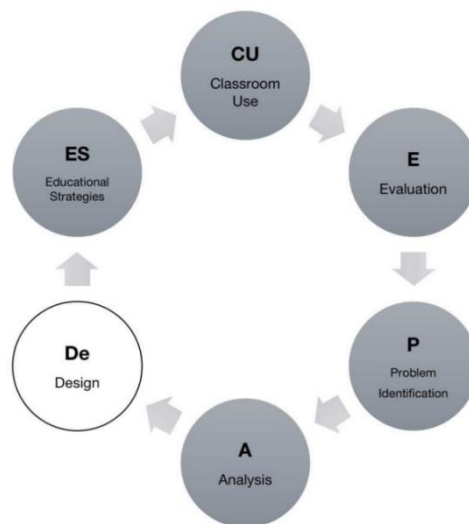
Figure 6.1. The Curriculum Development Cycle

6.1 Literature review

Needs analysis is utilized as a fundamental means for teachers to understand their students well and design an efficient course with clear objectives (Richards, 1990). In terms of English-speaking teaching and learning, several studies based on learners' needs were done and their achievements were inspiring for this current dissertation.

Menggo, Suastra, Budiarsa and Padmadewi (2019) stated that student learning needs analysis in the academic English-speaking course is a vital tool for the

development of teaching material. They employed questionnaire and interview data to analyze learners' target needs (necessities, lacks and wants). Based in their analysis they found that students lacked vocabulary and wanted more independence on choosing topics during the speaking task in terms of communication and collaboration. They suggested that future course material should be adapted on the basis of these results.

Abdullah (2016) studied whether group work activities were helpful to improve students' speaking ability through a combination of observation and questionnaires. He found that the students strongly approved of group work activities and the students' performance of speaking was increased thanks to group work activities such as discussion, collaboration and negotiation.

In order to develop oral communication curriculum for business and commerce undergraduates, Crosling and Wand (2002) did a survey questionnaire to understand the workplace oral communication needs of the graduates working in the business environments. The result indicated that students should be trained to select appropriate communication skills in a range of particular situations. For instance, when a speaker communicated with similar status staff, he/she should use the skills to discuss informal work-related stuff, network, persuade and give oral presentations, etc. When he/she talked with supervisors, he/she should understand how to follow instructions and respond orally, build relations and discuss informal work-related matters.

Kaharuddin and Arafah (2017) criticized some English teaching materials in Indonesia, claiming that they were not effective because they were not developed based on a student needs analysis. Kaharuddin and Arafah used questionnaires and interviews to understand students' linguistic needs (recognizing learning abilities and identifying learning priorities) and learning needs (identifying learning problems and learning attitudes). Based on this needs-analysis, they developed three prototypes of English language teaching materials to realize two aims: (a) effective and confident communication built on improved linguistic skills (e.g., lexis, pronunciation and grammar), and (b) fundamental and broad communication abilities covering a range

of context and topics in daily life.

6.2 Problem detected

The contributions of the studies in the literature review section did not touch upon the importance of persuasion in presentations. They focused almost exclusively on linguistic and paralinguistic concerns. However, as the previous chapters noted, students certainly do need guidance for the improvement of their persuasive power (ethos, pathos, logos) of their presentations (see Chapter 4, section 4.7). Therefore, this research aims to understand better the needs of Chinese university students and help these students to improve persuasive skills of their presentations. The Expert Presentation Rubric and the short-form TED Talks models will be used as two baselines for evaluation. The reason student presentations lacked persuasive power will be elucidated via an analysis of their presentation videos and scripts.

6.3 Research questions

This research pinpoints the necessary persuasive strategies which students should learn by answering the following three questions:

Research question 1:

- *What assessment framework could be applied to instruct students to improve the persuasive skills in their presentations?*

Research question 2:

- *What are the lacks in terms of the inclusion obligatory moves/steps and preferred strategies in student presentations when compared with model (i.e. short-form TED Talks) persuasive presentations?*

Research question 3:

- *What are the differences in terms of preferred strategy use in student presentations when compared with model (i.e. short-form TED Talks) persuasive presentations?*

So, to summarize, these research questions aim to establish a means to assess persuasion in student presentations, then, dig deeper in order to find out what steps and strategies student presentations lack, followed by an examination of strategies that students already include.

6.4 Methodology

6.4.1 The new assessment framework

In Chapter 3, the Expert Presentation Rubric was developed and used as criteria to detect the problems of student presentations. In the Expert Presentation Rubric of eleven domains, students were discovered deficient mainly on the six domains: Introduction, Structure, Topic, Content, Research and Conclusion (see Chapter 4). As mentioned previously in Chapter 3, these six domains required an interesting and audience-engaged introduction, logical structure with clever transitions, stay-focused topic, a clear problem or question with related and knowledgeable solution or answer, reliable explanations, statistics and quotes to establish credibility of audience, and finally a summary and calling for audience's action. As explained in Chapter 3 section 3.5.1, these six domains all reflected Aristotle's classic pillars of persuasion (ethos, pathos and logos). However, form an instructional standpoint to guide students to make a good persuasive presentation, the description of the six domains was determined to be too abstract (see Chapter 3, section 3.5.1).

Chapter 5 provided seventeen short-form TED Talks models to help students deeper comprehend what the persuasive strategies were and how the strategies were properly used. Therefore, it was reasonable to design a new assessment framework pinpointing the persuasive skills by combining the Expert Presentation Rubric and the genre moves in the short-form TED Talks models.

6.4.2 Comparative study on moves and discourse features of student's presentations and the short-form TED Talks models

Taking the new assessment framework as reference, this research continued the move analysis (see Chapter 5, section 5.4.1.2) of student presentations and compared the move features of student presentations with those of the short-form TED Talks. By these means, it could be determined whether or not the frequent TED Talks strategies (personal story, interrogation and answer, discourse markers, humor, new ways of thinking and hope for a better future) were used in student presentations. Then a discourse analysis (see Chapter 5, section 5.4.3) of student scripts was conducted to determine which strategies the student presentations lacked and then to discover how the students used whatever strategies they did include.

The same procedure for collecting the student presentation data described in Chapter 4 was applied. The student presentation video products and scripts formed the basis of the analysis in this chapter.

6.5 Results

6.5.1 The TED Talks Simulation Framework

This research designed a framework (see Table 6.1) under the consideration of the Expert Presentation Rubric and the move features of the short-form TED Talks. As Table 6.1 illustrated, the domain Introduction was corresponding to the TED Talks main move *Topic Introduction*. The domains Structure, Topic, Content and Research were contained in one TED Talks main move *Topic Development* and the domain Conclusion was related to the TED Talks main move *Closure*.

Moreover, the frequent strategies used by TED Talks in the main moves could be very helpful to understand the abstract Expert Presentation Rubric. The study done in Chapter 5 showed the frequent TED Talks strategies *personal story* and *humor* could engage audience and make them feel interesting and have fun. The strategy *interrogation and answer* established a sense of profession and credibility to the audience. The strategy *discourse markers* connected the contents in a smart, clear and logical way. The strategies *new ways of thinking* and *hope for a better future*

raised strong emotion of audience and called their action in the future.

Table 6.1. The TED Talks Simulation Framework

Domains in the Expert Presentation Rubric	TED Talks main moves	Frequent Strategies*
Introduction	Topic Introduction	discourse markers
Structure	Topic Development	hope for a better future
Topic		humor
Content		interrogation and answer
Research		new ways of thinking
Conclusion	Closure	personal story

*no obligatory sequence

6.5.2 The comparison of move features in student presentations and TED Talks

In the following sections, the frequency of occurrence of obligatory moves and the subordinate steps and strategies in student presentations will be compared with those in the short-form TED Talks.

6.5.2.1 The comparison of main moves

First, the time allotment and the frequency of obligatory moves in student presentations will be compared with those in the short-form TED Talks.

6.5.2.1.1 The comparison of time allotment of obligatory moves

The different time allots of four obligatory moves (*Topic Introduction, Topic Development, Closure* and *Acknowledgments/gratitude*) used by the 17 short-form TED Talks models (4530 seconds) and the 17 student presentations (6058 seconds) were investigated first (p=0.21>5%).

The TED Talks spent longer time to introduce the topic than the student presentations did (19.76% vs 12.89%). The students spent more than ten-percent more of their overall time to develop topic (81.31%) (see Table 6.2). Furthermore, the TED Talks spend more time and use more steps and strategies for closure than the student presentations did (8.94% vs 5.58%). By spending more time on topic development,

student presentations took away precious time for use in the closure section, when compared with the TED Talk models. However, this tendency did not show significant difference statistically (p=0.99>5%).

Table 6.2. Comparison of the Time Allot Distributed in Obligatory Moves.

Obligatory Moves	Total time in TED Talks(s) (%)	Total time in student presentations (s) (%)
Topic Introduction	895 (19.76)	781 (12.89)
Topic Development	3212 (70.91)	4926 (81.31)
Closure	405 (8.94)	338 (5.58)
Acknowledgments/gratitude	18 (0.40)	13 (0.21)
Total length	4530	6058

6.5.2.1.2 The comparison of the frequency of obligatory moves

The same procedure of the move analysis done with TED Talks (see Chapter 5, section 5.4.1.2) was carried out with student presentation scripts. Table 6.3 indicates that in student presentations two moves *Topic Introduction* and *Topic Development* occurred 100% of the time, whereas the move *Closure* was not always present (76.47%).

Table 6.3. Comparison of the Percentage of the Obligatory Moves

Moves	Frequency in TED Talks (%)	Frequency in student presentations (%)
Topic Introduction	17 (100.00)	17 (100.00)
Topic Development	17 (100.00)	17 (100.00)
Closure	17 (100)	13 (76.47)

6.5.2.2 The comparison of steps and strategies of main moves in student presentations and TED Talks

Next, the frequency of the subordinate steps and strategies of the main moves in student presentations will be compared with those in the short-form TED Talks. The preferred strategies in student presentations will be clarified by these means.

6.5.2.2.1 The comparison of steps and strategies in *Topic Introduction* move

Comparing with the five steps in *Topic Introduction* move in TED Talks, both TED Talks and students used the step *announce topic* 100%. The second frequently used step by students was *set the scene*, occupying 70.59%, a little less than that in TED Talks (88.20%). *Offer an explanation* ranked the third (35.30%), a little more than that in TED Talks (29.40%). *Outline structure* followed (17.65%), but none of the short-form TED Talks used it (0%), though it might be noted that longer-form TED Talks contain this feature. *Present an argument* was the least used by students (5.90%), but occurred more than one third of the time in TED Talks (35.30%) (see Table 6.4).

Table 6.4. The Comparison of Steps in *Topic Introduction* Move

Steps	Frequency in TED Talks (%)	Frequency in student presentations (%)
Set the scene	15 (88.20)	12 (70.59)
Announce topic	17 (100.00)	17 (100.00)
Outline structure	0 (0)	3 (17.65)
Offer an explanation	5 (29.40)	6 (35.30)
Present an argument	6 (35.30)	1 (5.90)

Table 6.5 compared the frequencies of TED Talks frequent strategies with the frequencies of these strategies used in student's presentations. Regarding the step *set the scene*, students used *interrogation and answer* most (35.30%). In TED Talks the percentage was lower (23.50%). The occurrence of *problem* in TED Talks and student presentations were the same (5.90%). However, the two strategies *personal story* and *humor* which were used very often in TED Talks, were not found at all in student presentations (0%).

Students did not use any strategies in the steps *announce topic* and *outline structure*. But TED Talks used solution in the step *announce topic* (5.9%). In the step *offer an explanation*, TED Talks used the strategy *interrogation and answer* and the strategy *personal story* once respectively (5.9%), but neither of the two were used by students (0%). In the step *present an argument*, TED Talks used *new ways of thinking* (23.50%), but students did not used this strategy at all (0%).

Table 6.5. The Comparison of Strategies in *Topic Introduction* Move

Steps/strategies	Frequencies in TED Talks (%)	Frequencies in student presentations (%)
Set the scene		
interrogation and answer	4 (23.50)	6 (35.30)
personal story	7 (41.20)	0 (0)
problem	1 (5.90)	1 (5.90)
humor	3 (17.60)	0 (0)
Announce topic		
solution	1(5.90)	0 (0)
Outline structure		
Offer an explanation		)
interrogation and answer	1 (5.90)	0 (0)
personal story	1 (5.90)	0 (0)
Present an argument		
new ways of thinking	4 (23.50)	0 (0)

6.5.2.2.2 The comparison of steps and strategies in *Topic Development* move

Among the seven steps found in *Topic Development* move in TED Talks, *offer an explanation* (94.10%), *describe a process/series of events* (64.70%), *present an argument* (58.80%) and *show stance/position* (58.80%) were frequently used over 50%.

Table 6.6. The Comparison of Steps in *Topic Development* Move

Steps	Frequencies in TED Talks (%)	Frequencies in student presentations (%)
Present an argument	10 (58.80)	17(100)
Offer an explanation	16 (94.10)	17(100)
Describe a process/series of events	11 (64.70)	9(52.90)
Problem and solution	6 (35.30)	5(29.40)
Show stance/position	10 (58.80)	7 (41.20)
Offer speculation	2 (11.80)	2(11.80)
Make generalization	1 (5.90)	3(17.60)

Students also used the steps *offer an explanation* (100%), *present an argument* (100%) and *describe a process/series of events* (52.90%) very often, but did not use the step *show stance/position* (41.20%) as much as TED Talks do. Both TED

Talks and students used the steps *problem and solution* around 30% and *offer speculation* 11.80%. Students used the step *make generalization* (17.60%) more than TED Talks did (5.90%) (see Table 6.6).

Table 6.7 presents the comparison of the frequencies for the strategies within each step of the *Topic Development* move.

Table 6.7. The Comparison of Strategies in *Topic Development* Move

Steps/strategies	Frequencies in TED Talks (%)	Frequencies in student presentations (%)
Present an argument		
new ways of thinking	5 (29.40)	0 (0)
interrogation and answer	5 (29.40)	12 (70.60)
discourse markers	1 (5.90)	15 (88.20)
Offer an explanation		
personal story	6 (35.30)	2 (11.80)
Describe a process/series of events		
interrogation and answer	2 (11.80)	2 (11.80)
Problem and solution		
problem issues	6 (35.30)	5 (29.40)
solution	6 (35.30)	5 (29.40)
Show stance/position		
humor	6 (35.30)	0 (0)
discourse markers	3 (17.60)	5 (29.40)
Offer speculation		
hope for a better future	2 (11.80)	2 (11.80)
discourse markers	0 (0)	3 (17.60)

In the step *present an argument*, TED Talks used the five strategies more balanced than students did. Students used *discourse markers* (88.20%) and *interrogation and answer* (70.60%) more often. They did not used *new ways of thinking* at all (0%). In the step *offer an explanation*, students used *personal story* less (17.60%). In the step *describe a process/series of events*, the same percentage (11.80%) of the strategy *interrogation and answer* was found in both TED Talks and student presentations. In the step *problem and solution*, TED Talks and student presentations used the two strategies at the same frequency: *problem* issues occupied 35.3% and *solution*

occupied 29.40%. In the step *show stance/position*, students did not use *humor* (0%). They used *discourse markers* more often than TED Talks did (29.40% versus 17.60%).

In the step *offer speculation*, the same frequencies of *hope for a better future* was found in both TED Talks and student presentations (11.80%). In the step *make generalization*, students used *discourse markers* more often than TED Talks (17.60% versus 0%).

6.5.2.2.3 The comparison of steps and strategies in *Closure* move

Regarding to steps, students used the step *show stance* more frequently (52.90%), whereas TED Talks used it least often (11.80%). TED Talks used the step *offer speculation* most (58.80%), but students used it less (29.40%). The second and third frequent-used steps by TED Talks were *make generalization* (41.20%) and *call for action* (41.20%). Students used *call for action* often (47.10%) but *make generalization* less (17.60%) (see Table 6.8).

Table 6.8. The Comparison of Steps in *Closure* Move

Steps	Frequencies in TED Talks (%)	Frequencies in student presentations (%)
Show stance/position	2 (11.80)	9 (52.90)
Make generalization	7 (41.20)	3 (17.60)
Offer speculation	10 (58.80)	5 (29.40)
Call for action	7 (41.20)	8 (47.10)

Regarding to strategies in the Table 6.9, in the step *make generalization*, TED Talks used the strategy end of *personal story* but student presentations did not use it. Both the TED Talks and the student presentations used the strategy *discourse markers* at a similar frequency (17.60%). In the step *offer speculation*, TED Talks used the strategies *hope for a better future* whereas the student presentations did not use this strategy at all. Finally, in the case of *discourse markers* the TED Talks used this strategy twice as often (35.30%) as the student presentations, where they were used less than 17.60% of the time.

Table 6.9. The Comparison of Strategies in *Closure* Move

Steps/strategies	Frequencies in TED Talks (%)	Frequencies in student presentations (%)
Make generalization		
end of personal story	4 (23.50)	0 (0)
discourse markers	3 (17.60)	3 (17.60)
Offer speculation		
hope for a better future	8 (47.10)	0 (0)
interrogation and answer	2 (11.80)	1(5.90)
discourse markers	6 (35.30)	3 (17.60)

6.5.2.3 The comparison of preferred strategies in student presentations and TED Talks

Student presentations were found to use the steps and the strategies as flexibly as TED Talks did, and some steps were used in multiple moves. For example, the steps *offer an explanation* and *present an argument* were used in both *Topic Introduction* move and *Topic Development* move. The step *show stance/position* was found in *Speaker Presentation* move, *Topic Development* move and *Closure* move. Since the strategies were subordinate to the steps, some strategies were used across moves too.

The frequently used strategies by students had many differences with those by TED Talks. *Personal story*, *humor* and *new ways of thinking* were used very often in TED Talks, but seldom used in student presentations (*personal story*: 11.80%; *humor*: 0%; *new ways of thinking*: 0%).

The strategy *interrogation and answer* was used much more frequently in student presentations in the moves *Topic Introduction* (35.30% in the step *set the scene*) and *Topic Development* (70.60% in the step *present an argument* and 11.80% in the step *describe a process/series of events*).

The second strategy students more often used than TED Talks was *discourse markers*. It was mainly used in the move *Topic Development*. In the step *present an argument*, it occupied the percentage 88.20%, in the step *show stance/position*, 29.40%. In the step *offer speculation* and *make generalization*, the percentage was 11.80% equally. It was also found in the move *Closure*, in the step *make generalization* and *offer speculation*. It was equally frequent (17.60%).

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6.5.3 The comparison of discourse characteristics of the preferred strategies in student presentations and TED Talks

The following sections will study how the two preferred strategies (*interrogation/answer* and *discourse markers*) were used in student presentations and discover what are the lacks in student presentations.

6.5.3.1 Interrogation and answer

TED Talks often applied the strategy starting the speech or presenting an argument. In the investigated models, one or more interrogative questions were raised, followed by either detailed description/explanation or a novel way of definition of certain terms (in Chapter 5). The students were found to apply the strategy too. But the explanation was not clear nor exactly answered the question(s) (see Table 6.10):

Table 6.10. An Example of Raising Interrogation and Giving Explanation

Interrogation		Explanation	In fact, it can be divided into two parts, The first is "Artificial" generally understood "man-made". The second is "Intelligence". We can't easily define what can be regarded man-made intelligence. The fact is that artificial intelligence is not a simple patchwork of artificial and intelligence. The significant of artificial intelligence is acquiring knowledge and solving problems with knowledge and realizing function of computer and algorithm. Anyway, I think knowledge is the manifestation of intelligence (Class B, Group A, 1:09-1:54)
	Artificial intelligence such as the AlphaGo will be more and more, then is it helpful for our future? What is the Artificial Intelligence? A machine? A bionic or A new technology? (Class B, Group A, 0:57-1:15)		

The presenter raised two questions which are unrelated too much with each other. In the following context, the first question whether artificial intelligence is helpful or not was not answered. The explanation is about answering the second question "what is the artificial intelligence", however, the exact definition of the term was not found. Moreover, the information provided is too weak to support the final answer

"knowledge is the manifestation of intelligence".

In addition, in TED Talks the *interrogation and answer* strategy often relates to show the talker's stance. In contrast, students use it simply to inform knowledge (see Table 6.11):

Table 6.11. An Example of Raising Interrogation and Giving Explanation

Interrogation		Explanation	Soap opera is an alien word from English to Chinese. It is also called "bubble play". Usually it refers to a continuous for a long time, the fictional TV program, weekly arrangements for a fixed period of time in continuous broadcast, also known as TV series, because the initial broadcast during the regular soap advertisement, it's named soap opera. From 1930s to today, soap opera has developed from playing on broadcast to TV. Experienced about 4 years of initial stage, 15 years of exploration and development stage, from 1999 gradually mature (Class B, Group 10, 0:37-1:22)
	So what's the soap opera? And what is the origin of soap opera? (Class B, Group 10, 0:32-0:34)		

Finally, students are found to start the presentation by *interrogation and answer*, but the purpose of grasping the audience's attention is not achieved as much as TED Talks did:

Before we start, I'd like to ask everyone of us to guess, how many episodes are there in the longest soap opera? And the answer is 15,700. Amazing! Right?

(Class B, Group 10, 0:02. emphasis added)

In this beginning paragraph, the audience could not obtain the same excitement as the speaker did by only providing them the figure 15,700. No further explanation or comparison was followed to show why the figure was amazing.

6.5.3.2 Discourse markers

6.5.3.2.1 Interpersonal markers

TED talkers often used interpersonal markers either to express their strong emotion as a means to engage the audience, or to build up credibility and a sense of professionalism in front of the audience. Some differences of frequency and usage were found in student presentations. Table 6.12 compared the frequency of the interpersonal markers in TED Talks models and student presentations.

Table 6.12 The Comparison of the Frequency of Interpersonal Markers

No	Discourse markers	Frequency in TED Talks	Frequency in Student Presentations
1	just	50	25
2	actually	16	7
3	really	14	4
4	well	9	3
5	like	8	0
6	right/all right	6	1
7	sort of	5	0
8	ok/okay	5	5
9	yes	5	4
10	kind of	4	1
11	oh	3	0
12	exactly	2	1
13	obviously	1	0
14	absolutely	1	1
Total number		129	52

Students used fewer interpersonal markers and use the marker less often than the professional speaker did in the short-form TED Talks. However, regarding frequency, students used *just* most often (25 times) which was a similar outcome to the frequencies seen in TED Talks. The following example also showed that students intended to use *just* to make contrast and express the strong feeling as the speakers did in the TED Talks. However, the effect of the audience engagement was weaker.

We admire and praise Wu Yi, not **just** because of her great achievements, but

because of her characteristics and her feelings.

<div align="right">(Class C, Group 13, emphasis added).</div>

Although the example was a contrast form, the audience could not feel how admirable Wu Yi was in the speaker's heart because Wu Yi's "great achievement" and "her characteristics and her feelings" were not antonyms. Moreover, the words "achievement", "characteristics" and "feelings" were too abstract to help audience picture images in their mind.

Actually was the second most frequently used interpersonal marker in student presentations (7 times). However, no students used it to show credibility as the TED talker Marily Oppezzo (2017) did (see chapter 5). Students often used the marker to give information. For instance,

You mean the Paralympic Games. **Actually,** both of them belong to the Olympics but they are not the same. We may be familiar with this six games and their names. Today let's say something about special Olympics.

<div align="right">(Class B, Group 8, emphasis added)</div>

Brexit seems like a easy word, but **actually** difficult. Next, let's learn about the twists and turns of Brexit.

<div align="right">(Class A, Group 5, emphasis added).</div>

In the two examples, students used *actually* to state their opposite understanding of a piece of information (the Paralympic Games and Brexit). Then they continue informing the audience in more detail about what the knowledge is (the Special Olympics and "the twists and turns of Brexit").

6.5.3.2.2 Referential markers

Students used referential markers less than the TED Talks (see Table 6.13). They used coordinative *and* most as the TED Talks did. But students used contrastive *but* (44

times) more often than the consequential *so* (34 times). This was different from the TED Talks. The TED Talks used *so* more often (73 times) than *but* (60 times). Regarding to contrastive marker *however*, students used more often (12 times) than the TED Talks.

Table 6.13 The Comparison of the Frequency of Referential Markers

No	Discourse markers	Frequency in TED Talks	Frequency in Student Presentations
1	and	361	302
2	so	73	34
3	or	63	33
4	but	60	44
5	because	24	21
6	yet	5	0
7	however	2	12
8	similarly	2	0
Total number		590	446

Compared with TED talkers, students may overuse the contrastive marker *but* or *however*. There are two possible reasons: (a) students used the phrase "not only...but also" very often, which does not express the contrastive meaning, (b) TED talkers used *however* to transit into a different viewpoint, whereas students used the word to provide information. Consider the following two paragraphs, one is from TED Talks and the other is from student presentations, as example:

So you might think you could use a key to scratch somebody's car, but if somebody else said that, you didn't get credit for it. Neither of you did. **However**, only one person said this: "If you were dying and it were a murder mystery, and you had to carve the name of the murderer into the ground with your dying words." One person said this. And it's a creative idea, because it's appropriate and it's novel.

(Marily Oppezzo, 2017, 1:45-2:04, emphasis added).

All in all, the obligation which the Britain has to assume has becoming more and more heavy. **However**, the Britain can't get enough profit in it. That's why they wanted to leave. Before the next part I'll show you the referendum of the Brexit.

(Class A, Group 1, emphasis added).

In the first paragraph, the TED Talker Marily Oppezzo explained to the audience what is a creative thinking by using two different comments on a car scratching behavior. In the first comment which is a very common comment, the behavior is definitely wrong and without moral. Then by using *however* as a transition, she gave the audience another possible situation of this behavior, that is, imagine the person who scratched the car because he faces a car accident. Therefore, Marily Oppezzo thought the second comment is more creative.

The second paragraph came from a student presentation. The student used *however* as a connective word to continue his introduction of Brexit to the audience. In this case, *however* was not considered as a contrastive marker.

6.5.3.2.3 Structural markers

Students used structural markers to indicate links and transitions (see Table 6.14).

Table 6.14. The Comparison of the Frequency of Structural Markers

No	Discourse markers	Frequency in TED Talks	Frequency in Student's Presentations
1	then	24	23
2	now	15	8
3	so	11	1
4	well	9	4
5	first	2	4
6	finally	2	4
7	what about	2	0
8	all right	1	0
9	second	1	2
10	secondly	1	3
11	how about	1	1
Total number		69	62

Both the TED Talks and student presentations used *then* to indicate sequence. But students used *now* less times (8 times) to shift as the TED Talks did (15 times). No students used *now* as a marker to close the topic. As a structural marker, *so* was used once to close the topic in the student presentations as

So, ladies and gentlemen, remember the way today I told you, if you become a famous online star tomorrow, just don't forget I'm your guide today!

(Class A, Group 6, emphasis added).

This function was not seen at all in the TED Talks.

6.5.3.2.4 Cognitive markers

The TED Talks used cognitive markers to indicate the speaker's thinking process (*I think*), express elaboration (*I mean*), assess audience's knowledge (*you know*) or express hesitation (*sort of*) (see Table 6.15). Students used these cognitive markers 4 times less than the speakers in the TED Talks.

Table 6.15 The Comparison of the Frequency of Cognitive Markers

No	Discourse markers	Frequency in TED Talks	Frequency in Student Presentations
1	I think	8	3
2	you know	2	0
3	sort of	1	0
4	I mean	1	0
Total number		12	3

6.5.3.3 Personal story

Two student groups applied personal story strategy to develop the contents. However, none of the student presentations used the strategy as an opening of the speech as some TED talkers did.

One student group told a story about the famous person, Hillary Clinton, to educate the audience. However, the story occupied too much space in the speech.

Everyone who can become a politician must have an extraordinary personality. For a states women, that's also a must. All of us must have already know about the typical stateswoman--Hillary. Does anybody know more about Hillary? In her young age, she was catching up with the United States' vigorous affirmative movement. She often dressed like a man when she was in school, she began to speak in the student era, pull votes, in social and political activities to assume the leadership role. She twice ran for president. in 2008, her primary defeat to President Barack Obama, in 2009 to accept Obama's offer as Secretary of State, 2016 second defeat to Donald Trump. She is a skilled politician, but not skilled enough to win the presidency, she is keeping trying. Many Americans may not like Hillary, because she looks like a standard politician. She is a woman, but with more than men's will and determination. People often criticize Hillary and her husband Bill Clinton's partner marriage, but do not forget Hillary is the kind of typical "know what they want" people. I also remembered, at the end of the last campaign debate with Donald Trump, Trump get the last chance to ask the audience to ask questions: "Can you tell where the other is worthy of your respect?" Trump answered : "Hillary never quit, never give up. I respect this, but also like this. She is a fighter." It's uneasy to get the rivals' compromise.

From the information above, we can know that Hillary is a successful stateswoman. She is different from others. She is not only well-educated, but also smart and intelligent. Maybe that is the reason why she was successful.

<div align="right">(Class C, Group 13, 0:16-2:38).</div>

In this speech (total 6 minutes 22 seconds), the story of Hillary Clinton (2 minutes 22 seconds) cost nearly one third of the complete speech. Although the story was long enough to introduce the audience to the details of Hillary Clinton's political career, but the purpose of telling the story was obscure. The talker did not explain clearly as she ended the story "Hillary is a successful stateswoman. She is

different from others...also smart and intelligent". The apparent irrelevance of the story and the comment might make the audience lose interest in listening to the rest of the speech.

The other student group told a story of a champion participating in the Special Olympic Games. As some of the TED talkers did, the purpose of the story was to educate and launch movements of audience. In this story, the speaker told the story in order to inform the audience and encourage the audience to be brave to pursue dreams.

> And the slogan also tell us, every attempt they made is to encourage themselves to be brave. These guys never stop their paces of dreams.
>
> Here we have a champion. He won medals in three different sports and national games in Canada and was proud to represent Canada on the world stage. He started his Olympic career as helping himself make friends, providing him with self-confidence and giving him an opportunity to participate in sports. That was a big trouble for him to keep up with his peers. But now he was one of over 6,500 athletes with intellectual disabilities from 165 countries who competed in LA special Olympics. It's pretty great!
>
> (Class B, Group 11, 1:56-2:50).

However, the story did not explain why the champion was brave, what was the "big trouble for him to keep up with his peers" and what the audience could learn from the story to insist on their dreams. The audience could not have the same feeling of "pretty great" as the speaker did but confused with many inadequate explanations. Therefore, the story was not persuasive enough.

6.6 Conclusion of chapter 6

According to the theory of needs analysis, this research intended to find the student's lacks when they made a persuasive academic presentation. First, the study combined the Expert Presentation Rubric and the short-form TED Talks models to design the

TED Talks Simulation Framework. Then, based on the framework, the move analysis and discourse analysis were carried out, and the students' data and the short-form TED Talks' data was compared. Finally, the following five points were clarified:

1. Students regarded the introduction and closure as unimportant whereas the speakers in TED Talks emphasized these moves. TED Talks used more strategies in the two moves *Topic Introduction* and *Closure* and used the strategies more effectively than the student presentations did.

2. Students used fewer strategies in their talks than the TED Talkers did. They rarely told personal stories or spoke in a humorous way to engage audience. Moreover, students did not express their own ideas. They shared information and knowledge to the audience more.

3. Although students and TED talkers used the *interrogation and answer* strategy often, the students did not clearly or relevantly answer the questions they raised nor considered the interrogation-answer pattern as an effective way to organize the context unlike the speakers in the TED Talks.

4. Students used fewer discourse markers and used the markers less often than the speakers in the TED Talks did. Especially, the students seldom used cognitive markers to express their ideas explicitly or involve the audience's feelings. Another possible reason could be that students were asked to submit the scripts which were considered as a written form. Therefore, the students did not use the colloquial way of speaking (*you know, sort of, I mean*) as what the TED speakers did.

The comparative study in this research helped instructors pinpoint the students' needs of making persuasive academic presentations. It is meaningful to further make some effective educational strategies to improve students' persuasive skills.

Chapter 7

Educational Strategies

The seventh chapter provides the educational strategies that are connected to each of the pedagogical goals and objectives defined in Chapter 6. In the classroom use of simulating TED Talks activities, students were found knowing and valuing some presentation elements. However, they were also found not making TED Talk like presentations successfully by the one semester training course. They ignored the fundamentals of a good presentation like the rhetorical persuasion. In order to train them to approach to Aristotle's classic three pillars of rhetorical persuasion, pathos (emotion), logos (logic) and ethos (credibility), this chapter suggested several activities involving storytelling strategies and problem-solving strategies, which are also used frequently by TED speakers. Moreover, by practicing these activities, students could enhance their confidence of organizing group work. By supporting them to evaluate by peers, they could be cultivated as self-regulatory learners (see figure 7.1 for a reminder of the development cycle created in Chapter 1).
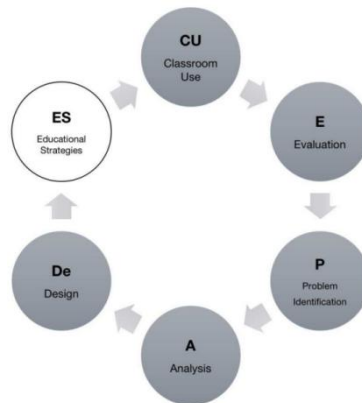

Figure 7.1. The Curriculum Development Cycle

7.1 Introduction

Chapter 5 was concerned with move analysis on the short-form TED Talks models and as a result of the analysis found that the preferred persuasive strategies by the speakers were *personal storytelling, interrogation and answer, problem and solution,*

discourse markers, humor and hope for a better future. The speakers used the strategies flexibly to catch audience interest, arouse audience emotion, show professional and expertise, and organize the speech contents smart.

On the other hand, the comparative analysis between the short-form TED Talks models and the student presentations in Chapter 6 found that students could use the strategies *interrogation and answer* and *discourse markers* even if it was not entirely in an appropriate way. This indicated that students have some awareness about the need to use these strategies and could output them more or less. Since these strategies did not seem to be completely lacking, it was decided that they did not require a strong focus of instruction.

On the other hand, students seldom used the strategies *personal story* and *problem and solution so* these strategies did seem to require a strong focus of explicit instruction. Unlike the strategies, *interrogation and answer* or *discourse markers*, students showed little knowledge of how to use the strategies well in their presentations. Therefore, the purpose of this chapter is to focus on *personal story* and *problem and solution* and discuss some training activities to foster students' usage of these important strategies to improve the persuasive power of their presentations.

7.2 Rationale of organizing storytelling activities

Storytelling is a medium of shared experiences (Tanjung, 2018). People often use storytelling as a way to share their experiences. This strategy is a very powerful tool to establish pathos and ethos. Storytelling with proper tone, volume and pace is the most common way to appeal the audience emotion and closeness and even influence the audience' decision and action. Personal stories or 'why I am here' stories could create the audience's deep empathy with the speakers thus establish the credibility (Carlo, 2014a).

Most TED talkers are the masters of telling stories. The move analysis and discourse analysis done in Chapter 5 showed that the storytelling strategy is among the most frequently used strategies applied by TED talkers. This echoed Akash's (2018) finding that one strong commonality across TED Talks is that they use stories.

However, few of the investigated university students in this dissertation were found to have used the strategy in their presentations. The possible reasons are various. Students may be not aware of the importance of stories. Nor may they have the ability to integrate their stories into the idea-spreading TED Talk-like speeches. Nor may they have any idea of how to develop an attractive story. Therefore, while teachers design the student-centered activities in the Academic Presentation Course, a portion of the syllabus should be devoted to finding ways to enhance each student's imagination and then train all of them to tell interesting stories.

The following sections will introduce three distinct storytelling forms that will proved good frames and models for story-telling development: (a) *kamishibai,* and (b) *pechakucha,* and (c) personal narratives. It must be noted that although both *kamishibai* and *pechakucha* can be highly stylized genres, their use here are as pedagogical tools for the development of storytelling fluency. The reasoning behind their choice came from reading an article by Kiernan (2005). In the article Kiernan sets a sequence of activities to develop story telling in his students:

1. Retelling very short written stories

2. Retelling from a model conversation

3. Retelling with pictures

4. An information gap story (from Helgesen et al., 1999: 109-110)

5. Retelling from video (Perlman, 1997)

6. Telling a personal story

(Kiernan, 2005, p. 61)

Based on this sequence, "Retelling with pictures" (which is the basis of *kamishibai* and to some extent *pechakucha*) is less difficult than "Telling a personal story" which was considered to be the hardest task of all (Kiernan, 2005).

Therefore, before students are trained to practice the entire presentation task, the well-known genres *kamishibai* and *pechakucha* can be used as guides for the story telling strategies that are employed in presentations. As will be seen in the next sections, some of the features of each style will offer a different (and intended)

pedagogic focus. For instance, *kamishibai* gives the learner a strong sense of story structure in a safe, easy to deliver format (reading aloud). On the other hand, *pechakucha* is story telling constrained by strict time frames which requires memorization. Thus, *pechakucha* offers a good next step in developing storytelling fluency and timely delivery. The telling of personal narratives is a more spontaneous activity. It requires the learner to use their individual language ability to organize the story structure while interacting emotionally (pathos), credibly (ethos), and rationally (logos) with the listeners.

7.2.1 Storytelling activity: *Kamishibai*

7.2.1.1 Overview

Kamishibai is a combination of two words *kami* (paper) and *shibai* (drama). It is a narrative art form originally used by Japanese monks starting from the 9th century (Tanjung, 2018; Ramadhani & Syafei, 2014). This type of story-telling is still popular and is frequently used in schools as a tool for teaching language or Japanese morals and culture (Vukov, 1997).

In *Kamishibai*, a story is illustrated on twelve or sixteen large colorful cards, like a paper form of PowerPoint. On the back side of each card, the simple texts are written (see Figure 7.2) so that the reader can show the picture to the listeners while reading aloud.

"But I'm not going to let you get away!" Saying this, the witch pushed the apprentice out the door. (From *How The Witch Was Eaten Up*.)

Figure 7.2. An Example of *Kamishibai* (quoted from Elaine, 1997)

The pictures stimulate the audience's imagination and by controlling well time and speed, the performers create a sense of expectation or suspense much like actors in drama do. Sometimes the reader/performers use exaggerated or magical movements of expression, hiding behind the pictures and then jumping out. The performers may also invite the audience's participation in guessing what might happen next, or by posing discussion questions. These tactics can efficiently get the audience involved in the story and keep their attention for a long span.

As mentioned earlier, the students were found to be unable to express their thinking and feelings in an appropriately descriptive way in their presentations. They seemed not to possess the power of drama-like expressive ability to initiate audience's curiosity and empathy. Thus, their speeches hardly engaged the audience. Training them to tell *Kamishibai* may be one effective way to improve the power and charm of their speeches by using simple but descriptive language in an animated enthusiastic way. Moreover, from the perspective of culture learning, well-chosen *Kamishibai* stories could make students realize the great value of their traditional culture as a means to engage an audience.

7.2.1.2 An example unit

Inspired by the framework of the high impact teaching strategies provided by Language Arts Lesson Plan in the Ohio State University (n.d), Battino and Kataoka's Kamishibai performance tips (2010) and Spagnoli's evaluation criteria (2006), this research creates an example of implementing four-stage *Kamishibai* unit into the Academic Presentation Course.

The first stage involves teachers presenting the students with an overview of *Kamishibai*, and introducing to them the unit's main learning purpose--to improve the expressivity of the student's speeches. The students are also introduced to the success criteria so they can self-monitor their progress throughout the unit. (see Table 7.1 for the possible elements)

The second stage entails grouping students, letting them choose *Kamishibai* stories (see Appendix D) and then listing self and peer assessment tasks based on the

success elements. This stage of the process is useful in encouraging students to make careful effort in choosing partners and selecting the learning materials. Their understanding of the construction of the peer assessment is also enhanced.

Table 7.1. Possible Elements Leading to Success

Element	Details
Language of the texts	(1) Use shorter sentences and simper words (2) Use sensory words (3) Use a cliffhanger
Pictures	(1) Use bright colors and clear pictures without excessive detail (2) Use 1/2*15 inch large paper sheets
Organization	(1) Divide the story into scenes with clear plots (2) Use interesting opening (3) Use strong and appropriate closing (4) Pay attention to the right length
Delivery	(1) Use sound effects (2) Use character voices (3) Use gestures/expressions (4) Use eye contact (5) Use repetition (6) Involve audience participation by questions, singing a song or a clap

The third stage requires student groups to make cards, memorize and rehearse the stories. The process enables students to learn teamwork as well as independent work, manage time well and make a full preparation for the final presentation.

At the fourth final stage, each student group performs their story in front of other groups. Students self and peer-assess their gains in knowledge and skills by the guidance of the assessment tasks. Teachers support students to identify their strengths and areas for improvement, collect the data and used it for overall student assessment and further implementation of the course.

7.2.2 Storytelling activity: *Pechakucha*

7.2.2.1 Overview

Pechakucha (PK) is another creative use of images but this time as actual PowerPoint (Coskun, 2017). PK is from Japanese sound "chitchat", coining by two architects Astrid Klein and Mark Dytham in 2003 (Nguyen, 2015). PK talks are constrained to "20*20" (20 slides at 20 seconds each, auto advancing), so the total length is only 6

minutes and 40 seconds (see https://www.pechakucha.com). This rapid brief presentation forces the speakers to arrange the slides in a well-organized structure on the salient topics (Nguyen, 2015; Lortie, 2016). Another bonus is that the 6 minute 40 second time length will get students accustomed to the eventual short form TED Talk length of under 6 minutes.

The PK approach has been used in classroom developing students' presentation skills. Soto-Caban, Selvi and Avila-Medina (2011) used PK in two engineering courses to improve the effectiveness of oral presentations of college students. They reported students' better preparation for research presentations and the enjoyment of the concise and fast pace presentations. Smith (2013) carried out student-produced PK both online and face-to-face in higher education focusing on learning theories. Participants were found interesting to identify the essentials of complex topics and gain structured overviews of the allocated theory. Their abilities of synthesis and time-keeping have improved as well. Colombi (2017) discussed the impact of PK by integrating it into the EFL classroom. The students of translation studies were proved participating in the PK presentations "with enthusiasm and engaging with the audience" but at the same time, their high levels of attention were guaranteed.

In the Academic English Presentation Course, long presentations with academic knowledge may distract students from time to time. They may also make slides with many texts, rely on PowerPoint too much and present without clear focuses and sensible structures. PK presentations have the strict time limit and the slides are required to use more visuals or simple words and phrases than texts. Both teachers and students may apply PK training as a useful communication tool.

7.2.2.2 An example unit

Inspired by Madar's five-stage *Pechakucha* method (2018), The research designed the *Pechakucha* unit comprising four stages, like the *Kamishibai* unit. The first stage involves the introduction of an overview of *Pechakucha*, and the unit's main learning purpose--to present a logical, flow of ideas from memory with limited timing.

Referring to the *Pechakucha* presentation rubrics (see Appendix E), the students are also introduced to the specific success elements (see Table 7.2).

Table 7.2. Possible Elements Contained in Successful PK Performances

Element	Details
Language of the texts	(1) Use correct grammatical structures and vocabulary consistently (2) Use APA rules for citations
Slideshow	(1) Use 20 slides and each auto-advances every 20 seconds (2) Use creative or interesting visual design
Ideas and Organization	(1) Use an interesting or unique topic that suite the Pechakucha style well (2) Use a wide variety of examples (3) Use ideas well-organized and convincing (4) Use ideas and images flowed in a manner that was easily followed and understood
Visual Appeal and Creativity	(1) Use the image/text appropriate and thoughtful to the topic
Delivery	(1) Be confident and professional (2) Use good presentation skills (pace/tone/volume/gestures/eye contact) (3) Use a manner that makes the audience informed and entertained

The second stage entails grouping students, letting them choose *pechakucha* stories (see https://www.pechakucha.com) and then listing self and peer assessment tasks based on the success elements. The third stage requires student groups to write scripts, memorize and rehearse the stories. At the fourth final stage, each student group performs their story in front of other groups. Students self and peer-assess their presentations. Teachers support students to identify their strengths and areas for improvement, collect the data and used it for overall student assessment and further implementation of the course.

7.2.3 Story-telling activity: *Personal Narratives*

As mentioned in the previous section, personal stories can create empathy with the audience, so learners need opportunities to develop this synergy with the audience.

7.2.3.1 Overview

Depending on the base proficiency of the learners, the telling of personal narratives could be done in L1 or L2. If in L1 it should be unplanned, spontaneous telling in small groups with the other students as audience. If in L2, some planning time is recommended but students should not be permitted to write the story (key words cards

might be permitted, though). The students' goals should be to engage the audience (make them laugh or respond to the story). It might even be an incentive to let the student audience "score" the story (like in the Olympic figure skating competitions) holding up cards showing the points that might be assigned for student designated categories like "creativity" or "technical difficulty" or "comedic effect" and so on.

7.2.3.2 An example unit

The research also designed the *personal narrative* unit comprising three stages. The first stage involves the introduction of an overview of *personal narratives*, and the unit's main learning purpose--to organize words and grammar and tell a personal story to arouse empathy of the listeners. The students are also introduced to the specific success elements which is inspired by Westby and Culatta (2016) (see Table 7.3).

Table 7.3. Possible Elements of Successful *Personal Narrative* Performances

Element	Details
Language	(1) Use more different words and cohesive devices (2) Use clear references
Story structure	(1) Use character-and goal-directed behaviors (2) Use climax

The second stage entails grouping students, listing self and peer assessment tasks based on the success elements. At the third stage, each student performs their story within their groups. Students self and peer-assess their presentations. Teachers support students to identify their strengths and areas for improvement, collect the data and used it for overall student assessment and further implementation of the course.

7.3 Rationale for problem-solving TED talk move-analysis activities

7.3.1 Overview

Chapter 5 demonstrated the significance of the problem-solving strategy to TED Talks. In a general sense, the problem-solving procedure begins by identifying and defining a problem, then a series of logical reasons are developed and the solution is worked out (Haury, 2002). What is more, the proficiency in problem-solving is of

great value for acquiring new knowledge independently and incessantly (Natela & Gulnara, 2008; Grigg & Benson, 2014). Students who master this ability are the ones most attractive to employers in the ever-changing workplace.

However, the students who participated in this research were found incapable of applying this strategy independently as evidenced by their presentations. They appeared to have no knowledge of the various steps of recognizing a problem, asking proper questions to present the problem, providing relevant knowledge and explanations, developing a solution, and using accurate and suitable proofs to evaluate the solutions.

Before presenting a persuasive presentation, first of all, students should be guided to aware the problem-solving pattern of TED Talks. TED Talks transcripts are good models for teachers and students to trace the process of problem-solving pattern speeches. A careful comprehension of the problem-solving organization of the TED Talks texts is needed.

There are more than one model of problem solving depending on specific contexts. Michael Hoey's simplest problem solution diagram is an effective pattern that can be used for guiding students to analyze problem-solving TED Talks, finding the trigger of a question, and understanding the development of gaining answers (see Figure 7.3).
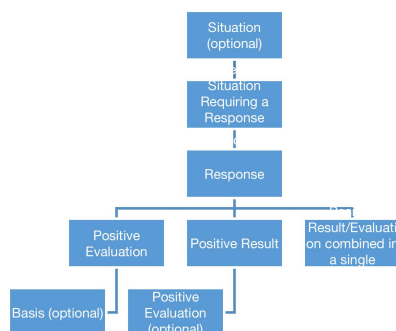

Figure 7.3. The Problem and Solution Pattern (adapted from Hoey, 2001)

Move analysis applied in Chapter 5 was the approach used to examine text structure and understand the flow of the problem-solving pattern. The process of using the

coding protocol (which will involve discussion to reach eventual agreement) is an activity suitable for student groups brainstorming the moves as well as improving the linguistic ability of comprehending of the TED Talk texts accurately. Therefore, the move analysis activities could be integrated into students' examination of Hoey's pattern flowchart.

7.3.2 An example unit

The unit is designed four stages. The first stage involves the introduction of an overview of the problem-solving pattern (Hoey, 1983) and move analysis (Swales, 1981), and guide students to use the approach by taking a TED Talk text as an example (see the examples in Chapter 5). The unit's main learning purpose--to raise students' awareness of finding a problem and developing possible answers with reasoning and critical thinking by familiarizing them with the problem-solving pattern in TED Talks.

The second stage entails grouping students, ensuring each group contains the students with good reading comprehension ability. Then provide them with the problem-solving TED Talks (see Appendix F).

Figure 7.4. Worksheet Handout for Students (adapted from Ratanakul 2017 and Council for Exceptional Children, 2001)

The third stage involves students' discussion and agreement on the result of analyzing the problem and solution moves and finish the following worksheet (see Figure 7.4).

At the fourth final stage, each student group submits the worksheet. Teachers discuss with students to reflect on what they have gained and what will need further improvement.

7.4 Rationale for activities to develop critical evaluation or self-reflection

7.4.1 Overview

Much research on self or autonomous-learning has shown the positive effects of the self/peer assessment on increasing students' confidence, motivating their learning, encouraging their reflection and cultivating their critical thinking (Ndoye, 2017; Spiller, 2012; Chin, 2016). In this dissertation, a student-centered presentation course was carried out. Students were required to construct their peer assessment of a good presentation and graded their presentations by peers based on the rubric (see chapter 3, section 3.1.1; chapter 4, section 4.3.1). The result showed that students were interested in the self-learning process and consequently learned some aspects of making a good presentation independently (see chapter 4, section 4.4.10).

However, chapter 3 and chapter 4 revealed that the student-constructed peer assessment rubric was not sufficiently complete and balanced in terms of content and delivery when compared with the Expert Presentation Rubric. The lack of awareness regarding the tools of persuasion (ethos, pathos and logos) in the student-constructed peer assessment rubric led to a lack of power in their attempts at persuasion in student presentations. Therefore, it is necessary to design some activities to guide students to construct a critically aware self/peer assessment rubric.

7.4.2 An example unit

Based on the findings regarding the student-constructed summative assessment rubric in chapter 3, students should be required to make a revised summative assessment at the outset to raise their awareness of the coming requirements of the presentation.

Moreover, in order to increase the reliability of the assessment, students could be encouraged to make both self and peer assessments. A four-stage group discussion sequence is described in the next section.

In the first stage, students work in groups to design their own first attempt at a presentation rubric. There are two purposes for this: (a) to let the teacher know how aware the student already are about relevant features in presentation design, and (b) to activate their current knowledge about presentations.

At the second stage, students will be supplied with information about what other researchers and teachers have described as the elements of a good presentation assessment. The 20 presentation assessment rubrics (see Appendix 3.1) and the 11 domains of the Expert Presentation Rubric (see chapter 3, section 3.5.1) would then be introduced to students. The value of these rubrics for making a persuasive presentation could be emphasized.

In the third stage, students would be divided into different groups and discuss the group self-assessment and the group peer assessment to ensure that everyone understands what each of the elements mean and how they operate. Then, they would revise their initial self-assessment rubric and also try to create a peer assessment rubric based on what they have learned from exposure to the expert rubric.

In the fourth stage, the whole class will work to combine elements of all the rubrics under the guidance of the teacher. The final group generated and class approved self-assessment and peer assessment rubrics will then be established.

7.5 Fully revised syllabus

Chapter 2 examined four current syllabi of the English presentation course in China and showed that five problems existed: (a) no clear objectives, (b) limitations in choice of materials, (c) unclear classroom activities, (d) unreliable evaluation methods, (e) students lack of abilities. In order to solve the problems and improve students' persuasive presentation skills, a revised syllabus (containing weekly schedule) was made (see Table 7.4). The syllabus referred to the English Presentation III Course instructed by Matsunami, Kyokawa, and Broadby (2014) and a Technical Presentation

Course syllabus (2004).

Table 7.4 A Revised English Presentation Course Syllabus

Course Title	English Presentation Course
Credit Hours	32
Course Type	Required/Elective
Course Description	This is a required/elective course mainly for the second year university students. This course is a career-supported course, aiming at enhancing students' ability of presenting an English persuasive academic speech.
Course Goals	(1) increase the English language competence; enrich the academic wordlist; use words more proper (2) improve persuasive presentation ability; learn how to improve the three mode of rhetoric (ethos, pathos and logos) (3) comprehend basic academic knowledge of various fields (economics, entertainment, sports, global issues and technology); (4) understand the group work and self-learning deeply; learn how to make self and peer assessment rubrics (5) develop one's own idea and cultivate critical thinking
Textbook and Materials	selected short-form TED Talks videos and transcripts; other online materials and handouts
Other	Students are required to participate in many activities in groups. Their attendance is an important part of the course. Moreover, the technical tools (Microsoft Word, PowerPoint, and Slides) could be used when students make presentations.
Grading	students will be evaluated: (1) class attendance and group discussion participation (10%); (2) student-constructed self summative assessment (20%); (3) student-constructed peer summative assessment (60%); (4) teacher's evaluation (10%)
Weekly Schedule	
Week 1	Course Introduction: (1) aims; (2) evaluation procedure of the course
Week 2	Construction of self and peer assessment rubrics
Week 3	Introduction of the short-form TED Talks
Week 4	Group activity I: discussion on performance of the TED talkers
Week 5	Group activity II: discussion on discourse features of the short-form TED Talks models
Week 6	Introduction of personal-storytelling strategy in TED Talks
Week 7	Group activity III: Kamishibai practice
Week 8	Group activity III: Kamishibai practice
Week 9	Group activity III: Kamishibai evaluation
Week 10	Group activity IV: Pechakucha practice
Week 11	Group activity IV: Pechakucha practice
Week 12	Group activity IV: Pechakucha evaluation
Week 13	Group activity V: Personal story practice
Week 14	Group activity V: Personal story evaluation
Week 15	Introduction of problem-solving strategy in TED Talks
Week 16	Discussion of the problem-solving structure in the TED Talks models
Week 17	Group activity V: a mini TED-Talks like simulation presentation practice (5 minutes); Grading
Week 18	Group activity V: a mini TED-Talks like simulation presentation practice (5 minutes); Grading

The revised syllabus in this dissertation clarifies the course objectives as increase the students' abilities of English language, persuasive presentation performance, comprehension of the general knowledge in various academic fields, independent learning and critical thinking. The course contains 36 credit hours (18 weeks) which followed the original syllabi in China.

In order to realize the goals, the course will use the popular TED Talks videos and transcripts as main materials. The English language in the TED Talks are alive and the knowledge and ideas spread by the TED Talks are popular and useful for students' future career. Some online materials and handouts would be provided as supplementary ones.

Step-by-step activities in group work, which could train students' expressivity (*Kamishibai*), management of time (*Pechakucha*), interaction with audience (*Personal Narratives*) and logic (problem-solving pattern), are designed. These activities attempt to guide students to make a more persuasive speech and finally cultivate students' independent thinking and critical thinking.

Regarding grading system, the course encourages students to create their own self and peer assessment rubrics. However, in order to increase the reliability of their assessment schema for good presentations, input from expert sources will be introduced before asking students to make rubrics (as was described in the previous section).

7.6 Conclusion of chapter 7

Based on the comparative analysis of moves and discourse features in the student presentation and in the short-form TED Talks models, students were found lack of the awareness of how to persuade their audience by using various preferred strategies in their presentations. That is, students are not aware of the power of the three modes of Aristotle's Rhetoric (ethos, pathos and logos). Therefore, in this chapter, two important strategies were chosen as elements to design a revised syllabus of English presentation course.

The first strategy is to include a personal story, a strategy which has

under-utilized by students. One reason that student presentations did not move the audience was that the students did not realize the power of telling stories. Therefore, the two activities relating to improve story-telling ability *Kamishibai* and *Pechakucha* were designed in this chapter—each focusing on different aspects of storytelling. By practicing these activities, students are expecting to learn expressivity, to control time well and build a more logical structure in their presentations.

The second strategy is problem/solution which although was found in some student presentations, was not appropriately used. Students could not articulate clear problems/questions, synthesize explanatory knowledge, evaluate possible solutions and finally call for action of the audience. Therefore, the activity of counting moves of the TED Talks models and finding the discourse features of the moves to raise students' awareness of the process is worthwhile. Moreover, students would brainstorm and discuss the segmenting procedure of moves, which could increase their comprehension of the contents of the TED Talks models and their understanding of critical thinking.

Finally, based on the original syllabi in China and two other presentation syllabi, this research created a revised English Presentation Course Syllabus. The revised version clarified solved four problems found in the original syllabi in China and articulated course objectives, materials, student step-by-step activities and a final grading system.

Chapter 8
General Conclusions

8.1 Summary

In a number of China's universities, English Presentation/Public Speaking has become an important course. Teachers teaching the course take the responsibility to train students career-supporting communicative skills. However, the present teaching and learning situation is not satisfying due to the lack of efficient curriculum design and scientific evaluating assessment rubrics. Therefore, this dissertation aims to solve these problems and provide an effective guideline to improve the career-supporting presentation skills of university students.

In the first chapter, the dissertation built an instructional model (The CUEPADES Curriculum Development Cycle) by means of referring to several existing development models (mainly the ADDIE model, the five-year development cycle and Kern's Six-Step approach). The letters CU (Classroom Use) described the context background of the English Presentation Course in China. The letter E (Evaluation) meant the process of looking for good presentation evaluation rubrics. The letter P (Problem Identification) identified what students' deficiencies in their presentations compared with an Expert Presentation Rubrics. The letter A (Analysis) engaged with constructing good presentation models (the short-form TED Talks models) and carrying out the analysis of these models. The letter D (Design) involved combining the good presentation rubrics and the good presentation models to design a new framework of guiding students to improve their presentation skills. Then based on the framework, what factors students actually lacked in their presentations would be pinpointed. The letter ES (Educational Strategies) provided teachers and students the instruction of several teaching elements with assessment suggestions in future presentation teaching and learning.

Chapter 2 introduced the policy of the Chinese administration on the presentation course in university and the detailed procedure of training students' presentations skills in classrooms in China. Although the course is expected to train

students' high language ability, performance skills and critical thinking ability, both teachers and students were found to be confused with the problems such as effective assessment and the selection of appropriate materials, well-designed student-centered activities.

Chapter 3 discussed the effectiveness of student-constructed presentation rubric. First, an Expert Presentation Rubric was built by KJ method. Then a student-constructed assessment rubric was compared with an Expert Presentation Rubric. The student-constructed rubric only focused on the factors of presentation content (topic, research and structure) and presentation delivery (pronunciation, volume and pace). Compared with the Expert Presentation Rubric, student-constructed rubric ignored creativity, originality and engagement with the audience emotionally.

Chapter 4 identified the deficiencies of student presentations by taking the Expert Presentation Rubric as a baseline criterion from the teacher's perspective. Student presentation videos and scripts were scored and analyzed. Unlike the Expert Presentation Rubric, students were not aware of the great importance of persuasion in presentation, nor the tools to achieve it. Their presentations lacked the three modes of Aristotle Rhetoric (ethos, pathos and logos). Therefore, it was necessary to look for good presentation models and guide students to comprehend the persuasive power in presentation.

Chapter 5 discovered that the short-form TED Talks models could be good models to instruct students to improve their ability of making a persuasive presentation. The short-form TED Talks models provided teachers and students a number of preferred strategies such as *personal story, interrogation and answer, discourse marker, humor, new way of thinking, and hope for a better future*. These strategies successfully engage audience's emotion (pathos), give a sense of professional and credibility (ethos) and organize the contents smoothly and logically (logos).

Chapter 6 first combined the Expert Presentation Rubric and the short-form TED Talk models into a new framework of a good persuasive presentation. The basic

presentation structure (topic introduction, topic development and closure) and the preferred persuasive strategies (*personal story, interrogation and answer, discourse marker, humor, new way of thinking, and hope for a better future*) were clarified. Then, based on the framework, student presentations were analyzed qualitatively and quantitatively. Finally, what elements student presentations lacked were pinpointed. Students could not tell good stories. Neither did they neither raise proper questions/problems and provided relevant answers/solutions. Most of student presentations focused on informing knowledge instead of forming new ideas.

Chapter 7 provided several educational strategies and created a revised English Presentation Course Syllabus. The revised version clarified the course objectives as increase students' abilities of English language, persuasive presentation performance and comprehension of various academic fields. The grading system was also revised and the reliability was improved based on the good presentation rubrics and the Expert Presentation Rubric developed by this dissertation (see chapter 3, section 3.5.1). By designing the group activities of *Kamishibai, Pechakucha,* personal narratives and move-analysis of problem/solution, students were expected to learn expressivity, time management and logical structure, thus realize the ethos, pathos and logos in their presentations.

8.2 Limitations

This dissertation faced the methodology limitations in terms of data collection and data analysis.

8.2.1 Data collection

This dissertation analyzed the seventeen group student presentations. All the presentation videos and scripts were from one local university in China. Therefore, the data have the limitation as a general representative of the general presentation ability of Chinese university students. Moreover, the number of student presentations was relatively small. While collecting the data, one group presentation video and script were lost.

8.2.2 Data analysis

A scoring format from teacher's perspective was created to evaluate students' performances in their presentations. The procedure of scoring depended on teacher's subjective judgment. More objective tools of measurement should be considered. Furthermore, the move analysis was carried out in the TED Talks analysis and student presentation analysis. How to segment the texts by moves was open to discussion too.

8.3 Further research

How to integrate the educational strategies in future presentation teaching and learning classroom should be regarded as an important point in further research of this dissertation. Moreover, the addition of popular technological tools could also increase the quality and effectiveness of the presentation course.

8.3.1 Classroom Practice

This dissertation began with the real teaching and learning context in a Chinese local university. A similar classroom practice could be also carried out in other universities in China or in other countries. The relative large-scale student presentation data could be collected and compared in order to find some fundamental problems of improving students' presentation ability.

Furthermore, some experiments relating to the realization of the educational strategies provided in this dissertation could be carried out. Students who are taught the strategies could be compared with those who are not taught the strategies. By doing this, it could be more clarified whether the strategies are effective to improve presentation skills and then point to how teachers should teach the strategies.

It should be noted that in an EFL classroom, the strategy personal narratives in L1 (the first language) are strongly recommended as a pedagogical warm-up before students learn *Kamishibai* and *Pechakucha*. It is fair to use L1 to tell stories the first time so that students could ease their anxiety of expressing themselves in a foreign language before moving on to more complex forms.

8.3.2 Use of Technology

In order to finish a presentation, students may prepare stories, do library research, make PowerPoint and present, discuss and evaluate. Therefore, technical supports like a classroom with mass media and campus WIFI are needed. Because the classroom time is limited to finish so many tasks well, ICT tool should be also considered. Some instant chatting apps like QQ, WeChat and LINE facilitate teacher-student and student-student group work after class. Some group chats could be established and help students prepare the tasks by brainstorming and sharing files through the apps.

Regarding the form of evaluation, Flipgrid has been proved beneficial for students sharing thoughts and easing their anxiety while presenting in front of public (McLain, 2018; Tuyet & Khang, 2020). It could be also regarded possibly as an effective tool to support students' self and peer assessments. Students could rehearse numerous times and delete the unsatisfying videos before uploading the best-performed ones, then have the opportunity to watch their own videos as well as others again and again to make comparison and analyze the strengths and weaknesses. At the same time, they could upload their comments on their peers' presentations and watch their peers' comment videos. The creative way could possibly increase students' participation in judging self and peers reasonably.

8.4 The achievements of the dissertation

Although there are a lot of improvements that need to be made in future research, the present dissertation in fact has achieved several things:

First, in terms of curriculum design, this dissertation developed a more practical and realistic cycle for the instructors who teach English Presentation Course. The ADDIE model and other instructional models often start with a systematic identification of needs analyses for the clients taking the course, followed by the design and development of a curriculum, then the implementation and finally an evaluation of the effectiveness of the course. However, it is very rare for this kind of lengthy pre-course preparation to be done. In reality, teachers are most often assigned to take charge of a new course without being given enough (any) time to do an overall

preliminary assessment of the needs or requirements for the course. They also have few means to access to enough related theoretical research on the course. Therefore, the CUEPADES Curriculum Development Cycle in this dissertation was developed to rectify this disconnect with reality. The CUEPADES Curriculum Development Cycle makes the CU (classroom use) step the starting point, which models for other researchers or curriculum developers a more realistic process.

The second achievement of the CUEPADES Curriculum Development Cycle is that it uses what actually happened to teachers and students in a real presentation course (done in China) to inform each step in the cycle. The perspectives of the way teachers and students evaluated a good presentation were clarified. Therefore, on the basis of a real teaching and learning situation, this dissertation carried out course analysis, identified problems, provided educational strategies and designed a revised curriculum. This dissertation offers not only a road map of the process but also direct practical examples that may be helpful for teachers to design their own courses.

The third major achievement is that it uses innovative technique KJ method to do a meta-analysis of presentation rubrics. The bottom-up problem-solving KJ method was used to develop an Expert Presentation Rubric and establish a set of domains. This meta-analysis is very helpful to organize immeasurable qualitative data like hundreds of descriptions found in many expert presentation assessment rubrics.

Another major achievement is the use of popular media (e.g. TED Talks) as teaching models for student development. This dissertation recommended the popular TED Talks as a supplementary tool for the Academic English Presentation Course and discussed how to use this tool effectively to improve students' persuasion in their presentations.

Another achievement of this dissertation is the first ever discoursal comparison of long- and short-form TED Talks. The analyses show the structural and rhetorical differences. All previous discourse research into TED Talks had focused on long-form talks (18 minutes or more), yet none had looked at the short-form Talks (one to six minutes). Because short-form TED Talks were found to be a better suited length for pedagogical purposes, it was important to establish what the phases, moves

and strategies were in this abbreviated TED Talk format rather than simply extrapolating from the existing long-form research. Indeed, certain marked differences between the forms were revealed, so this research has provided important new insights for the use of TED Talks for pedagogical purposes.

Last but not the least, the educational strategies and revised curriculum provided by this dissertation are relevant not only to universities in China but also to universities in other countries where English is taught as a foreign language and where English Presentation Courses are considered to be an important developmental course for English learners.

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Appendix A. Source of the five investigated syllabuses

（U1）"英语演讲与辩论"课程教学大纲

http://sfl.sjtu.edu.cn/Assets/userfiles/sys_eb538c1c-65ff-4e82-8e6a-a1ef01127fed/files/program-en/en/EN122-English%20Speech%20and%20Debate.pdf

（U2）"英语演讲与辩论技巧"教学大纲

http://gscxcyxm.lzjtu.edu.cn/qz2020/innovactionedu/speak.pdf

（U3）"英语演讲与辩论"教学大纲 （2016）济南大学外国语学院

http://wyxy.ujn.edu.cn/info/1030/3826.htm

（U4）"英语演讲与口才"课程教学大纲 （2018）晋中学院外国语学院

http://foreign.jzxy.edu.cn/info/1153/3061.htm

（U5）"英语公共演讲"课程大纲 （2012）上海外国语大学英语学院

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Appendix B. Rubrics used in the meta-analysis

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Oral Communication Skills Rubric.

https://www.staff.uwa.edu.au/teaching/learning/rubric-skills-criteria

Oral Presentation Skills Rubric.

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Rubric for Presentation: HST 5900 Graduate Project.

https://www.eiu.edu/hpl/docs/Presentation%20Rubric.pdf

Oral Communication Rubric.

https://www.aacu.org/value/rubrics/oral-communication

Oral Evaluation Rubric.

http://www.dartmouth.edu/~ssimon/files/Oral-report-rubric.pdf

Oral Presentation Rubric.

https://www.purdue.edu/science/Current_Students/curriculum_and_degree_requ irements/oral_rubrics_gray.pdf

Oral Presentation Rubric.

https://www.uen.org/rubric/previewRubric.html?id=19

Oral Presentation Rubric.

https://mcb.unco.edu/pdf/communications-rubrics/Oral-Rubric.pdf

Oral Presentation Evaluation Form.

https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_gu

idelines_spring2006.pdf

Undergraduate Oral Communication Skills Rubric.

https://www.ubalt.edu/merrick/student-resources/rubrics.cfm

Appendix C. Excerpts from TED Talks tagged for moves, steps and strategies

Exerpts	Moves	Steps	strategies
"How does the news shape the way we see the world? Here's the world based on the way it looks -- based on landmass (Alisa Miller, 2008, 0:03)"	Topic Introduction	Set the scene	interrogation and answer
"So, as a child, I used to spend all of my time at my great-grandmother's house. On hot, humid, summer days, I would dash across the floor and stick my face in front of her only air conditioner (DeAndrea Salvador, 2018, 0:04)"	Topic Introduction	Set the scene	personal story
"Yet my work and travel in 40-plus countries across Africa have taught me that most people want jobs instead" (Sangu Delle, 2014, 1:05)"	Topic Introduction	Problem/solution	problem
"But why pan-African? The scramble for Africa during the Berlin Conference of 1884 --where, quite frankly, we Africans were not exactly consulted -- (Sangu Delle, 2014, 3:08)"	Topic Development	Show stance/position	humor
"This is when energy becomes a burden (DeAndrea Salvador, 2018, 1:10)"	Topic Introduction	Announce topic	
"My solution: Forget micro-entrepreneurs. Let's invest in building pan-African titans like Sudanese businessman Mo Ibrahim (Sangu Delle, 2014, 1:07)"	Topic Introduction	Announce topic	solution
"There was massive flooding in Indonesia. And in Paris, the IPCC released its study confirming man's impact on global warming (Alisa Miller, 2008, 1:11)"	Topic Introduction	Offer an explanation	examples
"The U.S. accounted for 79 percent of total news coverage. And when we take out the U.S. and look at the remaining 21 percent, we see a lot of Iraq -- that's that big green thing there -- and little else (Alisa Miller, 2008, 1:20)"	Topic Introduction	Offer an explanation	statistics
"What was that story? The death of Anna Nicole Smith. This story eclipsed every country except Iraq, and received 10 times the coverage of the IPCC report (Alisa Miller, 2008, 1:30)"	Topic Development	Offer an explanation	examples; interrogation and answer
"And so three days later, driving very fast, I found myself stalking a single type of giant cloud called the super cell, capable of producing grapefruit-size hail and spectacular tornadoes, although only two percent actually do. These clouds can grow so big, up to 50 miles wide and reach up to 65,000 feet into the atmosphere. They can grow so big, blocking all daylight, making it very dark and ominous standing under them (Camille Seaman, 2013, 1:07)"	Topic Introduction	Set the scene	personal story
"When we analyzed all the news stories and removed just one story, here's how the world looked (Alisa Miller, 2008, 1:27)"	Topic Development	Present an argument	new ways of understanding
"YouTube cares deeply about the rights of content owners, but in order to give them choices about what they can do with copies, mashups and more, we need to first identify when copyrighted material is uploaded to our	Topic Introduction	Announce topic; Present an argument	new ways of doing

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site. (Margaret Gounld Stewart, 2010, 0:30)"			
"Storm chasing is a very tactile experience (Camille Seaman, 2013, 1:50)"	Topic Development	Present an argument	new ways of thinking
"For the past decade, I've been studying non-state armed groups: armed organizations like terrorists, insurgents or militias. I document what these groups do when they're not shooting (Benedetta Berti, 2015, 0:04)"	Topic Introduction	Set the scene; Introduce oneself	
"I work in the field, in the policy world and in the library (Benedetta Berti, 2015, 0:25)"	Topic Introduction	Establish authority	
"And we women are going to lead the way in this new revolution, this new feminist issue. We are literally going to sleep our way to the top -- literally --(laughter) (Arianna Huffington, 2010, 0:01)"	Topic Introduction	Show stance/position	humor
"But if we take a broader look, it's not that black and white. Yes, 1917 led to 70 years of communist dictatorship. But with this project, we see that Russia could have had a different history and a democratic future, as any other country could or still can. (Mikhail Zygar, 2018, 2:10)"	Topic Development	Present an argument	new ways of thinking
"The point is this: changing anything (Dread Scott, 2018, 3:42)"	Topic Development	Present an argument	new ways of doing
"It used to be a contest between states. No longer. It is now a conflict between states and non-state actors (Benedetta Berti, 2015, 0:32)"	Topic Development	Present an argument	new ways of understanding
"And what about the web? The most popular news sites don't do much better (Alisa Miller, 2008 2:48)"	Topic Development	Present an argument	new ways of understanding; interrogation and answer
"Armed groups also do something else: they build stronger bonds with the population by investing in social services (Benedetta Berti, 2015, 2:31)"	Topic Development	Present an argument	discourse markers
"Especially here in Washington, if you try to make a breakfast date, and you say, "How about eight o'clock?" they're likely to tell you, "Eight o'clock is too late for me, but that's OK, I can get a game of tennis in and do a few conference calls and meet you at eight. (Arianna Huffington, 2010, 2:06)"	Topic Development	Offer an explanation	personal story
"Similarly, a study in e-content showed that much of global news from U.S. news creators is recycled stories from the AP wire services and Reuters, and don't put things into a context that people can understand their connection to it (Alisa Miller, 2008, 3:10)"	Topic development	Offer an explanation	examples; analogy
"But how do we know that the user's video was a copy? Well, it starts with content owners delivering assets into our database, along with a usage policy that tells us what to do when we find a match (Margaret Gould Stewart, 2010, 1:14)"	Topic Development	Describe a process/series of events	interrogation and answer
"But energy burdens are so much more than just a number. They present impossible and perilous choices: Do you take your child to get her flu medicine, or do you feed her? Or do you keep her warm? It's an impossible choice, and nearly every month, seven million people choose between medicine and energy (DeAndrea Salvador, 2018, 1:20)"	Topic Development	Problem/solution	problem; interrogation and answer (rhetorical question)

"We're even working directly with elected officials, advocating for more equitable pricing, because to see this vision of energy equity and resilience succeed, we have to work together sustainably (DeAndrea Salvador, 2018, 3:35)"	Topic Development	Problem/solution	solution
"And we've had far too many icebergs hitting our Titanics (Arianna Huffington, 2010, 2:51)"	Topic Development	Show stance/position	simile
"So a high IQ does not mean that you're a good leader, because the essence of leadership is being able to see the iceberg before it hits the Titanic. (Laughter) (Arianna Huffington, 2010, 2:35)"	Topic Development	Offer explanation; Show stance/position	humor
"But there's no one way to solve this. I believe in the power of local communities, in the transforming effect of relationships (DeAndrea Salvador, 2018, 2:49)"	Topic Development	Show stance/position	discourse markers
"Our dream is to take an Eric Muthomi and try to help him become a Mo Ibrahim, which requires skill, financing, local and global partnerships, and extraordinary perseverance (Sangu Delle, 2014, 2:50)"	Topic Development	Offer speculation	hope for a better future
"Now, these activities are keys. They allow these groups to increase their strength, increase their funds, to better recruit and to build their brand (Benedetta Berti, 2015, 2:24)"	Topic Development	Make generalization	
"The political freedom for which our forebearers fought is meaningless without economic freedom (Sangu Delle, 2014, 4:25)"	Closure	Show stance/position	
"I think back to my great-grandmother and her neighbors, the impossible choices that they had to make and the effect it had on our whole community. But this is not just about them. There are millions nationwide having to make the same impossible choices today (DeAndrea Salvador, 2018, 4:42)"	Closure	Make an generalization	end of personal story; discourse markers
"So as we are facing all the multiple crises in our world at the moment, what is good for us on a personal level, what's going to bring more joy, gratitude, effectiveness in our lives and be the best for our own careers, is also what is best for the world.(Arianna Huffington, 2010, 3:23)"	Closure	Make generalization	discourse markers
"I know we can do better (Alisa Miller, 2008, 3:50)"	Closure	Offer speculation	hope for a better future; discourse markers
"The real question: is this distorted worldview what we want for Americans in our increasingly interconnected world? (Alisa Miller, 2008, 3:46)"	Closure	Offer speculation	interrogation&answer
"So I urge you to shut your eyes, and discover the great ideas that lie inside us; to shut your engines and discover the power of sleep. (Arianna Huffington, 2010, 3:46)"	Closure	Call for action	discourse markers
"Be the change you want to see in the world," said Mahatma Gandhi (Kamal Meatle, 2009, 3:40)"	Closure	Call for action	quote

Appendix D. *Kamishibai* stories.

Davis, M. H & Leung, C. (1908). *Chinese Fables and Folk Stories*. American Book
Company

Fielde, A. M. (1912). *Chinese Fairy Tales*. G.P. Putnam's Sons

Appendix E. *Pechakucha* presentation rubrics.

Pecha Kucha Presentation Rubric.

    https://smcmtechintheclassroom.pbworks.com/f/Pecha+Kucha+rubric.pdf

Pecha Kucha Presentation Rubric-Signature Assignment for MTTS 1.

    http://www.ete.enp.unam.mx/EN_Rúbrica.pdf

Presentation-PechaKucha Rubric (Nugent).

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Appendix F. The problem-solving TED Talks.

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March, B.B. (August, 2015). The surprising way groups like ISIS stay in power [Video].TED2015. https:// www.ted.com

Marily Oppezzo, M. (April, 2017).　Want to be more creative? Go for a walk TEDxStanford2017. https:// www.ted.com

Salvador, D. (2018, April). *How we can make energy more affordable for low-income families* [Video].TED2018. https:// www.ted.com

Stewart, M. G. (February, 2010). *How YouTube thinks about copyright* [Video]. TED2010. https:// www.ted.com