FINAL REPORT and EVALUATION

PROJECT TITLE
Developing Presentation Skills in English for Specific Purposes (ESP) Context

PILOTING INSTITUTION(S)
Technical University Sofia – Plovdiv Branch 61, St. Petersburg Blvd., 4000 Plovdiv, Bulgaria

PILOTING INSTRUCTOR(S)
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PROJECT SUMMARY
Please describe briefly the overall goal and objectives of the pilot project.

Students were trained to prepare subject-specific presentations and deliver them successfully in terms of content, visual aids, language and body language, interaction with the audience and handling questions. Students were introduced to the evaluation criteria and made competent peer evaluation of their fellow-students' presentations. Rotation principle was applied – each student was both presenter and evaluator.

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TARGET GROUP
Please indicate age, gender, national profile and number of students in the pilot group and level of their language proficiency according to the European Framework.

38 students, Bulgarian nationals, in the age range between 18 and 21; 2/3 male, 1/3 female, English language proficiency between B 2 (60%) and C 1 (40%)

PILOT PROJECT RELATION TO CHAGAL PRINCIPLES
Please specify how your project fits into the CHAGAL Curriculum Guidelines.

By the end of the training students develop essential topic-related vocabulary and are able to prepare and deliver well-structured presentations in academic/professional/social context on subject-specific or general topics. These are general competences necessary for every student entering the academic system of any European country or every professional free-mover. This is in line with Areas of Competence and Exit Competences (2.2.1 and 2.2.2 of CHAGAL Curriculum Guidelines) The target group of the pilot project consists of Bulgarian university students in a Bulgarian university who at first glance do not directly belong to the CHAGAL target group. However, bearing in mind the main

objectives of the Bologna Declaration - to increase the mobility of students and staff accross the European Higher Education Area and employability of European higher education graduates thus ensuring competitiveness of European higher education on the world scale – they do belong there. Their belonging to the group of underrepresented students is just a function of space and time.

METHODOLOGY
Please give a description of the methodology that you will use to achieve your pilot project objectives. Indicate the tools/instruments that will be developed/used during the pilot project (e.g. visual aids, questionnaires, handouts, teacher-developed materials etc.).

- Instructor's input (presentation on effective presentations)
- Students' presentations – individual or in pairs
- Presentation evaluation criteria – presentation evaluation grid (PEG)
- Evaluation – peer (using PEG), teacher, self (after watching one's own presentation videotaped)
- Class/small group discussions; giving feedback
- Handouts with guidelines for effective presenters and the language of presentations, PEG.

ACTION PLAN
Please provide a short description of the activities carried out within your pilot (e.g. who was doing what and when).

Time: October 2003 – June 2004
Actions:
- Instructor's input (presentation on effective presentations)
- Setting up presentation evaluation criteria – presentation evaluation grid (PEG)
- Students' presentations – individual or in pairs/teams
- Evaluation – peer (using PEG), teacher, self (after watching one's own presentation videotaped)

EXPECTED OUTCOMES
Please indicate what YOUR idea of the outcomes was BEFORE starting the pilot project (=text of your proposal).

As a result of the training students will

- have developed essential topic-related vocabulary;
- be able to describe concepts, processes or phenomena, give explanations;
- be able to prepare subject-specific presentations and deliver them successfully in terms of content, visual aids, language, body language, interaction with the audience and handling questions;
- be able to evaluate, discuss and give feedback on presentations;
- have improved their listening comprehension skills
- feel encouraged to talk about their own knowledge and experience;
- be motivated through undertaking responsibilities in academic context;

> ✎✎have built confidence from having contributed to the learning process according to their personal abilities.

ACTUAL OUTCOMES
Please compare the outcomes AFTER the end of the pilot project to the expected outcomes above.

Students prepared presentations on topics like: Introduction to Electronics, Electronic Components, Integrated Circuits, Optoelectronic Devices, Television, Telecommunications, Networking, The Internet which are included in English for Electronics and Telecommunications (coursebook for Sts at Technical Universities), P. Taneva, I.Shotlekov, Alma Mater International Publishers, 2001
The expected results have been achieved. The presentations are still continuing. Almost all of the presenters so far were highly motivated. After they were given a session on how to use Microsoft Powerpoint for preparing presentations, they easily started using it quite successfully. Students are apparently happy and proud with what they are doing since they sometimes invite fellow-students from other groups to attend their presentations. The atmosphere in the class is becoming more and more relaxed and it becomes easier for students to make comments on their peers' presentations. Students volunteer to prepare presentations. In the course of the project I am beginning to give them more freedom in choosing presentation topics, since they are more motivated to talk about thing they are interested in. Videotaping of presentations seems to be an additional source of motivation and a useful tool for self evaluation and instructor's comments and advice.

LIST OF SUPPORTING DOCUMENTS
Please list the materials you have developed (e.g. questionnaires, forms, handouts, records, notes, students' feedback etc.). – Please include the documents into the **APPENDIX** .

Handy Guide to the Language of Presentations* ;
Presentation Evaluation Guidelines*,
Presentation Evaluation Grid*,
*English for Electronics and Telecommunications (coursebook for Sts at Technical Universities), P. Taneva, I.Shotlekov, Alma Mater International Publishers, 2001

PILOT PROJECT FINAL EVALUATION
Please answer the guiding questions below as far as possible. Additional comments are highly welcome, though.

1. Please describe the added value of the pilot project: benefit for the chagal student target group (e.g. with regard to competences, study skills, integration …).

As a result of the training the students
- gained experience in preparing subject-specific presentations and delivering them successfully in terms of content, visual aids, language, body language, interaction with the audience and handling questions;
- are able to describe concepts, processes or phenomena, give explanations;
- are able to evaluate, discuss and give feedback on presentations;
- developed essential topic-related vocabulary;
- improved their listening comprehension skills
- feel encouraged to talk about their own knowledge and experience;
- were motivated through undertaking responsibilities in academic context;
- have built confidence from having contributed to the learning process according to their personal abilities.
- learned how to use Microsoft Powerpoint software

2. If applicable, please give a brief outline how (methodologically, in terms of content…) your pilot project supported / guided students into academic study – more efficiently, intensively…. than it would have been possible without the pilot project?

The project supports a learner-centred approach. It makes each student an active part of the learning process all the time, both as presenter and evaluator. It motivates the presenter to make an investigation of their own into a topic and read much more, to analyse, shape the structure of their presentation, which additionally improves their academic skills because at different stages they need to analyse, synthesize and evaluate. Presenters are active contributors to the learning process which motivates them and builds their self confidence.

3. To underpin the findings above: please give a summary of students' feedback:

Students feel they are doing something real and useful; they gained the experience of presenting in front of an audience; they feel contented with having made use of their own knowledge and acquired new one; they are glad to have learned how to use Microsoft Powerpoint and technical equipment for multimedia presentations.

4. If any, which level of study language proficiency would you think as preconditional for carrying out a project like your pilot project? Please indicate the level according to the European Framework.

B2, C1

5. Please describe the added value of the pilot project: benefit for the academic community at (host) universities (e.g. benefit for academic (everyday) life, for academic studies, effects on the internationalisation process /Bologna Process, benefit for majority student groups …).

My project added a new integrated active and enjoyable approach to the teaching/learning practice of ESP at my university.

6. You have finished a chagal pilot project. How much extra work did it afford (hours per week)?
   How would you define the pilot project workload in terms of cost-benefit-ratio?

It is worth the extra time and effort spent.

7. Sustainability:
   - ✍ How do you feel about continuing your pilot project work/ developing it further / implement your findings into your teaching? If applicable, please indicate any plans how you will proceed further.

It has become a part of my everyday work. Fully sustainable.
   - ✍ Is your pilot project /or parts of it?/ transferable into mainstream teaching/learning at your institution? In which way would you suppose it might be implemented? Do you intend to do anything about it? Is there any support the chagal team can offer?

It is transferable. We can organise an international teacher-training summer course.

APPENDIX: Supporting Documents

Handy Guide to the Language of Presentations.pdf
Presentation Evaluation Guidelines & Grid.pdf