

# 日本人のための英語プレゼンテーションのガイドライン

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## 1. Abstract

This presentation focuses on some of the criteria essential for a successful presentation in English. It specifically looks at those areas that, from experience, are typically difficult for Japanese speakers. The criteria are grouped into two areas; body language and delivery. Body language discusses the use of eye contact and gestures. Delivery looks at issues of clarity and includes discussions on pacing, volume, tone groups and pronunciation.

## 2. Introduction

These days the spread of English as a global language means that more Japanese are required to give presentations in English. These may be academics presenting at international conferences, professionals presenting at a business meeting or students presenting as part of their course. However, many are finding that typical Japanese style of presenting, where the Japanese presenter stands off to the side of a screen and presents his findings using a series of slides, lacks the dynamism to hold the attention of an international audience. What's more, issues with delivery such as clarity and fluency may mean that the presentation is unintelligible and difficult to follow.

This presentation covers certain techniques used by western presenters to help capture and hold the attention of the audience. It includes guidelines on appropriate body language as well as how to make sure your

speech is easy to follow and understand.

## 3. Presentation contents

### 3.1. Body language.

The presentation is divided into two sections; body language and delivery. Body language focuses on eye contact and gestures. Eye contact is a natural part of communication and is an essential part of giving a presentation. However, recent findings by researchers at Tokyo University reveal that Japanese find eye contact uncomfortable (Aketchi et al, 2013). This means that Japanese may find it difficult to make the appropriate eye contact necessary for a successful presentation. The presentation will give examples of techniques that native speakers use to hold the audiences attention. It will show that a speaker's gaze is not fixed but random; and that the speaker attempts to make eye contact with individual members of the audience.

Like eye contact, gestures are a natural part of the communication process and should be included in a presentation. Gestures are often co-verbial and help the speaker to emphasise and illustrate points. In a presentation they help to get and hold your audience's attention. However, gestures in Japan may be less overt and more subtle than their American counterparts (Wexelblat, 1998). This presentation details some of the gestures that can be incorporated into a talk. These include iconic gestures that depict characteristics of an object; metaphoric

gestures that help to describe abstract ideas; and beat gestures that emphasise certain parts of speech.

### 3.2. Delivery

The delivery section covers 4 areas: volume, pacing, tone groups and pronunciation. Giving a presentation requires different skills to holding a conversation; for example, there are usually no opportunities for a listener to check their understanding. What is more, there is little chance for the presenter to check they have been understood. Therefore clarity and intelligibility are absolutely essential. This is especially true for non-native speakers where pronunciation presents perhaps the greatest barrier to intelligibility.

Volume and pacing play a big part in clarity as does pronunciation. This presentation will highlight the aspects of pronunciation that are most essential for being understood in an international presentation. These aspects as described by Walker (2010) include the appropriate use of tone groups and placement of the tonic stress. Additionally it will show how differentiating between vowel lengths is paramount for making a talk intelligible. It will introduce the notion of a vowel length continuum (Celce-Murcia et al, 1996) that can be used to help highlight and address these issues.

### 3.3. Intervention

A section will be included on how to address pronunciation issues. This will draw on various intervention methods put forward by Bowen (2013) and Celce-Murcia et al (1996). It will highlight those techniques that have proven to be the most successful with Japanese speakers of English. It will show how these methods can be incorporated into preparation for a presentation.

## References

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