

新科学家英语：
演讲与写作
Speaking and
Writing
as a New Scientist

主编 王景惠 李 雪

高等教育出版社

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Speaking and Writing as a New Scientist

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Preface

前言

21 世纪是知识创新和技术创新的时代。牛津、剑桥、哈佛、耶鲁、麻省理工等世界知名大学很重视国际学术交流,均为研究生开设了学术英语课。然而,目前我国高校培养研究生英语演讲和写作能力的教材欠缺。此外,现在有越来越多的“一带一路”沿线国家的留学生来华攻读研究生。在多元文化语境下,如何适应日益增多的研究生培养需要、如何与国际接轨,为发展中国家培养更多的新科学家,逐步形成我国研究生教育国际化的教学品牌,是当前硕士生、博士生英语教育面临的新课题。

基于以上现状,我们几位长期工作在研究生英语教学第一线的教师,依据教育部颁布的研究生英语教学大纲,学习借鉴世界一流大学的英语教学经验,针对理工科研究生的学业、科研和国际交流的需要,编写了《新科学家英语:演讲与写作》(*Speaking and Writing as a New Scientist*),旨在培养中外研究生的学术语篇建构能力和跨文化学术交流能力。

本教材是与教育部“爱课程”网(<http://www.icourses.cn>)“中国大学 MOOC”平台深度融合的新形态教材,“新科学家英语:演讲与写作”慕课课程与本教材的内容基本一致,学习者可以注册后搜索,免费观看在线视频并使用相应课程资源。这样,本教材保留了慕课开放、测试反馈、交流互动等优点,实现了课程和网络相连接、纸质和新媒体相贯通。

本教材特色如下:

1. 全新导向:教材以跨文化学术交流为导向,引导中外研究生结合知识创新和技术创新进行英语学术演讲与写作,培养新科学家的跨文化交际能力,针对性强、实用价值高。
2. 讲写兼顾:教材注重以“演讲”促“写作”,以“写作”带“演讲”。通过“演讲”,引导中外研究生学会运用英语口语语体将最前沿的科技信息简洁、准确地表达出来;同时,学会运用英语书卷语体将自己的学术观点恰当、得体地传递出去。注重英语“演讲”与“写作”的语体转换,致力于有效地建构英语学术语篇,减少学术失语,从而在知识创新和技术创新中发出新科学家的最强音。
3. 以“用”为本:教材选用真实的语料,重视实践教学环节,以高质量的英语输入启发研究生的英语演讲和写作灵感,循序渐进地实现从外语知识建构向外语能力培养的转变。通过真实的学术语篇,研究生一方面可以欣赏英语语言之美,另一方面可以领悟英语语言之力,博观约取,逐步实现说得地道,写得规范。

4. 题型多样:教材以科学家英语为主线,针对中外研究生的实际需要,设计了多样题型,既有模拟国际会议发言的问与答互动练习,又有英文摘要写作策略训练,还有英语论文写作的语步辨析实践,全面提高中外研究生的学术语篇建构能力。
5. 三维齐下:教材重视研究生的英语学术语篇建构,从点、线、面三个维度,引导研究生在语篇水平上言之有序、言之有据、言之传神,从而有效参与高水平的国际科技交流。

本教材由五个单元构成:第一单元以英语学术演讲引领中外研究生走上学术交流舞台。第二单元聚焦科研论文写作,以英文摘要写作为切入点,进行英语学术语篇建构;探究引言语步技巧,学习科学家思想呈现的艺术;培养研究生英语概要的写作能力。第三单元设计了不同体裁的英语短文写作,旨在提升中外研究生英语写作的基本技能。第四单元以英语范文启发研究生的英语写作灵感,为其英语自主学习提供相关资源。第五单元简要介绍实用英语写作,以满足中外研究生跨文化学术交流的实际需要(如申请奖学金、办理学术访问等)。全书以科学家英语为主线,培养研究生的跨文化学术交流能力。

在本教材的编写过程中,编者广泛参考了各种书籍资料,承蒙外籍教师 Ken Spencer 博士、Brian Richards 教授审校部分书稿,在此向各位专家学者表达敬意。本书的出版得到了高等教育出版社有关领导,编辑的大力支持,在此一并表示衷心谢意。哈尔滨工业大学经济管理与人文社会科学院为本教材提供了出版资助,特此鸣谢!

本教材的使用对象为理工科大学的硕士生和博士生以及从事国际学术交流的科技工作者,可选做研究生英语和大学英语的提高教材。本教材是黑龙江省学位与研究生教育教学改革重点研究项目“多元文化下的博士生英语教学模式创新:理论与实践”(编号:JGXM-HLJ-2015)的研究成果。

由于编者水平有限,疏漏和欠缺之处在所难免,敬请专家和读者不吝赐教。

编者

2016年12月

Contents

目 录

UNIT ONE

Speaking as a Scientist 001

英语学术演讲

- ◆ Overview 002
- ◆ Different Categories of Presentations 002
- ◆ Preparation for a Presentation 002
- ◆ Practice of a Presentation 009
- ◆ Delivery of a Presentation 016
- ◆ Questions Handling 019
- ◆ Evaluation of a Presentation 021

UNIT TWO

Research Paper Writing 024

科研论文写作

- ◆ Overview 025
- ◆ Research Paper as a Genre 025
- ◆ Title 036
- ◆ Abstract 037
- ◆ The Introduction Section 047
- ◆ The Methods Section 059
- ◆ The Results Section 064
- ◆ The Discussion / Conclusion Section 072
- ◆ The Acknowledgments Section 083
- ◆ Summary 085

UNIT THREE

Essay Writing 099

英语短文写作

- ◆ Overview 100
- ◆ Informative Writing 104
- ◆ Exploratory Writing 109
- ◆ Persuasive Writing 114

- ◆ Argumentative Writing 120
- ◆ Expressive Writing 126

UNIT Four

Model Essays 134

英语范文

- ◆ Why We Need the UN to Deliver on Climate Change 135
- ◆ Including the *Yuan* in the SDR Signals a Shift in the Global Financial Architecture 136
- ◆ Reflections on US Energy Challenges 137
- ◆ A Neuroscientist Reveals How to Think Differently 139
- ◆ Critical Thinking 141
- ◆ Win with Your Strengths 145
- ◆ The Life of a Black Scientist 147
- ◆ An Observation and an Explanation 149
- ◆ Scientists Study Nomophobia — Fear of Being Without a Mobile Phone 151
- ◆ Pursuing the Secret of Happiness 152

UNIT Five

Practical Writing 155

实用英语写作

- ◆ Overview 156
- ◆ Letter Writing 156
- ◆ Writing for Specific Purposes 167
- ◆ Official Document 182

Bibliography 189

参考文献

UNIT ONE

Speaking as a Scientist

英语学术演讲

在国际学术交流中，英语演讲备受青睐。高水平的英语学术演讲，一方面能够有效地传递最新的科技信息，另一方面能够直接地展示科技工作者的最佳形象。对渴望同世界学术大师对话的研究生来说，英语学术演讲至关重要。

做好英语学术演讲，需要注意以下几个环节：确定演讲的目的、分析听众的需求、筛选相关的材料、列出演讲提纲、准备辅助性视觉材料、进行必要的演练。

在做英语学术演讲时，要信心十足地面对听众，自然、大方地演讲；吐字要清晰，要适当地调整语速，以突出重要信息点；巧妙地运用辅助手段，以求视觉 / 听觉美感。应以明快、简洁、准确的英语与听众交流，以真诚的话语打动听众，以理性的力量征服听众，自始至终保持演讲的亲合力。

通过本单元的学习，相信同学们会更加全面地了解英语演讲的形式和特点。通过对比借鉴和亲身体验，逐步掌握英语学术演讲的技巧，力争在国际学术讲坛全方位地展示科技工作者的知识创新和技术创新成果，发出新科学家的最强音。



This unit aims to help students improve their speaking skills by:

- ▷ Recognizing the value of English presentations
- ▷ Differentiating spoken English from written English
- ▷ Using strategies to start or end a presentation
- ▷ Handling questions from the audience
- ▷ Delivering and evaluating a presentation

Overview

Recent years have witnessed a growing number of international students coming to study at the top universities in China. The majority of those international students are from developing countries and they expect to become new scientists. Like Chinese postgraduates, they want to have their voice heard globally and interact effectively and appropriately with people from diverse linguistic and cultural backgrounds. As widely recognized, presentation is the key to the door of the cutting-edge technology and intercultural communication. This unit will concentrate on English presentations and in this unit, postgraduates, home and abroad, will learn how to speak as a new scientist.

Different Categories of Presentations

A presentation is a form of communication with the audience. It aims to transmit information and opinions to an audience in your own words, within a limited amount of time. There are different types of presentations, ranging from conference paper presentations and project presentations to thesis defense presentations. What they have in common is that (1) people never have enough time to talk about everything, (2) they need to focus on a clear goal and message and (3) they need to practice/rehearsal and to tailor the presentation to your audience's needs.

Presentations can be classified as informal and formal presentations (Becker, D. & Becker, P. B, 1993). In informal presentations, individuals may be asked to share views or knowledge about events, people, places or things with a group. They may have been asked at the meeting to respond impromptu or they may have been asked ahead of time but with little or no preparation. In formal presentations, professionals and learned people are often asked to share their views and knowledge regarding their fields (Booher, 2003). Viewed thus, the deliberate, planned, carefully organized and rehearsed presentation of ideas and information for a specific purpose constitutes a formal communication.

Quite often, postgraduates, home and abroad, expect to do a formal presentation at an international conference, reporting their research progress and problems or presenting important findings and key insights. There are several steps to deliver a formal presentation. Postgraduates need to prepare properly, practice adequately and deliver the presentation energetically and enthusiastically.

Preparation for a Presentation

If you want your audience to accept you and the ideas you share, you need to be prepared — both personally and professionally. Your delivery will be much more successful if you pay special attention to your preparation.

1. Objectives of a Presentation

Every presenter should determine the goals or objectives for a presentation. The success of a presentation is measured by whether these established objectives are met. Goals or objectives can also be thought of as

purposes. Ask yourself “What is my purpose?” It may be to inform, teach, motivate or persuade the audience. Sometimes, a presentation may include more than one purpose. To be effective in your presentation, a specific purpose must be determined.

2. Audience Analysis

As you prepare the presentation, you need to know who will be your audience. You need to make it easy for your audience to understand and respond. You always need to bear in mind what the audience needs and wants to know, not what you can tell them. So you need to take the following questions into consideration:

- (1) Who is the audience?
- (2) Why will people attend your presentation? Is it because their attendance is required or is it because they are really interested in the topic?
- (3) How much previous knowledge on the topic of your presentation do they have? Talking over their heads can be as frustrating to people as talking down to them. You need to be aware of terminologies and acronyms the audience may already be familiar with and those they may not have heard before.
- (4) Be honest with the audience about what is important to you and why it matters. The great presenters say that the most important thing is to connect with your audience and the best way to do that is to let your passion for the subject shine through. Be enthusiastic and honest and the audience will respond.
- (5) You need to have an estimation of the number of the audience. This will help you select the proper type of presentation media and is particularly important if you are going to provide handouts.

3. Organization of a Presentation

To organize your presentation, select the main ideas. Do not exceed three or four. Arrange supporting data under each main idea. Use only that supporting data necessary to develop each main idea clearly and completely. Have a beginning, middle and end. Use short sentences. Consider:

- (1) What points do I want to get across?
- (2) How much time have I got?
- (3) What visual aids are available? PowerPoint projector? Flip chart?

Introduction/Beginning

First impressions matter. The introduction/beginning of your presentation is crucial. You need to grab your audience's attention and hold it. Welcome the audience, and let them know the reason for the presentation, the purpose, the sources of data and the method or procedure for gathering the data. The function of the introduction is to set an objective framework in which the audience will accept the information as accurate and significant. Say what your presentation will be about: the aims and objectives. The introduction should catch audience's attention. You can start with a provocative statement or a humorous anecdote:

- ▷ “Genetically-modified crops could save millions of people from starvation.”
- ▷ “The first day of my vacation job went with a bang, but it wasn't my fault that the microwave exploded.”

Main body: developing your key points

The main body is the part of the presentation between your introduction and your conclusion. It's the longest part of the presentation and its purpose is to get your key points across. State the main ideas, list your main headings and highlight any key phrases you will use.

- ▷ Don't try to say/pack too much in your presentation, otherwise the audience will switch off with information overload long before the end.
- ▷ Use graphics or anecdotes to add variety.

Conclusion: summarizing your main points

The conclusion should contain a summary of the data or a summary of the significance in relation to the data. Or you can offer your conclusions and recommendations for action/further study.

- ▷ Summarize your key points.
- ▷ Answer any questions.
- ▷ Thank the audience for listening. Look at the audience again. Smile and slow down.

The end should be on a strong or positive note — not tailing away to “Well, that's all I've got to say. Thank you very much for listening, ladies and gentlemen.” You could try something along these lines: The danger is increasing — if we don't all act soon it could be too late!

The above can be neatly summarized as: **Tell them what you will tell them (introduction), tell them (development) and tell them what you told them (conclusion).**

004

4. Tips for Preparations

While preparing your presentation, first jot down any interesting points you want to include in your talk, put these in a logical sequence and then try to find an interesting title, an impressive introduction and an insightful ending. Apart from those aforementioned, you should:

- (1) **Dress smartly.** Don't let your appearance distract from what you are saying. An audience will immediately begin to form an impression of you the moment you enter the room. While many aspects of physical makeup cannot be changed, the style of clothes you wear will contribute to your image.
- (2) **Say hello and smile when you greet the audience.** Your audience will probably look at you and smile back: an instinctive reaction.
- (3) **Speak clearly, firmly and confidently as this makes you sound in control.** Don't speak too quickly: you are likely to speed up and raise the pitch of your voice when nervous. Give the audience time to absorb each point. Don't talk in a monotone the whole time. Lift your head up and address your words to someone at the back. If you think people at the back can't hear, ask them.
- (4) **Use silence to emphasize points.** Before you make a key point, pause: this tells the audience that something important is coming. It's also the hallmark of a confident speaker as only these are happy with silences. Nervous speakers tend to gabble on trying to fill every little gap.
- (5) **Keep within the allotted time.** If you want to make sure everyone is present and attentive until your

very last word, you need to keep your presentation within the time limit by planning your presentation properly.

- (6) **Maintain eye contact to hold the attention of your audience.** Look at everyone in the audience from time to time, not just at your notes or at the PowerPoint slides. Try to involve everyone, not just those directly in front of you.
- (7) **Walk around a little and gesture with your hands.** Don't hunch up and shuffle your feet. Have an upright posture. Bad presenters keep their hands on the podium or in their pockets! Don't stand in one place glued to the spot hiding behind the podium! Good presenters will walk from side to side and look at different parts of the audience. Try to appear confident and enthusiastic.
- (8) **Take along a wrist watch to keep track of time.** The assessor may cut you off as soon as you have used the time allocated, whether or not you have finished. Remember that less is more.
- (9) **Build variety into the presentation.** Break your presentation up into sections as the average person has a three minute attention span.
 - ▷ You could try to involve your audience by asking them a question.
 - ▷ Don't read out your presentation, as this sounds boring and stilted, but refer to brief notes jotted down on small (postcard sized) pieces of card. Don't look at your notes too much as this suggests insecurity and will prevent you from making eye contact with the audience.
 - ▷ It's OK to use humor in moderation, but it's better to use anecdotes than to rattle off a string of jokes.



Source: <http://www.kent.ac.uk/careers/presentationsskills.htm>.

5. Difference Between Oral Communication and Written Communication

In your preparation, you need to be aware of the difference between oral communication and written communication. Basically, speaking and writing have much in common because they are both forms of communication based on language. Yet, spoken English is grammatically intricate, action-oriented, personal/

subjective; whereas written English is lexically dense, relationally-oriented and authoritative/objective (Fawcett, 2009). Speaking differs from writing in several important ways:

- (1) **Level of diction.** In speaking, typically a simpler vocabulary and shorter sentences are used.
- (2) **Amount of repetition.** More repetition is needed in speaking to emphasize and / or summarize important points.
- (3) **Kind of transitions.** Transitions from one point to another must be more obvious in speaking. Transition words such as *first*, *second* and *next* signal movement in a spoken discourse.
- (4) **Kind and size of visuals.** Speaking lends itself to the use of exhibits and projected materials (Wang, 2002).

6. Language Style

The purpose of a presentation is to inform, explain or persuade. As such, both formal and informal style language can be used. The important thing is that you should show you have good education. In view of this, you are expected to choose words carefully when communicating ideas in English. The language you use to convey content is critical. Poor grammar, weak word choice or confusing sentence structures may easily mislead your audience. Beyond any doubt, you need to choose correct and effective language.

Here are six techniques for choosing effective language. Remember them as the **six Cs** (Becker, D. & Becker, P.B., 1993).

Clarity

Keep your language simple. Use familiar and plain everyday words. Construct simple declarative sentences. Straightforward speech is an asset in speaking on difficult or complex subjects. Simple and familiar language is most important when discussing technical information with non-technical people. What is commonplace language to you may be unknown to your listeners. Avoid jargons, slangs or technical wording. Here are some examples.

Not clear: Research indicates that product identification coupled with amplification and communication concepts congruent with community mores through simultaneous electronic media exposure will enhance bottom-line volume.

Clear: Effective advertising creates profit.

Not clear: The financial stream produced through revenue enhancers activated as a result of recent legislation will supply individual remuneration of program participants.

Clear: Program participants will be paid with tax dollars.

Colorfulness

Being colorful means using words that create an impression or enhance meaning. They are called color words. They can change ordinary, straightforward, black-and-white information into colorful and memorable messages. This can be accomplished by using a conversational style of speaking. It helps listeners identify

meaning as well as enjoy your speaking. Below are some examples to illustrate this point.

Not colorful: The conference and workshops produced a positive response from the participants.

Colorful: Everyone who attended the sessions had a great time.

Not colorful: The speaker's obvious rhetorical adeptness promoted positive reactions from listeners.

Colorful: Listeners were delighted by the speaker's enthusiastic skill and comfortable style in dealing with the topic.

Concreteness

Concrete language is specific language that expresses your meaning directly. Avoid language that is too vague or too general. Vague, tentative language can produce misunderstanding, frustration and errors. Be concrete. Be specific. The following are some examples.

Not concrete: I hope I have shown you several reasons for the deficit.

Concrete: I have shown you three reasons for the deficit.

Not concrete: I think the next step you might want to consider is to visit the site.

Concrete: I recommend that you visit the site.

One of the most common weaknesses of presentations is the use of non-concrete or tentative language. Avoid using the frequently heard words and phrases such as *I think, I feel, I hope, I guess, you know, kind of, perhaps, maybe* and so forth.

Conciseness

Some speakers often make the mistake of reading speeches. Written and spoken language should be different. While long complex sentences can be seen, read and reread for clarity and meaning, those same sentences are hard to follow when spoken only once. Be concise! Examples are given as follows:

Not concise: We believe the issue at hand would benefit by immediate attention to future responses.

Concise: We want action.

Not concise: The lack of obfuscation and complexity combined with brevity and clarity will enhance your listeners' receptivity.

Concise: Keep it short and simple.

Consistency

Consistency means using the same language throughout a speech when you are repeatedly referring to an idea, a product or a statistic. Don't change identifying labels or terms during your speech. Some speakers frequently make the mistake of changing terminology as they move through the speech. Listeners may not recognize the change in terminology and can easily become confused.

Consistency is also important when you use visuals. Always use the same words in your speaking and in your visuals. Be consistent. The examples below will show how to be consistent.

Not consistent: Federal revenue enhancers will affect transportation budgets. Financial requests should reflect these travel taxes.

Consistent: Federal travel taxes will affect transportation budgets. Financial requests should reflect these travel taxes.

Not consistent: Senior management has produced guidelines which reflect the changes. These recommendations should be considered the latest thinking of administration on the issue.

Consistent: The guidelines produced by senior management reflect the current thinking on the issue.

Correctness

It feels strange to say “be correct”. We are normally concerned with being effective. Slang and profanity are neither correct nor effective in speaking. Although some people make the mistake of using slang or profanity, most of the errors we hear in speaking break the simple rules of grammar. As can be seen from the examples below, the most common error is spotted in agreement in number or in the use of the word “like”.

Agreement in number

Incorrect: There *is* many reasons for the decline.

Correct: There *are* many reasons for the decline.

Incorrect: Insufficient *numbers* of staff *are* the chief cause of the slowdown.

Correct: Insufficient *number* of staff *is* the chief cause of the slowdown.

Use of “like”

Incorrect: *Like*, it’s one of the best tools we have. We *like* use it for everything. Customers *like* really like it, too.

Correct: It’s one of the best tools we have. We use it for everything. Customers really *like* it, too.

Incorrect: I feel *like* I should attend the meeting.

Correct: I feel that I should attend the meeting.

Incorrect: *Like* I said before, we can’t afford it.

Correct: As I said before, we can’t afford it.

Incorrect: She sounds *like* she’s pleased with the report.

Correct: She sounds *as if* she’s pleased with the report.

008

Note: “Like” should not be used before clauses or phrases. Instead, use “as” “as if” “as though” or “that”.

7. Mode of Delivery

Once you have analyzed the speaking situation and gathered/organized the pertinent material, you are in position to determine the way in which the speech will be conveyed to the audience. There are a few modes of delivery: impromptu, extemporaneous, manuscript and memorized.

An impromptu speech is one delivered on the spur of the moment with no advanced planning or practice. You can use a few tips such as think for a second about what you are going to say, make a quick speech outline in your head, keep your points brief and take a few seconds between thoughts to compose yourself.

The extemporaneous speech involves the speaker’s use of note cards or prompts that guide him from point to point, with his own words as he goes along. The speaker did not memorize anything; he just used cues to know where to go next. The advantages of this type of speech is that the audience will think you are a genius for you used few notes and appeared to know everything about the topic. But this is not something that can be

done quickly. The speaker also must rehearse this speech for timing, rhythm and flow.

In a manuscript speech, the speaker reads every word directly from a pre-written script. Without eye contact, animation or movement on stage, the audience may easily become bored. One of its advantages is that you won't miss a single word or important fact. Therefore, reading from a script is most appropriate if presenting a highly technical scientific report. Maintaining a conversational tone of voice and making sure the audience is interested in the content are keys to success.

A memorized speech is one that is recited from memory rather than read from note cards. It is most appropriate in such situations as competing in an oratorical contest or welcoming an important visiting dignitary.

◆ Practice of a Presentation

Practice makes perfect. Nothing is more helpful to the ultimate success of a formal presentation than practice/rehearsal. Not even the best of speakers can give a totally effective presentation without practicing it first. Practice/rehearsal allows you to spot the flaws in a presentation and eradicate them. It enables you to work on making smooth transitions from section to section, instead of awkward stops and starts. Practice gives you an idea of how long your presentation will take. If it is too long, you still have time to make changes so that you can ultimately deliver it at a tempo that is comfortable for you. All of these benefits promote greater self-confidence, which in turn leads to a more emphatic and effective style of delivery.

1. Strategies Used to Do a Presentation

"The most successful students use a greater variety of strategies and use them in ways appropriate to the language learning task whereas less successful learners not only have fewer strategy types in their repertoire but also frequently use strategies that are inappropriate to the task" (Kumaravadivelu, 2003: 137).

(1) Using visuals

For a successful presentation, postgraduates, home and abroad, need to use some strategies that would help them to present ideas efficiently and confidently. In a multicultural context, everyone speaks English with his or her accent. As non-native speakers of English, international students sometimes might not understand each other though they speak English. On such occasions, modern multimedia technology can be employed to construct their academic discourses so as to participate in intercultural communication. A well-prepared PPT or a video clip may help you do an impressive self-presentation.

It is worth noting that visual aids can be a simple but effective way of presenting information that will make a lasting and positive impression on your audience. Impressions are likely to be more vivid when visuals are used. In general, they are more accurate than spoken words. It is clearer to show an audience something rather than tell them something. An integration of showing and telling may be more successful than either method by itself.

Visuals can convey some kind of message better than words. Ideas or information difficult or impossible to express in words may be communicated more easily through visuals (Huckin & Olson, 1991). Visuals can simplify or considerably reduce textual explanation. Accompanying visuals often clarify words. Visuals can

add interest and focus attention. For instance, a graph, a diagram or a demonstration may present ideas and information more quickly than can words alone.

Basically, visuals can be grouped into three types: flat materials, exhibits and projected materials. In your practice, you need to determine which visuals are most appropriate for your needs. When you use well-prepared visuals, your confidence level improves. Instead of nervously holding notes or cards, visuals can provide an outline for you as well as for your audience.

The following are suggestions that will help ensure your using visuals to the best advantage:

- A. **Study the use of visuals by others.** Analyze their use at a conference or in lectures, especially in your field of study. Note things such as intended audience, the kind of information presented or supplemented, the kind of visual selected for a particular purpose, the design, the layout of the visual, the amount of accompanying textual explanation and the overall effectiveness of the visual.
- B. **Select the kind of visuals that are most suitable.** Consider the purpose of your presentation, needs of your audience and the specific information or idea to be presented. Use a line graph to demonstrate how something has changed over a period of time. Opt for a bar graph to compare data. Consider a pie chart to show how percentages relate to each other within a whole. Try a flow chart to illustrate a series of steps in a procedure, decision or other "stepwise" process.
- C. **Do not include too much in a visual.** Plan one overall focus. Information should be easy to grasp visually and intellectually.
- D. **Make the visual pleasing to the eye.** It should be neat, uncrowded and attractive and should have sufficient margins on all sides. Remember that when appropriately used, visuals can enhance your presentation.
- E. **Prepare the visual carefully.** Organize information logically, accurately and consistently. Include all needed labels, symbols, titles and headings.

(2) **Arrange the presentation in a logical sequence**

Another strategy to use for an effective presentation is to arrange your material in a logical sequence. Your information should flow in a meaningful way similar to a written report. There are four time-tested, easy-to-use techniques for organizing a presentation: inductive organization, deductive organization, the four-step outline and numerical transition.

Inductive organization

In inductive organization, ideas, arguments and evidence are presented in a sequence moving from specific to general. The speaker presents relevant points leading to a general conclusion. Visually, it looks like this:

- * Point 1.
- * Point 2.
- * Point 3.
- * **Conclusion.**

You may use as many specifics as necessary to reach your general conclusion.

Here is a presentation outline organized inductively: