

# Developing Academic Writing

How to prepare  
your oral presentation

# Assignment 1

- Relate your research to two or more published studies
  - Your thesis
  - Relate to published study
    - Conclusion, argument, or data
    - Support or contrast

# Assignment 1

- Develop a thesis
- Find related publications
- Make a logical argument connecting publication, thesis
- Explain the connection (logical argument)

# Example

- Develop a thesis
  - Observe some phenomenon.
  - Ask a how or why question.
  - Find/propose\* an answer.

Japanese word +  
loanword (外来語)  
with the same  
meaning

Why are there two words  
with the same meaning?

Loanwords have specific  
nuance, and are used in  
more limited situations  
than other Japanese  
words.

# Example

- Develop a thesis
  - Loanwords from English in Japanese are often used to communicate a more specific nuance or connotation than Japanese words referring to the same thing.

# Example

- Find related publications
  - Tomoda (1999): Loanwords from European languages to Japanese are common in advertising, mass media, and bureaucratic contexts.
  - Daulton (2004): Twenty-five percent of loanwords in Mainichi Shimbun are not understood by Japanese adults.
  - Hogan (2003): Subjects in Hokkaido use many English words with young people, but no English words with older people.

# Example

- Make a logical connection
  - Tomoda (1999) found loanwords commonly used in mass media.
  - Daulton (2004): Japanese adults don't understand all loanwords in mass media.
  - Therefore, some loanwords in mass media appear to be uncommon elsewhere.
  - (This agrees with the idea that loanwords are used in specific or limited situations.)

# Example

- Make a logical connection
  - Hogan (2003) found loanwords in place of common words (ミステーク、サンキュー) when joking.
  - Hogan found specialized loanwords (サラウンド サウンド、ビーエス、アンプ) used for technical, work-related topics.
  - Therefore, English loanwords communicate specific nuance or connotation for Hogan's subjects.



# Example

- Explain the connection

1. My research question

- A. Why are there Japanese words + loans with the same meaning?

- B. Loans are used in specific settings to communicate nuanced meaning.

2. Mass media

- A. Tomoda - loanwords common in mass media

- B. Daulton - Japanese adults don't understand some loans in mass media

- C. Supports my idea that use is specialized by setting

3. Specific nuance or connotation

- A. Hogan - specialized words at work

- B. Hogan - common when joking

- C. Supports my idea that use communicates nuanced meaning

Intro

Body

# Example

- Explain the connection

1. My research question

- A. Why are there Japanese words + loans with the same meaning?

- B. Loans are used in specific settings to communicate nuanced meaning.

2. Mass media

- A. Tomoda - loanwords common in mass media

- B. Daulton - Japanese adults don't understand some loans in mass media

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3. Specific nuance or connotation

- A. Hogan - specialized words at work

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- C. Supports my idea that use communicates nuanced meaning

Intro

Body


Conclusion: How will my research affect the field, these papers?

# Ways to prepare

- Ways to prepare a speech

 Extemporaneous – no prior preparation

 Planned – notes about main ideas

    Written – write a script

 Memorized – write, then memorize

# Structure of a speech

- Introduction: Get their attention; Tell main idea

- (about 10% ~ 20% of speaking time)

“Tell them what you will tell them.”

- Body: Explain the details

- (about 60% ~ 80% of speaking time)

“Tell them.”

- Conclusion: Reminder of main idea; “Thank you”

- (about 10% ~ 20% of speaking time)

“Tell them what you told them.”

# Delivery

- Volume – louder than usual, but not yelling
- Pronunciation – clear and natural, like a human
- Eye contact – look toward the audience as much as possible
- Pauses – Stop to breathe. Don't vocalize

# Dealing with nervousness

- Everybody feels nervous; the secret is not to *look* nervous.
- Breathe deeply. Pause.
- Don't move around too much.
- Remember: We like you. We won't mind little mistakes.
- Remember: It's not a test. It's a chance for feedback.

# PowerPoint

- You **DO NOT** have to use PowerPoint.
  - Many presenters rely on PowerPoint.
  - Often, their speeches are *terrible*.
  - We want to hear you speak, not to read slides

# PowerPoint

Learn how to use it.....

*but don't abuse it.....*

Remember - just because you *can* do something, it doesn't necessarily mean that you *should*...



# PowerPoint

- If you use PowerPoint, make sure you know how.
  - Limit animation, sounds, other tricks
  - Not too much information on each slide
    - 6 x 6: Six lines, six words each
  - Practice!
  - We want to hear you speak, not to read slides

# Prepare

- 10 minutes to speak
- Write a script (but you don't have to read it all).
  - Introduction – Body – Conclusion
- Practice!
- Look toward the audience
- Breathe