# Improving Speaking Through Student-Created Presentations

*Teacher Notes*

Use this guide to prepare and assess short student-created presentations. It includes archive example choices, question prompts, a planning page, a listener record and a formative rubric. The questions and tools are newly proposed teaching materials. They are not transcripts of the original lessons or validated measures of speaking improvement.

## The teacher and learner roles

The teacher sets the speaking purpose, a feasible scope and clear criteria. The learner chooses or negotiates content, prepares material and explains the message. Classmates listen and ask relevant questions. A teacher model helps learners see the task, while the later learner presentation should give them decisions they can make themselves.

Learner ownership can include selecting photographs, organising a sequence, deciding what matters and answering an audience question. A supplied template or teacher-selected topic can still leave room for these decisions. Make the amount of independence appropriate to the level. Avoid confusing technical design skill with speaking performance.

### Suggested classroom scope

| Learners | Starting scope | Support |
|---|---|---|
| Beginners | One picture or object, 30–60 seconds, one simple question | Sentence frames and a brief partner rehearsal |
| A2 | About 2 minutes, 3–5 visuals or one poster, short questions | Keywords and task-specific phrases |
| B1 | About 3 minutes, 4–6 visuals or one poster, reasons and follow-up questions | An outline and a rehearsal partner |

These are adaptable starting suggestions. Choose fewer images when a single image supports a rich explanation. About ten slides can be a ceiling for a longer sample, rather than a minimum. The 20-slide seminar deck is a trainer resource and is separate from this learner guidance.

### What to observe

Observe whether the learner makes the message understandable, connects the material to the explanation and responds to the audience. Keep notes on the support used. If comparing attempts, use similar tasks and conditions. The supplied archive material illustrates task possibilities and does not establish measured learning gains.

## Archive examples and selection

| Example | Useful speaking purpose | Selection advice |
|---|---|---|
| Early Morning Walk | Description, familiar places, hobbies and personal or researched accounts | 11 slides in the original. Select a few photos and one focus. Use the authentic context Halis provides. |
| Going to Library | Describing a visit or a sequence of events | 8 pages. Select a clear beginning, middle and end. Confirm authorship and suitability of photographs. |
| Green Beans and Cauliflower Meal and Salad | Explaining visible preparation stages | 8 and 10 pages. Choose one process and avoid adding undocumented recipe details. |
| Turkmen Pilaf | Ingredients and sequence language | 9 pages. Check written English before reuse. Correct meet to meat and revise awkward carrot instructions. |
| What Colour and What Is This | Simple question patterns and object descriptions | 11 and 14 slides. Sample a few prompts and extend them with learner-selected content. |

Adrenalin Lover, Red Mullet, Enes Doner, Breakfast and Kazandibi Dinner remain alternative source examples. Food topics offer several choices, so select sparingly to leave room for other interests. Do not label a file as student-created until its origin is confirmed.

### Supplied classroom video

The supplied video is about 47 seconds long. The inspected image shows a learner in front of a screen holding notes. It can support discussion about visual material and note use after the complete clip and its suitability have been reviewed. It remains separate from the new decks. Do not infer the learner’s independence or speaking level from the still image. For public use, confirm permission and remove identifying details as required.

## Early Morning Walk question bank

Choose questions that match the visible photograph and the speaker's knowledge. These prompts extend the archive model. Halis can substitute the questions he actually used and add authentic context in delivery.

### Observation and description

- What can you see in this photograph?
- Where are the objects in relation to each other?
- Which detail would you describe first? Why?
- What do you know from the picture, and what would you need to ask the presenter?

### Activities and familiar places

- What could people do in a place like this?
- What is the fishing equipment used for?
- Would you enjoy this activity? Why or why not?
- Is there a similar place where you live?
- What would you tell a visitor about a place you know?

### Experience and reflection

- What do you usually notice when you go for a walk?
- Which place would you choose to photograph? Why?
- What would you like to know about the setting?
- How is a morning walk different from an evening walk for you?

### A short presentation structure

Open with the place or focus. Describe two relevant details. Add one reason, experience or checked fact. End with a question classmates can answer. Use the photographs as prompts and keep notes brief. A learner may use a researched place instead of a personal story.

### Other process prompts

For a process presentation, ask What happens first? What changes next? Why is that step useful? Which stage would you explain more carefully? Ask for a reason only when the speaker knows it. When details are missing from the pictures, encourage an honest response instead of a guess presented as fact.

## Learner planning page

Make a copy of this page for each learner. Use it with slides, a poster, photographs, an object or handmade materials. Complete the outline in keywords, then practise speaking with a partner.

**My topic and what I want listeners to understand**

_____

_____

**My format and the materials I will use**

_____

_____

**My opening sentence**

_____

_____

**My main points and the visual or object for each point**

_____

_____

**The words or phrases I need help with**

_____

_____

**My closing question for the audience**

_____

_____

**Preparation check**

Can I explain the information I use? Does each visual support a point? Have I recorded any sources I used? Can my listeners see the material? Is the talk within the agreed time? Have I practised once and answered a partner’s question?

## Listener record and reflection

Make a copy for each listener. Keep notes short so you can continue listening. You may use keywords. Ask your question respectfully and give the presenter time to answer.

**The topic and main message**

_____

_____

**One detail I understood**

_____

_____

**One question I would like to ask**

_____

_____

**The presenter's answer or clarification**

_____

_____

**One specific comment that may help the presenter**

_____

_____

**Speaker reflection after feedback**

One part I explained clearly: _____

One question I answered or tried to clarify: _____

One change I will make next time: _____

**Helpful feedback language**

Your explanation of … helped me understand … . I would like to hear more about … . Next time, you could … . Keep the suggestion specific and achievable. Avoid comments about personality, accent identity or the cost of presentation materials.

## Formative assessment and follow up

Use this proposed rubric to guide feedback. Adapt expectations to the learner's level and access needs. It is a classroom tool, not a standardised speaking test. Give one strength and one next step. If you record numerical results, keep criterion scores separate so they remain informative.

| Criterion | 3 Mostly independent | 2 Some support | 1 Frequent support |
|---|---|---|---|
| Message and content | Explains a clear main point with relevant details | Main point is understandable but some details need help | Needs frequent prompts to communicate the main point |
| Organisation and material | Uses a clear order and connects material to the explanation | Order or links to material are sometimes unclear | Needs help to organise points or explain the material |
| Intelligibility and language | Listener follows the message with occasional clarification | Listener needs some repetition or clarification | Listener needs frequent help to follow meaning |
| Questions and responses | Attempts a relevant question or response and clarifies when needed | Attempts the exchange with a prompt or phrase support | Needs substantial support to take part in the exchange |

### Assessment notes

Give credit for appropriate repair language, including asking for repetition or admitting uncertainty. Do not demand an answer to a question outside the presenter's knowledge. If no opportunity for interaction occurred, record not observed rather than assigning a low score. A high-quality poster is useful only insofar as it supports communication.

### A useful next attempt

Repeat a short section after feedback or schedule another presentation. Reduce support only when the learner can manage the task. Compare similar performances and note concrete changes, such as a clearer opening, a better-explained sequence or a response with less prompting. Include the learner's reflection when deciding the next step.

### Sources and sharing

Examples come from the files supplied by Halis Bereket for the BEREKET ELT Archive. New prompts, scope suggestions and assessment tools are editorial teaching proposals. Check the origin of photographs and individual presentations before publication. Classroom participation does not by itself authorise online sharing of a learner's image, name, voice or work.