

Presentations in English Business Textbooks

**To What Extent do English Business Textbooks Deal with the Language of
Presenting**

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Résumé

Dans ce monde globalisé et connecté qu'est le nôtre aujourd'hui, les échanges commerciaux ne se limitent que rarement à une région ou un pays, mais tendent à se développer au-delà de nos frontières culturelles et linguistiques. Cette transition a profondément bouleversé les entreprises traditionnelles, qui ont dû s'adapter à une technologie et à une façon contemporaine de faire des affaires.

Dans le cadre de cette mutation, les entrepreneurs ont été amenés à perfectionner une compétence fondamentale dans le monde des affaires : les présentations. Qu'il s'agisse d'un produit à promouvoir, d'une entreprise à vanter ou d'un concept à développer, toutes les entreprises sont amenées, un jour ou l'autre, à délivrer une présentation devant un certain public.

Cette performance, génératrice de stress, que beaucoup redoutent, ne s'improvise pas. Il s'agit d'ailleurs d'une compétence exercée dès l'école secondaire, jusque sur les bancs de l'université, et que peu maîtrisent à la perfection à la fin de leur cursus scolaire ou même universitaire. De nombreux auteurs se sont d'ailleurs penchés sur la question, et les livres et manuels destinés à améliorer cette seule compétence foisonnent dans les bibliothèques.

Mais depuis le début de la mondialisation et l'acceptation générale de l'anglais comme langue véhiculaire dans de nombreux domaines, dont celui des affaires, les entrepreneurs font face à un nouveau défi : exposer une présentation, et d'une manière plus générale communiquer dans une langue autre que la langue maternelle.

De nouveaux ouvrages ont donc vu le jour, visant cette fois un apprentissage de l'anglais adapté au monde des affaires, ces mêmes ouvrages qui seront au cœur de ce mémoire.

Dans ce mémoire, une série de livres et manuels, ainsi que leur approche vis-à-vis des présentations orales seront étudiés.

Dans un premier temps, j'analyserai le contenu de manuels dédiés exclusivement à l'apprentissage de l'art de donner des présentations, afin d'avoir une vue globale des éléments nécessaires à une présentation réussie, ainsi que les critères de cette dernière. Ensuite, je me pencherai sur des livres d'apprentissage de l'anglais, spécialisés dans le domaine des affaires, de niveaux intermédiaire et avancé, et sur leur façon d'aborder cette compétence, grâce à une étude quantitative et qualitative. Enfin, j'analyserai ces différents résultats.

Le but de cette étude est d'une part, de réaliser les différences qu'il peut exister entre les manuels dédiés aux présentations, et ceux dédiés à l'apprentissage de l'anglais, mais également d'adopter un regard critique quant à ces derniers. De plus, je chercherai à déterminer les différences entre les différents niveaux proposés (intermédiaire et avancé), en ce qui concerne leur approche des présentations. Je conclurai avec un avis personnel et nuancé sur le manuel le plus adapté pour un apprentissage complet et détaillé en vue de réaliser des présentations professionnelles.

Introduction

In this dissertation, a series of books and manuals dealing with the learning of English in general, and with the business skills in particular, will be methodically analysed.

This dissertation sets out to determine the convergences and differences between manuals dedicated to presentations, on the one hand, and textbooks dedicated to the learning of business skills, on the other hand, as well as to draw a comparison between these two types of books, while looking at them with a critical eye.

The first chapter of my master dissertation involves the theoretical framework necessary for a further analysis. I will first define the term “presentation”, after which I will highlight the importance of English in a business context. Finally, I will underline the main characteristics and aspects of a successful presentation based on an examination of the information and recommendations given in a selected set of textbooks and manuals dedicated to business communication and presentations.

In the second chapter, I will describe the methods I used to collect and organise the information about presentations scattered in the English business textbooks under study, and the criteria which led me to choose to focus on each of the six textbooks investigated in Chapter 3.

The third and last chapter of my master dissertation will concretely tackle the way textbooks deal with presentations as one of the most important business skills in today’s world from both a quantitative (how many pages, words and exercises are dedicated to this skill?) and a qualitative perspective (what aspects are considered important and how are they presented to English learners? Are there major differences in upper-intermediate and advanced levels’ teaching?).

Finally, I will conclude with a personal and toned opinion on the textbooks, and will highlight the most appropriate and thorough, according to a set list of criteria.

List of Abbreviations

Business Advantage, Student's Book Upper-intermediate	BA-UI
Business Advantage, Student's Book Advanced	BA-A
Business Result, Upper-intermediate Student's Book	BR-UI
Business Result, Advanced Student's Book	BR-A
Intelligent Business Upper Intermediate Coursebook	IB-UI
Intelligent Business Advanced Coursebook	IB-A
Market Leader Upper Intermediate Business English Course Book	ML-UI
Market Leader Advanced Business English Course Book	ML-A

CHAPTER 1: Theoretical Framework

The first chapter of this master dissertation aims at clearly defining presentations and the contexts in which they are likely to appear. Then, the content of a variety of manuals dedicated to presentations will be examined and summarised. The information uncovered will subsequently be compared with what can be found about presenting in a selection of textbooks (in Chapter 3), in order to assess the general quality of the latter.

1.1 What is a presentation?

A variety of types of spoken discourse can be found in the business workplace. Presentations are one of them, but they share some characteristics with slightly differently purpose-oriented speeches such as negotiations, sales pitches and welcome speeches. That is why the scope of this dissertation needs to be clearly defined.

According to a number of online dictionaries, a presentation, in the sense of public speaking, is the formal action of demonstrating, lecturing, delivering, submitting a document, or speaking in front of an audience.¹ I will therefore rule out the negotiating aspect, which generally occurs after the presentation in itself, as well as meetings, which enable more than one speaker to take the floor.

After careful examination of specialised manuals (see section 1.3 below), I was able to identify some elements that a variety of authors consider important for a successful presentation, including its **structure** (1.3.1): micro structure and macro structure; **two main actors**: the speaker and his audience (1.3.2); an **objective** (1.3.4) met through **verbal and non-verbal communication** (1.3.3); **fixed timing** (1.3.5); the use of **visual aids** (1.3.6); a time slot allocated to **questions from the audience** (1.3.7); and, finally, the important role of **feedback and evaluation** (1.3.8).

¹ Online dictionaries used within the context of this definition:
<http://dictionary.cambridge.org/>, www.businessdictionary.com, <http://etymonline.com>,
www.thefreedictionary.com, www.dictionary.com.

1.2 English as a lingua franca, English for specific purposes, business English

English has imposed itself as a lingua franca, not only in the occidental world, but in almost every country. Its predominance does not only appear in a business context, but also in politics, science and diverse sources of entertainment, which has for the first time brought this language to a place that not even French succeeded in reaching during the 18th and 19th centuries: English is now present at all levels of our contemporary life (Flowerdew 2006).

The first noticeable progress of English as a lingua franca appeared during the 17th and 18th centuries during the industrial and scientific revolution. In Great Britain, new technologies shaped up a new world that it naturally had the privilege to name with its own official language. Rapidly, every practitioner worldwide needed to become familiar with the new terminology, and most of these practitioners did not even bother to translate it into their own language any more. Moreover, the English Empire spread all around the world in two ways: on the one hand territorially from Australia to South America and South-East Asia, and, on the other hand, ideologically with the founding of economic and education institutions (Garzone 2007).

Although London became the major financial capital, the French influence was brought to an end by the United States. Great Britain and Europe as a whole were in debt, subsequent to the Second World War, which gave the US the perfect opportunity to impose itself culturally in the damaged territory through the American “Soft Power”, and definitely put French among the less used international languages alongside Spanish and Chinese, for example (McIntyre 2008).

With the expansion of English into different technical fields and activities, a new slightly different version of English emerged, also called “English for specific purposes” (ESP). The massive use of this language by non-native speakers has allowed it to develop intrinsically in fields such as aviation, tourism and the hotel trade, culture and art, medicine, science, technique, IT, and finally what interests us within the scope of this dissertation: business (Garzone 2007).

Business English is generally used among non-native speakers who wish to represent their company outside of their own country or region. A large number of textbooks and manuals concentrate on the business context, even though they do not handle it in a similar way. Two main approaches emerge: on the one hand, some books are structured around with a series of recurrent topics in the business world (e.g. entrepreneurship, environment, leadership,

teamwork, change, team working, finance...), as in “The Essential Manager’s Manual” (see 1.3 below). On the other hand, some textbooks and manuals focus on required skills in a business context (e.g. presentations, negotiations, meetings, small talk, socialising), as in “Presentations” from Laws, or “Fifty ways to improve your Presentation Skills in English without too much effort” from Dignen (see 1.3 below).

At first sight, it appears that presentations should at least be dealt with once in each book, as it is one of business practitioners’ most essential skills. A detailed analysis of specialised presentation textbooks and manuals will constitute the first part of this dissertation, which will be followed by an examination of the information about presenting that is included in a series of English business textbooks designed for upper-intermediate and advanced level learners.

1.3 Presentations in Specialised Textbooks and Manuals

As presentations are one of the most important business skills, they are dealt with in a variety of books, from specialised business communication manuals to books solely dedicated to presentations (not necessarily limited to a business context). This skill is also widely taught through the internet. With the aim of gathering the largest range of advice given by professionals, I analysed a number of specialised books (cf. below), which I selected because they were either available in the university library, or kindly lent to me by my dissertation director.

The Essential Manager's Manual (1998), written by Robert Heller and Tim Hindle is the first and most exhaustive manual I analysed for the following study. Robert Heller is a writer and business journalist who contributed to the teaching of management with about 80 books, designed as practical guides. Tim Hindle is a former finance editor, world business editor and management editor of *The Economist*. The manual is divided into 12 sub-sections, each of which is related to a particular field of management such as making decisions, managing time, minimising stress, and what interests us within the framework of this study: presenting. This 66-page chapter, full of illustrations and notes, aims at discussing every aspect related to presentations, to allow an uninitiated manager to produce successful presentations.

Presentations (2000) written by Anne Laws is another specialised manual. Unlike the previous one, it is divided into three sections. The first one refers to the skill of presenting and gives the reader tips and advice. The second one focuses on the language typically used in presentations with useful phrases, and the last section provides a variety of checklists to keep in mind before, during and after a presentation.

The book *How to Win Friends and Influence People* (1936) from Dale Carnegie, which was first published in 1936, with revised editions and regularly published ever since (most recently in 2017), also gives recommendations about how to make successful presentations. This book, which appears to be still quite popular today, is divided into four parts: (1) Fundamental Techniques in Handling People; (2) Six Ways to Make People Like You; (3) Win People to Your Way of Thinking; (4) Be a Leader: How to Change People Without Giving Offense or Arousing Resentment. The ideas and concepts the author focuses on are arguably still very modern nowadays, partly because they are based on the human interactions and psyche, which,

even though it has accelerated in the last decades because of the technological boom, changes slowly.

The Michigan Series in English for Academic & Professional Purposes published a book written by Christine Feak, Susan Reinhart and Theresa Rohlck called *Academic Interactions: Communicating on Campus* (2009). It focuses on academic speaking events and provides students with practical advice, based on transcripts from MICASE (the Michigan Corpus of Academic Spoken English), to “ensure that students learn the vocabulary and communication strategies that will be most effective in their academic pursuits” (Feak 2009 back cover). It includes a section devoted to panel presentations, which will be examined within the framework of this study.

Fifty ways to improve your Presentation Skills in English without too much effort! (2007) was written by Bob Dignen, director of York Associates, a school providing English courses in a business context. This interactive book is designed for “business people who have English as their second language and who want to give presentations and develop their presentation skills” (2007: iii). It is divided into ten modules, each dealing with an aspect of presentations, such as “effective planning”, “voice and body language” or “common presentation situations”. At the end of each module, a learning diary enables the learners to “reflect on his learning, implement the important techniques and track his progress” (2007: ix). It should also be noted that the last module of the book, named “language”, includes a variety of phrases and expressions, as in *Presentations* by Anne Laws.

1.3.1 Structure

A good structure underlies the clarity of a presentation. This section about structure has been divided into two different levels. First, the macro structure, which consists in the main parts of the presentation: introduction, outline, main content, summary, question time. Second, the micro structure, which involves the logical succession of sentences and linking words between those sentences.

1.3.1.1 Macro Structure

As far as the macro structure is concerned, the speaker remains free to divide his or her speech into two, three, four or more main parts. For example, Dignen (2007: 15) suggests three different approaches:

- (1) proposition-background-challenges-action
- (2) proposition-negatives-positives-action
- (3) attention-need-satisfaction-deficit-action

These depend on the audience, timing and objectives of the presentation. However, all selected textbooks recommend that every presentation should begin with (1) greetings, (2) a proper introduction, and end with (3) a conclusion and (4) a farewell. I will therefore concentrate on these four sections.

After the presenter's brief greetings to the audience, the introduction can either be given by the presenter himself, or by a facilitator (Feak 2009: 171), whose function is "to introduce himself and the main speaker, give an overview of the presentation, keep track of time, make concluding remarks and finally facilitate the question and answer session". The introduction can include a professional or a more personal presentation of the main speaker and the reasons why he has a particular authority on the topic and why he is worth listening to, as well as any other information that is relevant to the topic. It can also contain a presentation of the company he represents, particularly when the purpose is strictly commercial. The introduction can also carry a brief outline of the topics that will be dealt with. Finally, it is during the introduction that the presenter specifies logistics issues such as timing and refreshments (Dignen 2007), or when the audience will be allowed to ask questions; whether during or at the end of the speech (Laws 2000). It is essential that the introduction captures the audience's attention and sparks their curiosity (Feak 2009, Laws 2000, Dignen 2007). To do so, many textbooks recommend

the use of anecdotes, statistics, visual images or personal stories (Heller: 1998). Once the objectives are clear and the context is set, the speaker can explicitly signal to his audience that he will tackle the main content of his presentation, and use the structure that suits him best.

According to Dignen (2000: 37), it is important to make a real impact when embarking on a presentation, as the first three minutes are critical for the rest of the presentation (Dignen 2007). He discusses a series of techniques to grab the audience's attention, such as "to make a controversial statement, to introduce an amusing personal anecdote, to ask the audience a question, to get the audience to do something, to allow disaster to happen, to entertain with a trick, to find a great audiovisual, to pair up with someone to do a double act, to offer prizes or to use a quotation to make your point". He also underlines the importance of a positive attitude, explicitly stated objectives, demonstration of commitment, and finally an emphasis on the tangible benefits the presenter can offer to the audience, or their shared interest.

The second most important moment of the presentation, which also corresponds to the audience's second peak of attention is the end (Heller 1998). The conclusion is expected to briefly recap the main points. However, it should not only repeat the introduction, but also add reflections, stress benefits or give an outlook to the future (Dignen 2007). To do so, eight techniques are provided: "to push to action, to demonstrate tangible benefits, to offer inspiration, to achieve the feel-good factor, to praise, to emphasise creativity, to play the team card, to be a leader when the environment is difficult" (2007: 106) or use the same strategies he proposed for a strong and memorable beginning (2007: 37), as stated above. According to Heller (1998: 513), the audience should remember what the speaker expects it to do, think or know, and any remaining confusion should have disappeared. Laws (2000: 71) proposes the following checklist: "Your summary should briefly remind the audience of what has been said, recap all the main points of the presentation, be memorable, say or suggest what you expect your audience to do, believe or know, etc. as a result of your talk." Dignen (2007, 104) argues that the end should follow five principles: "be short, be consistent, be clear, be tailored and be memorable". Depending on the speaker's culture and preference, the audience will then be allowed to ask questions, after which the speaker will thank them and say farewell.

1.3.1.2 Micro structure

Once the general structure of the presentation is determined, connectors and linking words play an important part in outlining the inner structure of the talk and the logical links between sentences, so that the audience follows it more easily. This relies on writing skills, which are very rarely dealt with in the selected presentation and communication textbooks and manuals. However, it is important to discuss these skills, as a clear microstructure underlies the comprehensibility of a presentation.

The only author who tackles the micro structure is Dignen (2007: 21). He mentions seven separate functions for linking words and phrases: “introducing a new subject, sequencing with logical connectors, connecting different parts of the speech, bridging (signalling the end, summarising, asking for questions...), developing with digressions, referring backwards and forwards, and signalling the ending”. He adds ten ways of connecting ideas: adding an idea (“additionally, on top of this...”), contrasting (“however, whereas...”), exemplifying (“for example, such as...”), generalising (“normally, generally...”), specifying (“in the case of, especially...”), conceding (“despite, even so...”), offering an alternative (“alternatively, on the one hand...”), explaining purpose (“in order to, so that...”), contradicting (“in fact, surprisingly...”) and explaining why (“because of, as a result, therefore...”).

1.3.2 Audience

The audience is often presented as the main factor that should be taken into account to produce an effective presentation. Laws (2000: 7) and Heller (1998: 496) both agree that the audience should be investigated as much as possible before the preparation of the speech. Main aspects to consider include: its size, its knowledge of the topic, its expectations and its attitudes. Dignen (2007: 2) also recommends investigating their professional responsibilities, their business and their cultural background.

First, the size of the audience will automatically impact the seating arrangement and therefore the formality of the talk. The smaller the audience, the more informal the presentation can be. Heller (1998: 497) gives techniques to use (1) with a small audience, such as establishing eye contact with each member of the group, or allowing them to have a brief say, and (2) with a bigger audience, for example by summarising and repeating a lot more. This correlation between number of attendees and formality is also discussed in Laws (2000: 8). Secondly, the size of the audience determines the speaker's voice volume and the possible use of a microphone.

The nature and knowledge of the audience influence the use of (technical) content included in the presentation. According to Feak (2009: 198), the speaker should investigate the extent of the knowledge of the audience, particularly to avoid boring it with basic information, or, by contrast, to avoid moving too quickly from one subject to another. Laws (2000: 11) also advises presenters to consider that there may be non-native speakers listening, in which case, the presentation should be adapted to them. The audience's culture may also vary, which is also a factor to keep in mind when using humour for example (Laws 2000); humour is indeed highly cultural. Although humour can help produce a memorable message, it should always be used carefully. On this matter, Dignen (2007: 39) recommends using a play on words in a heading, highlighted or not by a picture, or to use self-deprecation in the introduction to lighten the atmosphere from the beginning.

To produce an effective presentation, all the textbooks under study stress that the expectations of the audience are a key factor that should remain in the mind of the presenter at every stage of the presentation, from the preparation to the delivery. To illustrate this, Heller (1998: 496) writes the following: "Always remember to talk *to* your audience, rather than *at* them." He

continues saying that if the members of the audience feel that the speech directly connects with them, they will have a more positive and open attitude.

Heller (1998: 496) considers the attitude of the audience as something that can and should be worked on from the very beginning: if it seems positive, the speaker should fully take advantage of it. If, on the other hand, the audience shows resentment, mistrust or boredom, the speaker should be able to adapt in any circumstances by first, identifying the audience's attitude, and then, by finding practical solutions. For example, by showing enthusiasm and smiling when the audience shows mistrust, or involving them more if he detects lack of interest (1998: 544).

1.3.3 Non-Verbal Communication

Non-verbal communication refers to the vocal and body-related behaviour during a presentation. It includes eye contact, tone of voice, facial expressions, posture and gesture (Laws 2000). In the 1950s, a piece of research conducted by Albert Mehrabian revealed that the non-verbal message makes up about 55% of the total impact, while the vocal message (tone of voice, inflection, tempo) reaches 38%, and the verbal message (the actual words) only 7% (Dignen 2007). As a result, non-verbal communication features to varying degrees in all the presentation textbooks examined in this chapter.

According to many business professionals, including Dale Carnegie, who already emphasised this particular aspect in his 1937 book, eye contact is the most important factor to produce an effective presentation (Scollon 2002: 79). Laws (2000: 62) insists that it is essential that note cards, if they are used, which is far from obligatory, only consist of key words and headlines, so that the look remains focused on the audience, and not on the notes. Moreover, a survey conducted in different countries revealed that no matter the culture, the lack of eye contact is the most frequent criticism directed toward a speaker (Scollon 2002). Eye contact is the first rapport established with the audience, and the first means to arouse the audience's curiosity and attention (Laws 2000). Dignen (2007: 75) advises presenters, whenever possible, to look at individuals for around 15 seconds, so that they feel that speaker does not speak *at* them, but *to* them, as already mentioned by Heller (1998: 496) in section 1.3.2 (above).

As far as body language is concerned, beginning with facial expressions, Laws (2000: 33) and Dignen (2007: 78) recommend presenters should remain relaxed, confident and more importantly, positive. A smile does not give less credit. On the contrary, it brings the audience to a positive state of mind, which can make them more receptive to the message. The most common posture described in the reference books is to stand up and rest the hands when they are not selectively used for emphasis (Heller 1998). Dignen (2007: 79) also suggests moving in the direction of the audience or of the slides to create a dynamic movement, even though these movements should not become overplayed. Scollon (2002: 85) strongly advises against standing between the audience and the visual medium. According to him, even when using visuals, it is important that presenters do not turn their back on the audience. Once authority and credibility are established, and the rapport with the audience is created, if the culture allows it, Heller (1998: 70) suggests appearing more relaxed, because a relaxed posture conveys confidence.

The speaker's voice is also mentioned in every textbook under investigation as something that should be worked on. Before being comprehended, the speaker should be wholly understood. He needs to be conscious of the way he speaks: he should speak more slowly and more clearly than in normal speech (Laws 2000). This will allow him to control his breathing, remain calm, and sound more confident, which will increase the credit from the audience (Heller 1998). In addition, as rightly pointed out by Laws (2000: 24), pitch and intonation are particularly important in English. Together with the tempo and volume of the voice, all these elements should remain in the speaker's control, in order to emphasise words and highlight key points. Finally, Laws (2000: 30) highlights the numerous advantages of pauses: they naturally emphasise the points that have been made, they give the speaker more time to think about his next point, they give the audience time to absorb the information, and it is the perfect moment to gauge their reactions. As far as the tone of voice is concerned, Dignen (2007: 76) highlights the importance of a positive, yet professional tone.

1.3.4 Achievement of the Objectives

Each presentation has an objective, a purpose, or a main message to send, which should be at the heart of the presentation. Actually, it is even recommended to define the subject and the objectives before beginning to plan the presentation. As already mentioned in 1.3.2 (above), the expectations of the audience should help define the objectives of the speaker (Heller 1998). In order to structure the content between what must, ought to and could be said, Both Heller (1995: 515) and Laws (2000: 55) advise presenters to use mind maps and grids, which are seen as effective means of prioritising and organising ideas. What's more, Laws recommends that the objective stays in the mind of the speaker during the whole preparation.

The purpose of a presentation can be either to find a solution to a problem, or to give information (Feak 2009). When the purpose is to find a solution, the audience should be dragged from the current situation report, to recommendations and proposals, by way of the analysis of the problem, advantages and disadvantages of intermediary solutions, and different possible options (Feak 2009). To be powerful and effective, such a presentation is expected to end with very strong evidence that the final recommendation is the best one. However, the main purpose of the presentation may be to provide information, in which case it is important to work from the knowledge of the audience, to what they do not know yet (Laws, 2000). In this scenario, the presenter should be careful not to use overly technical language and vocabulary, as already stated in 1.3.2 (above). However, Heller (1998: 506) disagrees with Feak and recommends using the three Es. According to him, each presentation should, to some extent, at once educate, entertain and explain, even though it should follow a clear course of action which is limited to one of these three objectives.

Heller (1998: 512) uses a graph showing a typical audience's attention span, based on a 45-minute presentation (see Figure 1). The graph shows that the audience's peak of attention is reached at about ten minutes. Afterwards, it continually decreases until the end of the presentation. That is why many authors underline the importance for a presenter not to drown the audience with difficult concepts they do not need, but to limit to three main points, because even with their full attention, the audience only absorbs about a third of the content. The main points

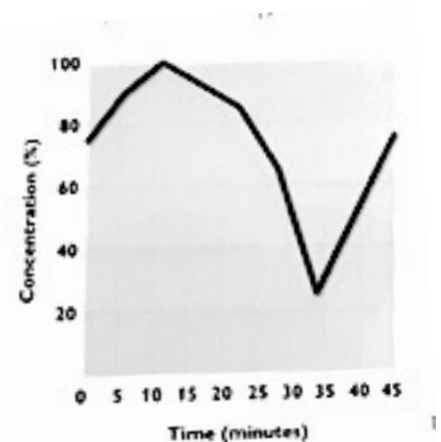


Figure 1: audience's attention span

should therefore be repeated and emphasised at the beginning, in the middle and at the end of the presentation. Heller (1998: 513) adds that repetitions must be used, but it is important that they “sound fresh, yet familiar”.

1.3.5 Timing and Equipment

As far as timing is concerned, and as mentioned in section 1.3.4 (above), Heller (1998: 512) gives statistics about the audience’s attention span, suggesting that a presentation should not last longer than 30 minutes. However, the length of the presentation is rarely defined by the speaker, but most of the time by the host. Although it may be difficult to estimate the length of a speech in advance, as the speed varies widely, all selected textbooks strongly advise to rehearse out loud, if possible in front of a small audience. In order to deal with the time constraint. Laws (2000: 37) also recommends writing on the notes how long each part should take and decide beforehand which parts can be left out.

Regarding the equipment, presenters should enquire before the presentation about the material that will be at their disposal (Heller 1998). Heller also underlines the possibility of asking for a technician if the presentation involves technology that the speaker does not master in case something goes wrong. Finally, Heller (1998: 521) and Laws (2000: 13) both agree that in case the equipment does not suit the size or seating arrangement of the audience, it should not be used. It is better not to use visuals than using them badly.

1.3.6 Visual Aids

Visual aids may comprehend transparencies, overhead projectors, white or black boards, paper hand-outs or even videos. However, it seems that recent manuals restrict this area to the use of power-point presentations, which are nowadays seen as both democratic and convenient. The following recommendations will therefore mainly focus on this type of visual aid.

Visual aids need to follow strict rules in order to be effective. With the audience and the speaker, they are the third main actor during a presentation, and if they are badly used, they can lead to boredom or misunderstanding, and even turn a good presentation into a bad one (Feak 2009). Visuals are dealt with in two distinct phases: first, the upriver preparation, and then their practical use.

The main rule to keep in mind when preparing visuals is that they should remain simple and straight to the point (Laws 2000, Dignen 2007). They have three major functions: to summarise what has been said, to give additional information or to remind the speaker of what comes next in his presentation. Laws (2000: 42) warns that the visuals should not contain the exact words the speaker intends to say, because repetitions lead to boredom. Feak (2009: 190) agrees, arguing that the audience should not be able to get the entire presentation just from reading the slides.

A series of typology rules are to be respected: the font should be large enough so that the entire audience can read it, colours can be used to emphasise a word, symbols and pictures are also effective when it comes to attracting attention (Laws 2000), there cannot be more than six lines with six words in a line, full sentences must be avoided, bold should be used instead of italics and capital letters to contrast an idea, the text is preferably dark on a light background, bulleted points should consistently start with a verb, if possible. Images can be used if they serve the communication objectives and are relevant to the subject. These include funny images, when these are used either at the beginning, or at the end of the presentation (Dignen 2007). Finally, Dignen also points out that text files, sound files, video files as well as web pages involve possible technical or reading difficulties, which the presenter should take into account beforehand.

Between the preparation of the visual aids and the presentation, all the selected manuals suggest presenters should prepare for possible technological problems. If the speaker does not feel

confident enough, it is common to ask for the presence of a technical assistant whose role is to ensure that audio and visual material will work properly during the presentation.

As far as the use of visuals is concerned, the speaker should, above all, be careful about his position. The most common criticism toward presenters among all cultures is that they tend to speak to their visuals while turning their back on the audience (Feak 2009). In case the audio-visual aid does not consist of a power point, but, for example, of a white board, it can be particularly difficult to always face the audience, as the presenter will highly likely have to write on the board at some point or another. In this case, Laws (2000: 48) recommends standing to the side while writing. According to her, timing is also very important. The point should be made first. Then only, can the slide be shown. Finally, the slide should be explained, or the audience should be given some time to read and take it in. When a great deal of information has to be processed, Laws (2000: 50) and Dignen (2007: 89) also suggest gradually unveiling bullet points on the slide. Another way of dealing with complicated visuals, proposed by Dignen (2007: 94), is to navigate with the audience through a slide, for example by adding personal comments to key words or by showing the logic of the presentation structure.

Dignen (2007: 91) gives ten “golden rules” to make better power point presentations: 1. Design each visual to communicate one major point, 2. Keep things lively, 3. Keep it simple, 4. Highlight key words or areas of a slide, 5. Start well, 6. Finish well, 7. Postpone giving of handouts, 8. Create interest with variety, 9. Proof read, 10. Know what is coming.

1.3.7 Question and Answer Sessions

Question and answer sessions are often the most stressful part of the presentation for inexperienced speakers. However, according to Heller (1998: 548), Q&A sessions can be prepared as thoroughly as the presentation itself. He suggests going through the whole presentation and look for possible questions, but also to rehearse in front of relatives who will be able to formulate questions that the speaker would not have thought of. Once some questions have been identified, he suggests preparing long answers that will give the speaker more confidence and more credibility.

When it comes to questions, presenters might face a number of situations (Feak 2009):

- 1) Someone interrupting the presentation to ask a question about something that the speaker intends to mention later
- 2) Not understanding the question
- 3) Not hearing the question
- 4) Not knowing the answer to the question
- 5) Not knowing if the given answer was clear and satisfying enough
- 6) Lacking time for answering more questions

Unlike the five other situations, the first one does not happen at the end of the presentation, during the Q&A session initiated by the speaker or the facilitator; it occurs during the presentation itself. This situation can be avoided rather easily by mentioning from the very start that a specific time slot will be devoted to questions at the end of the speech, or by regularly asking for questions during the presentation (Laws 2000). However, it is still possible that members of the audience unexpectedly interrupt the speaker. If this happens, Heller (1998: 548) underlines that no matter the tone or intention of the questioner, it is important to remain calm.

In case unanticipated questions are asked, the main difficulty lies in the very short time the speaker has to understand the question and to think of an answer. Therefore, several strategies can be used to delay the answer and gain time. For example, Heller (1998: 548) suggests taking a sip of water, coughing or blowing one's nose. Other strategies can also be used, such as repeating the question, asking the member of the audience to rephrase the question himself, or asking for more details about it.

But answering quickly is not the only challenge presenters face during a Q&A session. The speaker may simply not know the answer. In that case, he can try answering in a more indirect way, with facts he is certain of (Heller 1998). If an indirect answer is not possible, another

professional way to respond is by admitting the lack of knowledge, and by promising to try to find and provide an answer later.

For the other situations mentioned above, Dignen (2007: 108) suggests the RACER Model (**R**espond, **A**nswer, **C**heck, **E**ncourage, **R**eturn to presentations), which is a five-step process designed to handle questions. First, in order to gain some time, the presenter can respond with feedback to show that he understands the question, or to ask for clarification if he does not. Then, he is obviously expected to answer the question, being careful about keeping the answer short, simple and focused on the actual question. Once the answer is formulated, it is advised to check that the answer is understood. The presenter can encourage the audience to ask more questions, and once the allotted time is over, or there are no more questions, he should explicitly wrap it up.

If aggressive questions are asked, presenters should remain professional, calm and respectful. The presenter will have to make some effort to understand the point of view of his counterpart, and explicitly say that he does (Heller 1998). After having acknowledged the other person's feelings and point of view, there are some strategies to deal with conflict. The first solution, yet not very advisable, according to Dignen (2007: 111), is to hit back. However, better solutions exist, such as agreeing to some extent, reaching a compromise on the question, explain things more thoroughly, and, if all these solutions have failed, it may be wiser to just retreat.

Just as for the rest of the presentation, Heller (1998: 548) highlights the importance of being as succinct and clear as possible. He recommends taking only one question at a time and not answering before being certain of the answer.

1.3.8 Feedback and Evaluation

The question of feedback is handled in all the selected textbooks. According to Dignen (2007: x), it is the only way we have to “identify strengths and weaknesses, and then to develop these strengths and work on any weaknesses”. It is important to separately assess the preparation of the presentation and its delivery. It is also possible to directly ask the audience for feedback.

Laws (2000, 27–139), who divided her book into three parts, dedicates the last one to evaluating the presentation. She underlines the importance for the speaker to separately evaluate the preparation (“Before the presentation”), the delivery (“Giving the presentation”) and the outcomes (“After the presentation”).

As far as the preparation is concerned, she proposes three checklists: (1) the preparation, (2) the cross-cultural and (3) the visual checklist. These aim at reminding the speaker of his main objective and things he should keep in mind to be as effective as possible, for example by outlining the structure of the presentation, by investigating the audience profile and its culture, by allocating a specific time for questions, by checking the clarity and relevance of the slides, etc. Dignen (2007: x) also dedicates the first part of his presentation feedback sheet to “planning”, that is to say selecting the right target, the right information, the right presentation process and the right communication style.

When delivering his presentation, it is clear that the speaker cannot complete a checklist. However, it is possible to analyse the audience’s facial expressions to know if they understand the content, and if they look interested or rather bored. Successfully understanding the audience’s needs and adapting to it can largely improve the quality of a presentation (Laws, 2000). Heller (1998, 546) also provides information to read hand and arm gestures, but also leg posture. For example, leaning forward can be considered as a sign of interest, crossing the legs can show negativity, and a chin resting on the hand can suggest concentration. However, body language is widely influenced by culture, and a speaker should not jump to conclusions too quickly.

The feedback, whether given by the audience or the presenter himself, is the final step of the presentation. It is necessary to clearly assess what went well and what did not, in order to improve this skill. For example, achievement of the objectives, body language, voice clarity, structure, timing, visuals, content and question time are fields that can be investigated (Laws, 2000). Heller (1998, 556) gives twelve similar feedback questions that need to be marked on a

scale from one (always) to four (never), dealing with subjects such as the audience's attention, eye contact, punctuality, etc. Dignen (2007: x-xi) also suggests investigating the previous themes, but adds the impact of the beginning and of the closing (see Figure 2).

	Poor	OK	Good	Excellent
Voice				
• speed	☐	☐	☐	☐
• volume	☐	☐	☐	☐
• was interesting to listen to	☐	☐	☐	☐
Body language (posture, hands, eyes, movement, face)				
• looked natural	☐	☐	☐	☐
• looked confident	☐	☐	☐	☐
• added impact to verbal message	☐	☐	☐	☐
Closing and questions				
• summarised clearly	☐	☐	☐	☐
• handled questions effectively	☐	☐	☐	☐
• concluded with impact	☐	☐	☐	☐

Figure 2: Feedback checklist (Dignen)

1.3.9 Conclusion

The analysis of a series of textbooks and manuals dedicated to presentation skills has brought out a variety of things.

First of all, it seems that being able to give presentations is considered necessary for any business practitioner or professional, as almost all the specialized books and manuals examined mention it. But judging by the advice given, this skill is also improvable, on the one hand, through reading (the books investigated in this chapter, for example), and, on the other hand, through practice and regular feedback.

It should be noted that the eight presentation-related themes discussed in this chapter are dealt with in all the reference books investigated, even if the advice given slightly differs from one book to another. Presentation skills are generally organised around these eight themes, with sometimes some additional themes, but which were not represented significantly enough to be analysed within the frame of this dissertation.

In addition to the general advice that is given and that needs to be adapted to the context, almost all the books examined offer key expressions or phrases that can be used within the frame of a presentation.

Finally, even if some books have a more creative approach, and some a more practical one, they all converge when dealing with specific aspects of presentations. For example, they all recommend using sober slides, or to be positive in front of the audience. They never contradict each other, which suggests that presentation skills are rather well-defined and self-regulated.

CHAPTER 2: Data and Method

2.1 Research Question

The present research work aims at analysing the extent to which recent Business English textbooks deal with the language of presenting.

After having highlighted key aspects that are considered necessary to successfully deliver a presentation based on the examination of a series of manuals in Chapter 1, I will investigate the way these skills and knowledge are taught to non-native speakers in business English textbooks. More specifically, I will draw a comparison between specialised communication manuals, on the one hand, and general business textbooks, on the other hand.

After having determined fundamental aspects of presentations that should arguably be taught to an English learner, I will underline the differences of content and method, if any, between the upper-intermediate and the advanced levels in a quantitative and qualitative analysis.

2.2 Method and Instrument

Within the framework of this dissertation, I examined eight business English textbooks from two levels; upper-intermediate and advanced.

The theoretical part of this dissertation (see Chapter 1) is based on a series of communication and presentation textbooks and manuals that I carefully examined, in order to identify which topics were recurring. Once these topics were identified, I dedicated a word document to each of them, so that I could compare the information given in the selected manuals, and highlight their similarities.

This word document served as the starting point for my quantitative and qualitative analysis of the business English textbooks. I used an Excel table for my analysis to make sure that the structure and the content were clear to me. Each textbook had two columns dedicated to its two levels, themselves split up into two columns: the first one for the unit number, the second one with a summary of the useful information I was able to find in it. Once again, I underlined the most recurring topics in these textbooks, which were quite similar to the ones identified in Chapter 1.

The information I selected in the textbooks was always clearly identified with the words “presentation” or “presenting”. It consisted, on the one hand, of one or two full page(s) of exercises aiming at familiarising learners with presentations under a wide range of subtopics (visuals, Q&A, making an impact...) which were often referred to in the course outline or map in the “skills” part (see Figure 3).

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
UNIT 4 MARKETING → page 36	Customer relationship management	<i>Is the customer always right? Yes, she is.</i> <i>What women really want!</i> Defining and non-defining clauses	Making an impact in presentations Writing: presentation slides	Re-launching Home2u Writing: press release (product endorsement)

Figure 3: Presentations exercises in the (course) map ML-A

On the other hand, they were smaller practical exercises at the end of each unit in the “Output” section:

Give a short presentation about three or four current activities that you or your company are involved in. For each activity, say how long it has been going on, what has already been achieved and what remains to be done.
BR-UI (p.64)

2.3 Challenges

I had to deal with two major challenges during my investigation.

First, the focus on “presenting” was not always straightforward as this skill is closely connected with complementary skills such as meeting and negotiation skills; presentations often take place at the beginning of meetings or are followed by negotiations. These skills are often discussed together in textbooks. To deal with this challenge, I used the course map at the beginning of each textbook, which most of the time classifies the units into one specific skill. I only selected the sections that clearly targeted “presentation skills” for the qualitative analysis (see Figure 3).

Another challenge was the large amount of data I had to deal with, particularly regarding subcategories such as “Phrases and Expressions”. The eight textbooks could hardly be compared to each other in a word document, so I needed to divide and structure the content effectively, without losing track of the book title, page numbers, etc. This is why I opted for an excel document (as mentioned in 2.2), where links and comparisons could be made more easily.

2.4 Data

In this section, I will highlight the different criteria I used to select the manuals and textbooks analyzed within the framework of this dissertation, and I will discuss their different features.

2.4.1 Selection of the textbooks

Business English textbooks are popular among English learners, who, as mentioned in section 1, actually often learn this language for professional reasons. The textbooks were selected on the basis of a range of criteria that I will describe in this section.

First of all, I have decided to base the research work on upper-intermediate and advanced levels only. Beginners' textbooks have deliberately been put aside, as they only provide basic knowledge and limited skills training and are therefore less relevant here.

Textbooks used in this study are all widely published and used worldwide, and were published between 2006 and 2012. Each book is divided into 12 to 16 units, and aims at improving the knowledge and skills of the learners in international business situations. The focus is on reading, listening comprehension, speaking and writing.

2.4.2 General Features of the Textbooks

The general features of the selected textbooks are listed in Table 1. They include the publishing house and year, the book title and its level, the authors, the number of units and of pages, as well as the objectives listed either on the back cover, or in the book's introduction.

As these textbooks set out to improve learners' English speaking, writing, listening and reading skills in a business context. Also, key grammar points are covered and an emphasis is put on vocabulary expansion. The textbooks share recurring characteristics such as their general structure, which can be observed in the "(book) maps" or "contents" at the beginning of each book (see Table 2).

The first column of each map generally presents the different units, using a number and a title (see Table 3). As can be seen from Table 2, the textbooks under study are usually organised into units, which are organised around 5 major sections (except for ML-A), whose purposes are:

- To improve the **listening** skills (input: listening / listening & discussion)
- To improve the **reading** skills (texts / input: reading / reading & language)
- To improve the **writing** skills (output: writing)
- To broaden the **vocabulary** and **grammatical** range (language focus / working with words / language (at work) / vocabulary (and usage))
- To improve **career skills** ((business) skills / career skills / business communication skills)
- To **summarise the learning** and to **practice** (case study / dilemma & decision / discussion / practically speaking / output: speaking)

However, aside from this general structure of units, some books provide additional content, which is not referred to as or in the “units”, but appear at the end of the book, or every three units:

- **Review/Revisions:** Additional exercises in which the user can use again what he has learned in the specific unit(s)
- **Grammar (Reference)/Language Reference:** Summary of all the grammar topics which are mentioned in the units
- **Audio Scripts:** Transcription of all the audio files
- **Answer Key:** Answers to all the exercises
- **Useful Phrases:** Gathering of all the useful phrases and expressions
- **Activity Files/Additional Materials/Practice Files/Pairwork:** Additional exercises, in case the user wants more practice
- **Glossary:** Gathering of useful vocabulary
- **Glossary Test:** Test, in which the user can assess his/her knowledge of the previously mentioned glossary
- **Working across Cultures:** Additional information and exercises on the differences between cultures at work
- **Information Files:** Additional information for the exercises mentioned in the units

An examination of the units reveals that “presentations” are usually part of the “career/business (communication) skills” (cf. bold in Table 2).

Publishing House	Publishing Year	Title	Level	Authors	No of Units	No of Pages	Objectives
Cambridge University Press	2011	Business Advantage (BA)	UI	Lisboa Martin Handford Michael Koester Almut Koester Pitt Angela	14	194	—to give you the theory, practice and skills that will lead you to success in international business —to enable to produce a variety of effective written business communications —to improve and broaden your vocabulary and grammatical range —to introduce and develop theories, topics and ideas about business that are useful in both English and your own language
Cambridge University Press	2012	Business Advantage (BA)	A	Lisboa Martin Handford Michael	14	193	—to improve your speaking skills through discussion questions —to use language and ideas presented to solve a problem or deal with a business dilemma or issue —to help you develop questioning skills that are necessary in the academic and business world —to help you develop an understanding of your own culture and other cultures —to provide you with some very useful tools, such as speed-reading techniques that will improve the way you learn and the way you work
Oxford University Press	2008	Business Result (BR)	UI	Duckworth Michael Turner Rebecca	16	168	—give you important new words and phrases that you can use immediately in your work, practise this new vocabulary in a realistic final activity —present key expressions for exchanging information, attending meetings, presenting information, socializing, small talk, telephoning and short conversations, help you express more clearly and more naturally in real work situations
Oxford University Press	2009	Business Result (BR)	A	Baade Kate Holloway Christopher Scrivener Jim Rebecca Turner	12	168	—review key grammar, help you communicate more accurately in real work situations —find out about situations related to the unit topic that affect real companies and organizations —take part in a longer work-related activity with lots of opportunities to practise the language
Pearson Education Limited	2006	Intelligent Business Upper-Intermediate (IB)	UI	Trappe Tonya Tullis Graham	15	178	—to give you an opportunity to see key language in context, expand your business knowledge horizons —to review and practice important grammar and vocabulary in both spoken and written contexts —to develop the key communicative language and strategies necessary to succeed in today's work environment
Pearson Education Limited	2011	Intelligent Business Advanced (IB)	A	Trappe Tonya Tullis Graham	12	177	—to deal with more challenging language content and more complex topics —to focus on vocabulary and idiomatic usage —to truly introduce advanced language, communication and life skills such as making ethical decisions, debating and influencing people —to bridge the gap between the upper intermediate and advanced level coursebooks —to acquire the high level of skills necessary for a truly international career —to gain awareness of some of the complex issues that face the business community and society
Pearson Education Limited	2011	Market Leader (ML)	UI	David Cotton Falvey David Kent Simon	12	178	—to improve your ability to communicate in English in a wide range of business situations —to develop the communication skills you need to succeed in a professional environment —to broaden your knowledge of the business world
Pearson Education Limited	2011	Market Leader (ML)	A	Dubkicka Iwonna O'Keeffe Margaret	12	186	—to become more fluent and confident in using the language of business in a variety of contexts and further their career prospects

Table 1: General features of English business textbooks

BA-UI	Lesson ² : - Theory - Practice - Skills	Focus	Language	Input: reading/ listening	Output: speaking/ writing	Writing (1, 2, 3, 4, 5, 6, 7) Additional materials Audio Scripts Answer Key
BA-A						
BR-UI	Working with words	Business communication skills	Practically speaking	Language at work	Case study	Practice Files Useful Phrases Information Files Audio Scripts
BR-A			Language at work	Practically speaking		
ML-UI	Discussion	Texts	Language work	Skills	Case study	Revisions (A, B, C, D) Working across cultures (1, 2, 3, 4) Grammar Reference Audio Scripts Glossary
ML-A	Listening and discussion	Reading and language	/	Business skills		Revisions (A, B, C, D) Working across cultures (1, 2, 3, 4) Language Reference Writing File Activity File
IB-UI	Reading	Language	Vocabulary	Career skills	Dilemma & decision	Review (1, 2, 3, 4, 5) Pairwork Glossary Glossary Test Grammar Audioscripts
IB-A		Vocabulary and usage	Language			

Table 2: Organization of the (course) maps

² Each lesson (theory, practice, skills) is composed of an introduction, inputs (e.g. language focus, listening, reading, intercultural analysis, transferable skill, etc.) and an output. Although it does not reflect very well the content of the book, I have kept the same layout as in the course map of the book.

BA-UI	BR-UI	IB-UI	ML-UI
1. Competitive environment 2. Future uncertainty Writing 1 3. Rewarding performance 4. Fostering creativity Writing 2 5. Organisational cultures 6. Working across cultures Writing 3 7. Change management 8. Project management Writing 4 9. E-marketing 10. Branding Writing 5 11. Accounting 12. Microfinance Writing 6 13. Corporate social responsibility 14. Strategic planning Writing 7	1. First impressions 2. Motivation 3. On schedule 4. New ideas 5. Customer service 6. Ethical business 7. Making decisions 8. Outsourcing 9. Employees 10. New business 11. Communications 12. Change 13. Facts and figures 14. Culture 15. Performance 16. Career breaks	1. Alliances 2. Projects 3. Teamworking Review 1 4. information 5. Technology 6. Advertising Review 2 7. Law 8. Brands 9. Investment Review 3 10. Energy 11. Going public 12. Competition Review 4 13. Banking 14. Training 15. Consulting Review 5	1. Communication 2. International marketing 3. Building relationship Working across cultures: doing business internationally Revision unit A 4. Success 5. Job satisfaction 6. Risk Working across cultures: working in new markets Revision unit B 7. Management styles 8. Team building 9. Raising finance Working across cultures: managing international teams Revision unit C 10. Customer service 11. Crisis management 12. Mergers and acquisitions Working across cultures: international negotiations Revision unit D
BA-A	BR-A	IB-A	ML-A
1. Market entry strategies 2. Standardisation and differentiation Writing 1 3. Competition within industries 4. Entrepreneurship Writing 2 5. Crisis management 6. Leadership Writing 3 7. International communication 8. International outsourcing Writing 4 9. Affordable innovation 10. Design and invention Writing 5 11. The economic environment 12. International trade Writing 6 13. Sustainable development 14. Social enterprise Writing 7	1. Connections 2. Careers 3. Change 4. Risk 5. Teamwork 6. Progress 7. Learning 8. Performance 9. Resources 10. Leadership 11. Values 12. Persuasion	1. HR 2. Organisations 3. Change Review 1 4. Responsibility 5. Governance 6. Start-ups Review 2 7. Resources 8. Power 9. E-marketing Review 3 10. Risk 11. Misconduct 12. Development Review 4	1. First impressions 2. Training 3. Energy Working across cultures: international presentations Revision unit A 4. Marketing 5. Employment trends 6. Ethics Working across cultures: ethical international business Revision unit B 7. Finance 8. Consultants 9. Strategy Working across cultures: socializing Revision unit C 10. Online business 11. New business 12. Project management Working across cultures: managing an international team Revision unit D

Table 3: Unit titles in the English business textbooks

CHAPTER 3: Analysis of the Business Textbooks

In this chapter, I will focus on the analysis of English business textbooks. First, I will separately describe their general **structure and approach** (3.1). Then, I will draw a short **quantitative analysis** (3.2). Besides, I will make a **comparative qualitative analysis** (3.3) about certain recurring topics: **phrases and expressions** (3.3.1), **interculturality** (3.3.2), **making slides** (3.3.3), **question and answer sessions** (3.3.4), **structure of a presentation** (3.3.5), and **making an impact** (3.3.6). For each of these topics, a short conclusion will allow a comparison with the specialized books and manuals investigated in Chapter 1. Finally, a general conclusion will close this dissertation.

3.1 Structure and Approach

Each textbook has its own structure and approach toward presentation skill. However, generally speaking, each textbook has (a) specific unit(s) dedicated to presentations, which will be discussed in this chapter. In addition, the focus is also on the different sections present in each of the units devoted to presenting.

To begin with, BA-UI deals with presentations in the **skills** part (cf. bold in Table 2) of unit 2 (“presenting a case at a meeting”), in the skills part of unit 9 (“organising a presentation”), and in the skills part of unit 12 (“delivering a presentation”). Each time, the lesson starts with an introduction composed of a series of open personal questions (e.g. “Have you ever had to give a formal presentation in class or at work? How did you feel? Would you prefer to give a formal presentation or lead a Q&A (question and answer) session where you have to provide the answers?”). Then, there are up to five **inputs**, which can consist either of **listening comprehension activities** followed by exercises (designed for digging further into one aspect of presentations: Q&A session, chunks, order and aim of slides, etc.), and/or of a **language focus** part which focuses on the specific aspect(s) mentioned in the listening part... Finally, an **output** sets a context in which the learner has to put in practice what he just learned. For example, in the case of unit 2, 9 and 12, the learner must give a presentation. There might also be a **critical** or **intercultural analysis** to inform the learner about particular aspects of the topic. In the case of presentations, for example, it is inside this transferable skill that the learner will learn to use repetition for a persuasive effect. Finally, the additional section **writing 1** also focuses on presenting, as it aims at “preparing presentation slides”.

The BA-A has unsurprisingly a similar approach. It focuses on presentations in the **skills** part (cf. bold in Table 2) of unit 3 (“making a sales pitch”), unit 8 (“dealing with Q&A”), unit 11 (“presenting charts and statistics”), and, just like its upper-intermediate version, in **writing** 1 (“writing notes for presentation slides”). They also have the same structure, that is to say an **introduction**, many inputs (composed of **listening comprehension activities**, **language focus** sections, etc.) and an **output**, for use in context.

BR-UI is the textbook with the most units dedicated to presentations (see below in Table 4: General overview of presentations—quantitative analysis). These can be easily noticed in the course map, because each skill is explicitly written in bold; presenting, meetings, exchanging information, socializing. There are always to be found in the **business communication skills** part (cf. bold in Table 2); in unit 4 (“presenting an idea, product or service”), unit 6 (“explaining plans and arrangements, inviting and recommending”), unit 8 (“presenting factual information”), unit 12 (“future plans”) and unit 16 (“presenting a personal case”). Each time, this business communication skills part is divided into **listening** exercises, a **practically speaking** part, and a **language at work** section, which contain around six exercises each, and an **output**. In the listening part, which is introduced by a personal question, learners are required to listen, answer questions or complete sentences, and then prepare a short production, copying what has been heard. In the practically speaking part, a particular aspect is approached (for example, regarding presentations, it is explained that the learner has to practise out loud). Learners are also often asked to refer to the useful phrases which can be found in a side box (see 3.3.1 below). The language at work part serves a more grammatical purpose, based, once again, on the listening comprehension activity. Finally, the output suggests a more complex case that learners have to solve, most of the time in pairs or groups, for example:

A similar global company is working with a charity in Bangladesh. The aim is to provide community centres for both educational and cultural programmes. Phase 1 – building the community centres – has finished.

1. Read the extract about the project from the in-company magazine.
2. Work in groups of six. One volunteer is still required and you want to be chosen for the final place. Work with a partner and create an employee profile (...).
3. Present your case (in pairs) to the rest of the group. While you listen to the presentations, make notes.
4. As a whole group, hold a short decision-making meeting. Decide who should be given the final place on the project and why.

BR-UI (p.101)

BR-A deals with presentations in the **skills** part (cf. bold in Table 2) in unit 3 (“giving a formal presentation”), in unit 8 (“giving an impromptu presentation”) and in unit 12 (“selling an idea”). The structure is, unsurprisingly, exactly the same as in the upper-intermediate version of the book; **listening** exercises, a **practically speaking** part, a **language at work** section and an **output**.

As far as IB-UI is concerned, the content is poorer than in the other books, as only 8 pages are entirely dedicated to presentations (see Table 4: General overview of presentations - quantitative analysis). However, presentations are mentioned in the **career skills part** (cf. bold in Table 2) of four units: unit 4 (“questioning techniques”), unit 5 (“briefing”), unit 11 (“making a presentation”), and unit 13 (“persuading”). The career skills parts are never longer than one page. Each time, a blue box introduces the topic with a very short text. Then, the learner is asked to match the examples of the blue box to categories. There is a short **listening activity**, and/or a **practical speaking** exercise, always referring to the content of this box. Finally, a short **culture at work section** focuses on the possible issues a learner might encounter in an intercultural context, for example:

Presentation styles

When you give a presentation to an audience in another country, you may have to adapt the style of your presentation. In some cultures, audiences may react negatively to a presentation that is considered to be too flashy and over-optimistic. What style of presentation do people on your country use? Is it considered acceptable to use humour in a presentation?

IB-UI (p.99)

Apart from the fact that the career skills part is often two pages long in the advanced version (IB-A), the structure remains very similar (**career skills, listening, practical speaking, culture at work** and **dilemma**). The IB-A only deals with presentation in the **career skills part** (cf. bold in Table 2) of two units: unit 5 (“presenting arguments”) and unit 6 (“pitching”).

The ML-UI mentions presentations very explicitly in the **skills part** (cf. bold in Table 2) of unit 7 (“presentations”), unit 11 (“asking and answering difficult questions”) and unit 12 (“making a presentation”). The skills part is divided into about five exercises, among which a general **listening comprehension** activity, one or two particular **exercise(s)** dedicated to the particular skill (e.g. to fill in the blanks of extracts based on the listening comprehension), a **matching or ticking exercise** referring to the **useful language** which is always at the bottom of the page, and finally a more **practical exercise**, where the learner has to produce a speech or discuss in teams. The skills part is rarely longer than one page.

In the ML-A, presentations are a recurring theme. They are dealt with in **the listening and discussion** part of unit 1 (“first impressions in presentations”), in the **business skills** part (cf. bold in Table 2) of unit 4 (“making an impact in presentations, writing presentation slides”), and of unit 10 (“presentations: thinking on your feet”), as well as in the first “**working on cultures**” section, which was about international presentations. Unlike the upper-intermediate version of the book, the skills parts are longer and their exercises more varied; the questions do not only focus on the useful language box, but they involve self-reflection followed by a discussion in pairs or in teams. In addition, presentations are used for the first time in the “listening and discussion” section and the writing section, which helps the learner have a more open and complete view of the subject. Finally, the question of culture, which was almost not discussed in the first book, has a whole unit dedicated to it, where the emphasis is put on the audience and its culture.

Conclusion

In conclusion, even if the textbooks seem very different from each other, they clearly share similarities. For example, they all use a **listening comprehension** activity to introduce the topic of presenting, and then ask questions, so that the learner understands and works with the topic. The textbooks usually dedicate one to two pages to the **career skills part** (cf. bold in Table 2), which makes it a total of ten pages in the best case scenario. In comparison with the presentation manuals (see Chapter 1), which often contain around a hundred pages, it is clear that a lot less space is devoted to presentations in the textbooks under study than in the specialised manuals investigated in Chapter 1.

3.2 Quantitative Analysis

The quantitative analysis of the textbooks examines the extent to which the textbooks under study deal with presentations regarding (1) the number of units devoted to presentations, (2) the number of pages devoted to them, (3) the number of times the words “presentation” or “presenting” are included in the previously mentioned pages, (4) the number of times the words “presentation” or “presenting” are mentioned in total, and (5) the total number of times this word is used in each textbook (BA, BR, IB, ML). This data has been gathered in Table 4.

Book	(1) No of units dealing with presentations	(2) No of pages entirely dedicated to presentations	(3) No of use of word “presentation/-ing” in those pages	(4) No of use of word “presentation/-ing” total	(5) No of use of word “presentation”
BA-UI	4	8	87	121 (+34)	272
BA-A	4	8	100	151 (+51)	
BR-UI	5	10	26	55 (+29)	125
BR-A	3	6	39	70 (+31)	
IB-UI	4	3	18	41 (+23)	67
IB-A	2	5	6	26 (+20)	
ML-UI	3	3	10	25 (+15)	101
ML-A	5	10	56	76 (+20)	
Total-UI	16 $\bar{x}$ 4	24 $\bar{x}$ 6	141	242	
Total-A	14 $\bar{x}$ 3.5	29 $\bar{x}$ 7.3	201	323	
Total	30 $\bar{x}$ 3.75	53 $\bar{x}$ 6.63	342	565	

Table 4: Quantitative analysis - general overview

Every pair of book deals with the language of presenting in a total of eight **units** combining their UI and their A levels, with the exception of IB which only dedicates six units to it. It is impossible at this stage to uncover differences between the two levels, as discussions about presenting are almost equally present in the UI and in the A level. As the average number of units in the selected textbooks reaches 13.3 (cf. Table 4), and the average number of units dedicated to presentations reaches 3.75, approximately 35% of each book deals with presentations.

As far as the number of **pages** entirely devoted to presentations is concerned, the interval between the highest and the lowest score is significant; the average lies around 7 pages in a book but this number reaches 10 in BR-UI and in ML-A, while it is only of 3 in IB-UI and ML-UI. However, no marked difference is noticeable between the average in UI and A textbooks.

The differences are difficult to interpret, apart from IB which clearly dedicates fewer pages to the topic than the other three textbooks, with an average of four pages.

When it comes to the use of the word “**presentation/-ing**”, IB also stands at the lowest point; 24 occurrences of the word in its UI and A levels in the chapters dedicated to presentations. This observation is not surprising considering the fact that only 8 units are devoted to presenting, whereas this number lies between 13 and 16 units in the other textbooks. Then comes BR-UI and BR-A with a total of 65 times, almost equivalent to ML-UI and ML-A with 66 times. BA-UI and BA-A share a remarkable total of 187 recurrences, which is more than three times the average of the other books. In general, the word “presentation” is more frequent in the A books, even if IB is once again an exception to this observation (i.e. 18 for IB-UI and 6 for IB-A).

The frequency counts of the word “presentation” for the whole textbooks are quite similar to those exclusively considering chapters dedicated to presentations: BA-UI and BA-A are on top with 272 recurrences of the word “presentation” together. They also have the highest recurrence of this word outside the chapters dedicated to presentations. BR and ML remain close with respectively 125 and 101 recurrences even if the first one seems to tackle presentations more outside the chapters dedicated to it. And at the bottom of the ranking, IB books only use the word “presentation” 67 times.

Table 4 reveals that presentations make up about one third of an English business textbook. Among those selected for the study, BA appears to deal with it the most, whereas IB does not really focus on this skill.

3.3 Comparative Qualitative Analysis

In this chapter, I will analyse the different sections which appear the most frequently in the selected textbooks, when dealing with presentations. I have selected the six most frequent aspects, that is to say phrases and expressions (3.3.1), interculturality (3.3.2), making slides (3.3.3), question and answer sessions (3.3.4), structure of a presentation (3.3.5), and making an impact (3.3.6).

3.3.1 Phrases and Expressions

3.3.1.1 Phrases and Expressions in Textbooks

The presentation of useful phrases and expressions is recurrent in almost each of the selected textbooks and should therefore be analysed in this study. The name used differs but the concept remains the same: useful phrases and expressions that are related to a given topic are dealt with. In some of the textbooks, these phrases appear in sidebars, in others, they are part of the exercises. Table 5 gives indications about the location of phrases and expressions referring to presentations in each of the selected textbooks, as well as their number.

Book	BA-UI	BA-A	BR-UI	BR-A	IB-UI	IB-A	ML-UI	ML-A
Name	None		Key expressions		Useful Phrases		Useful Language	
Location	Inside the exercises		Sidebar on the right side of the page		Inside the “career skills” exercises, generally on top of the page		Sidebar at the bottom of the page	
Phrases	10	21	90	63	37	0	57	52

Table 5: Phrases and expressions - general overview

The effectiveness of a sidebar is debatable. On the one hand, it is more easily detected by the learner who can find it and read it very quickly, which can help him recognise the hierarchy or structure among these phrases, and eventually memorise them (see Figure 5 and Figure 6). On the other hand, the presence of these expressions in exercises is crucial to give them a context, and make the learner use them, which can also, in the end, help him memorise them.

In terms of quantity and quality, BR-UI and BR-A appear above the other textbooks (cf. bold type in Table 5). The sidebar and its structure help the learner find the appropriate expression quickly and easily. Exercises contextualise the expressions, so that the learner has the opportunity to use them:

4. Work with a partner. Take turns to thank each other and respond in the following situations. Make sure you choose an appropriate phrase for the situation, and add a comment. Refer to the Useful phrases on page 134.

- A colleague brings you a cup of coffee.
- A taxi takes you to the station after work.
- A friend pays for lunch.
- A stranger holds the door for you.
- Your manager supports you at a difficult meeting.
- Someone on a train lends you their mobile phone.
- A client invites you to present your new project to their team.
- Your team leader helps you with a report – which took until midnight to finish!

BR-UI (p.27)

ML-UI and ML-A have a similar approach, but the exercises are more passive: the learner mostly has to tick expressions used in the listening comprehension or think of similar expressions off the top of his head (see Figure 4).

F  **CD2.37 Listen again and tick the expressions in the Useful language box below that the interviewer used. When do we use more indirect question forms?**

Figure 4: Phrases and expressions - exercise in ML

Key expressions

Introducing / Previewing a talk

What I'd like to do in this presentation is ...

First, I'll give you a brief overview of the product.

Then, I'll talk about ...

After that, I'd like to show you ...

Introducing a product or service

We call the system (DiScan).

Basically, (DiScan) is ...

It's the result of ...

It is already being used ...

It's a pretty simple concept.

Explaining benefits

There are two main benefits of using (DiScan).

The biggest potential benefit of (fingerprint scanning) is ...

This means that ...

Another advantage is that ...

The other major advantage of (DiScan) is...

And this is another great thing about (DiScan) ...

Comparing current and future ability

With your current system ... (they) can / can't ... However, with (DiScan), (they) will / won't be able to ...

At the moment, you can / can't ..., whereas in the future, you'll / won't be able to ... as well.

Moving on

Ok, let's look at what (DiScan) has to offer.

Ok, now I'd like to move on to ...

Checking

Does that sound OK?

So, is everything clear so far?

BR-UI (p.27)

Figure 5: Phrases and expressions in BR

USEFUL LANGUAGE		
REFERRING TO SURPRISING FACTS OR FIGURES Marketing is too often confused with selling. You'll see we're talking about over five billion euros.	EMPHASISING KEY WORDS What is <i>unseen</i> is the extensive market investigation ... And that's what I'd like you to do for your next assignment.	BUILDING RAPPORT WITH THE AUDIENCE Houston, we have an innovation problem. (<i>using humour</i>) Clearly, we've got to do something different here. (<i>involving the audience</i>) You know, a funny thing happened to me the other day. (<i>telling an anecdote</i>) That's a huge increase in growth, isn't it? (<i>inviting agreement</i>)
QUOTING SOMEONE I'd like to quote the words of ... here. According to the marketing guru, ... Kotler would argue ...	CALLING FOR ACTION And that's what I'd like you to do. If there's just one thing I'd like you all to remember, it's ...	

Figure 6: Phrases and expressions in ML

Table 6 includes the number of recurring phrases and expressions found in textbooks grouped according to the communicative purpose (or theme) of these sequences of words (e.g. changing to another topic, involving the audience, inviting questions). Only the purposes that feature in at least two different textbooks have been taken into consideration. The last column indicates the total number of phrases for each purpose.

Subject	BA-UI	BA-A	BR-UI	BR-A	IB-UI	IB-A	ML-UI	ML-A	Total
Giving an outline			1	2					3
Giving reassurance		1		2					3
Summarising					2		2		4
Concluding			2	2					4
Answering questions				1				3	4
Stating the purpose			1		1		3		5
Quoting, handling to someone			2					3	5
Showing disagreement		1	3	1					5
Referring to visuals					4		3		7
Using rhetorical questions				1	4		3	1	9
Inviting questions		8		1			2		11
Clarifying questions		2					3	6	11
Talking about options			9	3					12
Introducing slides	9		3						12
Avoiding giving an answer		1					2	9	12
Making recommendations			4		9				13
Changing to another topic			5	3	3		3		14
Referring to other parts of the talk			3	4	1		4	3	15
Setting the context			8	8	1				17
Admitting ignorance		4		4			5	4	17
Ensuring comprehension	1		3	9	6				18
Showing advantages and disadvantages			12	7					19
Involving the audience			6	6	2		2	5	22
Emphasising				7	4		12	2	25
TOTAL	10	17	62	63	37	0	44	36	269

Table 6: Recurring categories of phrases and expressions

This table reveals that the most recurring themes include **questions** (“inviting questions”, “clarifying questions”, “avoiding giving an answer”, “admitting ignorance”), how to **structure** the talk (“changing to another topic”, “referring to other parts of the talk”), talking about **options, recommendations** and advantages, ensuring **comprehension**, involving the **audience** and **emphasising**.

A more detailed examination is provided for the categories that were mentioned at least three times in at least three textbooks with a minimum total number of 14 phrases, to ensure that the focus is on widely covered topics and expressions. These appear in grey in Table 6; **changing to another topic** (in 4 textbooks), **referring to other parts of the talk** (in 5 textbooks), **admitting ignorance** (in 4 textbooks), **ensuring comprehension** (in 4 textbooks), **involving the audience** (in 5 textbooks) and **emphasising** (in 4 textbooks).

3.3.1.1.1 Changing to Another Topic

Subclass	BR-UI	BR-A	IB-UI	ML-UI
Move on	OK, now I'd like to move on to... I've (briefly) looked at ... so let's move on to...	OK, moving on ...	Moving on to...	Moving on to...
Turn	Let's turn our attention to...	Turning to...		Right, turning now to...
Bring		This brings me to...	That brings me to...	
Let's	Let's turn our attention to... OK, let's look at what ... has to offer.			
Others	A further point to mention is...		To go on to (the next point) ...	OK, now I'll talk about...

Table 7: Changing to another topic

When business English textbooks advise learners to use phrases and expressions to change from one topic to another, they tend to provide the same sequences, particularly expressions including verbs such as “**to move on to something**”, “**to turn to something**”, “**to bring someone to something**”, or the imperative form “**let's**” (cf. Table 7).

3.3.1.1.2 Referring to Other Parts of the Talk

Subclass	BR-UI	BR-A	IB-UI	ML-UI	ML-A
Backwards	As I mentioned earlier , which I referred to earlier which relates back to...	As I said earlier , ... So, as I said before...		Right, as I mentioned earlier , ... So, as I said a few minutes ago , ...	As I've already said, ... As my colleague pointed out, ... Well, it's really what I was talking about at the start of my talk.
Forwards		I'll return to ... later . I'll say more about ... in a moment .	I'll come back to that later .	I'll talk about this later . I'll outline these later in my presentation.	

Table 8: Referring to other parts of the talk

As is clear from Table 8, there are two ways of referring to other parts of the talk: backwards; to repeat an idea that has already been mentioned earlier, or forwards; to let the audience know that they will learn more about something later in the presentation. Here again, there is consensus among the textbooks about the expressions that can be used: “**As I...**” followed by a simple past and a time indicator (“earlier”, “a few minutes ago”, “at the start of my talk”, etc.) when referring backwards, and “**I’ll...**” followed by a time indicator (“later”, “in a moment”, etc.) when referring forwards.

3.3.1.1.3 Admitting Ignorance

Subclass	BA-A	BR-A	ML-UI	ML-A
“to get back to someone”	I promise I’ll try to get back to you within 48 hours with an answer.	Let me check ... and I’ll get back to you .	I’ll have to get back to you on that one.	Can I get back to you on that one?
“off the top of one’s head”		I can’t remember exactly, but off the top of my head...	I can’t give you an answer off the top of my head .	
Giving alternative		I’m afraid I don’t have the exact figures, but what if I ...? I can double-check if you like?	I’ll have to think about it.	I’m afraid I don’t have that information at hand, but...
Giving justification				I’m sorry, but that’s not really my field/area of research.
Apologising	I am aware that we may have been guilty of that.		Sorry , I’m not sure I know the answer to that one. Sorry I can’t give you an answer straight away.	I’m afraid I don’t have the answer to that one.
Giving the floor to a more appropriate speaker	Is Bill here? Do you want to comment?			
Emphasising positive outcomes	It’s going to be a difficult six months, but we will come out of it stronger.			

Table 9: Admitting ignorance

During the Q&A session, it might happen that the presenter has to deal with questions he does not know the answer to. It is a very uncomfortable situation which, according to the selected textbooks, can be dealt with quite easily if the speaker uses some ways of admitting his ignorance without lacking professionalism. This is why almost all the textbooks under study provide such phrases. Once again, these phrases are very similar in all the books.

The first expression which is mentioned in the textbooks dealing with this situation is “**to get back to someone**” once the answer is known (e.g. “I’ll have to get back to you on that one” in

ML-UI). The idiom for not being able to remember an answer, “**off the top of one’s head**”, is also quite common (e.g. “I can’t give you an answer off the top of my head” in ML-UI). Speakers could give an alternative to the answer, or a justification for not knowing it. A very common response that can be used in such cases is to **apologise** for not knowing the answer (e.g. “Sorry, I can’t give you an answer straight away” in ML-UI). Finally, BA-A suggests **giving the floor** to a more appropriate speaker, or to **admit that there is no answer** while emphasising the positive outcomes of the situation (e.g. “It’s going to be a difficult six months, but we will come out of it stronger”).

3.3.1.1.4 Ensuring Comprehension

Subclass	BA-A	BR-UI	BR-A	IB-UI
Ensuring comprehension	[...], does that answer your question?	Does that sound OK? So, is everything clear so far?		
Digressing		Let's digress for a moment and look at this in more detail.	Just to digress for a second, ... Just to fill you in on some of the background, ... Now, I don't know if you're familiar with... And perhaps here I should explain what I mean by...	
Paraphrasing			By... I mean... Well, ... refers to... This is where... That's when...	In other words... To put it in simple terms... Another way of putting that...
Exemplifying			So, for example...	For instance Such as i.e.

Table 10: Ensuring comprehension

There are different ways of ensuring comprehension during a presentation. First, the speaker can regularly **ask the audience** if it succeeds in following his train of thoughts (e.g. “Does that answer your question?” in BA-A). Then, he can **digress** to explain something more exhaustively (e.g. “Let’s digress for a moment and look at this in more details.” in BR-UI). He can also **paraphrase** parts of his talk (e.g. “By... I mean...” in BR-A), and finally he can **give examples** (e.g. “For instance” in IB-UI). All these options are represented to some extent in the textbooks in Table 10. This time, however, the subcategories are not defined as clearly as for the previous topics. Each subcategory is not mentioned in more than two textbooks, and these textbooks also seldom use the same phrases (e.g. “So, for example” in BR-A, “For instance” in IB-UI).

From this observation it can be concluded that the ways in which speakers can make sure audience members understand the message delivered during a presentation vary widely and are less codified than other expressions such as moving from one point to another (see 3.3.1.1.1), or admitting not knowing the answer to a question (see 3.3.1.1.3).

3.3.1.1.5 Involving the Audience

Subclass	BR-UI	BR-A	IB-UI	ML-UI	ML-A
Demands of the speaker as “I” or “we”	We’re calling on you to be... We’d like to assure you that... We’re all aware of your concerns regarding...	I very much hope that... I’m calling on you to... Please give serious consideration to... And I think you should be aware that...	..., can you make that a priority? I want the IT department to get on to that.		And that’s what I’d like you to do. If there’s just one thing I’d like you all to remember, it’s...
Speaker + audience as “We”		We can’t afford to miss this opportunity... I know that, like me, you are concerned about...			Clearly, we’ve got to do something different here.
Speaking for the audience	As you all know... You may be wondering if... Many of you have asked about...			As I’m sure you all know, ... As you are aware...	
Others: humour, anecdotes					Houston, we have an innovation problem. You know, a funny thing happened to me the other day...

Table 11: Involving the audience

Involving the audience is, with 22 occurrences, the second most recurring topic among phrases and expressions referring to the language of presenting, after “emphasising” (see 3.3.1.1.6). There is a variety of ways to do so: first, the speaker can **directly address** the audience speaking in “I” or “we” (e.g. “We’re all aware of your concerns regarding...” in BR-UI). He can also consider that the audience and himself are **part of a group** with the same expectations and needs, and therefore address the audience with a “we” including himself (e.g. “Clearly, we’ve got to do something different here.” in ML-A). Then, he can guess the audience’s questions or knowledge and **speak instead of them** (e.g. “As you are aware...” in ML-UI). Finally, it is possible to create a positive relationship between the audience and the speaker, for example

with **humour**, by telling jokes or anecdotes (e.g. “Houston, we have an innovation problem.” in ML-A).

From table 11, we can see that the phrases and expressions that feature in the textbooks often differ from each other, even if some come back slightly more regularly, such as “I’d like you to...”, and “As you know...”. This seems to suggest that phrases are not presented as “fixed expressions” but that they serve as examples to show the learner how to involve the audience in his speech.

3.3.1.1.6 Emphasising

Subclass	BR-UI	BR-A	ML-UI	ML-A
Making points in threes		We're committed , we're motivated , and we believe in what we do.	The gap in the market , the market conditions , the opportunity for growth . We have a clear , realistic and ambitious strategy for the Highview brand. Highview will be the future, Highview will lead the way, Highview will set a new standard. The company has a strong brand, strong management and strong cashflow.	
Using emotive language	It's crucial to... It's a once-in-a-lifetime opportunity. This is a chance I can't (afford to) miss. I'll never be satisfied unless I do it.		This will undoubtedly appeal to... It has many outstanding features. We're absolutely delighted... This is a fantastic opportunity... It will give us an edge over the competition.	
Pointing things		So, the first thing is... So, that's one key point right there. ... and I think this is a really important point . So, the main thing to remember is...		
Explicitly stressing			I'd just like to highlight ... I want to stress that... I'd like to emphasise that...	
Using cleft sentences with "what"				What is unseen is the extensive market investigation... And that's

				what I'd like you to do for your next assignment.
Expressing determination		... is achievable. No question.		

Table 12: Emphasising

Table 12 gives an overview of techniques presented in the textbooks to emphasise a point or to give it more impact. Although this category is the most frequent in the books (with 25 expressions in all), the techniques differ quite a lot, apart from the “**making points in threes**” (e.g. “We’re committed, we’re motivated, and we believe in what we do” in BR-A) and the use of “**emotive language**” (e.g. “It’s a once-in-a-lifetime opportunity” in BR-UI).

More than for all the other topics discussed above, the emphasis and impact of a message must be directly linked to the actual message given by the speaker. The phrases and expressions are therefore expected to be taken as examples or models, which should be adapted to the context and the theme of the presentation. It is noticeable that with the exception of the first two categories (i.e. “making points in threes” and “using emotive language”), each textbook has its own way of making an impact or emphasising a point. For example, ML-A is the only textbook that mentions cleft sentences with “what” (e.g. “What is unseen is the extensive market investigation”).

3.3.1.2 Conclusion

In conclusion, expressions and phrases connected with presenting are included in many of the textbooks under investigation. The expressions are concrete examples and provide the learner with a solid basis to build his presentation on. BR and ML are the textbooks that feature the highest number of phrases and expressions, with a total of 153 for the first one, and 109 for the second one. In comparison, IB deals with 37 phrases and expressions, while BA only mentions 31.

Even if there are recurring topics which have a similar structure or are constructed around similar words, each textbook provides phrases about topics that the others have not mentioned. Moreover, their approach is different. While some are examples that will hardly be used as is and that need to be adapted to the context (e.g. “It’s going to be a difficult six months, but we will come out of it stronger.” in BA-A), others are expressions which can be used in any situation (e.g. “I want to stress that...” in ML-UI).

An analysis of the presentation manuals discussed in Chapter 1 reveals that some of them also provide their users with useful “language”. Dignen (2007, 133) proposes the following categories: language for the introduction, for making things clear, for focusing, for handling questions and for closing. Laws (2000, 93) divides the phrases in her book into more categories: beginning the presentation, stating the purpose, giving an outline, referring to handouts, the main content: getting started, involving the audience, changing to another topic, referring to other parts of the talk, talking about options, advantages and disadvantages, emphasising important points, referring to visuals, making recommendations, summarising and concluding, dealing with questions and farewell.

The categories presented in the presentation manuals and in the business textbooks are very similar to each other. Due to the fact that business textbooks have to provide more information, as they do not only focus on presentations, it is not surprising that they are not as complete as the manuals. However, some of the selected textbooks manage to deal with almost as many topics as the presentation manuals. It is the case for BR-A and ML-UI, as shown in Table 13. In this table, the first column gathers the main topics which are dealt with in presentation manuals investigated in Chapter 1, more precisely by Dignen (2007, 133) and Laws (2000, 93): introduction, conclusion, handling questions, structuring, emphasising and referring to visuals. In the second and the third column, I have gathered the communicative purposes dealt by BR-

A and ML-UI, as well as the number of phrases and expressions for each communicative purpose.

Main topics in presentation manuals	BR-A	ML-UI
Introduction	Setting the context (8)	Stating the purpose (3)
Conclusion	Concluding (2)	Summarising (2)
Handling questions	Inviting questions (1), answering questions (1), admitting ignorance (4)	Inviting questions (2), clarifying questions (3), avoiding giving an answer (2), admitting ignorance (5)
Structuring	Giving an outline (2), changing to another topic (3), referring to other parts of the talk (4)	Changing to another topic (3), referring to other parts of the talk (4)
Emphasising	Emphasising (7), using rhetorical questions (1), involving the audience (6)	Emphasising (12), using rhetorical questions (3), involving the audience (2)
Referring to visuals	Referring to visuals (1)	Referring to visuals (3)

Table 13: Phrases and expressions - Comparison between textbooks and manuals

All the phrases present in the textbooks under study were also mentioned in the presentation manuals investigated in Chapter 1 (see Table 14: Comparison of the purpose “conclusion” in presentation manuals and business English textbooks). This is probably due to the fact that, as the latter manuals focus on presentations, they are far more exhaustive regarding this topic, than the business English textbooks, which also have to teach grammar, extend vocabulary, improve listening, writing, speaking and reading skills.

Presentation Manuals	Business English Textbooks
I'm now nearing the end of my talk and, at this stage, I'd like to run through my main points again. To sum up then, we must reduce our personnel costs, and to do this, we must cut the size of the workforce. To summarise the main points of my talk, we have to become more competitive. We must also consider the development of new products. Finally, we have to be more profitable. I'd like to conclude by reminding you of something I said at the beginning of my talk. That brings me to the end of my presentation, ladies and gentlemen. I hope you found it interesting. I'd like to thank you all for your attention. Thank you all for listening. I hope you will agree that our new product is exciting and innovative. Please contact me if you need further information. Are there any more questions No? Well, in that case, thank you again for your attention and I'd like to remind you to pick up a copy of the handouts on your way out. If there are no more questions, thank you for your interest. I look forward to seeing you next year. So, all that remains is for me to thank you again for listening and to wish you a good journey home. OK. That brings me to the end of my presentation. Right. That covers everything I wanted to say about... So, that's all I have to say. To recap briefly, ... To summarise the key points, ... Basically, we looked at three major points ... On the first issue, the key point I want to emphasise is ... Regarding the second issue, I think we all now see the importance of ... The final point was ... and for me the big issue, as I said, is ... To conclude, I'd like to say that ... I'd like to finish by saying ... In conclusion, I hope that this has given you ... As a final message, I would like to ask you to ... It seems to me, then, that we should... I would therefore recommend / advise that ... I think we are now in a position to ... I've got some handouts here which you can pick up. Here's my e-mail address in case you want to get in touch. Thank you for listening so attentively. Thank you for your attention. I hope that this has been useful. Ok. I think that brings me to the end of the presentation. Are there any questions? Now, I'd be glad to answer any questions. So, do you have any questions? Mr Nagamori?	Ok, I've talked about our reasons for acquiring the company... Right, I've told you why we've acquired Highview... To sum up, ... And this is my key point. I'll be happy to take any question now.

Table 14: Comparison of the purpose "conclusion" in presentation manuals and business English textbooks

3.3.2 Interculturality

3.3.2.1 Interculturality in textbooks

Nowadays, we live in a connected and therefore multicultural world, where English has clearly established itself as a lingua franca: a language used for communication between groups of people that speak different languages (Cambridge dictionary³). In a business context, we are more and more likely to face people from different countries or regions, and thus from different cultures. Therefore, it is not unreasonable to expect the issue of interculturality to be raised in business English textbooks.

In BA-UI, there is a sidebar explaining very briefly that the main point of a presentation may come at the beginning, or at the end of a presentation, depending on the country's culture. For example, it opposes the USA and Japan (see Figure 7: Presentation styles)

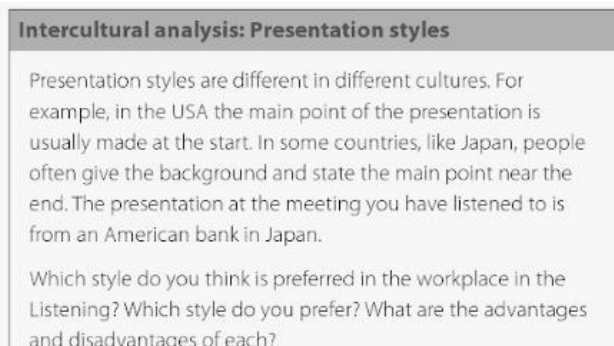


Figure 7: Presentation styles BA-UI (p.25)

In unit 12, they mention some factors that are considered more or less important in some cultures such as confidence, humour, eye contact, etc.:

Different cultures can expect different things from a presentation. Which of these are considered important in your culture, and which might be problematic? Which of these points below do you think are most important for a successful business presentation?

- Appearing very confident
- Making your audience laugh
- Maintaining eye contact with the audience
- Using good intonation and stressing key words
- Being modest
- Using linking language, such as “firstly”, “on the other hand”
- Appearing enthusiastic
- Anything else?

BA-UI (p.114)

It is noteworthy that BA-A does not mention any of this.

³ <https://dictionary.cambridge.org/fr/dictionnaire/anglais/lingua-franca>

In BR-A, there is only a “Culture Question” relating to humour and pace, where it is asked if it is appropriate to use humour when introducing yourself, for example:

Culture question

- What criteria do you use to judge somebody when they introduce themselves?
- In your culture, when introducing yourself, is it appropriate to use humour, to be formal or informal, to list your achievements, to downplay the importance of your work?
- What else is important? Do you know what is appropriate in other cultures?

BR-A (p.11)

With BR-UI not mentioning the question of culture at all, the BR textbooks have the poorest content of the ones investigated.

In IB, however, a narrow sidebox regularly appears in each unit at the bottom of the page under the title “Culture at Work”, where different aspects related to presentations are mentioned, such as “presentation styles”, “pitching styles” or “asking appropriate questions”:

Culture at work – Presentation styles

When you give a presentation to an audience in another country, you may have to adapt the style of your presentation. In some cultures, audiences may react negatively to a presentation that is considered to be too flashy and over-optimistic. What style of presentation do people in your country use? It is considered acceptable to use humour in a presentation?

IB-UI (p.99)

It does not provide the learner with clear information about the attitude to have in a particular culture, except in IB-A, where the concepts of “high-context cultures” and “low-context cultures” are explained. High-context cultures rely a lot on unspoken information, while low-context culture communicate more expressively and straightforwardly.

ML-UI does not deal with the question of interculturality, but ML-A does devote two full pages to international presentations. These pages do not give specific information about specific cultures either, but they raise awareness about some aspects of culture that may differ from a country to another, such as the attitude to time, the body language, the directness of speech, etc. For example, regarding the participation of the audience, ML-A indicates that interaction between a presenter and its audience vary widely from culture to culture:

Comfort levels with an audience's active participation differ greatly from culture to culture. Interaction between a presenter and the audience is appreciated and expected in the US. Some audiences are more willing to participate in Q&A sessions than others. In some countries, such as Russia, it is normal for the audience to talk to each other during the presentation.

ML-A (p.30)

3.3.2.2 Conclusion

Interculturality is not a topic which the presentation manuals discussed in Chapter 1 seem to consider important. Even if they put a strong emphasis on the audience and the importance of knowing it and its culture, they limit themselves to the cultural differences in terms of humour, timing and interaction with the audience (cf. Chapter 1). In general, they recommend turning to a specialist when giving a speech in an unknown country, and do not give practical advice.

As far as the English business textbooks is concerned, as has been shown above, they raise the issue more than they actually tackle it:

“Which of these aspects of culture would you put above the surface of the “culture iceberg”? Which do you think are underlying and more difficult to notice? Why do you think so?” in ML-A (p.31)

“Do you know what is appropriate in other cultures?” in BR-A (p.11)

“What style of presentation do people in your country use?” in IB-UI (p.99)

“Different cultures can expect different things from a presentation. Which of these are considered important in your culture, and which might be problematic?” in BA-UI (p.114)

The fact that they mention it repeatedly is arguably already a good start for English learners willing to improve their presentation skills in an international context.

3.3.3 Making Slides

3.3.3.1 Making Slides in Textbooks

Visual aids are a central part of presentations these days. In the selected business textbooks, the only visual aid that is dealt with is slides. The aspects of slides focused on are also quite similar: to understand the impact of slides on the audience, to be able to summarise a piece of information in a bullet point, and to be able to produce slides with a strong visual impact.

Learning Outcomes:

- Summarize information into concise bullet points.
- Discuss dos and don'ts of slide-writing techniques.
- Create presentation slides with strong visual impact.

BA-UI (p.26)

Almost every textbook introduces the topic with questions to help the learner realise the importance of slides or to help him define his own personal attitude toward visual aids (e.g. “Can you think of any presentations or lectures that you have been to where the slides were particularly good or bad? In what way were they good or bad?” in BA-UI). In every output, the learner is invited to produce his own slides (e.g. “In pairs, sketch out two slides in the same format as slides 1 and 2 on page 26 on the topic “The Future”. Decide whether to take a personal, company, industry or global focus. After finishing your slides, present the information to another pair.” in BA-UI)

BA-UI deals with the visual impact of slides in the additional material (at the end of the textbook from p.136 to p.146), where it focuses on visual aspects of slides (the use of bullet points, key words and key phrases, colour, fonts and a simple background to make it easier for people to read the text). It also discusses the importance of linking between the slides, and gives advice on how to introduce them, for example by using rhetorical questions:

Rhetorical questions are a good way to introduce slides as they create a sense of dialogue with the audience and help presenters structure their talk more easily. Make rhetorical questions to introduce the information on the following four slides. Practise saying them.

BA-UI (p.89)

The advanced version of the book (i.e. BA-A) handles the question of visual aids differently: it actually focuses on slides that contain charts and graphics in unit 11. The learning outcomes are:

To understand and analyse statistical information presented in a chart, to structure a description of slide with a chart and highlight key data, to prepare and present a slide with statistical information in chart form.

BA-A (p.106)

Each learning outcome is systematically tackled in the introduction, the listening part, the transferable skill section and the language focus. Step by step, the learner will analyse and comment on charts thanks to a 4-stage model:

a Explain and explore the key point(s) with reference to the data and add highlighting.

b State what the chart is about.

c Mention any secondary point(s) and add highlighting

d State key points you want to make with reference to the data and add highlighting.

BA-A (p.107)

It also introduces the notions of “pie chart”, “line graph”, “table format” and “bar chart”, which are not mentioned in the other textbooks.

BR-UI has a more passive approach to visual aids: the learner only has to complete or use the slides that are provided in the textbook. However, BR-A goes one step further, as the learner must work on phrases to introduce slides (see figure 8) and sketch out the structure of the presentation on a series of slides:

Think of a change you would like to make at your company. Prepare to present your proposal for change to the board of directors. As the presentation will be formal, you need to prepare well. Sketch out the structure of your presentation on a series of slides. Include background information, an outline of the structure, explanation of specialist terms, a reference to something you will say later, a reference to something you said earlier, a digression, links from one section to another, a conclusion.

BR-A (p.25)

In ML-UI, the content is rather poor as only three phrases and expressions refer to visuals (“Let’s look at the chart.”, “Let me draw your attention to the slide”, “Please take a look at the visual”). In ML-A, the focus is, once more, on the visual aspects of slides (bullet points, key words and key phrases, colour, fonts...). In addition, it emphasises the spelling, the punctuation and the importance of first and final slides (see Figure 9).

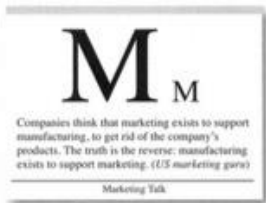
- 3 15–18▶ Listen to the four extracts from the presentation again and refer back to the slides in 2. Note down the phrases which are used for the following functions.
- Extract 1**
- 1 Put the presentation in context: _____
 - 2 Refer to a point that will be raised later: _____
 - 3 Outline the structure: _____
- Extract 2**
- 4 Introduce the second slide: _____
 - 5 Explain the terms 'demuting' and 'career nomads': _____
- Extract 3**
- 6 Introduce the third slide: _____
 - 7 Explain the terms 'binge-time careerism' and 'shadow careers': _____
 - 8 Introduce the information on 24/7 working: _____
 - 9 Refer to a point that was made earlier: _____
 - 10 Talk about a point not included in the presentation outline: _____
- Extract 4**
- 11 Introduce the last point: _____
 - 12 Finish the presentation: _____
- 4 Turn to audio scripts 15–18▶ on page 153. Check your answers to 3.

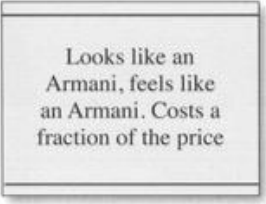
Figure 8: Exercise with phrases to introduce slides BR-A (p.25)

Writing: presentation slides

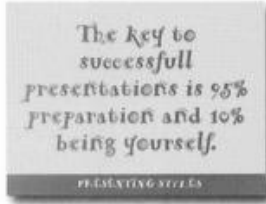
H Consider the visual impact of these slides. If you were giving a presentation, which of the slides would/wouldn't you use? Why?

a) 

b) 

c) 

d) 

e) 

I Match the errors in the slides in Exercise H to these tips.

Tips for writing presentation slides

- 1 Don't use too much text. Avoid using type sizes, colours and fonts that are hard to read.
- 2 Check spelling and punctuation.
- 3 Use bullet points or lists of three or five.
- 4 Make an impact with your first and final slides.

J What other tips do you have for using visuals in presentations?

K Give a brief presentation to your partner on the topic of *Tips for successful presentations*. Use anecdotes of presentations you have seen or given. Think of a way to start that will create an impact, and end on a high note.

Figure 9: Presentation slides ML-A (p. 41)

Rather surprisingly, in IB-UI and IB-A, the use of slides and visuals in presentations is not mentioned at all.

3.3.3.1 Conclusion

As mentioned in Chapter 1, visuals are normally dealt with in two distinct stages; their preparation and their practical use in context.

As far as the preparation and design of the slides are concerned, some business textbooks perfectly respect the basic typological rules discussed in the presentation manuals, for example ML-A and BA-UI suggest the use of bullet points, simple background, colour and font. The learner is often invited to design his own slides, which may be considered as good preparation.

It is important to note that the practical use of slides in a presentation is not mentioned at all in the business textbooks under investigation. However, this second stage is generally regarded as at least equally important as the first one. During the delivery, there are a number of rules which are considered necessary for success by many authors, and which therefore appear in all the presentation manuals examined in Chapter 1. First, the position of the speaker, who has to avoid turning his back to the audience, even when writing on a board. Then, the timing: authors indicate that the slide can only be revealed after that the point has been made, and it should appear long enough, so that the audience can read and assimilate it. In addition, it is important to navigate from one point to another with the audience, particularly when the slide is complicated. Finally, even if young people are considered more comfortable with technology, they might not be familiar with projectors and the presence of a technical assistant might be required, which is something that textbooks very rarely mention, unlike presentations manuals investigated in Chapter 1.

Also, it is interesting to note that BA-A deals with the description of charts and graphics, which might be very useful within the framework of a presentation, a point which is rarely mentioned in the presentation manuals studied in Chapter 1.

3.3.4 Question and Answer (Q&A) Sessions

3.3.4.1 Question and Answer Sessions in Textbooks

At the end or even during the presentation, the presenter usually faces a Q&A session. This moment may make him feel uncomfortable, as the questions from the audience are unpredictable and sometimes tricky. A good preparation to this situation is therefore considered crucial. This is why this topic comes back repeatedly both in the business English textbooks and in the presentation manuals under study.

In BA-UI, the learner is invited to compare Q&A sessions in presentations with meetings, in terms of turn-taking, spontaneity of speech, one- or two-way communication, presence or absence of rhetorical questions, active listening from the audience, need for immediate responses and time for preparation, which is good “food-for-thought” for the learner, even if the book does not provide any practical advice:

Introduction

1. What are the main differences between a meeting and a presentation?
2. Have you ever had to give a formal presentation in class or at work? How did you feel?
3. Would you prefer to give a formal presentation or lead a Q&A (question and answer) session where you have to provide the answers?
4. Complete the table below comparing formal presentations and Q&A sessions in meetings. The first has been done for you.

	Formal presentation	Q&A sessions
Turn-taking	Not usually	Yes
Spontaneous speech		
Communication is one-way		
Questions and answers		
Rhetorical questions (asked for effect, not for an answer)		
Active listening (responses, e.g. yes, uh-huh)		
Immediate responses		

5. Which requires more preparation, a presentation or a Q&A session? Can you prepare for a Q&A session?

BA-UI (p.24)

However, it provides three steps when answering questions: (1) showing that you'll rephrase, (2) rephrase and (3) check that the answer is sufficient. The content, which is mainly related to these steps, is quite poor in comparison with the advanced edition of the book, as the latter (BA-A) devotes two full pages to Q&A. According to the learning outcomes, the learner will "understand how to manage Q&A sessions during presentations and meetings, learn how to ask and answer a variety of question types, and manage a Q&A session". In the introduction, the question of the most suitable moment of the presentation for Q&A is asked:

When giving a presentation, some presenters prefer taking questions from the audience during the presentation whilst others prefer to wait to the end of the presentation and then take questions in a short concentrated question and answer (Q&A) session. What are the advantages and disadvantages of each approach?
BA-A (p.78)

In the first part of the listening activity, there are twelve introductory phrases used to set up the Q&A (e.g. "It's now time to begin", "I want to review", "We look forward to", etc.), followed by questions about their formality and practice (e.g. "Which sentence above is more formal than the others, and which is more informal? Which sentences would you probably not hear in a Q&A session?"). In the second part of the listening activity, five types of questions are introduced (non-questions, straightforward questions, difficult questions, hostile questions, multiple questions), as well as strategies for each type of question, and exercises to become familiar with them:

2. Look at the strategies for answering questions in the table below. Listen again and tick any of the strategies used by the presenter to deal with each of the questions.
3. Which of the strategies listed do you think are most effective? Discuss your answers and explain your reasons.
BA-A (p.79)

In BR-UI, Q&A sessions are not mentioned. Only two small exercises to learn how to deal with objections are included to help the learner in case of a difficult Q&A session. In BR-A, a practice file is provided, in which the learner must for example choose the most appropriate answer to certain questions, which may be a good practise exercise to deal with Q&A sessions:

2. Choose the most appropriate answer to continue these conversations / presentations

1. Is our employees' happiness important to us?
 - a. (same speaker) Yes, it's of absolutely paramount importance.
 - b. (new speaker) Yes, it's of absolutely paramount importance.
2. Can I just check whether you feel valued at work?
 - a. Yes, you can. I don't, really.
 - b. In general, yes I do, mainly because I'm in a supportive team.

BR-A (p.117)

Finally, the book suggests five types of questions as well: (1) rhetorical questions, (2) embedded questions, (3) questions to check if the audience is paying attention, (4) questions used to introduce another question, and finally (5) statements used as questions.

In IB-UI, one full page is dedicated to Q&A sessions. Four question types are discussed: invitation questions, hypothetical questions, negative questions and embedded questions. The learner first has to match each type of question with a sentence, and he then has to prepare questions that someone could ask. IB-A does not mention Q&A sessions at all.

ML-UI distinguishes between two types of questions: neutral/polite and aggressive. There are phrases and expressions to “ask questions politely, ask probing questions, ask questions aggressively, dealing diplomatically with questions, checking if you understand, avoiding a straight/precise answer and playing for time”. All these expressions provide a useful introduction, but there are no exercises. ML-A also proposes key expressions to “play for time, repeat ideas, saying you don't know and delaying an answer”. This time, these expressions are included in exercises (e.g. “Look at the strategies for dealing with questions in the Useful language box on the opposite page. When might you use each of these strategies? Can you think of any other similar expressions?”).

BA	BR	IB	ML
1. Non-question question 2. Straightforward question 3. Difficult question 4. Hostile question 5. Multiple question	1. Rhetorical question 2. Embedded question 3. Question to check that the listener is paying attention 4. Question introducing another question 5. Statement as a question	1. Invitation question 2. Hypothetical question 3. Negative question 4. Embedded question	1. Neutral/polite question 2. Aggressive question

Table 15: Categories of questions

It is noticeable that all the textbooks classify the questions into categories (e.g. hostile question, rhetorical question, invitation question), as shown in Table 15. These categories are defined according to the tone of voice (polite/neutral/aggressive), to the sentence type (embedded question, “real” question, rhetorical question, statements), or to the type of answer expected (invitation question, hypothetical question, non-question question). It should be noted that all the textbooks under study have different categories.

3.3.4.2 Conclusion

The Q&A session is discussed in all the presentation manuals in this study as something that can and should be worked on. The textbooks reflect that aspect quite well, as at least one proficiency level of each book considers this aspect.

It should be noted that, while the presentation manuals examined in Chapter 1 tend to divide the content into the possible situations that the speaker may encounter, such as not understanding the question or not hearing it, the textbooks focus on the type of questions which may be asked, for example straightforward questions, hypothetical questions or embedded questions. The learner is then invited, either to come up with questions which might be asked to the speaker, or to find suitable answers.

This difference between the two sets of books could be explained by the fact that the textbooks concentrate on language learning, hence the focus on questions. Having said this, the two different approaches are very complementary: knowing about the different types of questions will help the speaker find a suitable answer (and ask questions if he is in the audience one day), but practical advice and behaviour suggestions are also a great help when facing a difficult situation.

From all the different textbooks, BA is the most comprehensive in its approach partly thanks to exercises completing the more theoretical part.

3.3.5 Structure of the Presentation

3.3.5.1 Structure of the Presentation in Textbooks

A presentation needs to be structured at different levels. The macro structure comprises different stages like the introduction, the conclusion and everything in between. The micro structure focuses on the building of logical links between sentences with the help of logical discourse markers.

BA-UI deals with both aspects and is therefore the most comprehensive textbook among those selected regarding this aspect. As far as the macro structure is concerned, it discusses different stages following an increasing level of complexity through the units of the book (see Table 16). In terms of discourse markers, and therefore as far as the micro structure is concerned, BA-UI defines them and proposes examples including “So”, “I mean”, “right”, as well as a complete range of exercises:

Discourse markers link segments of talk to one another and show how speakers organise, manage and feel about the information. They do not contain information. Common markers include: *So, I mean, right, on the other hand, it's time to, then*. A presentation that contains many discourse markers is easier to follow.

1. Here are some sentences from the presentation you heard in Listening 1. Underline the discourse markers.

1. Ok, we may as well start.
2. So, our Windows operating system. We've been using our present OS in Japan for at least four years and it's time to upgrade.
3. It's more a question of what will happen if we don't upgrade... Obviously, this creates a business risk for us because... The longer we wait, the greater the risk becomes.
4. So, how do we start? Well, I've already done this.
5. So, just to give you a bit of background. Mainstream support for the present system expired ...

2. Match the sentences with the five stages in Listening 1 exercise 2:

- Giving background information
- Outlining the problem and the risk
- Outlining how the solution will be achieved in practice
- Starting the presentation
- Stating the proposed change

BA-UI (p.25)

In addition, an emphasis is also put on the introduction and linking of slides, for example with rhetorical questions. Once more, the learners can practise thanks to a lot of exercises:

Rhetorical questions (asking and answering your own questions as in slide 5) are a good way to introduce slides as they create a sense of dialogue with the audience and help presenters structure their talk more easily. Make rhetorical questions to introduce the information on the following four slides. Practise saying them.

Example: Slide 1: “Who are the customers of tomorrow?”

1. Customers of tomorrow
2. Statistics and graphs forecasting company sales over the next two years
3. Detailed analysis of sales figures for principal country markets
4. Reasons for failure to break into markets in Asia last year

Phrases such as *Now let’s look at...* are also very common when introducing and linking slides. Similar phrases are: *Now let’s turn to...* / *Moving on now to ...* / *Now I’d like to talk about ...* . Practise in pairs and try to introduce some of the above information using these phrases.

BA-UI (p.89)

In the advanced version of the book, the content is a more limited. There are only a few questions about the structure of a given presentation:

How is the presentation structured?

- A. It first talks about the positive side of business and then looks at the negative side.
- B. It first talks about Bizantra the company and then talks about Bizantra’s main product.
- C. It first talks about a business problem and then offers a solution.

BA-A (p.34)

Then, the learner is asked to compare the structures of two presentations (e.g. “How is the structure of this presentation different from the first presentation? Which structure do you prefer?”).

Listening 1 U2	Output U2	Output U9
1. Start the presentation 2. Give background information 3. Outline the problem and the risk 4. State the proposed change 5. Outline how the solution will be achieved in practice	1. Open your presentation / Introduce yourself 2. Summarise what your presentation will be about 3. Introduce the company 4. Describe present market conditions and customer needs 5. Show how your company can meet these needs 6. Close the presentation	1. Make a personal introduction / Open the presentation 2. Summarise what the presentation will be about 3. Outline the challenges facing prospective clients 4. Propose solutions for the clients 5. Request that the client makes contact 6. Close the presentation

Table 16: Macro structure in the BA-UI

In BR-UI, only phrases and expressions help give a structure to the presentation (e.g. “introducing a talk”, “introducing a product or service”, “explaining benefits”, “comparing

current and future ability”, “moving on”, “checking”, “but also explaining cause and effect”, “referring to visuals”, “moving from one point to another”, “referring backwards”, “concluding on a strong note”). The learner is then asked to make presentations using these phrases. A similar approach is used in BR-A where the key expressions involve “setting the context”, “outlining a structure”, “signalling intention”, “beginning the presentation”, “referring backwards”, “referring forwards”, “signalling the next section”, “ensuring understanding” and “ending the presentation”.

Both aspects (the micro and the macro structure) are present in IB-UI, which mentions the macro structure of the presentation through four stages: (1) outline objectives, (2) describe methods, (3) assign roles to people/departments, and (4) use visual aids to clarify points. Then, it tackles the micro structure by proposing fourteen logical discourse markers; to illustrate the presentation with examples or visuals (e.g. “as you can see here”, “for instance”), to simplify or summarise sections of the presentation (e.g. “to sum up”, “in brief”), to show that the speaker is moving to a different section of the presentation (e.g. “that brings me to”, “to go on to (the next point)”), or reformulate what has been said (e.g. “to put it in simple terms”, “in other words”). Unlike its UI version, IB-A does not mention the structure of presentations at all.

ML-UI does not mention the structure either. However, regarding the macro structure, ML-A proposes ten introductory phrases (e.g. “As you probably know, I’m ..., and today I’m going to be talking about...”, “You know, a funny thing happened to me the other day.”), as well as eight expressions for staging and signposting (e.g. “So, to go back to what I was saying earlier”, “Right ten, let’s take another look at those figures, shall we?”).

3.3.5.2 Conclusion

All the selected presentation manuals investigated in Chapter 1 deal with the macro structure of presentations. According to them, an introduction must first arouse the audience’s curiosity, for example with the help of anecdotes or statistics, then there should be a brief outline, and finally a strong conclusion, whose purpose is to remind the audience what the speaker expects them to do, think or know.

In the textbooks, the topic is tackled in multiple ways. BA seems very complete: the macro structure is explained, contextualised, and a wide range of exercises are offered to the learner, particularly in the upper-intermediate version of the book. As Table 17 shows, there are a number of similarities between Dignen’s work (2007:15; Chapter 1) and the different sections

about presenting in BA. In BR, the presentation structure is mentioned through key expressions sidebars, and numerous exercises, which suggests that this topic is seen as important in the book. Although it is less detailed, as it does not provide the learner with examples or contextualisation, IB also tackles this issue: it emphasises the fact that a structure is necessary. It is in ML that the content is the poorest. The question of the structure is barely mentioned, and exercises and examples are almost completely absent.

As far as the micro structure is concerned, linking words and discourse markers (e.g. “So”, “I mean”, “As I”, etc.) are rarely mentioned in the manuals investigated in Chapter 1, as these markers mainly rely on basic English writing skills. However, they are far more present in the business textbooks, more particularly in their “useful language part”. This is probably due to the fact that textbooks primarily aim at learning English, while presentation manuals rather focus on this particular business skill.

	BA	Dignen
Listening U2	1. Start the presentation	-
	2. Give background information	Background
	3. Outline the problem and the risk	Challenges
	4. State the proposed change	Proposition
	5. Outline how the solution will be achieved in practice	Action
Output U2	1. Open your presentation / Introduce yourself	Attention
	2. Summarise what your presentation will be about	-
	3. Introduce the company	-
	4. Describe present market conditions and customer needs	Need / Deficit
	5. Show how your company can meet these needs	Satisfaction / Action
	6. Close the presentation	-
Output U9	1. Make a personal introduction / Open the presentation	Background
	2. Summarise what the presentation will be about	Proposition
	3. Outline the challenges facing prospective clients	Challenges
	4. Propose solutions for the clients	Action
	5. Request that the client makes contact	-
	6. Close the presentation	-

Table 17: Comparison BA—Dignen

3.3.6 Making an Impact

3.3.6.1 Making an Impact in Textbooks

The last recurring and arguably also vaguest recurring topic comprises different techniques for the speaker to make an impact on his audience, for example thanks to persuasive body language and voice, or even rhetoric techniques.

BA-UI first reminds the learner that, in particular contexts, it is not what is being said that counts the most, but how it is said. In order to help the speaker make an impact, BA-UI provides guidelines referring, on the one hand, to content (e.g. “to keep the message simple”, “to use slides with strong visual images”, “to present information logically”, “to make sure to keep to the time limit”), and, on the other hand, to style (e.g. “to show enthusiasm”, “to keep eye contact with the audience”, “to use appropriate body language”, “to speak slower than normal speech”). It also defines and emphasises the importance of clear “chunks⁴” and pauses. A lot of exercises help the learner acquire this skill effectively, for example:

1. What conclusions can you draw about these factors when presenting?

- stressing key words
- chunking language
- speed of speech

2. Look at this sentence from Barack Obama’s speech. It has been chunked strangely, with the wrong words stressed. The underlined words show the stress and the lines between words show the pauses.

There are many who / won’t agree with every decision or policy I / make as / president and we / know the government can’t / solve every problem.

3. Listen to the original, and correct the mistakes with stress and chunking in the sentence above.

BA-UI (p.115)

BA-A adds five rhetorical techniques to make an impact: (1) to contrast a problem with a solution, (2) to use a positive adjective to show enthusiasm, (3) to group three adjectives together to give descriptions higher impact, (4) to repeat the same language structure to have a powerful impact, and finally (5) to ask a question to get the audience to “nod in agreement”. Once again, the learner is invited to practise through a series of exercises. Pauses and chunks are once more mentioned.

⁴ chunk: understandable groups of words separated by short silences (BA-UI)

3. Match the above language examples to the presentation techniques below.

- a. Contrast a problem with a solution.
- b. Use a positive adjective to show your enthusiasm.
- c. Group three adjectives together to give descriptions higher impact.
- d. Repeat the same language structure to make a powerful impact.
- e. Ask a question to get the audience to “nod in agreement”.

4. Create similar descriptive sentences to prepare for a sales presentation of a product or service you admire. Choose a product or service that you have purchased recently or a product you have with you now (e.g. a mobile phone, a calculator, a laptop, a watch, a lipstick).

BA-A (p.34)

Making a good sales presentation (or, in fact, any presentation) is not simply about what you say, but also about how you say it. Pausing between words and stressing particular words make the difference between a meaningful presentation and a dull, boring one.

- 1. Look at the audio script below of the first part of the presentation. The underlined words show the words which are stressed. Listen to the presentation and mark where the presenter pauses between words. Mark these pauses with a |. The first one has been done for you.**

Bizantral is an integrated suite of all the essential latest-technology business tools for the smarter, small business. It gives you everything a growing business needs, all in one place and for just a small subscription fee.

- 2. What do you notice about the type of words that are stressed and where the pauses are located?**

BA-A (p.35)

BR-UI doesn't give any advice on making an impact during presentations. BR-A, however, gives the learner a series of techniques, and asks him to detect them in a speech from the listening part:

Listen to four extracts from Ranjit's presentation and answer questions 1-4

1. What does Ranjit think will happen if the company doesn't diversify now?
2. What are the advantages of moving into multimedia advertising?
3. What steps will be taken to help the company achieve this?
4. Why does Ranjit think the company is in a strong position?

BR-A (p.96)

Like in BA, these techniques include word stress and intonation, enthusiasm, slow speaking, use of visuals and use of rhetorical questions. In addition, BR-A also mentions the following: to invite the audience members to speak, to address them directly, to ask them to do an activity, to keep a fast pace, to use positive language, to play music, to shock the audience, to use tripling and finally to shout at times. Unfortunately, there are only few exercises to practise these skills:

Listen to the four extracts again and answer questions 1-2.

1. Which of the following attitudes does Ranjit convey during the presentation?
 - Assertive - Pushy - Insincere
 - Upbeat - Enthusiastic - Tentative
2. Which of the following techniques does he use to convince the audience and keep their attention?
 - Invites audience members to speak - Uses rhetorical questions
 - Addresses the audience directly - Uses word stress and intonation
 - Asks the audience to do an activity - Shocks the audience
 - Uses visuals - Speaks slowly
 - Keeps a fast pace - Uses tripling (lists of three points)
 - Uses positive language/vocabulary - Speaks with enthusiasm
 - Plays music - Shouts at times

BR-A (p.96)

IB-UI only provides a way to make an impact through persuasive arguments: coercion⁵, reasoned argument⁶, and shared interest⁷, along with their definitions and exercises to recognise them. Similarly, IB-A gives advice in the form of key sentences: “use your place in the hierarchy”, “base your argument on reason and logic”, “create a sense of common purpose”, “offer a counter argument”, “know your audience”, “capture the interest of the listener at the start”, “show the differences with competitors”, as well as one exercise regarding these sentences (e.g. “Match the guidelines to each of the points below”). Voice, intonation and posture are not discussed at all. Only the verbal arguments seem to matter here, which results in a rather limited content.

In ML-UI, making an impact on the audience is not mentioned at all. In ML-A, the emphasis is first put on body language: posture, eye contact with the audience and gesture. The focus is also on using the voice and intonation carefully, for example by emphasising key words:

C. Listen to the second part of the interview. What four aspects of verbal and non-verbal communication does Anneliese talk about?

D. Listen again and complete these tips with one word in each gap. Which tip do you find the most useful?

The way you stand, known as ..., is important. Try to be ... but not rigid. Take ... of the space and don't hide behind the table or Use a remote to “liberate you from your laptop”.

Use eye contact to ... the whole room, not just the first rows.

The way you use ... and intonation can produce all sorts of light and dark ... in your voice that add interest and get the audience paying attention. Avoid shouting. Try out the microphone beforehand.

⁵ coercion: introducing a threat in order to get what someone wants (IB-UI)

⁶ reasoned argument: showing that a point of view/solution is the most logical or reasonable

⁷ shared interest: creating a sense of common purpose

Control your gestures so that they don't become a ... to the audience.
ML-A (p.6-7)

Finally, ML-A proposes techniques similar to those in the other books: to use repetition, to refer to surprising facts and figures, to ask real or rhetorical questions to the audience, to quote someone, to build rapport with the audience by telling anecdotes or by using humour and to list points in threes or fives. Many matching and practice exercises accompany this presentation of techniques:

E. Categorise the expressions in Exercise D (1-8) according to their function (a-d). Some can go under more than one function.

- a) Referring to visuals
- b) Changing topic
- c) Quoting someone
- d) Closing remarks

G. Which of the expressions in the Useful language box on the previous page would you use for a) a formal presentation at a conference, and b) an in-house talk?

ML-A (p.41)

3.3.6.2 Conclusion

In conclusion, all the selected business textbooks deal with the question of the impact that presentations must have on the audience. The given recommendations can be divided into two categories: style (i.e. how something is said), and content (i.e. what is being said) (see Table 14).

As far as BA-UI and BA-A are concerned, they are complementary and rather exhaustive; they deal with both the style and the content. They propose many exercises to help the learner improve his positive impact on the audience (thanks to the focus on chunks and pauses among others), and provide him with a lot of different basic rhetorical techniques which are always accompanied with well-thought exercises. BR-A also offers information about these techniques. However, the lack of exercises and practice could somehow prevent the learner from fully acquiring this skill which needs to be rehearsed many times. As far as IB-UI and IB-A are concerned, the lack of advice related to style (posture, eye contact, intonation) is regrettable. Finally, ML-A fully deals with the issue and appropriate exercises are provided. It is, with the BA editions, one of the best business English textbooks regarding the question of the impact during presentations.

<u>Book</u>	BA-UI	BA-A	BR-UI	BR-A	IB-UI	IB-A	ML-UI	ML-A
Style	X	X		X				X
Content	X	X		X	X	X		X

Table 18: Style and content to make an impact

According to the manuals examined in Chapter 1, the first part of this master dissertation, the first factor to consider when trying to make an impact during a presentation is the audience. It is important to consider its size, knowledge of the topic, expectations, attitude, professional responsibilities and cultural background. This aspect is very often mentioned at the beginning of the books and is considered essential for a successful business presentation. However, it is not mentioned at all in the analysed textbooks, with the exception of IB-A, which advises speakers to “Know your audience”:

Preparation is key. Do some research before meeting the target audience and try to discover their expectations. Address those expectations by telling them how the product or service will impact them. If you are talking to a future investor or a bank manager, for example, you will need to outline the business plan and talk about the financial projections.

IB-A (p.66)

However, as we can see from this short paragraph, IB-A highlights the importance of investigating the audience to make suitable propositions for them, while the manuals under study in Chapter 1 recommend using this knowledge to make a suitable speech, which they will more easily understand and follow. The approach is thus slightly different.

This being said, it is also important to note that although textbooks do not underline the importance of knowing the audience, they do consider the importance of interacting with them, for example by keeping eye contact (BA-UI), asking rhetorical questions (BA-A, BR-A, ML-UI), inviting them to speak or do an activity (BR-A), creating a sense of common purpose (IB-UI, IB-A), capturing its interest from the beginning (IB-A), or building rapport with it by using humour or telling anecdotes (ML-A).

As far as non-verbal communication is concerned, the textbooks keep it very general, in comparison with the presentation manuals. For example, BA-UI advises presenters to “use appropriate body language” and to “show enthusiasm”, and ML-UI gives tips such as “control your gesture and the way you stand”. Even if the general idea remains the same, the manuals give far more practical information, such as “rest hands when they are not used”, “smile”, “move to the direction of the audience”, etc.

The verbal message is presented very similarly in the textbooks and in the presentation manuals. They all recommend speaking slower than normal speech, clearly and with an effective intonation. They underline the importance of chunks and pauses, which help make the speech more comprehensible and interesting, and help keep a good pace. The tone of voice is expected to be enthusiastic, though professional. Even if the manuals expand more on the subject, both types of books present similar information, with a fairly similar approach.

Finally, it should be noted that while textbooks focus on rhetorical techniques, presentation manuals mostly concentrate on the definition and achievement of particular objectives; the textbooks under study tend to grant great importance to rhetorical techniques, which manuals barely mention (e.g. “to use metaphors” in BA-UI and ML-A, “to contrast a problem with a solution”, “to use a positive adjective to show your enthusiasm”, “to group three adjectives together”, “to give descriptions an higher impact”, “to repeat the same language structure” in BA-A and ML-A, “to use rhetorical questions”, “to shock the audience”, “to use tripling”, “to shout at times” in BR-A and ML-A, “to persuade with coercion, reasoned argument and shared interest”, “to refer to experts”, “to illustrate practical examples” and “to draw parallels” in IB-UI, IB-A and ML-A).

This major difference (i.e. the fact that textbooks expand more than presentation manuals regarding rhetorical techniques) is surprising as manuals were arguably expected to go further into details, as they are solely dedicated to presentation skills. However, this situation can be explained by the fact that the first purpose of the English textbooks is to teach English. On closer inspection, it is clear that the selected textbooks grant very little importance to factors which have nothing to do with the English language (e.g. body language, timing and equipment), but they focus on the vocal message (e.g. stress of words, intonation and rhetorical skills).

3.4 Difference Between Levels

This section focuses on the differences and similarities between the intermediate and advanced editions of the textbooks analysed. A similar approach to the previous chapter will be used: the comparison will be quantitative and qualitative.

Quantitatively, there is no clear evidence that one level dedicates more pages to presentations than the other (see Table 4). It seems, though, that the word “presentation” is slightly more often used in the advanced textbooks, with a total of 323, compared with 242 occurrences in the upper-intermediate textbooks.

As far as the comparative qualitative analysis is concerned, I will investigate each of the sections above, that is to say their general structure and approach, phrases and expressions, the question of interculturality, visual aids and slides, question and answer sessions, the structure of presentations, and techniques to make an impact.

Regarding their **structure**, BR and BA remain exactly similar, while ML makes some changes; “discussion” (UI) becomes “listening and discussion” (A), and “texts” and “language work” (UI) are gathered under “reading and language” (A). Similarly, IB transforms “vocabulary” (UI) into “vocabulary and usage” (A). However, these changes do not lead to any change in content.

When it comes to **phrases and expressions**, UI books include 194 phrases altogether, while A books only provide 136. It seems that UI books emphasise phrases and expressions a little bit more than A books. This result contrasts with the previous quantitative analysis, which showed that the word “presentation” was more often used in advanced than in upper-intermediate textbooks. It might therefore be necessary to look further into the qualitative analysis of both levels.

Among the phrases investigated from section 3.3.1.1.1 to 3.3.1.1.6, it should be noted that phrases to “change to another topic” (see 3.3.1.1.1) are far more present in the UI books (11) than in the A books (3). This suggests that these particular phrases are considered fundamental and should therefore be fully acquired at the end of the upper-intermediate level. Unlike the

latter, phrases to “admit ignorance” (3.3.1.1.3) are far more present in the A books (12) than in the UI books (4). This particular phrases are used within the frame of Q&A sessions, which might be more difficult to handle for an upper-intermediate learner, which might explain why they are mostly dealt with in UI textbooks (see below). Regarding phrases such as “referring to other parts of the talk” (see 3.3.1.1.2) and “ensuring comprehension” (see 3.3.1.1.4) and “involving the audience” (see 3.3.1.1.5), there are no clear difference between UI and A levels, as each type of textbook proposes approximately the same (number of) phrases. Finally, as far as “emphasising”(3.3.1.1.6) is concerned, there is clear evidence that phrases are mostly mentioned in UI books. However, this result should not be taken into account, as ML-UI solely proposes 12 phrases and expressions, that is to say the half of all the phrases and expressions in this category, which is considerable, and might therefore alter the result.

Concerning interculturality, it seems that there are no major differences between UI and A. Actually, this topic is not mentioned in BR-UI, ML-UI and BA-A. It does feature in BA-UI, BR-A and ML-A, however. Similarly, as far as the structure of the presentation is concerned, there is once more no clear distinction between UI and A levels.

Regarding slides and visual aids, it seems that A often propose more active exercises than UI, which is the case in BR (the learner has complete slides in UI, while he has to sketch the structure of a slide himself in A), and in ML (there are only a few phrases referring to slides in UI, but the topic is fully handled in A). In BA, both books deal with different aspects of visual aids (UI focuses on the designing, the introduction and the linking of slides, while A emphasises on charts and graphics).

The difference between UI and A is the most striking when learning how to deal with Q&A sessions. In almost all the selected textbooks, A provides content which is more thorough and more practically oriented. In BA-UI, Q&A are only compared with meetings, and three formats for answering questions are provided (see 3.3.4 above), while in BA-A, there are two full pages dedicated to the topic. In BR-UI, Q&A are not mentioned, while in BR-A, there is a whole practice file about them. In ML-UI, different types of questions are mentioned, but there are no exercises, unlike in ML-A (e.g. “Listen to four speakers in situations from Exercise B, dealing with probing questions. Match the strategies they use (a-g) to the speakers (1-4).”). The only exception is in IB-A, where Q&A are not mentioned at all, while they are in IB-UI. It can be concluded that in this case, textbooks generally consider that the skill related to Q&A should be taught to more advanced learners, although it can already be introduced to upper-

intermediate students. This hypothesis can be reinforced when phrases and expressions regarding Q&A sessions are taken into account (see above).

The topic “making an impact” during presentations is also handled very differently in the UI and A textbooks. In BA-UI, guidelines are given about style and chunks. In BA-A, these are also handled, and investigated further. In BR-UI and ML-UI, the topic is not mentioned at all, while in BR-A and ML-A, many techniques are given about intonation, body language and rhetorical questions. In IB, the difference is, once more, less marked, as IB-UI mentions persuasive arguments, while IB-A gives a series of sentences, as guidelines, to make an impact. Once more, this suggests that English learners should have an advanced knowledge of the language before being able to really make an impact.

As a result, it can be concluded that the UI and A textbooks under study share their structure, topics, exercises and characteristics for the most part. However, there are some topics that are more emphasised at an advanced level. This is not surprising, as these topics often require a certain level of English in order to be dealt with successfully, such as the management of Q&A sessions, and different techniques involved in making an impact on the audience.

General Conclusion

Comparison of textbooks with manuals

After careful examination of the previous data, it can be concluded that English business textbooks (investigated in Chapter 3) and specialised presentations manuals (investigated in Chapter 1) generally concentrate on the same aspects when discussing presentations as a business skill, and present the same recommendations and advice.

However, two things must be considered: first, as English business textbooks have to process a greater deal of information and topics, they are generally not as exhaustive as the specialised manuals. Unsurprisingly, as the primary purpose of the textbooks is to teach English, they focus on vocabulary, listening and reading comprehension, and grammar, as well as on specific skills. These business skills do not only include presentations, but also negotiations, meetings, socializing, etc. (see 3.1 above).

As specialised manuals generally focus on one skill (i.e. presenting), they can deal with it exhaustively and in detail. Moreover, these books generally address readers who have the motivation and the time to develop this particular skill, which is not always the case for learners which use business textbooks. Very often, the manuals are divided into different sections, which the user can choose to read, or not, depending on his needs, while in the business textbooks, the learner is generally encouraged to go through the entire book.

Because English business textbooks do not aim at teaching presentation skills only, but also at improving the speaking, writing, listening and reading skills of the learner, their approach toward teaching appears quite different. In the textbooks, for example, the topic is almost always introduced with personal questions and a listening comprehension activity, which the specialised manuals do not offer. Also, unlike the manuals, they hardly ever provide theoretical advice, but they rather focus on the practical part and offer a wider range of exercises.

In short, it is quite difficult to advice one type of book (over the other) to learners of English who wish to learn how to deliver a successful presentation. I would personally recommend the use of specialised manuals to advanced learners who already master the English language, and the use of English textbooks to those who are willing to improve their level of language, while developing business-related skills. It is, of course, advisable to use both types of books if possible because they are complementary, particularly when there is a major presentation ahead.

Comparison of the Textbooks Among Them

As a final conclusion of this master dissertation, I will discuss which textbook (among those selected for the analysis in Chapter 3) is the most suitable for learners willing to improve their presentation skills. It is clear that improving this skill should go hand in hand with regular practice of the English language, as well as with the development of other business skills, such as negotiations, socializing and meetings. I will only consider the textbooks from the point of view of presentations.

It must also be considered that, although the differences connected with proficiency may not appear clearly in the career skills part of each unit (see Chapter 3.4), textbooks are adapted to the levels of the learners, for example in terms of grammar and vocabulary. It is therefore necessary to identify two “best” textbooks: one for the upper-intermediate learners, and the other for the advanced learners.

For the **upper-intermediate** level, the textbook which could be regarded as the most suitable for the learning of presentation skills is BA-UI. With four units and eight pages dedicated to presentations, the book is, quantitatively speaking, in the average. It deals with interculturality in terms of confidence, humour and eye contact. In addition, this book focuses on the making of slides, their structure, typology rules and even gives tips for the introduction and linking of slides. As far as the Q&A session is concerned, BA-UI offers food-for-thought to the learner in the form of useful stages to answer questions. The structure of the presentation is also very well dealt with, because the textbook mentions both the micro and the macro structure, following an increasing level of complexity through the units of the book. BA-UI also concentrates on the different ways to make an impact: it provides guidelines referring to content and to style. The only aspect that BA-UI fails to address properly is the set of useful phrases and expressions which very rarely appear in exercises. In conclusion, although this textbook might not be 100% exhaustive, it provides the learner with a very good overview of the field and deals with almost each aspect in a satisfactory way, which should help the learners to produce successful presentations on their own.

For the **advanced level**, ML-A turns out to be the most suitable for the learning of the presentation skill. It dedicates five units and ten pages to the topic, the useful language is clearly distinguished from the rest with a sidebar at the bottom of the page in each unit, and these expressions are integrated in exercises. In terms of interculturality, ML-A is the only book which dedicates an entire unit to it, called “international presentations”, which raises the question of humour, tone, formality, etc. The slides and the Q&A session also are very well covered with recommendations accompanied with exercises. The question of the structure seems to be the weakest point of the book, because it only proposes ten introductory phrases and eight expressions for staging and signposting. Finally, the emphasis is put on body language and voice, but the book also proposes techniques to build rapport with the audience, and therefore create a stronger impact. In this book, presentations take an important place: each important topic is dealt with, sometimes in a far better way than in any other textbook, which is why I selected this textbook for the advanced-level learners.

Limitations and Future Research

One of the limitations of the study concerns the rather limited number of presentation manuals and the business English textbooks used compared with all the books available. It was impossible to analyse them all and a selection had to be made. Future studies could include a greater number of manuals and textbooks.

Another limitation concerns the fact that there are, to my knowledge, no prior research studies on the topic. This dissertation will hopefully consist of a good starting point for further research.

I have not studied language teaching, which is also a limitation as I am not familiar with teacher training or the principles of textbook writing. Other research about the topic of this dissertation could be conducted by teaching and textbook writing specialists to provide a different perspective on it.

Future research could involve interviews with English learners regarding their use of English business textbooks: do they feel comfortable with presentations after going through the textbooks? Would they prefer more exercises or more theory? What is their general feeling before and after the use of these textbooks towards presentations?

Textbooks

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