

PRESENTATION AS COMMUNICATIVE ACTIVITY IN TEACHING AND LEARNING ENGLISH

Ashegova B.N. (Republic of Kazakhstan) Email: Ashegova338@scientifictext.ru

*Ashegova Bakhtygul Nurakhmetovna – Master in Education, Senior Lecturer,
DEPARTMENT OF JOURNALISM AND TRANSLATION STUDIES, FACULTY OF HUMANITIES AND LAW,
TURAN UNIVERSITY, ALMATY, REPUBLIC OF KAZAKHSTAN*

Abstract: presentations can be used in the language classroom as an effective tool for improving the students' communicative competence. This article studies benefits of implementing presentations in teaching and learning foreign language. Presentations provide realistic language tasks that increase the motivation of students to learn English. Pedagogical ideas outlined in this paper, can help teachers of English as a Foreign Language effectively employ presentations as a means of improving the students' language abilities.

Keywords: presentation, benefits, communicative learning activities, English.

ПРЕЗЕНТАЦИЯ КАК КОММУНИКАТИВНАЯ ДЕЯТЕЛЬНОСТЬ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Ашегова Б.Н. (Республика Казахстан)

*Ашегова Бахтыгуль Нурахметовна – магистр педагогических наук, старший преподаватель,
кафедра журналистики переводческого дела, гуманитарно-юридический факультет,
Университет «Туран», г. Алматы, Республика Казахстан*

Аннотация: презентации могут использоваться в языковом классе как эффективный инструмент для улучшения коммуникативной компетентности учащихся. В этой статье рассматриваются преимущества внедрения презентаций в преподавании и изучении иностранного языка. Презентации предоставляют реалистичные языковые задачи, которые повышают мотивацию студентов к изучению английского языка. Педагогические идеи, изложенные в этой статье, могут помочь учителям английского языка как иностранного эффективно использовать презентации как средство улучшения языковых способностей учащихся.

Ключевые слова: презентация, преимущества, коммуникативная учебная деятельность, английский язык.

According to many sources a presentation refers to a type of speech. There are many different ways of presenting the language and it important to use a variety of techniques and methods in your teaching to make your teaching process more grabbing, interesting, and effective.

The result depends very little upon the theoretical basis of presentation, and very much upon the conditions of teaching and on the competence of the teacher. Preparing the presentation one is supposed to take into account the important elements: context, clarification of meaning, controlled practice, and picture presentation, whichever technique or method is followed.

Presentation techniques such as sound imitation; drawing; illustration etc. are primary methods of techniques used on lessons. 10 or 15 years ago laboratory tape-recorder, phonographs, radio, closed-circuit television were widely popular with teachers. Nowadays computers and their numerous appliances and programs enjoy a great value in effectiveness of teaching a foreign language.

Now more than ever, FL teachers are trying to make their classes more communicative. This is done by encouraging students to “take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively” [1]. One of the main features behind this communicative approach to language teaching is the socio-cultural theory of language acquisition that comes, in part, from Levi Vygotsky. In socio-cultural theory one of the most important factors in second language acquisition is that learners are able to use the language that they are learning in meaningful activities.

Presentations have been shown to be extremely successful with respect to improving learners' foreign language skills, and increasing their autonomy. For example, Girard, Pinar and Trapp found that using presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills [2]. King added that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners [3].

For most language teachers the five major benefits to using presentations in the classroom are:

- They are student-centered.
- They require the use of all four language skills.

- They provide students with realistic language tasks.
- They have value outside the language classroom.
- They improve students' motivation.

One of the main benefits of using presentations in the classroom is that presentations are student-centered. When students are asked to give a presentation it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom [4]. This is because the students who are presenting have the ability to choose the topic that they want to talk about, select the language items that they want to use to talk about that topic, and decide how they will explain that topic to their classmates.

Interactions between the presenters and the audience provide both sets of participants with numerous opportunities to practice their English abilities with other students in an authentic manner. Presentations also provide students with a process-driven activity that requires them to use English, not just while they are giving the presentation itself, but also while they are preparing to present. One good example of this is group presentations. Group presentations require students to work together to plan and prepare for their presentation. During group work students can be encouraged to use English to negotiate meaning with the other members of their group and to work together, in English, to plan how they will present their ideas to the other members of the class. This facilitates English use to meet a specific goal, in an authentic way, and with very little intervention from the teacher.

Another benefit of presentations is that they require students to use all four language skills; writing, reading, speaking, and listening. Most teachers recognize the spoken component of presenting, as students are required to speak when giving their presentations. However, properly structured academic presentations also require students to research and plan out their presentation. This requires students to use their L2 reading and writing skills. Students also have the opportunity to practice their writing skills when they are asked to give presentations that include some type of visual component. When they are preparing for these presentations students will have to write out the appropriate information on their poster or in their Power Point slides. Finally, students have the opportunity to practice their listening skills when they act as the audience members for the other groups' presentations. If these students are given a simple task to do during the presentation, or are expected to use the knowledge disseminated through the presentation for a specific purpose, this will allow them to use this opportunity to practice their listening skills. The communicative nature of presentations also allows audience members to improve their listening skills more than listening to a tape or a lecture would because they are able to confirm their understanding by asking questions and interacting with the presenters.

Presentations provide realistic language tasks for students to engage in. This is important because speaking tasks that have no relation to real-life language use "are poor preparation for autonomy" [5]. Presentations also provide a more authentic way of practicing English than simple speaking drills. This is because they require students to use their L2 to understand the topics they are presenting on and communicate this understanding to others. This is closer to real language use and gives students an opportunity to develop research and critical thinking skills, as well as linguistic and communicative skills.

Thus, using presentations can provide students additional motivation to study English. Presentations give students an opportunity to practice language skills. Students try to work hard to produce an effective presentation and it can lead to higher levels of motivation.

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