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MAKING EFFECTIVE ORAL PRESENTATIONS IN ESL

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Abstract: Experts, believing that acquiring the knowledge of finer performance might be considerably practical, highlight the significance of an oral presentation in contemporary professionalism; however, a number of challenges are inevitable to reach a perfect demonstration of that. This article focuses on the importance of oral presentations in English as Second Language (ESL) settings and emphasizes the need for effective communication skills in today's globalized world, mentioning key aspects that contribute to successful oral presentations, such as organization, clarity, delivery techniques, visual aids, and self-evaluation. Additionally, it briefly explains the benefits of incorporating technology and providing opportunities for practice and feedback, setting the stage for exploring strategies and techniques to enhance oral presentation skills in ESL learners.

Key words: communicative language teaching, visual aids, student centered, conduct, impressive speech, first language (L1), second language (L2)

Annotatsiya: Hozirgi zamon til mutaxassislari yorqin og‘zaki taqdimoti zamonaviy sohalarda professionalikning bir ko‘rsatgichi ekanligini takidlashadi. Biroq, mukammal taqdimot qilish ustasiga aylanguncha har bir kishi bir qancha qiyinchilikka uchrashi muqarrardir. Ushbu maqola Ingliz tilini ikkinchi til sifatida o‘rganishda bugungi globallashtirilgan dunyoda og‘zaki taqdimotning muhimligiga e‘tibor qaratgan holda, muvaffaqiyatli og‘zaki taqdimot qilishga hissa qo‘shadigan muhim jabhalar, jumladan, uning tashkillashtirilishi, aniqligi, tinglovchilarga yetkazib berilishi, ko‘rgazmali qurollar hamda o‘z namoyishini to‘g‘ri tahlil qila olishni tahlil qiladi. Bundan tashqari, Ingliz tilini ikkinchi til sifatida o‘rganayotganlarga amaliyotda taqdimot qilayotganda texnologiyadan foydalanib aniq strategiyalar va texnikalardan foydalanib taassurotli og‘zaki taqdimot qilishni yoritib beradi.

Kalit so‘zlar: kommunikativ til o‘rgatish, ko‘rgazmali qurollar, talabalarga yo‘naltirilgan, olib bormoq, birinchi til, ikkinchi til

Аннотация: Устное изложение материалов современного языкового исследования является показателем профессиональной оценки в современных областях. Неизбежно, что каждый столкнется с некоторыми

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трудностями, прежде чем станет мастером использования и создания идеальной презентации. В этой статье основное внимание уделяется на важности устной презентации в современном мире при изучении английского языка, важным аспектам, которым способствует хорошая устная презентация, ее организации и структура, точности, донесению до аудитории наглядные пособия и правильный анализ презентации. В нем также рассматриваются технологические стратегии и методы практической впечатляющей устной презентации при представлении английский как иностранный язык.

Ключевые слова: коммуникативное обучение языку, наглядные пособия, ориентация на студента, поведение, впечатляющая речь, первый язык (L1), второй язык (L2).

Introduction

Oral presentations are now more crucial than ever in ESL instruction since being able to function well in everyday life is the main objective of communicative language instruction. For students to engage in discussion and sustained reasoning, oral presentation skills are crucial for academic studies and employment (Morley, 2006). The study of presentation strategies offers students the ability to gain understanding of the knowledge and abilities that constitute a successful lecturer, who frequently develops into a professional. They will be able to truly enjoy sharing their knowledge in a positive way for both their audience and themselves with disciplined planning and social skills because they have a firm grasp of the subject matter. The mastery of the subject topic and the good will to interact with others will allow them actually to enjoy sharing their knowledge in a constructive way both for their audience and for themselves with structured planning and organization (Živković, 2014). Making a good oral presentation is an art that involves attentiveness to the needs of one's audience, careful planning, and attention to delivery (Soureshjani & Ghanbari, 2012). Being able to speak the language accurately and proficiently and to communicate one's ideas clearly to other individuals is one of the obvious manifestations of learning a world or second language. According to Brooks and Wilson (2014) in many cases, language impeccability is related with high ability of speaking skills in a target language. In addition, especially at advanced levels, one must be able to give clear oral presentations; this is one of the most fundamental prerequisites for many language courses or subject fields that are presented in L2. The goal of this literature review is to highlight the importance of designing oral presentations by continuing the discussion with basic instructional design and conducting impressive oral presentations.

The importance of oral presentations

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Today oral presentation is an important feature in an EFL classroom in most parts of the world. EFL teachers strive to make their classes more communicatively dynamic by encouraging students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively (Al-Issa & Al-Qubtan, 2010). One of the important things oral presentations facilitate is to enable students to integrate the four language skills at the same time. It is suggested “while the presenter is presenting his or her work using an overhead projector (OHP), for instance, everybody else is 228 TESOL Journal reading the notes appearing on the slides, listening to the talk, and taking notes in preparation for asking the presenter questions about the topic”(Al-Issa & Al-Qubtan, 2010). Another feature is a good chance to practice speaking. In most EFL classrooms speaking is practiced less than other skills, and often it is neglected since most teachers and learners focus on grammar and vocabulary. As well as bridging the gap between language study and language use, oral presentations encourage students to become active and independent learner. Brooks and Wilson (2014) outlined five major benefits of using oral presentations in the classroom:

- ✓ 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.

As Brooks and Wilson (2014) mentioned, one of the main advantages of using oral presentations in the classroom is that they are student-centered. While delivering the presentations students themselves have the control of both the content and the flow of the classroom because they choose the topic and select the language items according to their preferences. A well-designed presentation gives students the opportunity to practice their English in context autonomously without a teacher’s interference. Oral presentations help integrate the language skills, which are all equally essential and important in the global village(Al-Issa & Al-Qubtan, 2010). 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 can 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 PowerPoint slides. Finally, students have the opportunity to practice their listening skills when they act as the audience members for the other groups’ presentations (Brooks&Wilson, 2014). In addition to above mentioned benefits, oral presentations provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public (King, 2002). They also give a good motivation to students as they gain confidence, self-esteem, and autonomy while

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they are working independently, or as a small group, to produce and give an effective presentation (Živković, 2014).

Basic instructional design

Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to these presentations. Listing instructional objectives and explaining reasons for this activity can increase student participation and may always result in a heightening of satisfaction and achievement (Živković, 2014). General shape of spoken presentations consists of three parts:

- Introduction – includes greeting, introducing oneself, and stating the topic and purpose of the presentation.
- Body part –includes outlining the talk, stating the main points clearly with examples, introducing visual aids, which help, gain the audience's attention.
- Conclusion –this part presents summary of the talk and main points, and request to questions and comments.

Conducting an impressive oral presentation.

The ability to give an effective oral presentation is one of the important skills that students should master (Jeon, 2005). An effective oral presentation is the one that can involve the audience to the topic and encourage them to ask question, to give comments rather than just watch and listen. Živković (2014) outlines that the following facts need close attention:

“a. Identify the audience

When planning a spoken presentation, the audience should be identified as exactly as feasible (experts, technicians, executives, nonspecialists). Varied audiences have different information needs and levels of readiness. Knowing those before a presentation is crucial to its success.

b. Determine the aims of presentation

The presentation can have one of these aims: to inform, to persuade, to teach. Depending on these, the structure and the shape of the presentation will vary significantly. Better not to learn by heart but instead understand better the prepared speech. ESL students who were giving oral presentations, especially those who spoke English less fluently, tended to limit the spontaneous components and talk from memory of a written text (Weissberg, 1993). Effective oral presenting in English is a skill that requires the process of complicated sociolinguistics components as well as cognitive understandings; it is not simply a matter of learning language and following instructions (Morita, 2000).

c. Shape the presentation

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To respect the time given, students should have the skill of structuring and selecting their arguments or bits of information. The organization will depend on the talk's ultimate goal; however, it could generally be one of the following types: categories, cause-and-effect relationships, issues and solutions, and experiments.

Brooks and Wilson (2014) maintain that prior to delivering their presentations, learning presentation skills such as eye contact, voice projection, organization of a presentation, connection with audience, and use of Power Point guarantees the effectiveness of oral presentation.

Conclusion

Coming to conclusion, oral presentations are one of the most successful tools in learning and practicing EFL in an authentic context. The effectiveness of spoken presentation depends on good structuring and design of the presentation. Rost (2002) asserts that second language learners lack these abilities and awareness of phonotactic rules such as assimilation, reduction, and elision while first language learners have a reasonable amount of automatized skills to process their L1. For instance, first language learners can effortlessly and automatically use lexical segmentation procedures to highlight word boundaries that pose the greatest difficulty for L2 learners. Obviously, mastering and practicing the intended speech is crucial until a presenter becomes entirely aware of the topic.

Summing up the articles and research work that had been investigated it can be concluded that to teach students how to create compelling oral presentations, it is necessary to develop in them critical thinking and communicative skills. To function effectively in the real world, one must have the ability to communicate (Hedge, 2000). The quality of thought truly improves when presentation quality is improved, and vice versa. Numerous opportunities for language practice in settings where communicating needs, ideas, and opinions is encouraged are necessary for students. Learners today must be skilled in oral communication in order to succeed in the workplace due to globalization (Živković & Stojkovi, 2011).

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