

• Вспомогательные языковые цели (*content-compatible language objectives*), включающие в себя формирование у студентов тех иноязычных речевых навыков и умений, которые непосредственно не влияют на уровень овладения специальной дисциплиной, но косвенно содействуют этому овладению (например, отработка коммуникативных стратегий общения в данной предметной области).

Из приведенного определения языковых целей программ погружения, даже без каких-либо дополнительных доказательств, ясна их полная идентичность целям обучения иностранному языку через предметное содержание специальной дисциплины (*content-learning*). Разница заключается лишь в том, что при погружении эти цели достигаются только на занятиях по специальной дисциплине, а при обучении через предметное содержание их можно достигать и непосредственно на занятиях иностранному языку.

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## **THE FUNDAMENTALS OF CONFIDENT PUBLIC SPEAKING PRESENTATION**

**Анна ЛЯШУК (Кіровоград, Україна)**

*У статті розглянуті засади організації успішного публічного виступу та проблеми розвитку стилю впевненого публічного промовця. Подано поради вироблення у студентів навичок ефективних ораторів та слухачів.*

*The paper deals with the fundamentals of successful public speaking and developing, confident speaking style. The ideas how to train students to be effective speakers and listeners in are given.*

**"Success consists of going from failure to failure without loss of enthusiasm."  
Sir Winston Churchill**

The mere idea of public speaking can cause many people a lot of anxiety and bring much nervousness. Public speaking is one of the most common phobias people have and is a source of

major anxiety even for those who are experienced with it. *Glossophobia* or speech anxiety is the fear of public speaking. The word *glossophobia* comes from the Greek γλῶσσα *glōssa*, meaning tongue, and φόβος *phobos*, fear or dread. The thought of standing in front of a large group of people and addressing them is enough to make most people's blood turn cold, which is a real pity because as a persuading tool, public speaking is one of the most powerful weapons. Public speaking is an overwhelming situation most people avoid. Nevertheless, public speaking can be mastered with the right methods and persistence.

A good ability in public speaking is a mark of the educated person. Without communication there can be no community as speech is basic to any society that takes decisions by open deliberation and debate. Students of high school must master rhetorical competence to become rhetorically competent speakers, understand and appreciate the practical power and social significance of speech in a democratic society. In the University students are in a perfect position to set a foundation for a life-long ability in speechmaking.

J.M.Sproule points out that a speech education rooted in rhetoric competence will not merely propel your speaking skills; it will give two additional benefits [3:21]. The first result is a better view of speech communication. The second supplementary benefit is the opportunity to let the students know more of our history, to reveal democracy at work by introducing to them a historical panorama of significant speakers putting great issues before the public.

Unfortunately rhetoric is no part of basic schooling, surely students receive instruction in speaking but this falls far too short of training and practicing in all the skills required for effective speech. Competence in public speaking is so important that speech education shouldn't stop with only basics but develop into serious public speaking courses to meet the needs of today's professionals who want to convey successfully their ideas to the audience. Public speaking skills will prove their value even not only in students' future work but also in their civic and social life. Speaking experience can occur at any everyday situation: university, college, union meetings, community organizations, and banquets. The objectives of a public speaker's presentation can range from simply transmitting information, to persuading and motivating people to act, to simply telling a story or anecdote.

Since classical times, good speaking has been seen as a product of *knowledge, attitudes and skills*. Taken together these elements make a person a *rhetorically competent* individual. So the ability to organize a speech skillfully rests upon knowledge of how the speeches generally may be organized. Skillful organization flows directly from attitudes that help apply different general knowledge to a particular topic and audience. But turning knowledge into skill requires something further – an appreciation and enthusiasm for speaking to people.

Nevertheless enthusiasm is crucial for effective speaking, even experienced speakers report having speech anxiety. Speech anxiety and limited presentation skills are the major problems that lead to learners' oral presentation failures. In order to help students effectively cope with their fear of oral presentations, it is essential for teachers to acknowledge that speech anxiety is perfectly normal. Here a matter of attitude is important: view the tension as excitement not fearfulness. Imagine yourself delivering the most amazing speech your listeners have ever heard. They're smiling, nodding and listening to your every word. You have touched their heart to the very core. So begin to cultivate the positive attitude toward speechmaking and work at improving delivery skills. The following tips and advice to reduce speech anxieties will certainly better prepare students for oral presentations:

1. When presenting in front of an audience, you are performing as an actor is on stage. How you are being perceived is very important, so dress appropriately for the occasion. Be solemn if your topic is serious.
2. Present the desired image to your audience: look pleasant, enthusiastic, confident, proud, but not arrogant.
3. Remain calm: appear relaxed, even if you feel nervous. Speak slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic. Establish rapport with your audience. Speak to the person farthest away from you to ensure your voice is loud

- enough to project to the back of the room. Vary the tone of your voice and dramatize if necessary. If a microphone is available, adjust and adapt your voice accordingly.
4. Body language is important. Standing, walking or moving about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech.
  5. Maintain sincere eye contact with your audience. Use the 3-second method, e.g. look straight into the eyes of a person in the audience for 3 seconds at a time. Have direct eye contact with a number of people in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make everyone in your audience feel involved.
  6. Pause. Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.
  7. Add humor whenever appropriate and possible. Keep audience interested throughout your entire presentation. Remember that an interesting speech makes time fly, but a boring speech is always too long to endure even if the presentation time is the same.

If you are rhetorically sensitive speakers, we are to communicate in a manner appropriate to the subject, audience and situation. A prepared speech is amendable before being delivered, as a piece of writing is. An impromptu or improvised speech is not. Any effort to take back what is said while speaking often turns out to be more confusing than letting the deficiencies stand [1:10]. Speaking is social by its nature and involves the physical presence of other people. Experts on public speaking advise to research on your audience beforehand and find answers on the following questions: what are the demographics? What outcome of the presentation do you expect? What do you want your audience to walk away with? Are they going to leave with tools to deal with life's challenges? Is it an inspiring message? Do you want them to believe in themselves more? A speaker must try to portray himself as having a character fitting for the purpose of the audience, and that is one of the main instruments of good presentation and a good tool of persuasion as well.

It is necessary to remember that communication is the key to a successful presentation. So, speaking to your audience, listen to their questions, respond to their reactions, adjust and adapt. If what you have prepared is obviously not getting across to your audience, change your strategy mid-stream if you are well prepared to do so. Being short of time, know what can be safely left out. And versa versa if you have extra time, know what could be effectively added. It means if you are giving a speech always be prepared for the unexpected. Unless you have established your credibility as a speaker and made yourself personally attractive to your listeners, you are not likely to sustain their attention, much less to persuade them to do what you wish [1:33]. To achieve the best result with the audience the deliver should appear likeable as well as trustworthy.

An effective and powerful speech is one half of your personality and delivery and one half of your content and word choice. Dating from ancient Greek times, the most significant writers on public speaking have always counseled speakers to embrace both content and delivery. Marco Tullius Cicero recognized the best speakers those who completed rhetorical approach. Cicero's ideal speaker was the one who discovered good argumentation, carefully organized it, worked at good style of words, and practiced methods of good delivery [2:3-6]. Depending on your topic, it might help to speak to a few people before delivering the topic in front of your audience as the speaker must know the material thoroughly. Ensure your speech will be captivating to your audience as well as worth their time and attention. Practice and rehearse your speech at home or where you can be at ease and comfortable, in front of a mirror, your family, friends or colleagues. The experienced speakers advise to use a tape-recorder and listen to your speech, and then it is useful to videotape your presentation and analyze it. The better you know what your strong and weak points are the better is your performance.

There are many advantages in using visual aids during the presentation. Visual aids can create a powerful effect, help keep students' attention, and illustrate main ideas. The basic rule is to use visual aids to support the presentation, not to dominate it. However, the disadvantage of overusing visual aids is that the attention of the audience will be divided. Use audio-visual aids or props for

enhancement if appropriate and necessary. Master the use of presentation software such as *PowerPoint* well before your presentation. When using audio-visual aids to enhance your presentation, be sure all necessary equipment is set up and in good working order prior to the presentation. If possible, have an emergency backup system readily available. Check out the location ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation. On the other hand do not over-dazzle your audience with excessive use of animation, sound clips, or gaudy colors which are inappropriate for your topic and do not torture your audience by putting a lengthy document in tiny print on an overhead and reading it out to them.

When our speech is delivered our presentation is at the forefront of attention. The ideas, words and structure of the speech lie hidden, but they are no less important the delivery itself. The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (re-state thesis, summary, and logical conclusion). Learning to produce a well-organized and coherent outline can be very helpful to delivers since an outline can give audiences a clear and concise overview of the key points of the talk. A good way to make your presentations effective, interesting and easy to follow is to use **signpost language**.

'**Signpost language**' is the words and phrases that people use to tell the listener what has just happened, and what is going to happen next. In other words, signpost language guides the listener through the presentation. A good presenter will usually use a lot of signpost language, so it is necessary to learn a few of the common phrases, no difference whether you spend more time listening to presentations than giving them. Signpost language is usually rather informal, so it is relatively easy to understand. The examples of signpost language patters are given in the following table:

Table 1

Part of presentation	Signpost language
INTRODUCTION	The subject/topic of my talk is ... I'm going to talk about ... My topic today is...
OUTLINE	My talk is concerned with ... I'm going to divide this talk into four parts. There are a number of points I'd like to make. Basically/ Briefly, I have three things to say. I'd like to begin/start by ... Let's begin/start by ... First of all, I'll... and then I'll go on to ... Then/ Next ... Finally/ Lastly ...
FINISHING A SECTION	That's all I have to say about... We've looked at...
STARTING A NEW SECTION	So much for... Moving on now to ... Turning to... Let's turn now to ... The next issue/topic/area I'd like to focus on ... I'd like to expand/elaborate on ... Now we'll move on to... I'd like now to discuss... Let's look now at...

ANALYSING A POINT AND GIVING RECOMMENDATIONS	Where does that lead us? Let's consider this in more detail... What does this mean for...? Translated into real terms... Why is this important? The significance of this is...
GIVING EXAMPLES	For example,... A good example of this is... As an illustration,.. To give you an example,... To illustrate this point...
SUMMARISING AND CONCLUDING	To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that ..... I'd like now to recap...
PARAPHRASING AND CLARIFYING	Simply put... In other words..... So what I'm saying is.... To put it more simply.... To put it another way....
INVITATION TO DISCUSS / ASK QUESTIONS	I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?

Know when to STOP talking. Just as you don't use unnecessary words in your written paper, you don't bore your audience with repetitious or unnecessary words in your oral presentation. To end the presentation, we must summarize the main points of the presentation with an interesting remark or an appropriate punch line to leave the listeners with a positive impression and a sense of completion.

The methods for concluding a speech brings to the conclusion the introduction of oral presentations to classrooms provides a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public. Public speaking presentations, if properly guided and organized, provide a learning experience and teach life long skills that will be beneficial to learners in all subjects as well as later in their careers.

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## **НАВЧАННЯ МАЙБУТНІХ УЧИТЕЛІВ АНГЛОМОВНОГО ПРАКТИЧНОГО ПИСЬМА**

**Олена МОСКАЛЕЦЬ (Ніжин, Україна)**

*У статті розглядаються особливості змісту навчання майбутніх учителів англomовного практичного письма, пропонується послідовність роботи над жанрами практичного письма та наводяться вправи для їх ілюстрації.*

*The article deals with the content peculiarities of teaching would-be teachers practical English writing. The procedure of teaching the specified genres is suggested and illustrated by the corresponding exercises.*

У сучасній системі оволодіння іноземними мовами писемне спілкування є невід'ємним складником змісту навчання на всіх етапах вивчення мови [1: 61–62, 82–84]. Саме тому майбутній вчитель іноземної мови має не тільки вміти писати необхідні для професійного зростання складні тексти академічних жанрів, але і досконало володіти вмінням створювати відносно легкі тексти побутового характеру, знайомство з якими передбачено з початкових етапів вивчення мови. Важливість розвитку вмінь іншомовного писемного мовлення для підготовки вчителя знайшла своє відображення у наукових дослідженнях Е.В.Васильєвої, Т.В. Глазунової, Г.Ф. Кривчикової, О.В. Пінської та ін. Проте особливості навчання практичного письма (термін О.Б. Тарнопольського) [4: 195] залишаються недостатньо висвітленими. Тому метою цієї статті є розглянути теоретичні та практичні аспекти навчання практичного писемного мовлення майбутніх учителів англійської мови. Для цього необхідним було вирішення низки завдань, а саме: уточнити зміст навчання практичного письма, визначити типову послідовність організації роботи та проілюструвати запропонований алгоритм.

Згідно з програмами для загальноосвітніх шкіл, на уроках англійської мови учні повинні навчитися писати такі тексти практичного спрямування як оголошення, анкети, листівки, записки, листи [3: 121]. Ті самі жанри передбачені для опрацювання і на початковому етапі навчання у вищому навчальному закладі [2: 14], що узгоджується зі шкалою сформованості мовленнєвих умінь за міжнародними нормативними документами з мовної освіти [1: 83–84] і забезпечує наступність шкільної і вищої освіти.

Проте що реалії сьогодення постійно вносять корективи у стандарти людського спілкування. Зміни відбуваються з вражаючою швидкістю, і те, що було актуальним лише десятиріччя тому, підростаючому поколінню може видаватися застарілим і непотрібним. Однією з основних особливостей сучасного писемного спілкування є майже необмежені можливості здійснювати комунікацію з представниками будь-якої частини світу завдяки послугам мережі Інтернет та мобільному телефонному зв'язку. Відповідно, актуальним стає навчання написання не лише традиційного паперового, але й електронного листа, не лише записки, але й SMS-повідомлення, не лише оголошення про пошук друга по листуванню, але й оформлення персональної веб-сторінки тощо.

Частина молоді вже під час навчання у школі отримує досвід писемного спілкування через Інтернет. Більш того, сучасні підручники з англійської мови для дітей шкільного віку пропонують матеріали для навчання англomовного письма з урахуванням особливостей комунікації з використанням Інтернет-технологій. Тому навчання майбутнього учителя практичного письма має переслідувати такі цілі: