



DOI 10.36074/grail-of-science.24.07.2026.041

PRESENTATIONS AS A LANGUAGE INSTRUCTION METHOD WITHIN THE FRAMEWORK OF TEACHING PROFESSIONAL ENGLISH TO STUDENTS MAJORING IN MUSIC

Yevhen Chervinko 

PhD in Methods of Teaching Foreign Languages,
Associate Professor at the Department of Humanities, Section of Languages
Ukrainian National Music Academy, Ukraine

Olha Luchenko 

PhD in Professional Education,
Associate Professor at the Department of East Asian Studies
Comenius University in Bratislava, Slovakia

In view of the increasing globalisation processes coupled with the corresponding, ever more stringent syllabus requirements on the one hand and the insufficient number of academic hours allotted to foreign language disciplines in higher education establishments on the other, a question arises as to the most effective means of delivering and practising any given course content in order to develop the required foreign language professional competencies in students. This challenge is particularly evident in ESP contexts, where instructional efficiency depends not only on limited teaching time but also on aligning course content with learners' language proficiency and professional needs [3].

One such method that has the potential to enhance foreign language instruction is preparing and delivering presentations. It has been proven that presentations can contribute to practising a foreign language in authentic contexts [2] as well as being an inalienable instrument in academic and professional communication [1].

At the National Music Academy (Kyiv), presentations have always been an essential constituent of foreign language syllabi. The overall work on presentations is subdivided into several main stages, briefly summarised as follows: (1) "before", (2) "during" and (3) "after".

The first stage involves two substages in pre-presentation preparation both on the part of the teacher and that of the students. The first substage involves, if necessary, covering the relevant topic(s) and developing the content-obligatory (professional terms) and content-compatible vocabulary (lexical units "adjacent" to

the professional terms in question, belonging to the general vocabulary of the given language). The second substage involves the teacher supplying the topic, providing the speaking points pertaining to the topic (usually 3-4), elaborating and publishing the assessment criteria (in *Google Classroom*, for instance), allowing some time for students to ask questions and receive answers or explanations. Conversely, students carry out their preparation work on two levels: content-level and language-level. The former involves collecting the relevant material, preparing the slides of their presentation (using *PowerPoint*, *Padlet*, *Canvas*, *Microsoft Sway*, *Google Slides* or any other equivalent application). Significant attention is paid to the principles of slide preparation (layout): the compact and concise presentation of the main ideas in key words on slides so that they are not cluttered by complete sentences or whole paragraphs with redundant information or to avoid the other extreme – almost empty slides containing pictures only without any accompanying key words to capture their message. The language level presupposes using the available resources in *Google Classroom* or drawing up an individual list of linking words and phrases to secure coherence and cohesion while delivering the presentation.

The second stage occurs while delivering a presentation and involves the student-speaker demonstrating the slides and the fellow students listening closely, noting down possible questions concerning the contents and language used in the presentation.

The final stage involves a discussion of the presentation, both in terms of the content and language. The teacher guides it, intervenes if necessary and, subsequent to this, presents the mistakes for correction in class both individually with the student-speaker and involving the other students. Moreover, the teacher puts forward suggestions as to how to improve the presentation overall and with regard to the layout of the slides and the contents.

Thus, besides serving as a tool to consolidate the content-obligatory (professional) and content-compatible vocabulary, presentations facilitate the development of students' professional competence in a foreign language. In the case of the student-speaker, presentations help to hone the lower- and higher-order thinking skills, analysis and synthesis of information, ability to compose and structure a text, organise thoughts and ideas coherently, while being goal-directed and remaining on topic. Additionally, presentations develop performance techniques to bridge the distance to the audience and, purely psychologically, in order to manage nerves, stage fright and anxiety. In the case of the fellow students, who act as the audience, taking part in such presentation events helps to revise the professional vocabulary receptively and (re)productively. Furthermore, it develops listening skills, responsible listening (drawing on careful analysis of the incoming message) with the aim of synthesising pertinent questions, which underpins professional interaction in a foreign language, and, last but not least, team spirit as students learn how to support each other in conversation, contributing to the uninterrupted flow of creative discussions.

The research prospects include outlining the adverse factors that may inhibit presentations as well as providing theoretical foundations for assessment criteria for professional presentations.

**References:**

- [1] Gershon, S. (2017, August 23). Evolving an approach to presentation skills – part 1. Available at: <https://www.cambridge.org/elt/blog/2017/08/23/approach-presentation-skills-1/>
- [2] Sodikova, D. (2023). Making effective oral presentations in ESL. *International Scientific and Current Research Conferences*, 1(1), 492–497. <https://doi.org/10.37547/geo-91>
- [3] Ковінько К. В., Лученко О. О., Єршова І. Ш. (2025). Важливість впровадження курсу ESP “Military English” для військовослужбовців з урахуванням рівня володіння англійською мовою. *Педагогічна академія: наукові записки*, 15, 1–21. <https://doi.org/10.5281/zenodo.14996087>.

**ПРЕЗЕНТАЦІЇ ЯК МЕТОД МОВНОГО НАВЧАННЯ В МЕЖАХ
ВИКЛАДАННЯ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ
МУЗИЧНИХ СПЕЦІАЛЬНОСТЕЙ**

Червінко Євген Олександрович

PhD з методики викладання іноземних мов,
доцент кафедри гуманітарних дисциплін, секція мов
Національна музична академія України, Україна

Лученко Ольга Олександрівна

PhD з професійної освіти, доцент кафедри східноазійських студій
Університет Коменського в Братиславі, Словаччина