

# Reasons for having group presentations

## Aims:

To be familiar with an English teacher's role i.e. to present to or / and teach a group of pupils / students

To be capable of selecting only the most relevant stuff and keywords for your target group

To be able to function as a chairperson / moderator in the discussion after / during your presentation / teaching

Linguistically and in terms of content, to be able to tackle the immediate response from the listeners or lack there of

In plenum discussions only one can speak at a time and only few get to say something. In the groups everyone has more time and probably feels freer to speak. It is difficult to "hide", but still each individual is not so starkly on display, so interactive language will be generated. Group work places responsibility for action upon each of the members of the group

One of the subgoals in your "Mål" in the study guide for English goes like this: "Målet er, at den studerende tilegner sig sikkerhed i at forstå talt og skrevet engelsk og i at udtrykke sig mundtligt"

Practice of your spoken English: fluency in preparation for your approaching oral exam

In your future profession, you are to become a communicator and a facilitator transmitting a lot of information and knowledge. Therefore you are to practise teaching, selec-

tion, prioritising, planning, arranging, transmission and communication in order to learn how to transmit a specific subject matter to an entire class in the best possible, ideal and purposeful way

According to research (e.g. Tornberg, Ulrika: *Sprogdidaktik*, København: L&R Uddannelse A/S, First Edition 1997, 2001 p. 96) you get more responsible, independent, open, questioning, conscious about what you are doing, participating and active in a group, and the group members can help and complement each other.

Learning and reflection should be more effective in an interaction with others than in a teacher-controlled learning situation.

Group activities encourage total participation. All students are involved and the participation is multidirectional. (Celce-Murcia, Marianne: *Teaching English as a Second or Foreign Language (ESL/EFL)*, Boston, Massachusetts: Heinle & Heinle Publishers, 1991 p. 340)

Remember:

You are always allowed either to present or to teach (i.e. make use of practical exercises, drills, tasks etc.) or both

You are always allowed to divide yourself into smaller subgroups or even work individually within your basis group