

Effect of English Visual Presentation in Second Language Class

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Abstract

The recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of visual things as and an each student's presentation in second language classrooms has grown rapidly because of the increasing emphasis on communicative techniques. And it is obvious that the use of visual presentation is a great help for second language students in stimulating and facilitating the target language. The purpose of this article was to examine the effect of using visual presentation for second language students so that they can make use of visual things efficiently in the classroom. The process of this article examines the effectiveness of visual material in second language grammar comprehension, the ability of four corners (speaking, listening, writing, reading) among beginning and intermediate-level English learners. In particular, it investigates the relative efficacy of using visual material with text. The Study's focal issue is to prove is most effective in aiding grammar for four corners' acquisition in one semester.

Key words: PowerPoint, learning, attitudes, visual material, four corners, confidence

INTRODUCTION

The purpose of this paper is to provide basic, comprehensive information to assist my students in developing effective presentations. The use of visual aids, coupled with good public speaking skills, work hand-in-hand to create effective presentations. My student's speaking style and stage presence are personal talents that they're going to grow up with much practice and experience. Each aspect of effective presentations, however, could not be detailed in this paper. Instead, much emphasis is given to visual aids which are essential to all successful presentations. So I try to show the effective presentation method and I emphasize the importance to give opportunities to each of them.

This study investigates whether PowerPoint presentations (a form of multimedia) improve student learning and attitudes for their confidence. While the use of PowerPoint and multimedia in the classroom has significantly increased globally in recent years (Connor and Wong, 2004; Bartsch and Cobern, 2003), few studies have systematically investigated its impact on student learning and attitudes. Rebele et al. (1998) note that little research exists regarding integration of technology in the accounting curriculum, and suggest that accounting researchers should examine whether technology improves learning. Further, Rebele et al. (1998) recommend "accounting researchers should explore how educational technology can contribute to the continuing evolution and improvement of accounting education" (p. 207).

The purpose of this paper is to provide basic, comprehensive information to assist you in developing effective presentations. The use of visual aids, coupled with good public speaking skills, work hand-in-hand to create effective presentations. Your speaking style and stage presence are personal talents that you can refine with much practice and experience. Each aspect of effective presentations, however, could not be detailed in this discussion. Instead, much emphasis is given to visual aids which are essential to all successful presentations.

There is no secret to developing an effective presentation. Establishing your objectives, planning and organizing your material, and using appropriate visual aids are the essential ingredients. The recipe for effective presentations calls for all three ingredients, and you must use them in the order in which they are presented here. By establishing your objectives first, you can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasizing your ideas more effectively than words alone. Let's begin, then, at the beginning: As you start to design your presentation, you must ask yourself, "What do I want to accomplish by making this presentation?"

Effect of PowerPoint presentations on student learning

I always emphasize Theme, Understanding, Confidence. I have a similar opinion with Vygotsky. I'm a leader to arouse for their internal abilities. That is, I'm just a chair of my students are going to use anytime and they have to spread their arms to reach for the big tree. This means, we call the ZPD of Vygotsky. ZPD is the Zone of Proximal Development. Their current development is lower than potential development. But I'm sure they're going to reach the high point in the future and then pierce (penetrate) the beyond their present. I think ZPD is related with Reader Response Theory. This is a literary theory that focuses on the reader (or "audience") and his or her experience of

a literary work, in contrast to others and theories that focus attention primarily on the author or the content and form of the work. I respect any kind of result from my students.

The evidence that PowerPoint presentations influence learning is largely anecdotal. Bryant and Hunton (2000) state that the degree of improved learning is a function of a complex set of interactions among learner and medium attributes. Mason and Hlynka (1998) state that PowerPoint helps structure the content and processing of a lesson or lecture. Aiding note-taking (and thus facilitating study) is another purported advantage of using PowerPoint (Cook, 1998). Parks (1999) reports that students liked the lecture outline and graphs on the screen, and that the PowerPoint presentation had a positive influence on students. Harrison (1999) argues that PowerPoint enhances instruction and motivates students to learn. If this is true, the bigger question is, does PowerPoint help students learn?

PowerPoint presentations incorporate graphics, animation, and color (imagery). Human information processing theories focus on how the human memory system gathers, transforms, compacts, elaborates, encodes, retrieves, and uses information. Sensory registers, short-term memory, and long-term memory are the three major storage structures of the human brain. The sensory system registers stimuli and holds them for a brief period until they are recognized or lost.

Giving a great presentation: visual aids with impact

In several opinion polls, public speaking is cited as individuals' single greatest fear. It needn't be. With preparation and practice, anyone can give a powerful presentation. Studies show that there are three key elements that contribute to strong learning; hearing, seeing, and doing. During a presentation, you can attack both the visual and auditory senses. Your body itself, including your attire, grooming, gestures, and facial expressions make up one aspect of your visual presentation. The other aspect of your visual presentation is visual aids used to engage your audience. The goal of visual aids is to increase sensory contact with your audience. Used well, visual aids: Enhance understanding of the topic, Add variety, Support your claims, Reinforce your ideas, Give your presentation lasting impact. Visual aids come in many varieties. Select visual aids that are appropriate for your subject matter and help illustrate your ideas. Visual aids include: Sketches and pictures , Graphs and charts , Posters , Objects or models , Films or video tape. This paper, I focus on the effect of PowerPoint usage. PowerPoint is one of the easiest and most professional delivery systems for visual aids. If you do not have a computer available to you during your presentation, you can print out PowerPoint slides to use as handouts or transparencies. For any successful presentation, you must know your objectives. It is these objectives that drive your presentation and move the audience to your end goals. Your end goals may be that the attendees take a particular action, adopt a new perspective, or respond to facts and information. Establishing these goals requires careful planning. The key to designing your presentation is determining these objectives. After all, they become the foundation upon which your content, organization, and visual aids are built.

Establishing the objectives for your presentation requires an analysis of your own goals, as well as your audience's needs and expectations. By considering the nature of your audience, you can more easily determine what you will present and how you will

present it. An audience analysis will enable you to: Select appropriate points of emphasis in your presentation. Develop a useful level of detail. Choose and prepare appropriate visual aids. Create a tone that is sensitive to your audience's circumstance. Your presentation will ideally form a bridge between something you have and your audience wants. Let the audience analysis influence the form of information presented

so you can create this bridge.

When you have determined the characteristics of your objects, then you are ready to plan and organize your material. The tips listed below will assist you in tailoring your approach accordingly. Keep in mind that the use of visual aids will help to produce effective one-way or two-way communication. Many factors are involved in choosing these visual aids, and the type of interaction you want to develop with the audience will influence your choice.

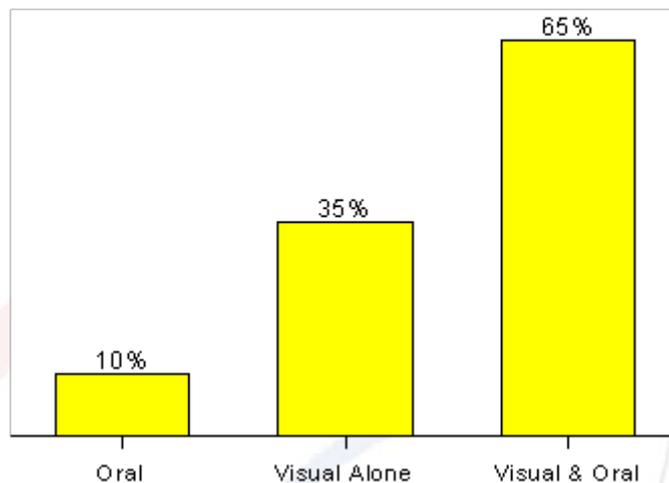
And then you need to plan your material. These are the basic suggestions. **Do not wait to prepare your presentation** while on your way to the training session. You cannot do your best at presenting or persuading by "winging it." **At a minimum, prepare an outline** of goals, major issues to be discussed, and information to be presented to support main themes. Limit content to your major point and **no more than five key** supporting points. **Analyze your audience.** Prepare your content considering such things as whether they are likely to be friendly or unfriendly, lay or technical in their background, and whether they want only to listen or to respond and contribute. **Select appropriate visual aids and a presentation style** that will be effective in the physical setting for your training session.

The effect of visual presentation

Visual aids help your presentation make things happen. Visual aids help you reach your objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce your message, clarify points, and create excitement. Visual aids involve your audience and require a change from one activity to another: from hearing to seeing. When you use visual aids, their use tends to encourage gestures and movement on your part. This extra movement reinforces the control that you, the speaker, need over the presentation. The use of visual aids, then, are mutually beneficial to the audience and you.

Visual aids add impact and interest to a presentation. They enable you to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level. With pictures, the concepts or ideas you present are no longer simply words - but words plus images. The chart below cites the effectiveness of visual aids on audience retention.

Retention of Information



People tend to be eye-minded, and the impacts visual aids bring to a presentation are, indeed, significant. The studies, below, reveal interesting statistics that support these findings: In many studies, experimental psychologists and educators have found that retention of information three days after a meeting or other event is six times greater when information is presented by visual and oral means than when the information is presented by the spoken word alone. Studies by educational researchers suggest that approximately 83% of human learning occurs visually, and the remaining 17% through the other senses - 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch. The studies suggest that three days after an event, people retain 10% of what they heard from an oral presentation, 35% from a visual presentation, and 65% from a visual and oral presentation.

The use of visual aids, then, is essential to all presentations. Without them, the impact of your presentation may leave the audience shortly after the audience leaves you. By preparing a presentation with visual aids that reinforce your main ideas, you will reach your audience far more effectively, and, perhaps, continue to "touch" them long after the presentation ends.

Visuals add an important dimension to a presentation, and you, the speaker, must capitalize on this dimension. It is critical that you prepare visual aids that reinforce your major points, stimulate your audience, and work well in the physical setting of your presentation. Visual aids and audio-visuals include a wide variety of communication products, including flip charts, overhead transparencies, slides, audio-slide shows, and video tapes. Demonstrating a process or simply passing around a sample of some equipment or model are also effective ways to clarify messages visually. If visual aids are poorly selected or inadequately done, they will distract from what you are saying. The tips listed below will help you in the selection and preparation of visual aids.

And you have to consider the tips on preparing visual aids. **Start with at least a rough outline of the goal** and major points of the presentation before selecting the visual aid(s). For example, a particular scene or slides may trigger ideas for the presentation, providing the power of images. Do not proceed too far without first determining what you want to accomplish, what your audience wants to gain, and what the physical setting requires. **Each element** of an audio-visual product - a single

slide or a page of a flip chart presentation, for example, - **must be simple** and contain only one message. Placing more than one message on a single image confuses the audience and diminishes the potential impact of visual media. **Keep visual aids.** Determine the **difference between what you will say and what the visual aid will show.** Do not read straight from your visuals. **Ask the audience to read or listen, not both;** visual aids should not provide reading material while you talk. Rather, use them to illustrate or highlight your points. **Give participants paper copies** of various graphic aids used in your presentation. They will be able to write on the paper copies and have them for future reference. **Assess your cost constraints.** An overhead transparency presentation can always be used in a formal environment if 35 mm slides are too expensive.

Account for production time in your planning and selection process. Slides must be developed, videotape edited - you do not want to back yourself against a wall because the visuals are not ready. You can often get production work done in 24-48 hours, but it is much more expensive than work that is done on an extended schedule. Use **local photographs** and **examples** when discussing general problems and issues. While a general problem concerning welding safety, for example, may elude someone, illustrating with a system in use at the site can bring the issue home. Use **charts** and **graphs** to support the presentation of numerical information. Develop **sketches** and **drawings** to convey various designs and plans. When preparing graphics, **make sure they are not too crowded in detail.** Do no over-use color. See that line detail, letters, and symbols are bold enough to be seen from the back of the room. **Do not use visual aids for persuasive statements,** qualifying remarks, emotional appeals, or any type of rhetorical statement. **If you have handouts, don't let them become a distraction** during the presentation. They should provide reinforcement following your address. Consider giving them out after the presentation, unless the audience will use them during the presentation or will need to review them in advance of the presentation. **Practice presenting the full program** using graphic materials so you are familiar with their use and order. If you use audio-visual materials, practice working with them and the equipment to get the timing down right. **Seek feedback on the clarity of your visuals** and do so early enough to allow yourself time to make needed adjustments.

The question of what to use and how to choose is an excellent one. The next several pages will help you answer this question by identifying the advantages and limitations of each type of visual, as well as the development techniques required in preparing each. By looking at these pros and cons, you can more easily decide what will work best for your presentation. This is a very formal procedure, but these are the support and standard for them, and then my students should find their own method with this kind of outline. I'll give 4 suggestions for your and everyone's presentation. First, I'm designing the presentation. There is no secret to developing an effective presentation. Establishing your objectives, planning and organizing your material, and using appropriate visual aids are the essential ingredients. By establishing your objectives first, you can prepare material that supports each objective. The use of visual aids will move you further along toward your objectives by illustrating and emphasizing your ideas more effectively than words alone. Let's begin, then, at the beginning: As you start to design your presentation, you must ask yourself, "What do I want to accomplish by making this presentation?" So you're trying to follow this steps and you find your own.

Most of people are very familiar with book. So I focus the effect of visual presentation with book; especially, every people know the story from fairy tale to the popular and contemporary children's literature. After student's presentation with my comments, their presentation style is going to change before then. So They must meet before their presentation, and then they have to design their own presentation, I'm going to give just few advices and check the progress. I want that they're going to find their own thinking. Before their starting presentation, I sit down behind the classroom and emphasizing this time's hero is you, also you're a today's professor. And during presentation, I'm eye-contacting whether they see me or not, I'm only focusing on him/her. I'm emphasizing on their opportunity from the book. After presentation, I'm giving several comments related with their presentation and asking a few questions. I think this kind of work is giving courage to them. All procedure finished, honestly give a real advice person by person, and give a hug/handshaking with my honour.

CONCLUSIONS AND LIMITATIONS

I emphasize two key points; opportunity, difference. 1st point is opportunity. "Opportunity" is an occasion offering a possibility or a chance for all of my students. In their internal, They want to bring their own something to light in themselves, their family, society, and so on. 2nd point is difference. I admit people's different characteristics. Their inner and external changing refine from people's relationship with recognition. During this presentation, they play a role with their recurring theme. You must not evaluate the appropriateness of the visual aids. You must evaluate how best to prepare them. You must evaluate their effectiveness in your practice run. Adding the visual dimension to a presentation is key to ensuring the presentation's overall success and plays an important role in choosing and effectively using visual aids.

And I'm emphasizing the rehearsal or practice. Rehearsal is a fundamental step in developing and refining effective presentations. Practicing your presentation and working closely with the meeting organizer to secure the necessary technical supports will assist you in making a smooth performance. This paper isn't the purpose the discussing the effect from statistics. I want the see some Opportunities and beliefs and Courage are all important elements for everyone. But of course I'm going to evaluate with statistics in the near future for the exact evaluation for them.

In summary, the results suggest that educational technology such as PowerPoint improves students' attitudes toward the instructor and course presentation. Conclusions and findings are subject to limitation. A significant limitation is the internal validity of the study. Even though PowerPoint slides could affect learning and satisfaction. This study used the PowerPoint slides that came with the textbook. Future research can examine whether different types of PowerPoint slides (poorly-designed vs. well-designed) affect students' learning and attitudes. More research would be required to establish stronger claims as to the effect of PowerPoint on memory and presenter/presentation effects.

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