

словосочетаний **niman friþ**, **niman seht** ‘заклочить мир’, которые вытесняются словом **pees (pais)**. В результате древнеанглийские устойчивые комплексы в среднеанглийском языке функционируют в форме **taken pees**. Их тождество, бесспорно, доказывается этимологически, несмотря на то что ни один из компонентов не сохранился. Оба устойчивых словесных комплекса относятся к одному лексико-грамматическому разряду – глагольных словосочетаний, по функциональному типу соотносительны с глаголом, имеют один источник происхождения и одну и ту же основу семантического преобразования. Кроме того, замена компонентов в некоторых фразеологических вариантах может быть опосредованной, когда больше двух вариантов, и каждый последующий соотносится не с первым, с предыдущим вариантом. В этом случае показателен образ единицы, который выступая как семантический инвариант, сохраняет тождество единицы, даже при отсутствии лексического инварианта. В этом основное отличие исторического тождества устойчивой единицы от исторического тождества слова. Слово как цельнооформленная единица при всех исторических изменениях всегда сохраняет сходство со своим прототипом, как правило неизменна корневая морфема. Во фразеологизме подобное сходство необязательно, благодаря наличию семантического инварианта.

Определение основных критериев исторического тождества устойчивых словесных комплексов английского языка позволит в дальнейшем рассмотреть развитие данных единиц на протяжении выделенных нами пяти этапов развития английской фразеологии.

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## **PARADIGM OF SPEECH STRATEGIES IN THE EFFECTIVE PRESENTATION**

### **ПАРАДИГМА РЕЧЕВЫХ СТРАТЕГИЙ В ЭФФЕКТИВНОЙ ПРЕЗЕНТАЦИИ**

В статье анализируется парадигма речевых стратегий в эффективной презентации в английском языке. Автор дает различные виды тактик, которые могут быть использованы в этом процессе.

In modern reality business communication is claimed to constitute a global whole viewed in its complexity, originating from the mechanisms of human interaction in business and interplay of corresponding registers. In this respect, it makes it possible to give insights into a new challenging area of coverage represented by a business presentation regarding conceptual, functional and linguistic aspects, with a special emphasis on its communicative properties. Findings shaped in the given research are aimed at revealing speech strategies in a presentation as an act of public speaking, through which a positive impact on the target audience is achieved.

Basically, presenting is a communication process unfolded through a series of communication actions generalized around the following items: *presenter* delivering the message, possessed of certain communication skills; *message* communicated like face-to-face, written, electronic, intentional/unintentional, explicit, implied; *audience* kind of receiver implying those in attendance; *feedback* as a reciprocal message in the form of the audience response; *channels of communication* being like verbal, vocal and visual; *environment and surroundings* as external conditions consisting of temperature, noise, lighting, air quality, furniture, colour of the walls, other people, etc.; *influencing factors* pertinent to attitudes, culture, education, experience, gender, background, intellectual abilities and like that [1, p.14-15].

All in all, the presentation is intended to produce a response and to yield a satisfactory outcome through persuasion, moving the audience to act on the message. What are people persuaded to do? It depends on the area in which information is disseminated, ranging from sales presentations and marketing seminars to community programmes and meetings. Thus, it makes sense to think about certain types of the presentation, where the ultimate purpose to persuade is achieved differently. Take an example of the two basic categories, namely, promotional and informational ones. In the former priority is placed on persuading to buy a new product or service, to lend support, to vote for a candidate, to agreeably accept a project – on account of promoting some service, idea, solution or recommendation. Alongside, the latter with the purpose to convey information gives much importance to encouraging people to follow a new procedure, to learn and apply the information presented, to participate and respond affirmatively to the presenter's point of view.

One of the most important principles to bear in mind is target setting on being successful to ensure that both the presenter and the audience are working towards a common goal. Not surprisingly, the ability to speak English is no guarantee to hold the presentation in English successfully. So, this leads to seeking certain communication tools, which will give the confidence to make presentations effective: skills and knowledge from the basics move on to an extended range of techniques and research, three R's in particular (Research your audience, Research your surroundings, Research your topic and ideas) [6, p.7]. Subsequently, the given register is going to be discussed in terms of the learner-oriented methodology so as to make clear how the presentation should be organized to ensure that the audience is persuaded and engaged in the shared information.

To follow Erica Williams's conception [7, p.10], proper foundations are to be laid, focused on the linguistic aspect of the presentation constructed with a set of stages: *start* with introduction techniques: meeting the people; WIIFM (What's in it for me) or reasoning; quotations or shocking statements; enrolment/rhetorical questions; *finish* with finalizing techniques: pausing to signal intention to finish; summary or a brief overview; conclusion of three kinds like giving a call to action, making recommendations, assuring that the audience is better informed; closing remarks by thanking or asking for questions; *signposting* with structuring techniques: verbal signals to keep up the attention curve linking each point of the presentation (add, express reason, result, give an example, conclude, emphasize, clarify, make general statements, references, express similarity, particularize, give personal opinion, bring up other points, etc.).

Hence, to produce an intended result from the presentation a speaker must consciously attend to choices of verbal style, i.e. various forms of verbal expression through which the content of a message is communicated: vocabulary (words and phrases), sentences (structure and length), grammar and figures of speech. So it is imperative to build up the proper style of the presentation, founded on the four fundamentals, namely, being clear, correct, concise and well-considered [2;3]; in other words, it is essential that the language is clearly defined for the benefit of the message. This statement requires consideration of the notions standing behind the given above points.

Being clear implies the appropriate word choice filtered out off 'muddy' meanings imposed by ambiguity (e.g. satisfactory performance: what is meant by satisfactory? earn some quid: is it a considerable amount of money? subscribe values: does it mean to change values?); gobbledygook (language that is so long-winded, pompous, abstract as to be unintelligible: ameliorate/improve, proliferate/spread, veracious/true, ramifications/results, conducive/helpful, alleviate/ease etc.); jargon (as part of the language of a particular occupation or profession can be confusing to those outside the profession: legalese, exacerbated, incinerate, lax laws and the like should be replaced by the ones familiar); acronyms or abbreviations (as type of jargon should only be used if its meaning is first explained: CIS/Commonwealth of Independent States, EU/European Union, IPCC/International Panel on Climate Change, DIY/Do It Yourself, SIG/ Special Interest Group, etc).

Being correct suggests taking into account the verbal meaning influenced by denotation, connotation and implication. Let's take a look at the word 'subordinate' having been commonly used to denote a person lower in rank but over time having acquired negative connotations of being 'not as good as'. Consequently, the word has been replaced with more neutral ones, such as associate, employee, staff member, personnel. In effect, so called low-risk words like euphemisms have the least potential to offend.

Being concise reflects the principle of KISS – meaning 'Keep It Short and Simple', i.e. a great deal of meaning with few words: ease/facilitate, act/manifestation, idea/conceptualization, pattern/paradigm. Lastly, being well-considered implies the message to be appropriate to the audience as belonging to some community so that the style should reflect the subject, setting and the person presenting.

Such reflection on the subject will allow to uncover the actual mechanism of constructing speech with emphasis on the role of recurrent lexical-phraseological, morphosyntactic combinations of words and commonly used discourse patterns. Further on, this material is brought together around the steps mentioned before: start, finish, signposting.

*Start: Opener or preview.* The opening passage functions as an invitation to the audience to give attention to the message, like the intent to catch hold of it. At the outset a speaker establishes a tone, a mood and expectations in the minds of people in the audience. Obviously, a traditional speech-making approach is no longer appropriate: attention must be seized and sustained properly. Amazingly, a presentation is often compared to a journey; once the audience gets good information at the start, they are ready to accompany you along to the final message [4, p.24].

*Tactics: Meeting people.*

Option: make introductions with certain level of formality covering personal background, present and past.

Function: form an impression, break the ice, build a relationship, create interaction.

Techniques: if I may have your attention, please; thank you very much for coming along today; my name is ... and I'm going to...; I'd like to begin by introducing myself; on behalf of ... may I welcome you to...; my name is... and I am responsible for...; let me introduce myself; before I continue, let me tell you something about myself; morning everyone, thanks for coming, my name is ... I'm in charge of...; the reason we are here today is ...

*Tactics: WIIFM.*

Option: tell destination to the audience, addressing their needs and concerns, highlight possible benefits.

Function: focus on the needs, benefits, create anticipation and desire, build rapport.

Techniques: firstly, I'd like to explain the outline of the project; to begin with, let's look at the overall picture; I'd like to start by giving you a brief run-down of what I'll be covering today; in the first part of my talk, I'll be looking at ...; then I'll go on to...; ... and finally, we'll take a look at...; I'd like to start by outlining the main aims and objectives of the talk; before we go on, I'd just like to highlight a few things; my purpose today is...; today I would like to give you a general overview of...; I'm going to bring you up to date with... .

*Tactics: Quotation, shocking statements.*

Option: find original or exciting excerpts, use somebody else's words, say something which is short but surprising.

Function: spark interest, arouse curiosity, build credibility, give another voice, get a high level of attention with a shock effect.

Techniques: selected extracts from recognized and respected authorities used with care, which means that the originator is never cited out of the context, otherwise misquotes are seen as abuses of a presenter's role; being openers both quotations and statements must be general enough to embrace the overall theme of the message: 'Quality is remembered long after the price is forgotten' Gucci, 'I have the simplest tastes. I am always satisfied

with the best` Oscar Wilde; what is more, effectiveness of the opener depends on making the information memorable through seemingly unrelated items with the help of striking similes, metaphors, analogy; due to created pictures and associations, the imagination is fired and the presentation is brought to life: organization/ship, presentation/fairy tale, job/banana, learning/chewing gum, customer service/game of golf, problems/mice, humans/machines.

For more persuasive effect, such techniques are incorporated throughout the whole presentation notably with or after key points or as part of summary.

*Tactics: Enrolment/rhetorical questions.*

Option: create expectation and a feeling of a dialogue.

Function: engage the audience, prompt to reflect, stimulate interest, imply involvement.

Techniques: followed by a brief meaningful pause to give an opportunity to consider the point: What are the problems? How should we go along with this? What are the risks? What constitutes leadership? What personal qualities and professional skills do you look for in a leader? Is there any other solution? Do we envisage any future for this technology? What will you gain from this?

*Finish.* In an effective presentation the final message should be made clear by pausing signal, summary, conclusion, close. This looks like a natural outcome of the intended content in the form of review restating the key points. Hence spotlighting offers the added reinforcement that can imbed the points in the thoughts of the audience. To gain benefits of it and to avoid sounding redundant, variety is supplied by means of synonyms, paraphrases, contrasting terms, literary devices. What is more, the final stage signals a change in pace of the presentation nearing completion, which is supposed to heighten attention and force the audience to sit up. The close, in particular, communicates the end to which the presenter has driven on a high note, expressing a positive, upbeat point that equates to achievement of the primary objective.

Option: sound positive and convincing, let the audience make personal conclusions, give time for a decision and follow up, emphasize possible consequences, develop answering strategies.

Function: bring people along to some actions after the presentation.

Techniques: a) pause and signal that you are ready to finish: so what are the main points we have highlighted? let's go over the main points again; that just about brings it to an end; so that brings me to the end of my presentation; at this stage, I'd like to go over...; so, that completes our presentation;

b) make a summary that is kind of reflection of the subject and give time to think about the content to make sure the purpose is not lost: finally, I'll give a summary of...; to summarize,...; by focusing on ... we can see that...; to finalize, the key issues to remember are ...; let me summarise what we've looked at; I'll briefly summarise the main issues;

c) give a purposeful conclusion contending that the audience are persuaded: may be we should go in that direction; I think we should go with this campaign; these findings might indicate we should do this; I'd like to conclude by strongly recommending...; in conclusion, I'd like to leave you with the following idea; that covers everything I want to say; I trust you gained an insight into ...;

d) closing remarks by thanking or asking questions: lastly, I'd like to thank everyone for your participation; thanks for being such a good audience; thank you for having me around; I hope you understood my message; you never know but it could be right; thank you for your attention;

e) answering: so you're asking me about...; let me put it in another way; what is your question exactly? you've raised three points there, let me take them one by one; I'm sorry you're not happy; nothing goes wrong actually; anyway, you would like me to run through the advantages of the second option in more detail; that's not relevant at the moment, I'm afraid; I didn't get that, could you repeat your question; if you have any questions, I'd be grateful if you could ask them; I'm happy to take any questions; please, feel free to ask me questions on each point.

*Signposting.* The body of the content is composed of three elements: key points, the main ideas communicated in a presentation, substantiating material consisting of information that explains and supports the key points, and transitions that lead the audience from one point to the next acting as a summary-preview internal to the message.

*Tactics: Structuring.*

Option: give a deeper analysis, initiate a topic, set targets, give just the basic information, counteract or defer, deal with questions, change direction and/or depart from the plan, refer to an earlier point, refer to a point coming later, repeat something, give a wider perspective, make references and assumptions, giving chronological events, etc.

Function: shape the main content, guide the audience through the message, create clarity.

Techniques: in my opinion; if I may have your attention, please; I'm going to be outlining some research; one reason being that...; what is interesting is...; if to compare...; precisely; in contrast; in addition; as far as ...is concerned; un/likewise; let's look at more detail at...; if we turn to...; moving on now to...; I'd like to expand on that; let me digress for a moment; that's the general picture for...; I'd like to conclude this point by saying...; I'll be coming to that later; let me give you another example; so that covers this point.

Variation, as a number of ways of expressing content in stylistic terms, is an indispensable part of the language of a presentation. Obviously, presenting in English is a communication skill, acquired and practised regarding linguistic options for a particular stage. A good presentation proves to be a product of effort aimed at the consonance between the language of the message and the presenter's style. Here comes the illustrated example of presenting created by the author in the view of the noted principles.

*Sample of a presentation:*

*Theme:* English in international settings.

*Audience:* English teachers.

*Target:* disseminating information.

*Delivery:* oral.

*Good morning everyone! Thank you very much for coming along today. On behalf of the local authorities may I welcome you to this talk and let me introduce myself. My name is Jane, Jane Smith, and I am in charge of the re-training professional course. The reason we are here today is to get an overall picture of the role played by English as international language in the development and maintenance of society and culture. First, I'll be looking at the view on its wide spread, being highly influential and extended. Then, I'm going to bring you up to date with modernization and career opportunities due to exposure to English. And finally, the last point will be focused on the impact given to indigenous value-systems.*

*What you will gain from this is understanding of the implications of raised issues for English language teaching in the local community. Clearly, there is a huge interest in the subject, as can be seen by the number of attendance. Bewilderingly, it is sometimes said that those who use English as the first language are often charged with hegemony and so called linguistic imperialism. Is it the right idea, do you think? So there are some points I wish to make in response to this question.*

*To begin with, let's look at a language as cultural resource for conceptualization, better to say knowledge, and communication, as long as any culture is understood to be the knowledge-base and value-system. In other words, through the language society can adequately express the values and beliefs it holds. Is English intended to benefit the local society, in this respect? Yes, I suppose so. I would like to stress an amazingly wide range of its functions and could just point out new technologies made available to the periphery or new opportunities in leisure and work. That brings me to the major role played by English, which is modernization. Just fancy all the amount of the world's scientific and technical information, associated terminology, modernized services, industries and infrastructures – as being tied down to access to English. This leads to the assumption that English gives a significant contribution to economic and scientific advances supported by adequate policies implemented in society.*

*Next we come to career choices or job prospects enhanced by English, especially in multicultural community. An immigrant coming to America, for example, and not being able to speak English is likely to end up doing some kind of menial job that no American wants to do. Conversely, if we turn to outsourcing, which is getting more and more popular worldwide, it is interesting to note the role of English, which makes this business possible to extensively operate in such a pace; needless to say, how many new workplaces have been offered to locals.*

*Anyway, I am not saying that people should not hold on to their native languages; definitely, learning English by no means entails imitation or admiration of alien cultural values. The fact of the matter is that when two languages come into contact, there is a mutually beneficial exchange at the levels of cultural interaction and discourse. Thus, English tends to be used as an addition to a local language rather than a substitute for it. I am sure the implications are clear to all of us. What I am trying to say is that where societies face the need to adapt to a changing world, their language needs to evolve alongside English so as to support that adaptation. This highlights the importance of optimal balance in language planning.*

*To summarize, by focusing on the given above points, we can see English as a transient medium through which a society may import new technologies as well as give access to new opportunities, with the indigenous language allowed to reassert itself. Next, I would like to conclude by strongly recommending re-evaluation of teaching content on account of the need to explore cross-cultural interaction through interplay of values conveyed both by a native language and English, in particular.*

*Lastly, I would like to thank everyone for your participation and I am happy to take any questions on each point.*

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