

A top-down view of a desk with a notebook, pen, watch, and shoes. The notebook is open, showing lined pages and a date field. A silver pen lies on the left page. A black watch with a silver face and black leather strap is on the right. A black leather shoe is in the top left corner. A black leather bag is in the top right corner. The desk surface is light-colored wood. A white rectangular area is overlaid in the center, containing the title and authors' names.

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# ACADEMIC SPEAKING

## PREFACE

Praise to Allah for the blessings of His mercy, so that we are able to finish this handout entitled “Academic Speaking”. This handout is properly to increase speaking performance for basic and intermediate students’ competence.

The handout is intended for students who want to develop their speaking skill in academic context. So the students can understand how important practicing English formally. This handout was compiled with the contribution from many parties from outside as well as from parties concerned itself. And also because the aid and help from Allah Almighty, this handout can be finished.

The handout responds to the need of speaking materials that can help students build their speaking comprehension strategies. It comprises a series of tasks that begins with knowledge development pertaining to its contexts, vocabulary building, meaning making strategies, and reflection.

The handout also comes with the exercises and practices that will help the students to understand the material easily. We hope that the material provided in this handout will make the students to practice English and give the teachers, lecturers, and students to use it as a guidebook in the classroom or individual study.

Finally we expect to the teachers, lecturers and students who use this handout will find it useful and perhaps even more so. As always, we hope and will appreciate any suggestions or critics that support this handout for better edition in the upcoming years.

Authors

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## LEARNING OUTCOME AND SUB-UNIT INDICATOR

UNIT	LEARNING OUTCOME
Unit 1 Academic Speaking	Students are able to: <ol style="list-style-type: none"> <li>1. Understand the concept of academic speaking</li> <li>2. Understand what to prepare for academicspeaking</li> <li>3. Understand the definition of seminars</li> <li>4. Understand the feature of academic spokenEnglish</li> </ol>
Unit 2 Presentation	Students are able to: <ol style="list-style-type: none"> <li>1. Understand the different expressions.</li> <li>2. State the expression with correctpronunciation.</li> <li>3. State the expression followed by statementsand short opinions.</li> <li>4. Present the statement and opinion in 1 - 2minutes.</li> <li>5. Evaluate pair's presentation.</li> </ol>
Unit 3 Discussion	Students are able to: <ol style="list-style-type: none"> <li>1. Understand the concept of discussion</li> <li>2. Think critically towards the topic discussed</li> <li>3. Respond to other people's ideas</li> <li>4. Perform with teamwork a particular problem</li> </ol>

Unit 4 Debate	Students are able to: <ol style="list-style-type: none"> <li>1. Understand the concept of debating</li> <li>2. Think critically towards the topic debated</li> <li>3. Respond to other people's ideas</li> <li>4. Argue the other people's idea to win the case</li> </ol>
Unit 5 Interviews	Students are able to: <ol style="list-style-type: none"> <li>1. Understand the concept of an academic interview.</li> <li>2. Acts as an interviewer and interviewee.</li> <li>3. Presented his role as interviewer and interviewee.</li> <li>4. Evaluate the strengths and weaknesses of a series of interview performances.</li> </ol>
Unit 6 Seminar	Students are able to: <ol style="list-style-type: none"> <li>1. Explain the concept of seminar</li> <li>2. Understand the strategy of seminar</li> <li>3. Practice seminar</li> <li>4. Make video about their presentation by PPT and upload to You Tube.</li> <li>5. Asking and giving question on SISTER</li> <li>6. Record by their voice based on the conclusion topic discuss and send to SISTER</li> </ol>

Unit 7 Conference	Students are able to:  <ol style="list-style-type: none"><li>1. Explain topic “conference ” by using PPT</li><li>2. Understand the strategy and rules conference</li><li>3. Make video about the presentation the topic then upload to You tube</li><li>4. Asking and giving question on SISTER.</li><li>5. Practice the conference</li><li>6. Make record based their discuss and send on SISTER</li></ol>
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# UNIT 1

## ACADEMIC SPEAKING



### **Objectives:**

After completing this unit, the students are able to:

1. Understand the concept of academic speaking
2. Understand what to prepare for academic speaking
3. Understand the feature of academic spoken English

## 1.2 Brainstorming

What did you know about speaking, academic and all aspects related to academic speaking . Write down everyhting you know about them!

Academic

.....  
.....  
.....  
.....  
.....

Speaking

.....  
.....  
.....  
.....  
.....

Now let's think!

1. The purpose of mastering and understanding academic speaking!
2. Write what you expect to learn concerning withspeaking for academic purposes!
3. Write five best ways you can learn this material soyou can achieve your goals!

## 1.2 Definition of Speaking



*Taken from <https://ieltsolininetests.com/speaking-tips/how-add-details-while-speaking>*

Speaking is a way to deliver ideas or opinions to other people. When two people are engaged in talking to each other, they share and transfer important information they need.

However, the process of speaking which is intended to deliver the ideas or thought is not restricted to the oral utterance only. (Harmer, 2007:343). According to Bailey (2005), speaking is a productive oral skill. It consists of producing systematic verbal to convey meaning. While another definition, Fulcher (2003) defines “ speaking as the verbal language to communicate with others. Brown (2001:267) states that when someone can speak a language it means that she can carry on a conversation reasonably competently. This view suggests that the process of communication is not only carried out through verbal activities but also carried out through nonverbal clues such as gesture, facial expression, and the likes.

## 4.6 Academic Speaking

Academic Speaking is designed for students whose English speaking skills need improvement. The objective of the course is to strengthen all aspects of speaking ability, especially in academic contexts. Speaking for academic purposes is an overall term and used to describe spoken language in various academic settings. In addition it suggests that the language used is normally formal or neutral and obeys the conventions associated with the academic genre or activity. Typically such situations include: asking questions in lectures, participation in seminars or discussions, making oral presentations, answering ensuing questions/points; verbalizing data and giving oral instructions, in seminars or workshops

The purpose of speaking mastery can be divided into personal, professional and pedagogic purposes. For personal purposes speaking is used to practice using English, to get to know new people, to become more confident in speaking skills, to talk to a native speaker. For professional purposes, speaking is needed to learn some new/useful phrases, to meet people who work in the same area to get the know-how about how to be an academic speaker, to speak about specialized problems and to listen to other colleagues. Meanwhile, for Pedagogical area speaking mastery can help to find some tips for teaching speaking get ideas on how to make students speak in class, to learn how to handle a discussion, to compare what I have picked up about speaking in EAP with the session, to make more motivating lessons and to share ideas on various aspects of speaking.

Students can also learn some of the interactional language used inside the activity. Thus, practice making presentations and taking part in discussions on academic topics become the major need to start learning academic speaking.

Speaking for academic purposes, according to Jordan (1997), is an overall term used to describe spoken language in various academic settings. Typically, situations or activities covered are:

- a. asking questions in lectures
- b. participating in seminars/ discussions
- c. making oral presentations; answering ensuing questions/ points
- d. verbalizing data, and giving oral instructions, in seminars/ workshops/ laboratories.

It is similar to writing, what you want to talk in the oral presentation, plan it well. In case you have many things to share as what you do in writing, you should spend more time for your preparation on your talk. Remember that spoken language is different from the written one. In case you read the written text in front of your audience, none will listen or understand about what you say. Well, we are going to learn part by part of conducting seminar in the classroom. So this is what you are going to do to establish your seminar.

- a. Making a presentation:

The structure of making presentations and using notes as material for discussion; Introducing topics that provide sequential information in detail, describing similarities and differences that

compare and contrast illustrating a point, providing examples and referring to research that emphasizes a point, summarizing and concluding.

b. Controlling the discussion:

Leading the discussion by changing the topic of conversation, moving by speeding things up to a conclusion.

c. Participating in the discussion:

It involves giving questions politely, asking for more information or clarification, stating your point of view, supporting your views on agree and disagree statements, challenging and commenting, making suggestions checks, ensuring that you have understood floor holding and preventing interruptions.

d. Listening and note taking:

Listen harder to other speakers, show your respect by taking some important note. In case the discussion is opened, you can share your idea or give questions to what you have noted.

#### **4.7 Features of Academic Spoken English**

As mentioned earlier that academic spoken English is similar academic written English that has one central point and it is presented in standardized language.

The style of academic speaking, as a matter of fact formal, must be less complex than written language. Yet, it is still explicit, hedged, responsible and objective.

a. Complexity

Spoken language however should be less complex than written

language. Spoken language has shorter words, it is lexically less dense and less various vocabulary. It uses more verb-based phrases than noun-based phrases. Spoken texts are longer and the language has less grammatical complexity, including fewer subordinate clauses and more active verbs.

b. Formality

Remember academic speaking is usually in a formal occasion. Use formal language and avoid colloquial words and expressions.

c. Explicit

As an academic speaker, you are responsible to state clearly clarify the listener about many points of your talk and how they relate each other. Those connections must explicitly be used in different words.

d. Fencing

Making decision about a particular topic, giving boundaries to the topic and strengthening the claims of the opinion are essentials things to present academic speaking. Those are supposed to do in a different way. A technique common to certain types of speech is known by linguists as *fencing*.

e. Responsibility

As an academic speaker, you are responsible to demonstrate your understanding of the text. Providing evidence and justification and any claims you make become the speaker's responsibility.

f. Objective

A common spoken language has more words associated with its speakers. This means that while playing the role of primary care should be the information you want to provide and the arguments you provide, it is not uncommon to relate to yourself

or your audience.

As this course is designed to provide the students the opportunity to initiate, conduct, and take part in English conversation of high-intermediate level that focuses on expressions, statements, and dialogues that reflects the students' opinions on their *prospective environments*. By having all the above knowledge of academic speaking, and looking at the course description, what are going to discuss in this textbook are how to perform meaningful presentation, discussion, debating and interview.

### Activity 1



Look at the following situations which require you to speak English on academic context. Which situations have you experienced either in your own language or in English. Put a tick (✓) in the appropriate box.

		English	Own Language
a.	Giving a formal presentation		
b.	Participating in a seminar (group discussion)		
c.	Leading a seminar (group discussion)		
d.	Discussing and giving opinion in a seminar		
e.	Discussing feedback on your written work with a tutor		
f.	Discussing your studies with other students		
g.	Other?		



## Activity 2



Compare your experience with a partner using your answer. Explain more about:

- a. Where you had each other?
- b. How it was organized? (e.g how many students were involved and how long the speaking turns were)
- c. What kinds of topics you covered

## Activity 3



Look at the following statement. Do you agree or disagree with them? Give more explanation for each statement!

1. I want to speak English with a perfect native-speaker accent.
2. I want to speak English without a single grammatical mistake
3. My pronunciation is not as important as grammatical accuracy
4. If I can communicate my meaning effectively it does not matter if I make a mistake.

## Activity 4



Let's talk about social networking sites in pair!

How many social networking sites do you know? Can you give any examples?

Social networking sites are for those who aren't good at meeting people face to face. What do you think of this statement?

In your opinion, what is the best social networking site? Explain why.

Should a company ban the employees from using social networking site at work? Why or why not?

Do you think that social networking sites will make people lonelier? Explain why.

Activity 5



Let's practice this Audiovisual Technologies & Social Networks. Word Search!

K M S F X N L U S B P M A H S H X X J I  
 Q Q L H H H V G O J S V K Y K I Y P L F  
 Y T A J Z T E L E V I S I O N L J F N E  
 M L H P S Q V T T F A B O D T U B Z D E  
 Z R M R M T C M E N R B B Q E K P M B L  
 L N W P D E A I L U E H N D A O I U P O  
 G P J Q P C U W B C M B M T P G T T F Q  
 Z W M A L H S T A T A A N Y U U G D N V  
 P O O X H N C F T V C B M L O B L V B V  
 W E V N U O J I V H T W A Y Q G A G Q A  
 Z G I T N L G Q S W L U R W L W Y R M T  
 I Y E F Z O I K T V S R G U P M I E U S  
 O W J D Z G L U I I S G A U U Y O T U H  
 V C M O R Y U M V C R E T T I W T U J E  
 T E Q Q I E E O A S Y M S Q U W U P Y L  
 O E I E T O I I H X E B N G E I T M E L  
 J X Q H I D R T B U D P I K A V E O A H  
 V F R W U Y D Y D E W A U D I E N C E Z  
 L N P A X B Y W Y I N T D X P L O W L M  
 L A P T O P F U E N O H P T R A M S E T

<input type="checkbox"/> audience	<input type="checkbox"/> instagram	<input type="checkbox"/> camera
<input type="checkbox"/> television	<input type="checkbox"/> facebook	<input type="checkbox"/> audiovisual
<input type="checkbox"/> movie	<input type="checkbox"/> video	<input type="checkbox"/> technology
<input type="checkbox"/> you tube	<input type="checkbox"/> tablet	<input type="checkbox"/> computer
<input type="checkbox"/> video	<input type="checkbox"/> smartphone	<input type="checkbox"/> twitter
<input type="checkbox"/> tiktok	<input type="checkbox"/> laptop	<input type="checkbox"/> camera

## UNIT 2

### PRESENTATION (Starting, Signaling, Closing)



Source: <http://www.nextiva.com/voip/tips-for-the-killer-presentation.html>

#### Objectives:

After completing this unit, the students are able to:

1. Identify what makes a good presentation
2. Identify the structure of English presentation
3. Practice some expressions to open a presentation
4. Practice some expressions to signal the different parts in a talk
5. Practice some expressions to close a presentation.

## 2.1. Presentation

Presentation is the practice of showing and explaining the content of topic to the audience. It also means as communication which can be adapted to various situations such as talking to a group addressing a meeting or briefing a team.

To be able to do a presentation effectively in English, you will need to learn some skills and the appropriate expressions. The skills in English presentation cover your ability to open and close the presentation, signal the different parts of the talk, use presentation aids, and handle questions effectively. A good presentation, according to Dignen (1999), should:

1. involve the audience in which you are supposed to establish clear objectives at the introduction and create interest and promote involvement,
2. be clearly structured and link the different section together,
3. involve the use of visual aids effectively,
4. employ appropriate non-verbal language: gesture, facial expression, eye contact,
5. involve effective use of voice: volume, rhythm, pauses, intonation, and
6. be prepared thoroughly.

## 2.2. Expressions

Study and practice the expressions below!

NO	FUNCTION	EXPRESSIONS
1.	Greeting	Good morning (to you all) Good afternoon Good evening Assalamualaikum,Wr.Wb. Peace be upon you all
2.	Addressing	Ladies and gentlemen Everyone Everybody Dear Colleagues Dear Professors Brothers and sisters My dear classmate,
3.	Introducing self (affiliation/ profession/ position)	Let me introduce myself, my name's... Allow me to introduce myself, my name's ... My name's ....., I'm a ..... in .... My name's ....., I represent.... My name's ....., I'm from .... I'm ....., from..

4.	Opening remarks	<p>It's good to be here (today)</p> <p>It's a (great) pleasure to be here (today)</p> <p>I'm glad to be here (today)</p> <p>I'm honored to be here</p>
5	<b>Starting</b>	<p>The title of my presentation is _____</p> <p>My topic today is _____</p> <p>I'd like to discuss today about _____</p>
	a) Starting with a question/problem	<p>Have you ever wondered why _____?</p> <p>Did you know that _____?</p> <p>How many people here today ever _____?</p> <p>How would you _____?</p> <p>Do you ever _____?</p>
	b) Starting with a story/joke	<p>Would you like to hear a story/joke? Let me start by telling you a story/joke.</p>

5	c) Starting with facts /opinion	According to the latest research _____ Statistics show that _____ Did you know that _____? I've read somewhere the other day that ____
6	Planning	I have divided my talk into____ The first point of my talk is _ My second point is _____

2.3 To link the parts in your talk, you need certain expressions to show/to signal. Here are some expressions that you can use to link the parts:

No	Function	Expression
7.	Sequencing ideas	Firstly/secondly/thirdly/nex
8.	Opening a new section	Let's now look at the... Let me now turn to.... Lets move on to... I'd like now to move on to... I'd like now turn to... The next point is...
9.	Exploring a list of things	Concerning.... Regarding.... In relation to....



10.	Adding ideas	In addition to this.... Moreover.... Therefore..../so.... Despite/however...
11.	Highlighting and emphasizing	I'd like to focus on... I'd like to emphasize/stress.... This is very, very difficult problem. We need to do something. It does seem like.... It is important.

2.4 To close the presentation you may use these expressions:

No	Function	Expression
12	Signaling the end	<ul style="list-style-type: none"> <li>• Ok, that brings me to the end of my presentation.</li> <li>• This is the end of my talk/presentation.</li> <li>• So, that's all i have to say....</li> <li>• I come to the end of my talk/presentation....</li> </ul>
13	Summarizing	<ul style="list-style-type: none"> <li>• To sum up,...</li> <li>• In brief, ...</li> <li>• Before I stop, let me summarize ....</li> </ul>

14	Concluding	<ul style="list-style-type: none"> <li>• To conclude, I'd like to say....</li> <li>• I'd like to finish by saying....</li> </ul>
15	Closing	<ul style="list-style-type: none"> <li>• Thank you.</li> <li>• Thank you for your attention.</li> <li>• Thank you for listening</li> </ul>
16	Inviting questions	<ul style="list-style-type: none"> <li>• I'd be glad to answer any questions.</li> <li>• That brings me to the end of my presentation, I'd be glad to answer any questions.</li> </ul>

## 2.5 Aspects of Non-Verbal Communication

There's a famous saying that says "public speaking is the second feared thing after dead". Indeed, for some people having to stand before other people and talk may be quite scary. Beside your ability to use the expressions appropriately, a speaker also needs to show appropriate gestures and facial expressions and applies appropriate loudness, pitch, and intonation. Anderson et al. (2004) list several non-verbal communication aspects a speaker needs to have:

Aspect of Non-verbal	Expected Conducts
Posture	<ul style="list-style-type: none"> <li>• stand straight but not stiff</li> <li>• balance your weight evenly on both feet</li> <li>• standing well helps diaphragm to produce air easily</li> </ul>
Movement and gesture	<ul style="list-style-type: none"> <li>• too much movement is distracting, no movement at all is boring and uncommunicative</li> <li>• use movement and gesture to signal transition points or to stress points of importance</li> <li>• avoid meaningless gestures and repetitive movements</li> </ul>
Facial expression	<ul style="list-style-type: none"> <li>• your facial expression must match the message</li> <li>• relax facial muscles, if you look nervous the audience will not feel comfortable</li> <li>• 10 minutes before starting, make sure the tongue is relaxed</li> </ul>
Voice	<ul style="list-style-type: none"> <li>• speak a little louder than you think is necessary</li> <li>• speak a little slowly than you normally do</li> </ul>

Eye contact	<ul style="list-style-type: none"> <li>• look at people! eye contact creates relationship between the speaker and the audience</li> <li>• start and end with direct eye contact, looking round the whole audience, don't talk to the visual aids</li> <li>• don't focus the gaze at one section only; worse to one person only, don't dart the eyes</li> </ul>
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## 2.6 Handling Questions

After a paper presentation, a discussion session is usually held. In this session, participants (audience) ask questions related to the topic being presented. Your ability to handle audience's questions is regarded as one of the important skills in presentation skills. Some of the expressions you can use can be seen in the table below:

No	Function	Expressions
17	answering directly	<ul style="list-style-type: none"> <li>• Well, as I understand it...</li> <li>• Well, according to our results...</li> <li>• Ok, I think I can answer that quite simply...</li> </ul>

18	playing for time	<ul style="list-style-type: none"> <li>• Let me see....Well, I suppose I'd say...</li> <li>• That's an interesting/very good question. Well...</li> </ul>
19	handling complex questions	<ul style="list-style-type: none"> <li>• Well, those are really two different questions.</li> <li>• Your first question/point was about...</li> <li>• I'll deal with your second question/point first, if I may.</li> <li>• Let me try to answer your questions one by one.</li> </ul>

20	dealing with awkward questions	<ul style="list-style-type: none"> <li>• I haven't had time to look into that, sorry.</li> <li>• I really had no idea/I'm not quite sure.</li> <li>• I'm not absolutely sure, but I'd guess that...</li> <li>• I don't really have any experience of that, but is there anyone who might like to comment?</li> <li>• I'm not so sure, can anyone help?</li> <li>• That's rather outside my field.</li> </ul>
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## 2.7 Mini presentation on news

### **Preparation:**

- Choose an article from <http://www.newsinlevels.com>
- Read your article. Try to understand it even if you don't know every single word.  
Otherwise: Look up unknown words in a dictionary.
- Listen to the article. Stop the video after every sentence and repeat the sentence.
- Take notes (only words, not sentences) of the most important information.

- Print the picture of your article
- Practice your “mini presentation” aloud:  
Summarize the information (using the notes as a help)  
Give a personal comment  
(Why you chose this article and what you think about the topic.  
The question underneath the video might help you)

### **During your presentation:**

- Always keep eye contact with the other pupils
- Make short pauses
- Explain unknown words
- Vary the tone of your voice  
Include the picture

## Activity 1



Think of a topic then fill in the form below with the expressions you have chosen to start your talk.

No	Function	Your choice of
1	Greeting	.....
2	Addressing	.....
3	Introducing self (affiliation/ profession/ position)	.....
4	Opening remarks	.....
5	Starting/ starting with	.....
6	Planning	<ul style="list-style-type: none"><li>• Background of the study</li><li>• Literature review</li><li>• Methodology of the study</li><li>• Findings/Results and discussion</li><li>• Conclusion</li></ul>



## Activity 2



With a partner, use the form to guide you to practice starting your presentation.

PreWrite

Name: \_\_\_\_\_

What is a hero? \_\_\_\_\_  
\_\_\_\_\_

My Hero: \_\_\_\_\_

Why ?

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Present

Good \_\_\_\_\_, class. My name is \_\_\_\_\_

\_\_\_\_\_

I believe a hero is someone who \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My hero is \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Activity 3



Perform your presentation with this evaluation guideline!

No	Description	Score				Comments
		4	3	2	1	
1.	Did the speaker Well-prepared? How do you know?					
2.	Did the speaker present with visual aid?					
3.	Do you understand what the speaker has presented?					

4.	How did the speaker look at the script? Was is disturbing?					
5.	Did the speaker stand properly?					
6.	Was the speaker nervous looking at the audience?					
7.	Was the voice clear? Explain!					
8.	Was the body moving properly?					

## Activity 4



How much do you know about making effective presentations? If you had to make the most important presentation of your career, would you be prepared? Let's find out!

### ANSWER TRUE or FALSE Quiz

1. What we have to say, when presenting, will usually have a much greater effect on our audience than how we say it.
2. The "body" of the presentation (middle portion) is when the audience is usually most attentive
3. You should have specific objectives when giving a presentation and stick to them.
4. Studies have proven that "how we say the words" (our vocal speed, inflection, and clarity) will have more impact on our audience than "what the audience sees" (our facial expressions, visuals, clothing, gestures, etc.)
5. The most critical thing to remember about the "opening" of your presentation is that you must convey to the audience how important the subject matter is to you.
6. Making certain the content of your presentation is logically organized is more important than analyzing and knowing your audience.
7. Connecting with your audience is more important than making sure you cover all the prepared material.
8. Most business presentations should conclude with questions from the audience...the presentation is over when the last question is answered.
9. If you have done a good job of preparing audio visuals for your audience, the visuals will do the real communicating and, therefore, are more important than anything you can say or do.
10. It is not how a presenter thinks or feels that will most influence his audience, but rather how the presenter behaves.

## UNIT 3

### ACADEMIC DISCUSSION



#### **Objectives:**

After completing this unit, the students are able to:

1. Understand the concept of discussion
2. Think critically towards the topic discussed
3. Respond to other people's ideas
4. Perform with teamwork a particular problem

### 3.1 Academic Discussion Skill

An academic discussion is an organized "conversation" about a specific topic that all the participants have been studying. Academic discussions are a key part of university life. In addition to increasing your understanding and challenging your ideas, they may also form part of your assessment, as you may be given a grade for your participation in tutorial discussion. This page will help you understand the reasons for taking part in discussions. It also gives ways that individuals and groups can help to create an effective discussion, with some example phrases you can use. Taking part in discussions can be a daunting experience, and the page includes tips on how to improve your discussion skills.

In an academic discussion, people are able to:

- work out the meaning of difficult points;
- find out what other people think about the topic;
- explain and develop their own ideas about the topic;
- discuss different views of the topic;
- learn to see the topic from different angles;
- discover the strong and weak points of different people's interpretations (including their own);
- form conclusions about particular questions.

### 3.2 The Purpose of Academic Discussions

There are many reasons why academic discussions at university are useful. Some of the main ones are:

- to help you understand a subject more deeply
- to enable you to share ideas and insights with other students
- to hear the thoughts and ideas of other students
- to challenge and perhaps change your ideas
- to increase and clarify your knowledge
- to improve your ability to think critically
- to increase your confidence in speaking
- to improve your English speaking skills

### 3.3 Dos and Don'ts during the discussion

#### **Dos:**

- Speak in a friendly and polite manner to the group.
- Respect the contributions of all speakers.
- Remember that discussing is not arguing. Learn to negate politely.
- Before speaking, think of what you are contributing in the discussing problem.
- Keep your mind on the discussing topic, and avoid irrelevant information.
- Be conscious of your gestures while speaking.
- Agree and admit on interesting statements.



## Don'ts:

- Lose your temper. Discussing is not arguing.
- Shout. Use medium tones and pitch.
- Move very often while speaking. Movements like pointing fingers and hitting a table means you are impolite.
- Dominate the discussion. A confident speaker tends to give quiet member of group discussion the opportunity to speak up.
- Draws on too many personal experiences or anecdotes, even though some people encourage others to reflect on their own experiences.

### 3.4 The Language Used in Discussion

Helping you participate actively in a discussion, these useful expressions are somehow needed.

1. Begin the discussion:
  - I'd like to begin the discussion with.....
  - The aim of the discussion is.....
  - The problem we need to consider is .....
  - The issue we'd like to raise in this discussion is.....
2. Generalizing:
  - On the whole .....
  - In general, .....
  - As we know, .....

3. Concluding:
- From all things we have talked earlier, we can conclude that .....
  - Coming to the end of the discussion, I'd like to state again that .....

4. Asking or Giving Opinions

Study some other useful phrases in asking opinions or giving opinions.

- a. Asking opinions
- What is your opinion of .....
  - What do you think of/ about .....
- b. Asking for reactions
- What are you thinking of.....?
  - What do you think about that?
  - Would you give comments to (name of a person)'s opinion?
- c. Giving opinions
- I'm sure that .....
  - In my opinion, .....
  - I strongly believe that .....
  - I think that .....
- d. Summarizing:
- Well, to summarize, I think I disagree that
  - All in all, we are in agreement on .....

5. Expression of agreeing or disagreeing that can be strong, partial, or neutral. The strong disagreement can be softened by adding some words. Remember dos and don'ts in discussion`

a. Expressing agreement or disagreement:

- I definitely/ completely agree to your opinion.
- I agree on point....., yet/ but .....
- I disagree with your statement.
- I'm afraid you mentioned incorrect data.....
- I think I disagree with you on that point.

b. Expression for interruption in the discussion: Interrupting a talking person in the middle of delivering speech is somehow impolite. Whereas, it is acceptable during the discussion, when the interruption is spoken at the right moment. For example: when the speaker hesitates of what he/she says, or when the spoken subject is directly changed. To interrupt a speaker in the middle of the speech, you can say these.

- Interruption:
  - I'm sorry to interrupt, but .....
  - I don't want to interrupt, but .....

• Feedback:

A feedback is normally short and relevant to the content of the speaker's topic. It can also be as comments.

- I'm wondering if I could give comment to thesecond aspect on your presentation.
- Excuse me, I'd like to point out that.....

- Coming back to a point:  
The interruptions are mostly asking for clarification. As soon as the speaker has given the information, he/she can come back to return to what the earlier topic.
  - As I was saying that .....
  - Returning to the .....
  - Coming back the point .....
- Rejecting the interruption:
  - I probably could explain that point later.
  - The point you are questioning would be on my speech later.
  - Well, thanks for the questions, but you would be so kind as to let me finish.

6. Expression for requesting

Here are phrases for requesting clarification, repetition, correcting misunderstandings and asking general questions.

- Asking for Confirmation:
  - Please correct me if I'm wrong, but I need to make sure that .....
  - Excuse me, what you are saying is.....
- Asking for Repetition:
  - I'm sorry, I have no idea what you mean.

- I'm sorry, I don't really get what you say.
- I'm afraid I didn't understand the first part. Would you go back that point again, please?
  
- Correcting Misunderstandings:
  - I think I found misunderstanding your view.
  - That isn't completely what I meant in the discussion.
  
- Rephrasing:
  - I probably did not inform clearly. What I was trying to say is .....
  - Allow me to rephrase that .....
  - Let me rephrase that .....
  
- Asking for Further Information:
  - Would you please clarify when you say....?
  - Could you show the details about .....
  
- Giving yourself time to think:
  - That is a very interesting question.
  - Well, that is a difficult question.
  
- Saying nothing:
 

In case the audience gives you a difficult question, if you think it is hard, avoid saying nothing.

- Well, it's a bit hard to say at the moment.
- I'm afraid I do not have enough information to answer that question at present.
- Questioning:  
The expressions below give you time to think of some answers. You can give back the question back to the speaker who is expert to explain what they mean.
- I'm not quite sure what you mean by that.
- Sorry. I don't understand. Could you restate your question please?

7. Giving Opportunity to Somebody

- Lind, would you like to say something about this?
- What's your point of views on this, Bill?
- Nana, do you have anything to say related to.....  
(mentioning the topic).....?

8. Finishing Points

- Is there anything to say before moving to the next points?
- Does anyone have anything further to say before we move on to the next point?

9. Directing
  - What you are stating is not quite relevant to what we discuss today. What we're trying to do is .....
  - Could you stick to the topic, please?
10. Keeping order
  - We cannot all speak at the same time. Tia, would you speak first, please?
  - Let's give Budi chance to talk first.
11. Voting
  - Well, can we vote on this? If you agree, raise our hands please?
  - It seems that everybody is in favor.
12. Closing
  - I think that covers everything, thank you very much.
  - That's all for today, thank you very much.

## Activity 1



Let's discuss with your partner in a group!

Start rehearsing your discussion in a semi- formal setting with your classmates. Start with asking questions of fellow students. Ask them about the course material. Ask for their opinions. Ask for information or ask for help. Use the simple topic like jokes or start the discussion by taking notes about a certain topic your group has agreed. Then, prepare some questions to ask, or be ready to agree with other speakers' opinions. Well, now it is time to practice with your classmates. The discussion can be formed as a talk show to discuss the problem. Remember that in the discussion, you are not arguing but finding the solution. Here are some mini cases you are going to discuss. You all are expected to speak in different perspectives, not judging someone's opinion is right or wrong. Follow these instructions:

- Make a group of 3 - 4 students.
- Read the mini case you have chosen carefully.
- Divide your roles.
- Remember you represent the role's perspective, not playing the role.
- You may describe supporting data.
- Give solution to the problem.



Topic : Virtual Learning

Role Project:

1. Government
2. Teacher
3. Students
4. Parents

The difficulties that occurred due to the online learning, especially related to infrastructure and teacher capacity, prompted various parties to urge the government to improve the quality of learning from home. The government needs to improve the digital capacity of teachers, compile an adaptive curriculum during the pandemic, and ensure that all learning models - both online, semi-online, and offline - are of the same quality. There are many ways that teachers and school management can do. By starting from building a learning culture and learning motivation for teachers, schools can map the difficulties faced and find solutions together.

Some of the difficulties of students are the lack of guidance from the teacher during online learning, difficulty understanding instructions because they cannot meet directly with the teacher, or the large number of assignments

given by the teacher, so a virtual learning teacher forum is needed. Teachers can share information about how models, media, and learning strategies. Schools can also invite education experts in teacher learning forums to provide teachers' understanding of online learning.

Unlike conventional learning, online learning emphasizes students and teachers to be able to take advantage of information technology so they can communicate interactively. By studying online, teachers should be able to provide more varied material through the various available applications and students can study anytime and anywhere without being limited by space and time.

Actually there are many benefits that students get when carrying out online learning. One of them is that students can create a learning atmosphere that is comfortable and in accordance with their wishes. During the online learning process, students will learn independently and experience their own learning. No matter how sophisticated the technology is used, the role of the teacher is the key to successful learning. Schools and teachers must be realistic in dealing with unusual conditions. Adapting to changes and new situations is a necessity.

## Activity 2



In the boxes below you will find different moral dilemmas.  
Work in pairs and discuss them.

Are there any reasonable solutions for the different dilemmas?

**1**

As a citizen in the USA, you have no money to pay for your daughter's necessary surgery. One day someone hands you a suitcase full of money, which you can spend however, you want. There is just one catch, if you spend the money, someone you do not know will die.

**What do you do?**

(Source:

<http://listverse.com/2007/10/21/top-10-moral-dilemmas/>)



**2**

You and your class have a big math test at the private school you are attending. You sit next to your friend who is much better at math than you are, so you decide to copy his answers without him knowing it. Suddenly both of you have to report to the principal's office to explain yourselves.

If you tell the principal that your *friend* cheated, he will have to quit school because his scholarship will be revoked.

If you say that *you* are the cheater, your parents will not buy you that computer you have been wanting.

**What will you do?**



**3**

You are an inmate in a concentration camp. A sadistic guard is about to hang your son who tried to escape and wants you to pull the chair from

underneath him.

He says that if you don't he will not only kill your son but some other innocent inmate as well.

You don't have any doubt that he means what he says. **What should you do?**



**4**

You are a psychologist. One of your patients just confessed that he had murdered someone and dug down the body. If you go to the Police and tell the story, you will be breaking your doctor-patient confidentiality. If you do not report it, your patient will get away with murder.

**What will you do?**

**6**

In the Amazon Rainforest, a poor farmer is arrested for illegal logging. He simply chopped down trees to get cropland to grow food to support his family. The Police charges him for illegal activities and he is sentenced to jail.

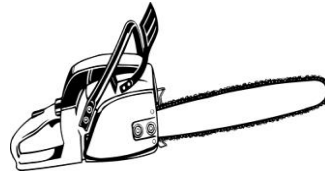
**Should the Police take into consideration his serious environmental crimes or his starving family?**

**5**

You work as a paramedic. One day you are sent to the scene of a car accident where to adults and three small children are seriously injured.

On the way, your ambulance passes the scene of another accident, which too your surprise involves your pregnant wife who is seriously injured. You are the only paramedic available for both accident scenes.

**What do you do?**



### Activity 3



Read the story and discuss the following question below!

### DETECTIVE STORY



#### Before the story..

Who is a detective?

What does he do?

What does he use to solve the problems? What does he usually wear?

Do you like detective stories?

### THE DARK NIGHT

It was a dark and rainy night. It was already 9.00 o'clock and my mum was doing the washing up in the kitchen. My dad was in the living room and he was watching "Survivor". My sister Mary and I were playing in my room when we heard a strange noise outside. Suddenly, we heard that somebody was running around the containers on the street and he was looking under the cars, in front of the shops and everywhere. We were very scared and we wanted to watch. There was a police car in front of the house but the police officer did not see him because he was sleeping! Oh..! What was that? He was looking under our car and my dad was shouting at him. My dad called the police and some police officers came and took him to the police station. We saw a detective in the room and he was asking some questions to the young man. He said he was not a thief and he didn't do anything bad. The detective asked some questions to me, my sister and my dad. We told what we saw and the young man said he was only looking for

his wallet that was lost in the afternoon. The detective was asking some more questions and he was answering all the same!

The day after, while my dad was parking his car, he saw a dog carrying a wallet in its mouth. When my dad took the wallet and opened it, he saw the photo of the young man and two plane tickets. He went to the police station and gave the wallet. The detective was still questioning the man and he asked him what there was in the wallet and the young man did not think a second and said that two tickets and a photo of him!

They gave him the wallet and he gave some meat and bones to the dog to say thank you!

It was all from that night..!

Work with a partner and discuss about the questions below:

1. What was the story about?
2. Where did the story take place?
3. What was the problem?
4. Were the children scared? Why?
5. What was the young man doing outside?
6. Who was asking some questions to the young man at the police station?
7. What happened at the end? Who found the wallet?
8. What was in the wallet?

## UNIT 4

### ACADEMIC DEBATE



#### **Objectives:**

After completing this unit, the students are able to:

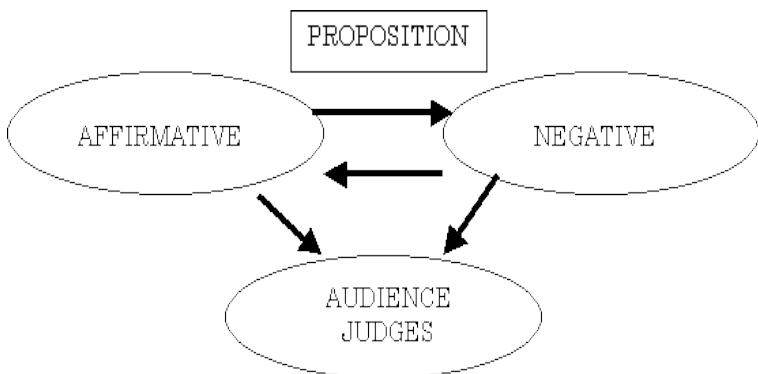
1. Understand the concept of debating
2. Think critically towards the topic debated
3. Respond to other people's ideas
4. Argue the other people's idea to win the case

## 4.1 Basic Elements in Academic Debate

In this chapter, we will look at an overview of academic debate by reviewing basic elements in academic debate. First we will look at people who participate in debate. Second, we will discuss the nature of the topic in debate. Third, we will definitions of important concepts in academic debate. Fourth, we will look at the format of debate.

### a. Participants

Debate as a verbal communication is primarily conducted between two matched sides which are represented by two teams: the affirmative side to support the topic and the negative side to oppose the topic. In classroom debates, students either sign up for those teams or the instructor may assign them. In tournaments and contests, the participating teams consist of the same number of people and each team usually stands at least once on the affirmative side and once on the negative side.



Source: <http://www.flc.kyushu-u.ac.jp/~inouen/new-c2.html>



The speakers (debaters) from the two teams in a debate are giving speeches for and against the topic or they give pros and cons of the questions under debate. They take turns to give speeches to support their position. In some formats, they ask the other team questions after speeches (called "cross-examination"). In this sense, they are communicating with each other.

The two teams are not only communicating with each other but also communicating with a third party. In many cases, the debate is presented in front of the audience. The affirmative and the negative teams are trying their best to persuade the audience to believe their side. There are also special kinds of audience, judges or critics. The audience may give a decision at the end of the debate. Judges and critics sometimes give comments and advice so that debaters can improve their analysis of speeches.

There are officers who take care of enforcing rules. They are Chairperson and Timekeeper. The chairperson's job is minimum in academic debate since the speakers are supposed to know when and how long they may speak. The chairperson declares the opening of debate often by a brief introduction of the topic and participants. Sometimes debaters introduce themselves.

The timekeeper's job is important in debate since time limitation is strict in debate. The timekeeper shows (either by a card or voice) how many minutes are left in a speech. When the allotted time is over, the timekeeper calls the closing of the speech. If the speaker continues to speak, either the chairperson or the timekeeper will stop the speaker.

#### 4.2. Proposition (Resolution, Topic)

Topics in debate are called with special names: Proposition or Resolution. In this textbook, those terms are used interchangeably. The proposition used in an academic debate is customarily written as a declarative sentence preceded by "Resolved: That", which indicates that the following proposition is a question put to debate. In some formats,

the topic is also called a "motion". When we decide the proposition for debate, we must be careful so that we can have fruitful debate.

#### 4.2.1. Types of Proposition

In order to understand the nature of the proposition in debate, we consider three different types of proposition concerning facts, values, and policies.

##### 4.2.1.1. Propositions of Fact

Propositions of fact are concerned with factual question about events in the past, in the present, or predictions about future events. Let's look at some examples.

Resolved: That UFOs are spaceships from another planet.

Resolved: That Yamataikoku was located in Kyushu.

Resolved: That the Hawks will win the Pacific League  
championship next year.

##### 4.2.1.2. Propositions of Value

Propositions of Value are concerned with value judgments such as being good or bad. If the value is of purely personal choice, we cannot really debate. We must decide the proposition so that the affirmative and the negative teams can give some reasons for their side. Here are some examples.

Resolved: That private high schools are better than public high schools.

Resolved: That watching TV is a waste of time

### 4.2.1.3. Propositions of Policy

Propositions of Policy are concerned with courses of action one can take. They are often actions of the central and local governments. It is phrased as "X (agent) should do Y (action)" or sometimes "Y (action) should be done." Propositions of this type are most often used in academic debate (See the list of intercollegiate propositions in Appendix 3). Some examples are given here.

Resolved: That Japan should abolish death penalty.

Resolved: That the American bases should be removed out of Okinawa.

Resolved: That the Japanese government should require manufactures to use significantly more recycled materials.

Resolved: That the Japanese government should ban all genetically modified foods.

### 4.2.2. Criteria for Good Propositions

When we set up a proposition for debate, we must take care in phrasing it so that we can maximize educational benefits of academic debate. Some of the advices will follow:

1. The proposition must be focused on one single idea. A bad example may be "Resolved: That Japan should abandon nuclear power plants and promote solar power generation." The two actions in the proposition are not necessarily paired together in discussing energy resources.
2. The proposition must be expressed in an affirmative sentence so that the affirmative and the negative positions may not be confused.
3. The proposition must be controversial. In other words, the arguments for and against the proposition must be more or less balanced.

4. The proposition must represent a change from the present system (or currently held belief). The idea is that the affirmative side is a reformer/revolutionist in debate. It argues something is bad about the present and should be changed. To counterbalance that burden, the affirmative side gives the first and the last speeches in debate.
5. The proposition must be neutrally worded. The proposition like "Resolved: That Japan should abolish inhumane death penalty" is biased in favor of the affirmative side.
6. The proposition must be suitable for participants in terms of interest and difficulty.

### 4.3 How to Debate?

Mainly, each team sets up a case to support (affirmative team) or refuse (negative team) the motion. Constructing reasons and sending responses to attack the other team. There are three speakers in a team, and each with a specific function.

	<b>Affirmative</b>	<b>Negative</b>
1 <sup>st</sup> Speaker	<ul style="list-style-type: none"> <li>○ Giving Definition and proposal</li> <li>○ Giving a Theme Line and stating stance</li> <li>○ Giving a Team Split</li> <li>○ Deliver Arguments</li> <li>○ Summary</li> </ul>	<ul style="list-style-type: none"> <li>○ Giving Theme Line and Stating stance</li> <li>○ Giving a Team Split</li> <li>○ Deliver Rebuttals</li> <li>○ Deliver Arguments</li> <li>○ Summary</li> </ul>

2nd Speaker	<ul style="list-style-type: none"> <li>○ Defend previous team mate, and rebuttals</li> <li>○ Deliver argument</li> <li>○ Summary</li> </ul>	○ Same as affirmative
3rd Speaker	<ul style="list-style-type: none"> <li>○ Rebuttals</li> <li>○ Rebuttals</li> <li>○ Rebuttals</li> <li>○ No new arguments</li> <li>○ Summary</li> </ul>	○ Same as affirmative
Reply Speaker	<ul style="list-style-type: none"> <li>○ Delivered by 1<sup>st</sup> or 2<sup>nd</sup> speaker.</li> <li>It is Optional.</li> <li>○ Summary and biased debate over view.</li> <li>○ No new arguments and rebuttals</li> <li>○ Why should we win?</li> </ul>	○ Same as affirmative

The speakers' order of the debate will go like this.

1st affirmative	→	1st negative
2nd affirmative	→	2nd negative
3rd affirmative	→	3rd negative
affirmative's reply	←	negative's reply

Notice: The reply speakers would be started by the negative team first. So that the last speech will be the affirmative's reply.

#### 4.4 Points of Information (POI).

A more common word for it is 'Interruptions'. Within the time allocated (as explained above), you may interrupt the speech of your opponent. The speaker may accept or refuse. Do not refuse all, because it makes you a coward and adjudicators don't like that. But accepting all would waste your time. Accepting two would be ideal.

To give a POI, you have to stand up, raise your hand towards the speaker and say "Interruption", or "POI", or anything to let him know that you want to interrupt. The speaker may refuse by saying no or simply waving his hand would be sufficient. Or they may accept by saying 'yes' or even other styles.

When accepted, an interruption has to last maximum 20 seconds. Make it brief but clear. There are three functions of it. First, asking clarification if there is something you don't understand. Second, is giving a rebuttal. Third, is distracting. If your POI is rejected, you have to sit down and wait for another opportunity. When you accept a POI, you have to answer it straight away. You must not suspend it.

## 4.5 Some Expressions Needed in Debate

### a. Introduction

- I shall demonstrate ...../ focus on.....
- Then, I'm going to assert/ clarify..... Next, it closely examines..... in relation to.....

Finally, it gives solution on.....And how this impacts.....

- Understanding the role of.....

The speech provides a debatable case .....

- I'm seeking to investigate or illustrate the impactof..... in relation to.....

The purpose of this debate is to.....I argue that.....

The major issue that needs to be addressed is ... The main questions addressed in this paper are ...

The following statements are used if you refer your case to any kinds of data from essays, journals, news or the similar media.

- This debate critically argue that.....
- This debate is organized in the following way: .....
- The team split is divided into three main parts: partone will..... part two, .... And part three .....

### **Note:**

- Counting the debate presentation is however very helpful. For example, this debate will address threeaspects .....
- Next, using connecting words like firstly, secondly, thirdly and or finally, through the debate signposts the different points. As a debater, you may signpost how the debate will

do these things. For example: By describing/ reviewing/ evaluating (sources of a literacy text, related literature, proof, numerical data)

b. The Main Body Introducing a New Idea

- One aspect that describes..... can be identified as.....
- Current debate about..... identifying interesting viewpoints on..... First (ly, ...../ second(ly), ...../ finally, .....
- The first/ last section provides a general knowledge of...

Giving Opinions

- In my opinion...
- From my perspective/ point of view...
- It's my sense that...
- In my mind...
- It seems to me / It appears to me...
- I am convinced that...
- I strongly/ firmly believe
- There is no question/ doubt that...

Stating facts

- It's well known that....
- It's a fact that....
- I'm positive that....



### Pinpointing a problem

- It seems to me that...
- The real problem is...
- It's quite clear that...

### Adding Information

- Yes, but...
- Let me add another point...
- Let me just add on what was just said...
- I agree with what X said, but I'd like to add something...
- Furthermore...

### Proposing a solution

- What if X were to...
- Supposing X tried...
- Wouldn't a fair solution be...

### Demonstrating Understanding (rebuttal)

- If I understood you correctly, you...
- So what you're saying is...
- Just to clarify, you mean...
- I can understand your/that perspective in that ..

### Focusing on difficulties

- The argument falls apart/is weakened...
- The main issue/problem as I see it...
- Where I have difficulty with your notion(s) is/are...

### Disagreeing

- I disagree/ completely disagree
- I'm afraid that I can't quite agree
- I can see your point, but...
- I have some reservations about that point of view...

### Seeing both sides

- On the one hand...
- One way of looking at it is...
- Yes, but the flip side of the issue is...
- You can't ignore...

### Developing a New Idea

- Having established ..., I will now/next consider ... Building on from the idea that ..., this section illustrates that ...
- To further understand the role of ... this section explores the idea that ... Another line of thought on ... demonstrates that ...
- In addition to/ As well as x, y must be/ should be/ needs to be established ...
- This is one/ an important/ the key issue that has to be considered. Another/ A second/ of equal importance is ...

- However, another angle on this debate suggests that
- In contrast to evidence which presents the view that... an alternative perspective illustrates that ...
- However, not all research shows that... Some evidence agrees that ...
- This conflicts/contrasts with/is contrary to the view held by ..., who argues that ...

### Summing Up a Paragraph/ Section

- The evidence highlights that ... It is clear that ...
- The strength of such an approach is that ...

### c. Conclusion

- In conclusion, ... / To summarize, ... / As has been shown ...
- Clearly, this essay has shown that the main factors which impact upon ... are ... From the above, it is clear that ...
- Several conclusions emerge from this analysis ... The evidence presented has shown that ...
- This essay has focused on three factors affecting ... It has been established that ...

### d. Connecting Words

The following points are functions and examples of various connecting words that can be used in the middle of the speech:

- Adding more ideas:
  - In addition
  - Again
  - Furthermore
  - Moreover
- Comparing or contrasting ideas:
  - Whereas
  - Alternatively
  - Conversely
  - Contrastingly
- Proving:
  - Evidently
  - For this reason
  - Because
- Showing exceptions:
  - Yet
  - In spite of
  - However
  - Nevertheless
- Referring or repeating back to something:
  - As mentioned before, .....
  - As previously noted, .....
  - As discussed earlier, .....
- Showing that you will include something later:
  - The point you were questioning will be discussed in detail later.

- Emphasizing:
  - Obviously, Undeniably
  - Definitely, Inevitably
- Giving examples:
  - For instance
  - In this case
  - In particular
- Showing the order of things:
  - Previously
  - Following this
  - Initially, Subsequently
  - Finally

### Activity 1



Practice debate with your classmates using these following instructions.

Large group of students:

1. Make a group of two.
2. Determine who becomes the first, second and third speaker
3. Decide who will do the reply speech.

With other group,

1. Choose one of the debate motion.
2. Determine which team becomes affirmative and which one becomes negative.
3. Prepare your team's case building for about thirty minutes.

On the other side,

4. Choose a time keeper  
The time keeper's job:
  - a. Knock once after the 1st minute, to announce that the time for P.O.I.s have started.
  - b. Then, another knock on the 6th minute will indicate that the time for P.O.I.s is over and you only have one-minute left.
  - c. Knock twice on the 7th minute to indicate that the speaker's time is up, but you still have 20 seconds to finish your speech if it isn't done yet.
  - d. After 7 minutes and 20 seconds, the timekeeper will knock continuously until you finish.
  - e. For reply speeches, one knock on the 3rd minute to indicate that the reply speaker has one-minute left.
  - f. The timekeeper will then knock twice on the 4th minute to indicate that your time is up, but you still have 20 seconds to finish your speech if it isn't done yet.
  - g. After 4 minutes and 20 seconds, the timekeeper will knock continuously until you finish.

5. Choose an MC  
The MC's job:
  - a. Reading the rules before the debate begin
  - b. Open the debate
  - c. Call the speakers according to the speaker order:

1st affirmative	→	1st negative
2nd affirmative	→	2nd negative
3rd affirmative	→	3rd negative
affirmative's reply	←	negative's reply

- d. Call the adjudicator to give evaluation feedback
  - e. Close the debate session.
  
6. Choose three adjudicators  
The adjudicator's job:
  - a. Watch and listen carefully to both team arguments
  - b. Pretend you know nothing about the issue
  - c. Be neutral
  - d. Make yourself believe to those who can be convincing
  - e. Give oral feedback according to adjudicator's scoringsheet based on matter, manner and method.
  - f. Give score to both teams.
  - g. Determine the best speaker.
  - h. Announce the winner.
  
7. When you are all prepared, do the debate.

Debate Motions:

YOU CAN'T HAVE A HAPPY FAMILY LIFE AND A SUCCESSFUL CAREER AT THE SAME TIME	A WOMAN'S PLACE IS ALWAYS AT HOME	WOMEN WILL NEVER BE EQUAL TO MEN IN THE WORKPLACE
VIDEO GAMES CONTRIBUTE TO YOUTH VIOLENCE	FLUENCY VS ACCURACY	HOMEWORK IS HARMFUL
YOU WILL BE HAPPY IF YOU SAY UNMARRIED	A MAN SHOULD HAVE A WIFE FOR A FAMILY AND A MISTRESS FOR PLEASURE	COMMITTING SUICIDE SHOULD BE MADE LEGAL



## SCORING SHEET

Round : \_\_\_\_\_

Motion : \_\_\_\_\_

<b>Affirmative:</b>					
<b>Speaker</b>	<b>NAME</b>	<b>MATTER (24-32)</b>	<b>MANNER (24-32)</b>	<b>METHOD (12-16)</b>	<b>TOTAL (60-80)</b>
1					
2					
3					
<u>R</u>					
<b>TEAM SCORE</b>					

<b>Negative:</b>					
<b>Speaker</b>	<b>NAME</b>	<b>MATTER (24-32)</b>	<b>MANNER (24-32)</b>	<b>METHOD (12-16)</b>	<b>TOTAL</b>

					(60-80)
1					
2					
3					
<u>R</u>					
<b>TEAM SCORE</b>					

**WINNER : PROPOSITION / OPPOSITION**

**BEST SPEAKER :**

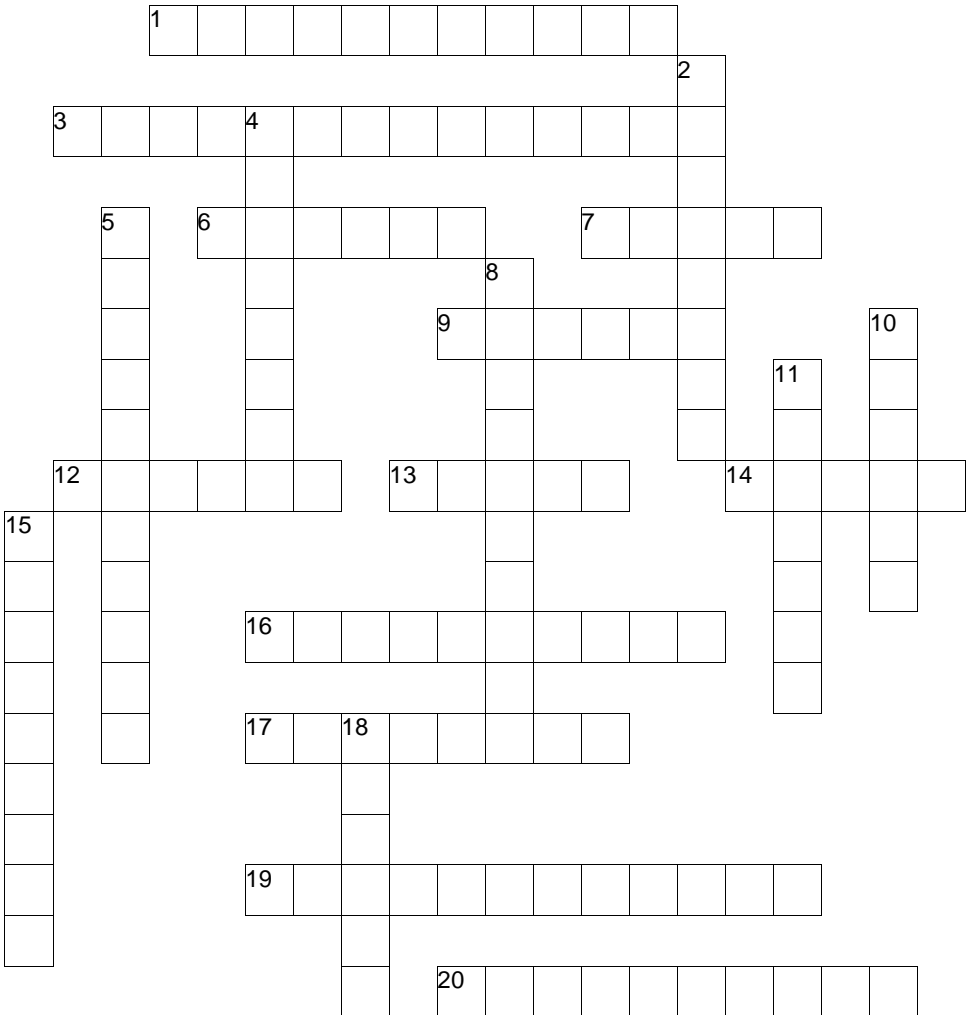
**ADJUDICATOR**

( \_\_\_\_\_ )

## Activity 2



Crossword Puzzle! Do it in a team and Find debate Terms



**Across**

- 1 the quality of being believable or trustworthy
3. an explanation that results from making sense of something
6. the formal presentation of a proposition and its opposition
7. an ideal accepted by some individual or group
9. a style that has the power to evoke feelings
12. a forceful consequence; a strong effect
13. the subject matter of a conversation or discussion
14. an assertion that something is true or factual
16. denial of any connection with or knowledge of
17. a contestant that you are matched against
19. a question as to whether the current proceedings are allowed by parliamentary procedure
20. a formal expression by a meeting, agreed to by a vote

**Down**

2. an investigation of the component parts of a whole
4. using language effectively to please or persuade
5. Means to Give Consent
8. express the same message in different words
10. a formal proposal for action made to a deliberative assembly
11. a misconception resulting from incorrect reasoning
15. an expert whose views are taken as definitive
18. argument rationalizing the course of action of a government

Affirmative	Analysis	Value	Policy	Interpretation
Authority	Paraphrase	Resolution	Opponent	Fallacy
	Topic	Debate	Claim	Impact
	Pathos	Point of order	Credibility	Disclaimer
				Motion

## UNIT 5

### INTERVIEWS



#### **Objectives:**

After completing this unit, the students are able to:

1. Understand the concept of an academic interview.
2. Acts as an interviewer and interviewee.
3. Presented his role as interviewer and interviewee.
4. Evaluate the strengths and weaknesses of a series of interview performances.

## 5.1 Interview

Interview is a formal or informal meeting between two people or among a group of people for the purpose of obtaining information about something in particular. An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee.

## 5.2 Types of Interview

### 1) Face-To-Face Interview

This is a traditional interview and the most common type. In this interview the candidate and the interviewer meets face-to-face. The main concept of the interview is to build rapport with the interviewer and show how the qualifications will benefit their organization. The interviewee should maintain eye contact, and respond to all the questions of the interviewer.

### 2) Behavioral Interview

A common type of job interview in the modern workplace is the behavioral interview or behavioral event interview, also called a competency-based interview. This type of interview is based on the notion that a job candidate's previous behaviors are the best indicators of future performance. In behavioral interviews, the interviewer asks

candidates to recall specific instances where they were faced with a set of circumstances, and how they reacted.

### 3) Phone Interview

Telephone Interviews take place if a recruiter wishes to dwindle down the number of prospective candidates before deciding on a shortlist for face- to-face interviews. They also take place if a job applicant is a significant distance away from the premises of the hiring company such as abroad or in another state.

### 4) Panel Interview

Panel means a selection committee that is appointed for interviewing the candidate. Panel may include three or five members. Questions are asked to candidates about different aspects and marks are given to each candidate. Final decision are taken by all members collectively by rating the candidates

### 5) Exit interview

When an employee leaves the company, he is interviewed either by his immediate superior or by the HRD manager. This interview is called an exit interview. Exit interview is taken to find out why the employee is leaving the company. Exit interviews are taken to create a good image of the company in the minds of the employees who are leaving the company.

## 6) Stress Interview

The interview, attempts to find how applicants would respond to aggressive, embarrassing, rude and insulting questions. A stress interview allows interviewers to see how well you work under pressure. You are asked more than one questions at a time; further questions without being allowed adequate time to respond; questioned in an interrogatory tone and voice; or having his feelings provoked.

## 7) Technical Interview

This kind of interview focuses on problem solving and creativity. The questions aim at your problem- solving skills and likely show your ability and creativity. Sometimes these interviews will be on a computer module with multiple-choice questions.

### 5.3 Do's and Don'ts of Interviewing

Do's	<ul style="list-style-type: none"><li>○ Do ask both open and closed questions</li><li>○ Do verify understanding through probing and confirming questions</li><li>○ Do avoid confrontation</li><li>○ Do act in a friendly but professional manner</li><li>○ Do listen actively</li><li>○ Do take notes but do not be obtrusive about it</li><li>○ Do let the interviewee do most of the talking</li><li>○ Do establish rapport early and maintain it</li><li>○ Do maintain control over the subject matter</li><li>○ Do establish a time frame for the interview and</li></ul>
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	<p>stick to it</p> <ul style="list-style-type: none"> <li>○ Do conclude positively</li> <li>○ Do be polite and courteous.</li> </ul>
Don't	<ul style="list-style-type: none"> <li>○ Do not assume anything</li> <li>○ Do not form pre-judgments</li> <li>○ Do not interrupt</li> </ul>

#### 5.4 Preparation Before Interview

- 1) Be sure you know the time, date and location of the interview and the name of the interviewee.
- 2) Check out how you will get to the location and when you need to set off to be there on time.
- 3) Have what you are going to wear ready in advance.
- 4) Do not go to the interview laden down with either psychological or physical baggage.
- 5) Carry multiple copies of your updated Resume, a notepad and a pen.
- 6) On arrival at the venue ensure that the receptionist knows you are there for an interview.
- 7) If need be visit the wash room to freshen up.
- 8) Do not chew gum, swear or use slang.
- 9) Be sure you know how to pronounce your interviewer's name correctly.

## 5.5 Preparation During Interview

- 1) Be well groomed and clean.
- 2) Try to look calm and confident.
- 3) Have a pleasant and natural smile with a firm handshake.
- 4) Sit comfortably with both feet on the floor, leaning slightly towards the interviewer.
- 5) Avoid nervous mannerisms - like playing with your hair or hands.
- 6) Do not create any defensive barriers between you and the interviewer like a briefcase on your knee.
- 7) Maintain natural eye contact with the interviewer.
- 8) If there's more than one interviewer, look at the person talking.
- 9) Listen carefully. If the question is unclear ask politely for clarification.
- 10) Pause before answering to consider all facts that may substantiate your response - it shows you can think.
- 11) Always offer positive information and be enthusiastic.
- 12) Get directly to the point.
- 13) Discuss only the facts needed to respond to the question.
- 14) Do not open yourself to areas of questioning that could pose difficulties for you.
- 15) Be truthful, but do not offer unsolicited information.
- 16) Focus and re-focus attention on your successes. Do not feel low because of some failures.
- 17) Don't worry about admitting you don't know - but keep this to the bare minimum.

- 18) Be prepared for hypothetical situation questions - take your time on these.
- 19) Be prepared for the unexpected question - it is designed to see how you cope with the unexpected.
- 20) Assume all questions are asked for a good reason and answer accordingly.
- 21) If you ask questions, keep them brief. Remember that you are being interviewed and not the other way round!
- 22) Do not bad mouth old employers if previously employed.

#### 5.6 After Interview

- 1) Thank the interviewer.
- 2) Follow up politely - if you don't hear within the specified date.
- 3) Chin up - if you did not get selected gear up for your next interview.

## Activity 1



Practice these questions with your partner!

### Most Common Interview Questions

- 1) Tell me something about yourself
- 2) What do you know about this company?
- 3) Why do you want to work for this company?
- 4) What are your strengths and weaknesses?
- 5) Where do you see yourself 5 years from now?
- 6) What has been your most significant achievement?
- 7) What are your salary expectations?
- 8) Are you willing to relocate?
- 9) What has been your greatest crisis, how did you solve it?
- 10) How has college prepared you for this career?
- 11) What was the last book you read?
- 12) Why do you think we should hire you for this job?
- 13) Which person has had the greatest influence on you, why?
- 14) What have you done that shows initiative
- 15) Describe a situation with an irate customer and how you handled it?
- 16) What motivates you?
- 17) How do you work under pressure?
- 18) Are you ready to keep late hours?
- 19) Why did you leave or are leaving your last company?

## Activity 2



### Guess What My Job Is???

- Divide the students into groups and ask the students to keep a job in their minds and then choose a volunteer from each group in return to come in front of the class and act using his / her mimics and gestures .the rest of the groups try to find out what her/ his job is by asking yes / no questions while their friend is acting. ( you can ask the students to bring real objects or their hand-made materials that go with the jobs beforehand so that activity can be done more efficiently.)



### Activity 3



Do an interview with your classmate. Find the possible answer and dialog to solve a problem!

You are interviewing your partner for a position as a bank teller. Find out why they may not be appropriate for the job.

You are interviewing your partner for a position as a bank teller. Find out why they may not be appropriate for the job.

Your partner is applying to be an elementary school teacher. Make sure that she/he is a good fit for your school.

You love children and have multiple degrees in elementary education but when you get stressed you yell obscenities. It is something that you cannot control and you don't realize that you are doing it or that it happened afterwards.

You love children and have multiple degrees in elementary education but when you get stressed you yell obscenities. It is something that you cannot control and you don't realize that you are doing it or that it happened afterwards.

You got excellent grades in college and have very steady hands. The only problem is that you fall asleep without any warning or control. You are applying to become a brain surgeon.

## UNIT 6

### TALK SHOW AND HOSTING



After completing this unit, the students are able to:

1. Do a Presentation using PPT about the topic talk show and hosting
2. Understanding talk show and hosting strategy and types.
3. Practice and give example about talk show and hosting.
4. Understand the procedure of talk show

## **6.1 Definition of talk show**

A talk show is a type of television or radio program in the form of a discussion or conversation between the host (show guide) and a person or group of guests discussing a particular topic. Talk show is also interpreted as a form of performance containing conversations of a number of people contained in electronic media such as television, radio or in audio-visual form on YouTube. Not only broadcast live (on air), talk shows are also broadcast indirectly (off air) in the form of debates, discussions, workshops or seminars in halls or hotels. Farlex (2005) defines a talk show as a television or radio show in which noted persons, like authorities in a particular field, participate in discussions or are interviewed and often answer questions from the audience. In addition, Morrisan (2008:28) considers a talk show as a program that displays one or several people to discuss a certain topic that is brought by the host.

Talk show programs on television have three basic components, namely: studio television, hosts (show hosts), and interviews. Bernard M. Timberg in the book *Television Talk, A History Of The TV Talk Show* (Timberg, 2002:5) reveal the talk show program on television has principles or rules. The first principle, the event is brought by a host (assisted by a team responsible for the material, direction, and form of the event that will be shown). The second principle is to contain conversations containing messages. The third, the talk show is a competitive product or commodity with other products. Fourth, talk show is an industrial activity integrated with the involvement of various professions, ranging from event producers, writers' script, event



director, make-up and hair piñata, and marketing department. As a popular culture product, this product must be able to be sold.

In essence, talk shows provide entertainment for the public as well as knowledge and understanding of information for them about the truth of topics or issues that are being circulated or are hotly discussed. Everything related to the topic of the resource person must be considered starting from the character, diction gestures, intonation and tone of voice of the source person. The resource person must be able to choose diction when speaking so that the audience or listeners do not misinterpret the intent of the speaker's talk.

## **6.2 Kinds of Talk Show**

When viewed from the style, the talk show is divided into two types, that is;

### **a. Light Entertainment**

This is a type of talk show that is judged by interviewing celebrities, such as movie stars or politicians. In an event like this, the host sits behind a table and interviews guests the event. This event always has a positive, comfortable, cheerful atmosphere and broadcast at night.

### **b. Serious Discussion**

This type of talk show is more specific when viewed from the material. Its content concentrates on specific topics in the political or social field, or to someone who was the target of the news at the time.

### **6.3 Talk Show Features**

The characteristics or characteristics of talk shows include:

- a. Use simple conversation in a universal language.
- b. Topics, issues or themes raised are very important or considered important for the general public to know or at least be of interest to the audience
- c. The discourse presented is in the form of topics that are currently developing in society.

### **6.4 Talk Show Purpose**

The objectives of the talk show include:

- a. To ensure the facts of the topic that is currently being discussed among the public through questions given by the presenter to the speakers.
- b. To obtain a representative opinion or opinion from sources who are experts on the topic raised.
- c. To explore the point of view of the sources on the issues being discussed.

### **6.5 Talk Show Technique**

- a. Opening

The host opens the program as usual - mentioning the name, program, duration, plus the topic and the names and short biodata of the resource persons. In this opening, the announcer or talk show guide briefly describes the background why the topic was chosen and what might be of interest to the viewers / listeners.

### b. Content

after greeting the resource person, immediately ask the initial question. A list of questions has been prepared, but not in the form of interrogative sentences. The host must ask questions briefly, ask only one question at a time, and listen carefully to the source's answers. Development of questions can be done based on the responses of sources or from viewers / listeners.

### c. Closing

At the end of the talk show, the host provides conclusions, abstracts, or important notes, then thanks and closing greetings. Conclusions are not absolute in the nature of a discussion resume. It can also be simple analysis and open-ended questions to get viewers / listeners to react.

## 6.6 Interviewing Technique in a Talk Show

### a. Make a list of questions

Write down a few questions (in case of a shortage of questions), but note:

- Don't follow all the questions if the interview goes well. Follow the flow of the answers put forward by the source.
- Don't "read" it, but "speak" it as if it were unscripted - therefore avoid asking questions in full sentences.
- If you fixate on written questions, because it will deviate from the list and will not concentrate in listening. The interviewer will miss the opportunity to follow him.
- Don't coach the interviewee on the questions to ask - it's only going to hurt them to think of the best answer.

- Don't show the questions before the talk show. The interviewees' answers must be spontaneous, so they are fresh and natural.
- You may provide an overview and ideas for the resource person about the "area" you want to ask about, just don't be too specific.

b. Key Question Words: WHY

Use the question word "why" as an information digging tool. The "why" is known as the "magic question", short, simple, but eliciting long, detailed, and clear answers.

c. Opening Questions

Try using "opening questions" such as:

"What do you think about..."

"What were you thinking when..."

"Please tell me briefly..."

"Is it true.....?"

"Are you happy with...?"

d. Binding Questions

Try asking the following "binding" questions:

"What do you mean...?"

"Let's be clear here. You state that...?"

"You mean ...?"

"How could it happen like that...?"

"The reason...?"

e. Closing Questions

Ask "closing" questions at the end of the interview, for example:

“What is your message for fellow young people?”

"Finally, your message for our viewers?"

“Before we end, is there anything else you'd like to say...?”

f. Keep your questions brief

Questions must be short and clear, not convoluted, so that the reporter does not clarify his own question, or repeat questions because the source does not understand.

For example:

“Many observers are pessimistic that this election will not bring about significant changes. What is your own opinion?”

It should be

"In your opinion, will this election bring significant change?"

"How about your last comment about the economy right now?"

Should be

"What is your assessment of the current state of the economy?"

g. Avoid stating your opinions

Don't make a statement. Remember, the job of a reporter or broadcaster is to ask questions, not to argue. It is the source who provides information or opinion, not the interviewer.

For example

“Hajj is a quite heavy worship. It requires physical, mental and material sacrifices, as well as time. What is your opinion on this?” (This is an opinion, not a question. The interviewee will be confused about the answer, or he/she might just say: "Yes, that's how it is...").

Should be

“What sacrifices does one make in performing the pilgrimage?”

h. Avoid “Yes-No Questions”

Avoid questions that invite “Yes” and “No” (Yes-No Questions) answers.

For example

"Did you see what happened?" (Response of the interviewee: "Yes!").

Instead:

"What did you see at that time?"

Don't ask "So you were in the front seat when the car crashed?" (Response of the interviewee: "Yes!").

Instead, you might ask this question

"Your sitting position in the front seat, how did you feel... see... before the collision?"

i. Repeat important questions

Reiterate key phrases or expressions to show the source that you understand what they are saying.

For instance

"You say this award has changed your life. Why?"

"You said the main key to being able to write is practice. Apart from training, what else do you have to do?"

## Activity 1



### Pair-work Project

### Creating a Talk-Show Episode

- Work in pairs to create a TV talk-show episode about a famous successful person (3-5 minutes).
- Follow the guidelines.

#### Guidelines

##### Stage 1

1. Brainstorm to find a famous successful person.
2. Do research on the famous successful person with the research questions provided.
3. Collect interesting information to include in your talk-show.
4. Watch similar talk-shows, for example, Oprah.
5. Determine the questions you are going to ask and create your own questions.
6. Discuss your questions with the teacher and your peers.
7. Integrate feedback and make adjustment to your questions.

## **Stage 2**

1. Create a script for your talk-show.
2. Validate your preliminary version by presenting it to the teacher and your peers.
3. Modify your script accordingly.
4. Rehearse your talk-show.

## **Stage 3**

1. Present your talk-show.
2. Celebrate your accomplishment.



Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

**Research questions**

1. Who is this person?
2. What was his / her accomplishment?
3. Why is / was this person successful?
4. What inspired this person?
5. Interesting information about this successful person

Name \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

**Questions you are going to ask in the talk-show**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_





**Creating a Talk-Show Episode**

Names \_\_\_\_\_

**Evaluation criteria for the script**

**Content** \_\_\_\_\_/40

- appropriate and relevant questions
- appropriate and relevant answers: give enough details to be credible; includes anecdotes
- interesting information
- accurate facts and data

**Formulation of the message** \_\_\_\_\_/30

- grammar and word order (especially the use of the Simple Past and Past Continuous)
- vocabulary and spelling
- punctuation (capital letters, commas, periods, quotation marks)

**Grade for the script** \_\_\_\_\_/70

**Research questions** \_\_\_\_\_

**Questions you are going to ask in the talk-show** \_\_\_\_\_

**The script** \_\_\_\_\_

**FINAL GRADE FOR THE TALK-SHOW** \_\_\_\_\_

## UNIT 7

### SEMINAR



After completing this unit, the students are able to:

- 1 Explain the concept of seminar
- 2 Understand the strategy of seminar
- 3 Practice a seminar

## **7.1 Definition of Seminar**

The word "seminar" comes from the Latin word "Seminarium" which means a place to plant seeds. Terminologically, Seminar is an activity for the delivery of a scientific work in the form of knowledge from an academic, which was presented to the participants in order to make the same decisions on scientific work between sources and participants (Kartika, 2012). A seminar is a meeting where a group of people can discuss a problem and provide a scientific solution. Seminars also usually discuss papers or working papers. In the seminar, usually invite several speakers related to the seminar. Seminar activities can be carried out by all groups, for example students, university students, NGOs, professional workers, NGOs, government agencies, private institutions and many more.

Meetings or trials in seminars usually feature one or several talks with their respective papers or working papers. Seminars are usually held to discuss a problem scientifically. Those who participate are experts in their fields. Seminars on the marketing of a product of course attended by experts in the field of marketing. Educational seminars are of course attended by educational experts. Meanwhile, participants play a role in submitting questions, comments, and discussions so as to produce an understanding of a problem. However, it does not mean that a classroom cannot hold seminars. Seminars can also be held in class. What is important is that we try to discuss an issue with logical, unemotional arguments. The speakers also use scientific ideas, opinions, responses, discussions as well.

In carrying out a seminar, several things must be considered so that the seminar can run well. In seminars, all devices such as moderators, presenters and note takers must be able to work according to their respective functions. Holding a seminar would be much better if:

- The problem has been formulated before.
- There is enough time for discussion
- Problems are discussed systematically and thoroughly.
- Seminar leaders must master the seminar
- Seminar participants must know the main issues discussed

In general, there are several reasons for attending seminars (Purba, 1996), namely for:

- Expanding the base of knowledge and experience;
- Meet and communicate with people who share values and the same concern;
- Learn and improve scientific ability;
- Keeping abreast of technological developments and advances;
- Increase personal value in life;
- Gain the skills that enable it to acquire better job or switch careers.

Furthermore, Kartika (2012) mentioned that general benefits of attending a seminar are as follow:

- To deepen knowledge and express opinions orally.
- As a medium of communication to exchange knowledge and experience.
- As a forum for identifying problems and looking for ways solution to problem.



As for students, holding and joining a seminar would help them to learn to express their own ideas according to the field interest or field of knowledge occupied to be tested and assessed by other seminar participants, learn to speak scientifically in public and defend papers, gain experience related to seminar topics from other participants and learn to respect differences of opinion from other seminar participants.

## **7.2 Seminar Procedure**

In holding a class seminar, we have to first arrange the implementation organization. Another person is assigned as a special discussant of the paper presented. One person is assigned as a moderator. The teacher acts as a resource person and one or two people serve as note takers in charge of compiling reports. Seminars are not held to establish a decision on the issues being discussed. The seminar only discussed how to solve the problem. Because the essence of a seminar is a discussion, the seminar report is also a report on the results of the discussion. Therefore, the seminar report should only contain important matters. The agenda for the seminar can be made as follows.

- a. Moderator opening.
- b. Presentation of material by the presenter.
- c. Discussion / Question and answer session.
- d. Conclusion.
- e. Closing.

### 7.3 Seminar Manners

The manners in seminars or panel discussions include:

- Presenter or marketing manners, namely:
  - a. Prepare papers that are appropriate to the topic and have an accurate rationale;
  - b. Delivering papers sequentially, briefly and clearly;
  - c. Receive criticism and suggestions from various parties;
  - d. Answer questions objectively.
- Manners of participants namely
  - a. Study papers;
  - b. Be polite;
  - c. Maintain the smooth running of meetings/discussions;
  - d. Not speaking during seminars/discussions;
  - e. If the material presented has not been completed, no one should ask, if you want to ask, there is time, namely the question session;
  - f. If participants want to ask questions, before speaking, participants should raise their hands or raise their fingers. If the moderator has given permission, then speak;
  - g. Ask questions briefly and clearly.

## Activity 1



Presenting a paper !

### **Group work Seminar Presentation**

Seminar Presentation of a paper with Questions

One student group presents one paper each, and prepares questions to another paper during the course. The main objective with this assignment is that the students shall acquire a capability to critically analyze texts one educational research papers, acquire the understanding of these texts, and then communicate it in a clear and understandable manner to the fellow students. Each paper will be given approx. 20 minutes for presentation and questions.

The student group is allocated a paper which the group is required to read carefully, analyze, select relevant parts, formulate a presentation, and then deliver an oral presentation (with or without PowerPoint support). During the seminar, the group will have 10-12 minutes for their presentation while the rest is for questions from another group and discussions in class.

You might find the following elements useful for your presentation of the paper:

1. Paper presentation:

The students present the paper, where they clearly state:

- a. The WHAT: What is the key question(s) that the author(s) address in their text?
- b. The WHY: How do they motivate (i.e. justify) the importance of the question(s)?

- c. The HOW: How do they go about to produce their argument(s) to the question(s) addressed?
- d. MESSAGE: What is the answer to the questions stated, or what is the key message of the paper (or chapter) that the author(s) try to send to the readers?
- e. BENEFIT: What are the potentially positive benefits, that the authors state themselves, of the key message of the text?

## Activity 2



### Critical assessment

1. What are the strengths and the limitations of the paper that you would like to bring forward? (i.e. what do you think is clear and unclear with the papers' content)
2. Formulating questions  
To formulate questions to the paper you are required to read the paper carefully and find questions that are suited to stimulate a discussion. You can use the above list as a basis for formulating questions. The questions and discussion session will take 5-10 minutes.

## UNIT 8

### CONFERENCE



After completing this unit, the students are able to:

- 1 Do a Presentation about conference
- 2 Understand the strategy and rules of conference
- 3 Practice the conference

## 8.1 Definition of Conference

Conference is a forum for meetings or gatherings to negotiate or exchange opinions on a problem that is being faced together. Another understanding of the conference is a negotiation or deliberation regarding an issue to achieve goals in the common interest. The essence of a conference is the exchange of opinions so that it triggers the emergence of innovative ideas and the exchange of information between conference participants.

The objectives of this kind of meeting are various, including academic purposes, business goals, to trade purposes.

- Academic Goals

Conferences that are academic in nature will usually invite scientists and academics. From the meeting, it is hoped that certain problems can be solved, one of which is assisted by the presentation of research results.

- Business Purpose

The next objective of the conference is business. Conferences with this purpose will usually involve people working at the company. Discussions were held to discuss new trends and opportunities in accordance with the business being run.

- Purpose of Trading

Lastly, conferences can be held for trading purposes. At this conference, the community and vendors will be brought together to discuss issues together.

Generally speaking, conferences use one or more speakers to deliver key information. Not just any speaker but influential figures in their fields so that they were able to attract the attention of many people to attend the conference. Based on the above

understanding, it can be seen that the main function of the conference is to solve a particular problem together. Nevertheless, several conferences were also held as media consultations on certain topics.

## **8.2 The Purpose of Holding a conference**

There are several reasons as to why people hold a conference, these are some of the most common reasons:

a. Build community

Generally, conferences involve many people who share the same interests. This is an opportunity for the organizers to build a community. Through face-to-face meetings, the community will slowly build up. On the other hand, participants can enter into a community where they can get acquainted and exchange ideas or experiences with other people who have the same interests.

b. Improving competency

The conference facilitated the attendees with various interesting and educative activities. One of them is a discussion or workshop that presents experienced speakers. Attendees can increase their knowledge and insight with the materials presented by the panelists. This knowledge is very useful for improving the quality of participants. Many of the high-ranking professionals who attended the conference indicated that they still had a passion for learning.

c. Follow the latest developments

Various industries have progressed so rapidly. This makes it easy for people to fall behind in many aspects. Indeed, there is the internet that makes it easier for you to get information.

However, there is too much information on the internet where it has the potential to make you confused. Through conferences that present experts, you will get a lot of insight as a provision to face the challenges that exist. Experts are usually tested to overcome various obstacles so that their experience that is relevant to current conditions is invaluable to the audience.

d. Build synergy

Conferences are moments where many people, even though they have the same interests, have different backgrounds. For example, conferences that discuss tourism that bring together business people, government officials or professional associations. Each of these parties can meet in a conference to establish strategic cooperation and collaboration. Various ideas and discourses expressed can be a catalyst for a better future.

e. Opening up new opportunities

Meeting people on an occasion is an opportunity for business deals, collaborations, agreements or agreements to occur. This means that the opportunity to advance an industry is increasingly wide open.

### **8.3 The characteristics of a Conference**

Apart from conferences, several types of meetings are also known, such as workshops, seminars, and symposiums. The following are a number of characteristics possessed by conferences that differ it from other types of meetings.

a. Large Scale

Conferences are large gatherings involving hundreds or even thousands of participants. This is different from workshops or



symposiums which are usually held on a smaller or limited scale. Even conferences can be held between countries with the help of video conferencing.

b. Discussion Event

Discussion, negotiation, and exchange of opinions is one of the characteristics of the conference. The discussion aims to discuss certain topics and solve existing problems. However, some conferences do not allow discussions.

c. Formal Situation

One of the other characteristics that cannot be separated from the conference is its formal nature. Compared to other meetings such as seminars, workshops and workshops, conferences are more formal in nature.

d. Discussing General Topics

The last feature of the conference is the general topic of discussion. This is very different from symposiums and workshops which tend to focus more on certain topics. However, conference topics may vary according to needs.

## 8.4 Kinds of Conference

a. Press Conference

A press conference is an activity inviting journalists to dialogue, with material that has been carefully prepared by the leader of the meeting, while the objectives of the meeting are expected to be published by the mass media from invited journalists (Soemirat & Ardianto, 2002: 135).

b. Case Conference

Case conferences are supporting or complementary activities in Guidance and Counseling to discuss student problems (counselees) in a meeting, which is attended by parties who can provide information, convenience and commitment to solving student problems (counselees). Indeed, not all problems faced by students (counselees) must be carried out in case conferences. But for problems that are classified as complex and require the involvement of other parties, it seems that case conferences are very important to carry out. Through case conferences, the process of solving student problems (counselees) is carried out not only by relying on counsellors at school alone, but can be carried out collaboratively, involving various parties who are considered competent and have an interest in the problems faced by students (counselees).

c. Video Conference

Rapidly developing technology makes it easier for humans to do various things, including holding conferences. With adequate technology support, video conferencing enables virtual meetings by presenting visuals and audio. Video conferencing is considered a major breakthrough because it makes conferencing easy. This is because conference participants can join via an internet connection without having to go to the meeting location.

d. Academic Conference

An academic conference or scientific conference (also a symposium, workshop, or meeting) is an event for researchers (not necessarily academics) to attend and discuss

their work. An academic conference usually includes a variety of presentations. They tend to be short and concise, with a time span of about 10 to 30 minutes; Presentations are usually followed by discussions. The work may be bundled in written form as an academic paper and published as conference proceedings. Generally, the conference will include keynote speakers (often, scholars from several universities, but sometimes individuals from outside academia). Keynote talks are often longer, sometimes lasting up to an hour and a half, especially if there are multiple keynote speakers on a panel. Apart from presentations, the conference also features panel discussions, roundtables on various issues, poster sessions, and workshops. Some conferences take more interactive formats, such as participant-driven "unconferences" or various conversational formats.

# Activity 1

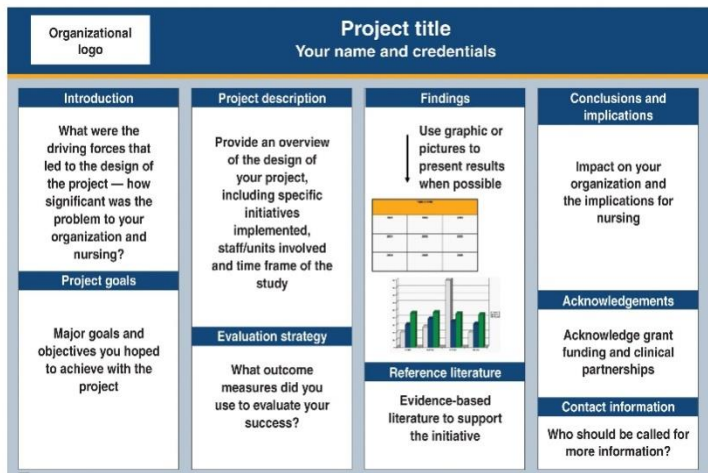


## Poster Presentation Project

Working in group, please make a poster presentation discussing about each of the book chapters in this book (8 poster presentations in total). The posters will be presented by each group in the next meeting in an academic conference setting. The poster should be done in a A0 paper size (84.1 x 118.9 cm). You can either set the poster paper horizontally or vertically. The poster should include the following details:

- a. Title
- b. Group Members
- c. Introduction of the topic
- d. The goal/purpose of your poster
- e. The content/description of the poster
- f. Conclusions
- g. References
- h. Acknowledgements

### Example of Poster Design



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## ABOUT THE AUTHORS



Zahratul Maujudatul Mufidah, M.Pd was born in Surabaya on January 22, 1992. Graduated with a bachelor's degree at the State Islamic University of Sunan Ampel (UINSA) Surabaya in the English Literature study program in 2014. Graduated with a master's degree in the Master of English Education program, Surabaya State University (UNESA) in 2017. She was a lecturer in English development at UINSA in 2016-

2018 for the Intensive English program. She was also as teacher training for TOEFL, TOEIC and English Discoveries programs. Became a lecturer in general English studies at the Surabaya State Shipping Polytechnic (POLTEKPEL) for the NAUTIKA and ENGINEERING programs. In 2017 she was a speaker at the International Symposium held by the State University of Surabaya (UNESA). She currently served as an English lecturer at UIN Kiai Haji Ahmad Shiddiq Jember.

Taufik Hidayah was born in Jember, East Java, Indonesia. He has been teaching English from 2008 to present. He feels lucky to have the experience of teaching students from different background and educational level, from elementary school to university level. His passion in teaching and education has rewarded him a Fulbright Scholarship to pursue a master degree in 2014 and by the end of 2015 he obtained a master degree in Teaching English to



Speakers of Other Languages (M.TESOL) from Arizona State University, United States. He then continued his passion working as a lecturer, a TOEFL Instructor, and an English tutor at some educational institutions in East Java, Indonesia. he is also a writer who is active in publishing books and articles related to English education, especially in TESL/TEFL/TESOL. Last, he has ~~been~~ actively involved in some seminars and workshops related to



