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Методичні рекомендації

щодо підготовки розмовних ситуацій

із дисципліни «Практика усного і писемного мовлення (англійська мова)»

для здобувачів другого (магістерського) рівня вищої освіти

предметної спеціальності 014.021 Середня освіта (Англійська мова і література)

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Л 82   Методичні рекомендації щодо підготовки розмовних ситуацій із дисципліни «Практика усного і писемного мовлення (англійська мова)» для здобувачів другого (магістерського) рівня вищої освіти предметної спеціальності 014.021 Середня освіта (Англійська мова і література). / Т. В. Луньова. – Полтава : ПНПУ імені В. Г. Короленка, 2020. – 20 с.

У методичних рекомендаціях уміщено поради та інструкції щодо підготовки та презентації розмовних ситуацій під час вивчення дисципліни «Практика усного і писемного мовлення (англійська мова)». Посібник також включає ряд практичних завдань, розроблених з використанням матеріалів ресурсу TED talks, та критерії оцінювання.

Для здобувачів другого (магістерського) рівня вищої освіти галузі знань 01 "Освіта/ Педагогіка" предметної спеціальності 014.021 "Середня освіта (Англійська мова і література)".

CONTENTS

INTRODUCTION

Preparation and presentation of Speech Situations is an integral part of the ***Course of Oral and Written English***. The main aim of this activity is to develop the skills of creating meaningful content and efficiently presenting it.

This booklet has been designed to guide the students along the way of preparing and presenting Speech Situations so it highlights the routes worth taking and warns of the potential traps. Along with the *instructions* and *recommendations* the booklet contains *references* to several *TED talks*. The students are particularly encouraged to watch these TED talks and to reflect on how they can make use of the ideas expressed in these presentations for the preparation of their own Speech Situations.

Hopefully, the instructions and recommendations in this booklet will help the students to make successful presentations of Speech Situations as well as enjoy the process of preparing them.

LIST OF THE SPEECH SITUATIONS

Module 1 National Identity

1.1. Discuss the correlation between globalization and national identity.

1.2. Dwell on the concept of British national identity in modern perspective.

1.3. Dwell on the concept of Ukrainian national identity and discuss the national values, ideas, and challenges.

Module 2 Cross-Cultural Communication

2.1. Discuss the influence of the modern technology on cross-cultural communication.

2.2. Reveal intricacies and challenges of the international communication in the 21st Century.

2.3. Describe cross-cultural barriers in communication and suggest ways to overcome them.

Module 3 IT and Communication

3.1. Discuss the role of IT in communication in social life and science.

3.2. Compare pros and cons of robotics as an alternative to human labour.

3.3 Respond to the saying "Internet: absolute communication, absolute isolation" by Paul Carvel.

ACADEMIC INTEGRITY

Students are encouraged to use various sources of information (e.g., reference books, encyclopaedias, research articles, blogs, etc.) to prepare their presentations of the Speech Situations. It is especially important to follow the principles of **academic integrity** while making use of different sources.

Academic integrity is an ethical principle in education and research. Defined simply, academic integrity is "acknowledging the contributions of other people"[1]. In other words, academic integrity means "providing credit to other people when using their ideas"[2]. Failure to properly acknowledge ideas, data, research results etc. of other people is considered ***plagiarism***[3].

The English word *plagiarism* comes from Latin *plagiarius* which means "kidnapping"[4]. Plagiarism is an act of stealing[5] and fraud[6].

Preparing a Speech Situation may be viewed metaphorically as constructing a building – any parts that are stolen won't make for a beautiful edifice.

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[1] Academic Integrity. In *The Writing Center. University of North Carolina at Chapel Hill.* Available at: https://writingcenter.unc.edu/esl/resources/academic-integrity/#:~:text=Academic%20integrity%20is%20the%20commitment,the%20contributions%20of%20other%20people.

[2] Ibid.

[3] Ibid.

[4] Plagiarism. In *Oxford reference*. Available at: https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100329803

[5] 90 Cubed rule. Available at: http://www.90cubedrule.com/why-plagiarism-is-theft/

[6] What is plagiarism. In *p.org*. May 18, 2017. Available at: https://www.plagiarism.org/article/what-is-plagiarism

The following practices are considered plagiarism[7]:

- turning in someone else's work as your own;

- copying words or ideas from someone else without giving credit;

- failing to put a quotation in quotation marks;

- giving incorrect information about the source of a quotation;

- changing words but copying the sentence structure of a source without giving credit;

- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Thus, to avoid plagiarizing, whenever students use any information obtained from any sources, they should explicitly name the source, e.g. give the name of the author and the title of the book or the article or provide the reference to the blog or another Internet source. The students may also mention the year of publication if they find it relevant, however, in presentations of the Speech Situations this information can be skipped. When information from Wikipedia is used to prepare a Speech Situation presentation, the proper reference to this source should be made as well.

The students are strongly advised against using "ready-made" presentations of Speech Situations found on the Internet or incorporating large chunks of other people's ideas into their talk. Both practices fall within the definition of plagiarism.

While using ideas of other people, the students are advised to read the sources carefully to make sure that truly understand the ideas.

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[7] Ibid.

The students are encouraged to make a special effort not to misinterpret the ideas they use. In order to ensure it, they are recommended to read any source carefully and to study the ideas in the context rather than just pick up a sentence or two from a source.

Overall, **academic integrity** is "a commitment to *five fundamental values*: honesty, trust, fairness, respect, and responsibility."[8] When one holds onto these values, they will definitely lay the solid foundation for their academic work. Any Speech Situation built upon this foundation will be a magnificent edifice.

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[8] The Fundamental Values of Academic Integrity. 2nd ed. / ed. by T. Fishman. International Center for Academic Integrity. Clemson University. Available at: https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf

CONTENT

The process of the Speech Situations content development has two stages: first, the ideas should be generated, second, they should be organised into some meaningful structure.

How to generate ideas for a Speech Situation

It is worth beginning ***the search for ideas*** with <u>clearly defining the key words</u>. For example, Speech Situation 1.1 "Discuss the correlation between globalization and national identity" presupposes the clear understanding of the four key words: *globalization*, *nation, identity*, and *correlation*. It is helpful to compare definitions in several dictionaries, e.g. Cambridge Dictionary[9], Merriam-Webster Dictionary[10] or Collins Dictionary[11] and either choose one of the definitions or create one's own definition based on the common components included into all the dictionaries.

Then various sources that list words associations can be used to <u>identify related concepts</u>, for example, Word Associations Network[12] or Visuwords[13].

After that encyclopaedias can be consulted to <u>discover the main features of the phenomenon</u> named by the given word as well as the range of opinions and theories related to the phenomenon under scrutiny. For example, Wikipedia describes various types of globalization (economic,

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[9] Cambridge Dictionary. Available at: https://dictionary.cambridge.org/
[10] Merriam-Webster Dictionary. Available at: https://www.merriam-webster.com/
[11] Collins Dictionary. Available at: https://www.collinsdictionary.com/
[12] Word Associations Network. Available at: https://wordassociations.net/en/
[13] Visuwords. Available at: https://visuwords.com/picture

cultural, and political) and has a section on its support and criticism[14].

The encyclopaedia references can be further followed and thus several publications on the topic can be read. Besides, the articles related to the topic can be searched for on the Internet. It is beneficial to try to find papers that present alternative points of view on a given topic and to carefully study the arguments provided by the authors. For example, Gal Ariely in his article "The nexus between globalization and ethnic identity: A view from below"[15] presents two views on the "Globalization's effects on national identity": 1) "globalization threatens the foundations of national identity" and 2) "globalization reinforces national feelings in a 'backlash' effect"[16]. The students may choose to support one of the arguments or give a balanced account of both in their Speech Situation presentation.

It is useful to search for statistics wherever relevant and for the evidence provided by the serious research on the topic. Besides, blogs and forums can yield valuable insights into the topic as well as subjective personal opinions. Thus various types of sources should be explored.

Moreover, it is useful to think about any personal experience related to the topic under consideration. For example, while preparing Speech Situation 2.3. "Describe cross-cultural barriers in communication and suggest ways to overcome them" the students can reflect upon their own experience of trying to remove cross-cultural barriers.

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[14] Globalization. In *Wikipedia*. Available at: https://en.wikipedia.org/wiki/Globalization

[15] Ariely G. (2019). The nexus between globalization and ethnic identity: A view from below. In *Ethnicities*, 19(5), p. 763-783. Available at: https://journals.sagepub.com/doi/full/10.1177/1468796819834951#:~:text=and%20ethnic%20identity.-,Does%20globalization%20undermine%20national%20identity%3F,future%20(Guibernau%2C%202001)

[16] Ibid.

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To ***<u>keep track of the ideas</u>*** it is worth putting them down in the form of a list, or clouds, or a mind map. Different colours can be used to mark different types of information: e.g., statistics from a research article can be written in blue with an opinion from a blog marked green and a personal story coloured orange. Such a visualization might be helpful when the ideas will be put together.

After that a fresh look is needed to ***<u>pick up those ideas which are really relevant</u>*** to the point that the student will be aiming at making while presenting their Speech Situation. The students should find courage to discard some ideas if they are too vague, or insignificant, or can take the students astray. Generating ideas always presupposes selecting them.

How to arrange ideas for a Speech Situation

Certainly, all the selected idea should be put into a certain <u>order</u> within a Speech Situation.

It is worth being aware that there are different cultural patterns of developing an argument. Robert Kaplan identifies five types of argument building: English, Semitic, Oriental, Romance, and Russian[17]. Since the Speech Situations are prepared within the course of the English language, it makes sense to follow the English pattern which is "linear, direct and to the point, with the thesis statement/ claim at the beginning of the argument, and supporting arguments arranged hierarchically"[18]. Thus the students are recommended to ***follow the pattern of the 5-paragraph essay***

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[17] Building an argument across cultures. Available at:
https://media.bloomsbury.com/rep/files/WTWCh%2013--Kaplan's%20Cross-Cultural%20Writing%20Patterns--Handout%2013.1.pdf
[18] Ibid.

structure with the clear Introduction, Body part and Conclusion to arrange their ideas in a Speech Situation.

So the Introduction to the Speech Situation should include the clear statement of the main point (i.e., the key argument) and reveal the ways in which this point will be developed in the presentation (i.e., the plan). The Body part should present and develop the argument according to the plan (i.e., provide facts, statistic, research findings, subjective evaluation, personal experience and comments on them) and the Conclusion should restate the main point with a new force.

An important idea from TED talks!

Watch the TED talks video "Want to be more creative? Go for a walk" by Marilly Oppezzo[19], a behavioural and learning scientist, to find an inspirational tip how to boost your creativity when you need to generate new ideas.

An example to study

Watch Sir Ken Robinson's *TED talks presentation* "How to escape education's death valley"[20] and answer the following questions:

1) What is the main idea of the presentation?

2) What ideas and facts is the main idea based upon?

3) What steps are taken to develop the main idea?

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[19] Oppezzo M. Want to be more creative? Go for a walk. Available at:
https://www.ted.com/talks/marily_oppezzo_want_to_be_more_creative_go_for_a_walk#t-311473
[20] Robinson K., Sir. How to escape education's death valley. Available at:
https://www.ted.com/talks/sir_ken_robinson_how_to_escape_education_s_death_valley/transcript

FORM

While preparing a Speech Situation, the following four aspects should be considered: lexical appropriateness, grammar accuracy, stylistic mastery, and phonetic accuracy.

Lexical appropriateness

To <u>find the appropriate words</u> to express their ideas the students are recommended to consult *English Dictionaries* such as Cambridge Dictionary[21], Merriam-Webster Dictionary[22], or Collins Dictionary[23]. A good Internet source that may help the students to find the appropriate word is *Reverse Dictionary*[24] which makes it possible to search for the word buy entering its definition (description).

If the necessary word was first looked up in a Ukrainian-English dictionary, the students are strongly advised to check the meaning of this English word in an English dictionary since even though some words from different languages are listed as equivalents in the dictionaries, quite often these words do not designate exactly the same aspect of reality. Hence the students should check whether the English word renders what they want to talk about.

<u>Synonyms</u> should be used in the Speech Situations in order to really get to the point and to endow the ideas which are expressed with sharpness and flexibility. Reliable online *dictionaries of synonyms* are Thesaurus.com[25] and Merriam-Webster Thesaurus[26].

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[21] Cambridge Dictionary. Available at: https://dictionary.cambridge.org/
[22] Merriam-Webster Dictionary. Available at: https://www.merriam-webster.com/
[23] Collins Dictionary. Available at: https://www.collinsdictionary.com/
[24] Reverse Dictionary. Available at: https://reversedictionary.org/
[25] Thesaurus.com. Available at: https://www.thesaurus.com/

An important idea from TED talks!

Watch the TED talks video "The gift of words" by Javed Akhtar[27], an eminent Indian writer, and discover what is wrong with the phrase "Do you know what I mean?". Besides, pay attention to the reasons why a person needs to build a rich vocabulary.

In order to make sure the words collocate, i.e., come together in a natural way, the students are recommended to consult *collocation dictionaries*, such as Online Oxford Collocation Dictionary[28].

Grammar accuracy

To put it straight, good grammar facilitates understanding. Hence a really scrupulous attention should be paid to the grammar structures used in the Speech Situations.

It is worth remembering that the Speech Situations should be presented orally rather then read from a paper, thus the students are recommended to make sure that the grammar structures which they are going to use will not cause big difficulties neither for them as speakers who need to memorise the speech nor for their listeners who will be trying to get the message. Quite often it might be a good idea to paraphrase a dense piece of writing so that it can be memorised more easily and comprehended with less effort. To recapitulate, the grammar appropriate for the oral presentation should be used.

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[26] Merriam-Webster Thesaurus. Available at: https://www.merriam-webster.com/thesaurus
[27] Akhtar J. The gift of words. Available at:
https://www.ted.com/talks/javed_akhtar_the_gift_of_words#t-443455
[28] Online Oxford Collocation Dictionary. Available at: https://www.freecollocation.com/

Stylistic mastery

Whenever a thought is put into a verbal form, it is not only the thought that matters, but also the way it is expressed. The power of expression is achieved with the help of various stylistic devices. Rose Scott's publication[29] lists 31 Stylistic devices with their brief explanations and clear examples, which may be consulted in order to find the means to achieve the desired stylistic effect.

Phonetic accuracy

Even though this advice might look trivial, it should not be neglected. The students are strongly encouraged to check the pronunciation of the key words and the words they are not confident about in the *English Dictionaries*. The students are recommended to consistently follow either British or American pronunciation patterns and not to mix them up (e.g., Cambridge Dictionary[30] provides both the UK and the US pronunciations of the words).

An example to study

Watch Sir Ken Robinson's *TED talks presentation* "Bring on the learning revolution"[31] and find out what key metaphor the speaker uses to put forward his main idea. How is this metaphor represented?

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[29] Scott R. 31 Stylistic Devices for creative Writers. Available at:
https://www.livewritethrive.com/2015/12/21/31-stylistic-devices-for-creative-writers
[30] Cambridge Dictionary. Available at: https://dictionary.cambridge.org/
[31] Robinson K., Sir. Bring on the learning revolution. Available at:
https://www.ted.com/talks/sir_ken_robinson_bring_on_the_learning_revolution/transcript#t-47803

PRESENTATION

Presenting a Speech Situation is like making a speech at TED Talks. It should be always kept in mind that a presentation of a Speech Situation is intended for the listeners. Thus it is very important to establish and maintain a **contact with the audience**. It can be achieved through questions, small polls, using humour as well as responding to the previous presentations of the Speech Situation. **Visual support** (a Power Point presentation, some pictures, artefacts, etc.) can significantly facilitate comprehension of a presentation.

Last but not least the real **power over the content** of the Speech Situation is expected from the students, i.e., the students should be able to demonstrate that they can present the content of a Speech Situation with understanding and ease and that they can provide relevant answers to the questions after their presentation. It means that the students should not read their Speech Situation, however they may use a plan of the presentation.

Examples to study

Watch Julian Treasure's *TED talks presentation* "5 ways to listen better"[32] and note down the means that the speaker uses to establish and maintain his contact with the audience.

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[32] Treasure J. 5 ways to listen better. Available at:
https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?referrer=playlist-listen_up#t-246008

Compare Julian Treasure's talk with Sarah Kay's talk "If I should have a daughter…"[33]. How does Sarah establish and maintain the contact with the audience?

Watch Anika Paulson's *TED talks presentation* "How I found myself through music"[34] and reflect on what resource the speaker used instead of the visuals to make her talk a success.

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[33] Kay S. If I should have a daughter… Available at:
https://www.ted.com/talks/sarah_kay_if_i_should_have_a_daughter?referrer=playlist-life_is_beautiful

[34] Paulson A. How I found myself through music Available at:
https://www.ted.com/talks/anika_paulson_how_i_found_myself_through_music/transcript

GOING FURTHER

If you think for a while about your future career, you will find it likely that you will need to make presentations of your ideas more than once. Hopefully, preparing and presenting Speech Situations will help you to develop the relevant skills.

To further master your presentation skills you might find it useful to take the tips from Chris Anderson, curator of TED, on making a great talk. Watch the presentation "TED's secret to great public speaking"[35] and note down the four guidelines he gives. Besides, you might be interested in reading Chris Anderson's book "TED Talks: The Official TED Guide to Public Speaking".

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[35] Anderson Ch. TED's secret to great public speaking. Available at:
https://www.ted.com/talks/chris_anderson_ted_s_secret_to_great_public_speaking

ASSESSMENT CRITERIA

Each Speech Situation is assessed on its content, form and presentation based on the criteria listed below with the 5-point scale used.

Content

Points	Criteria			
	Relevance of the ideas	*Referencing*	*Logic*	*Message*
5	All the ideas are relevant.	All the sources of the ideas are properly acknowledged.	The Speech Situation has a clear logic which is very easy to follow.	The key message is absolutely clear.
4	Almost all the ideas are relevant, with one or two not being closely related.	Almost all the sources of the ideas are properly acknowledged.	The Speech Situation has quite a clear logic which is easy to follow.	The key message is quite clear.
3	Only some ideas are relevant, there are several irrelevant ideas.	Attempts at acknowledging the sources were made, however the references are inconsistent and/ or incomplete.	It is rather difficult to follow the logic of the Speech Situation.	The key message can be deduced with difficulty.
2	The ideas are irrelevant to the topic.	Proper referencing was not made.	Ideas are chaotic and difficult to follow.	The key message is unclear.
1	The student made no real attempt at creating a Speech Situation.			

Form

Points	Criteria			
	Lexical appropriateness	*Grammar accuracy*	*Stylistic mastery*	*Phonetic accuracy*
5	All the lexical units are absolutely appropriate.	Completely accurate	High level	Completely accurate
4	Almost all the lexical units are appropriate.	Almost completely accurate grammar	Good level	Almost completely accurate
3	So many inappropriate lexical units were used that they significantly hampered the comprehension.	So many inaccurate grammar structures were used that they significantly hampered the comprehension.	Sufficient level	A lot of phonetic inaccuracies significantly hampered the comprehension
2	Lexical units are mostly inappropriate	Mostly inaccurate grammar	Low level	Mostly inaccurate
1	The student made no real attempt at creating a Speech Situation.			

Presentation

Points			
	Contact with the audience	*Visual support*	*Confidence and power over the content*
5	A strong contact with the audience was established at the beginning of the presentation and maintained through the	The visual support was to the point and really enhanced the presentation.	The student demonstrated real confidence and strong power over the content and presented the whole Speech Situation without reading the text of it.

	whole presentation.		
4	A good contact with the audience was established at the beginning of the presentation and then maintained, however, it was lost several times.	The visual support was mainly to the point and enhanced the presentation quite well.	The student demonstrated quite good confidence and quite strong power over the content and presented the whole Speech Situation with occasional reading of some passages.
3	The contact with the audience was not strong enough and it was often lost.	The visual support did not really contribute to the presentation of the Speech Situation because of its irrelevance and/ or pure quality.	The student demonstrated poor confidence and weak power over the content and often resorted to reading.
2	The contact with the audience was established only for a short time and was weak.	The visual support did not contribute to the presentation of the Speech Situation at all because of its utter irrelevance and/ or very pure quality.	The student tried to read the whole text of the Speech Situation and could not present it without the text on the paper/ screen.
1	The student made no real attempt at presenting a Speech Situation.		