



Oral Exam Workshop

Introductory Lecture
Animal Production Science
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Outline

- Plan and prepare
- Structure
- Signposting material
- Academic / domain specific vocabulary
- Pronunciation
- Fluency and preparation
- Some useful phrases
- Workshop procedures



Speaking in public.....



Plan and Prepare

- **5 minutes**
 - > prepare to perfection at home
 - > fundament of the exam
- **First planning stage**
 - First draft -----> ideas on paper
 - Keep in mind --> goal of presentation
- **Run the speech – record yourself – audience + feedback**
- **Reflect on the speech**
 - Do I like it?
 - What do I not like?
 - Where am I BS-ing?
- **Run the speech – record yourself – audience + feedback**
- **Reflect again – cut – consider time limit**
 - Do I accomplish my goals?
 - Revise the outline
 - Think of the goal again
 - Time limit!!!



1. Simplicity

- No clutter
- No unlimited number of main points

2. Balance:

- Main points are most important findings

3. Order:

- Logical!



TIPS:

Practise out loud!

Record yourself!



Structure

- 1. Introduction** (Use transitions)
- 2. Body** (Use transitions)
- 3. Conclusion** (Use transitions)
- 4. Q/A** (Use transitions)



The introduction:

- states the critical assessment claim(s)
= Most important line(s) in complete presentation

The body:

- elaborates the critical assessment
First main point -> fleshed out

Second main point -> fleshed out

...

The conclusion:

- restates the critical assessment main points
- provides closure

Q&A:

- anticipate the questions



Signposting Material

- creates clarity
- demonstrates the distinctness of **each** point
- guides the listener through the presentation



Signposting can perform many different functions:

1. Signalling the start
2. Introducing the topic/purpose
3. Sequencing
4. Asking a rhetorical question
5. Giving additional information
6. Moving to next point
7. Digressing
8. Giving examples
9. Emphasising a point
10. Referring to visual aids
11. Summing up
12. Finishing



Moving on	<ol style="list-style-type: none"> 1. This brings me to my next point. 2. I would like to move on to my next section. 3. I would now like to jump for a moment to my final point.
Looking back	<p>This is the overall picture. Let us now consider the details. Let's look back over the arguments invoked here.</p>
Digressing	<p>I shall return to this question later. Allow me to digress for a few minutes. I'd like to digress here and look at... I'd just like to mention in passing that... Let's consider a different perspective on the question: ...</p>
Getting back to the main argument	<p>Let me return to my main argument. To get back to the previous topic, ... Right, let me get back to the point I was discussing.</p>
Directing attention	<p>May I call your attention to page 9 of ... As you will notice, ... If you refer to the bar chart ... If you look at column four in the table, you will see ... If you compare the blue segments in the two pie charts, you will immediately see that ... As you can see from the figures on the flip-chart, ...</p>

Hypothesising

1. It is interesting to ask oneself what would happen if...
2. Suppose we...
3. For argument's sake, let us assume that ...
4. One might wonder whether...

Asking rhetorical questions

1. This raises the question of...
2. The question now in everyone's mind is...
3. How are we...?
4. The dilemma is: ...?

Sources:

Free online courses and lectures from leading universities (downloadable transcripts and slides):

<http://academicearth.org>

Introduction to signposting:

<http://www.englishclub.com/speaking/presentations-lang.htm>

Bennet, J. et al. 1998. *Doing Effective Presentations in an Intercultural Setting*.



Academic and Domain Specific Vocabulary

During preparation time

- search for relevant academic vocabulary and insert in presentation
- insert domain specific vocabulary




Pronunciation

 *Incorrect pronunciation leads to distraction and unintelligibility*

- Practise key words
- In case of difficulties, ask or look up the word and listen to pronunciation
 - > www.howjsay.com
 - > www.oxfordlearnersdictionaries.com



Fluency

 *A lack of fluency disrupts the presentation flow, and leads to distraction.*

- Practise out loud
- Practise until you no longer hesitate
- Record yourself
- Remove all stop words
- Substitute all empty verbs with academic vocabulary
- Practise different variants of your presentation and Q&A
- Use cue cards for your train of thoughts



Some Useful Phrases

1. Comparing Perspectives

- From a teacher's perspective,...
- From the point of view of the students,...
- The farmer would argue that...

2. Recognizing strong arguments against your position

- It's true that...
- We recognized that...
- We're fully aware that...
- We have to acknowledge that...

3. Agreeing and disagreeing

- Absolutely, I totally agree.
- Yes, that's true, but...
- I'm not sure I agree with you there...
- I agree to a point, but...
- Not necessarily.
- That's a very good point.



4. Referring to data/ to an article

- This graphs gives information/ shows/ describes about...
- This figure illustrates...
- This article deals with...
- It provides...
- The article reports/ argues/ goes on to say that/quotes...
- The article also gives statistics on...

5. Countering the other person's opinion

- I take your point, but...
- I understand what you're saying, but...
- Well, I'm not sure if that's quite true...
- But surely...



6. Clarifying and confirming understanding

- So what you're saying is...
- So in your view...
- If I understand you correctly, you're saying...

7. Showing that you do not understand

- I'm not sure I understand what you mean.
- I didn't quite follow you. Could you explain that point again, please?
- Could you repeat that, please?



Procedures workshop

10.05 – 10.20: students have 15 minutes to think about critical assessment and make notes

10.20 – 11.20:

- > 7 groups of 4/5 students -> report writing groups
- Students receive an assessment form to tick off positive aspects and room for improvement of oral deliveries
- Students practice using fellow students as audience
 - each student delivers during 5 minutes
 - each student receives 5 minutes feedback
 - TIME each other!!!!!!!
- SK and SL walk around and listen -> give feedback

11.20 – 13.00:

- SK and SL will each listen to 15 individual students and give feedback on language.
- In this situation 'fear/nerves' may affect the language of the students.
 - SL: 15 students
 - SK: 15 students
- 75 minutes listening + 25 minutes feedback -> 5 minutes per student + 1 minute feedback
- Students who have received feedback from Sanne or Sophie complete an assessment form, and are allowed to leave.
- Meanwhile, all other students keep practicing and giving each other feedback.



Critical Self-Assessment

The student is neither supposed to present the report nor the results from the report (the examiners have already read it at this stage ...).

Instead, you are encouraged to present a critical self-assessment/ reflection of the report: strengths of the report and weaknesses

Examples:

Has the systematic approach applied in the project been satisfactory?

Have you used appropriate methods in your analyses?

Have your use of literature and references been sufficient and have you been critical towards your references?

Are the conclusions sound and justified by your analyses?



Any Questions?

