

## PO 2018 Nebenfach/Minors SP L LANGUAGE SKILLS FOR MINORS and TRANSCULTURAL STUDIES: ORAL AP

The oral exams usually take place in the first week after the end of term. The exam consists of a **7-minute academic presentation**, an accompanying **outline** (the same requirements as for majors) and in addition a **250-word literature review** (of two of the sources used) is due on the day of the exam. See following pages for details.

### Registration

**Students register on the Studierendportal** as with any exam. This can be done up to approximately one week before the exam but we recommend as soon as the registration process becomes available (usually 4-5 weeks before the exam).

Once registered, they **visit the Studierendbüro Anglistik** (Geb. 23.31 Raum 04.73) during the opening hours (check online) to arrange a **presentation timeslot**. There will be **two examiners** for the oral presentations. Consult the website of the **Studierendbüro Anglistik** regularly for ALL exam info.

### Oral Exam Guidelines

#### Task

- Give a **7 minute** presentation to a panel of two lecturers on an **academic topic** of your choice, either:
- a) a topic you covered in a seminar of English literature, culture or linguistics, or your minor.
  - b) the broad theme of 'Global English'

#### **Outline**

Students **MUST** submit a one page **outline** and have it checked a minimum 2 weeks prior to the exam. It can be revised until the exam date. They can send it to their current presentations class instructor or any other presentations instructor, i.e. Elaine.Chung@uni-duesseldorf.de, westwood@uni-duesseldorf.de alexandra.habot@uni-duesseldorf.de.

#### Pass/Fail Criteria:

All students **MUST** meet the following criteria.

- Students **MUST** speak for more than 5 minutes; less is a fail. Speakers will be penalized if a presentation is shorter than 6.5 or longer than 8 minutes, and cut off if it is over 8.5 minutes.
- Students **must** bring **two hard copies of the outline** to the exam.
- The topic **must not** be a topic used in a previous presentation class.

#### **Plagiarism**

Students **MUST** write their presentations **in their own words**. Presentations may be recorded to be checked for **plagiarism**. If the examiners suspect the wording of speech has been directly taken from another source, the student will receive a fail and may be further penalized.

Marking Criteria		POINTS
<p><b>DELIVERY</b> during both presentation (prepared) and questions (extemporaneous)</p> <p><u>Sounds &amp; Clarity</u> (pronunciation, enunciation) Final Voiced Obstruents glottal stops appropriate any problematic individual sounds e.g. th/r/v/a</p> <p><u>Prosody</u> word &amp; sentence stress chunking &amp; pausing intonation linking pacing</p> <p><u>Fluency &amp; filler avoidance</u></p> <p><u>Non-verbal communication</u> (eye contact, position, gestures)</p>	<p><b>DELIVERY (10):</b></p>	
<p><b>LANGUAGE:</b> during both presentation (prepared) and questions (extemporaneous)</p> <p><u>Grammar</u> range / accuracy (if-clauses, conditionals, tense, aspect)</p> <p><u>Vocabulary</u> range / accuracy</p> <p><u>Register</u> appropriate (i.e. spoken but academic)</p>	<p><b>LANGUAGE (7):</b></p>	
<p><b>ORGANIZATION AND RHETORIC</b> Structuring, including introduction, overview, transitions, conclusion Rhetorical work to establish and maintain relationship with audience</p>	<p><b>ORGANIZATION AND RHETORIC (4):</b></p>	
<p><b>CONTENT</b> Research question, response to question (thesis) and support Depth of analysis and indication of understanding of content presented Use of &amp; reference to scholarship during talk on outline</p>	<p><b>CONTENT (4):</b></p>	
<p>Outline accompanying exam</p>		<p><b>TOTAL GRADE (25)</b></p>

student name  
student number  
course of studies

14th February, 2016

## Oral Skills Presentation Outline

### Topic

The role of social information in speech perception.

### Thesis

Social characteristics such as gender, age or social class systematically affect the way how speech is perceived. The perception of a merger-in-progress of vowels in New Zealand English is influenced by social factors. According to Hay, Paul and Drager speech perception involves not so much what we hear, but what we believe we hear.

### Outline

1. Introduction
2. Defining merger-in-progress of NEAR/SQUARE in New Zealand English
3. Consequences of the merger-in-progress in the perception of New Zealanders – a study by Hay, Paul and Drager (2006)
  - 3.1. Procedure
  - 3.2. Results
  - 3.3. Explaining the results
4. Conclusion

### References

- Bauer, Laurie & Paul Warren. 2008. New Zealand English: phonology. In Katie Burridge & Bernd Kortmann (eds), *Varieties of English 3: The Pacific and Australasia*. Berlin and New York: Mouton de Gruyter, 36-63.
- Hay, Jennifer & Katie Drager. 2007 Sociophonetics. *Annual Review of Anthropology* 36: 89- 103.
- Hay, Jennifer, Paul Warren & Katie Drager. 2006. Factors influencing speech perception in the context of a merger-in-progress. *Journal of Phonetics* 34(4). 458-484.
- Tedx Talks. 2014, November 21. What your speaking style, like, says about you | Vera Regan | TEDxDublin [Video file]. Retrieved from <https://www.youtube.com/watch?v=jAGgKE82034>

Student name:  
Student ID:  
Course, Semester: 5<sup>th</sup> Semester  
Instructor: /  
Date: 14.02.2016

## Oral Skills Presentation Outline

**Topic:** The Rise of the Novel

**Research Question:** What is a novel and how did it arise in England during the 18<sup>th</sup> century?

**Thesis:** The novel narrates social events and is often rooted in a complex and social world. Furthermore, it distinguishes itself from the romance by showing life as it really is. It emerged in England due to many factors, such as: Buying power, circulating libraries, female readership, economic development and others.

**Outline:**

1. Introduction
2. Definition of the novel
3. Reasons why the novel rose
  - 3.1. Buying power
  - 3.2. Circulating libraries
  - 3.3. Female readership
  - 3.4. Middle class
  - 3.5. Booksellers
  - 3.6. Economic necessity
4. Examples of novels
5. Conclusion

**Literature:**

- Abrams, Meyer H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Boston: Thomson Wadsworth, 2006. Print.
- Greenblatt, Stephen, and Meyer H. Abrams, (eds.). *The Northern Anthology of English Literature*. 8<sup>th</sup> ed. 1 vols. New York: Norton 2006. Print.
- Wagner, Hans-Peter. *A History of British, Irish and American Literature*. Trier: Wissenschaftlicher Verlag. 2003. Print.
- Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. London: Chatto & Windus, 1957. Print.

Alongside the presentation that you have to hold and its accompanying outline, you also need to bring to the oral exam the following written task as part of your AP (10%).

### **Literature Review Guidelines**

Write a literature review (225-275 words) on two of the secondary sources provided in the reference list on your outline. Your literature review should include:

- A summary and synthesis of the most relevant information of these sources pertaining to your presentation topic;
- A critique of the sources in terms of their contribution, credibility, and currency to the presentation topic discourse;
- An opening statement that informs the reader of your main organising principle;
- Appropriate referencing conventions to cite the sources.

Please include the word count and a link to the two sources that you have reviewed.

For more information consult "Literature Review"(2019) The Writing Center, The University of North Carolina accessed 3 July 2019 at <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>

# Samples

Name:

Student ID:

Date: July 4, 2019

## Literature Review

In the reviewed texts, all three authors discuss speech variations in contrast to standard spoken and written English. While each of them puts their main focus on a different aspect of the topic, all three texts state that spoken English, as different as it seems from written English and contrary to some people's impressions about the nature of dialects, does have a set grammatical structure and is not at all chaotic or arbitrary. That being said, it is noteworthy that Svartvik and Leech discuss a "spoken standard English", while the other two texts mainly focus on urban dialects.

Crystal and Johnson also imply that dialectic speech variations signal cultural or regional background while conveying a sense of community. This paradoxically juxtaposes the intent to spread a benevolent attitude towards the use of such language, while shaming children for the pretense that their natural way of expressing themselves is wrong.

All authors imply that a standard form of English proves useful and necessary in certain environments and as mentioned in Svartvik and Leech's text even in a historical sense. While Crystal and Johnson focus only on speech variations, Svartvik and Leech further explore the historical development of standard English and the relation between spoken and written English.

### Sources:

- Crystal, David. "Ethnic Variation" in *Rediscover Grammar*, Harlow: Longman, 2004, p. 30.
- Svartvik, Jan, and Geoffrey N. Leech. "The Standard Language of Today" in *English: One Tongue, Many Voices*, Basingstoke: Palgrave Macmillan, 2006, pp. 191-205.
- Johnson, "The importance of proper and improper English", *The Economist*, 2017.

Word Count: 257 words

Name:

Student ID:

Date: July 4, 2019

### Literature Review

The three texts: "The Standard Language Today" by Svartvik and Leech; "Ethnic Variation" by Crystal; and "The importance of proper and improper English" by Johnson; all concern the topic of the English language in its use of the standard form, development and ethnic origins.

The main point that all authors stress in their texts is that there is a variety in language, whether it is in writing, speech or dialects. This differs from the use of Standard English and can sometimes be an issue, as seen in the Crystal and Johnson texts, which highlight the problem of authorities attempting to force the use of a single Standard English form. Crystal's and Johnson's approaches in particular tend to agree on the fact of ethnic origins driving dialect varieties of language, and their importance for rich expression and belonging to a certain social group.

While they all share similarities regarding their main topic, they focus on different aspects of the use of the English Language. Svartvik and Leech take a more explanatory and historical approach, while Crystal and Johnson, respectively, focus more on the present day development and ethnic variation of English and its societal consequences. All texts cover language development, but while Svartvik and Leech seek to explain the formation of Standard English, the other two texts argue more about new forms emerging from this.

#### Sources:

- Crystal, David. "Ethnic Variation" in *Rediscover Grammar*, Harlow: Longman, 2004, p. 30.
- Svartvik, Jan, and Geoffrey N. Leech. "The Standard Language of Today" in *English: One Tongue, Many Voices*, Basingstoke: Palgrave Macmillan, 2006, pp. 191-205.
- Johnson, "The importance of proper and improper English", *The Economist*, 2017.

Word Count: 273 words