

Language Skills II Exam

Abschlussprüfung LS II

The exam consists of two elements:

Academic oral presentation (7 minutes) -
50% Essay (500 words) - 50%

Essay writing will take place this term Juli 28th, 2020, oral presentation exams July 21st, 22nd, 23rd. There will be both online and in-person exams due to the current situation (COVID-19).

Registration

Students register on the **Studierendenportal** as with any exam. This can be done up to 1 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 **Studierendenbüro Anglistik** (Geb. 23.31 Raum 04.73) during the opening hours to arrange a **presentation timeslot**. There are usually 3 to 5 different dates to choose from.

Presentation

Students should turn up to their slot at least 5 minutes early. They should wait outside the door as the examiners will call them in. They must bring **2 copies** of an outline (examples below). They can bring a device to keep time if they wish (e.g. a phone).

Essay

The exam will be held in a computer room at the ZIM and will last 120 minutes. Topic “areas” for the questions will be published on the **Studierendenbüro website** 7 days prior to the exam. Students should be told to check this site regularly for ALL exam info, for LSI as well as LSII.

Grading

Each element will be graded from a maximum of 25 points. They will be added up and the grade worked out from the points out of 50. See the table below for the grading system.

There will be **two examiners** for the oral presentations and **two examiners** will mark each essay.

On the following pages you will find:

- 1) Orals skills guidelines and examples of outlines
- 2) Essay writing marking criteria

Oral Skills 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'

Marking Criteria /25

- Delivery: during both presentation (prepared) and questions (extemporaneous) /10
 - sounds, clarity (pronunciation, enunciation)
 - prosody (stress, pausing, intonation, linking)
 - fluency, filler avoidance
 - non-verbal communication (eye contact, position, gestures)
 - pacing
- Language: during both presentation (prepared) and questions (extemporaneous) /7
 - Grammar (range, accuracy)
 - Vocabulary (range, accuracy)
 - Register (appropriate, i.e. spoken but academic)
- Organization and rhetoric /4
 - Structuring, including introduction, overview, transitions, conclusion
 - Rhetorical work to establish and maintain relationship with audience
- Content /4
 - Question, response to question (thesis) and support
 - Depth of analysis and indication of understanding of content presented
 - Use of & reference to scholarship
 - Outline accompanying exam

Outline

Students **MUST** submit an **outline** and have it checked a minimum 2 weeks prior to the exam. It can be revised until the exam date. They should send it to their current presentations class instructor Ellen.Rosenbaum@hhu.de, Elaine.Chung@uni-duesseldorf.de, westwood@uni-duesseldorf.de or previous instructor ahabot@phil.hhu.de. This means for the summer semester 2020: **latest July 6th, 2020.**

Pass/Fail Criteria:

- All students **MUST** meet the following criteria. The Oral Skills component is 50% of the LSII exam.
- 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.

Oral Skills Talk Evaluation

Speaker:

Topic:

Length:

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

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: 5th 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 18th 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*. 8th 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.

Essay Writing: Marking Criteria

Structure 6

- overall organisation into paragraphs
- paragraph organisation and unity
- cohesion & use of transition expressions
- 500 words +/- 10%

Content 6

- question is answered directly and completely with a clear thesis statement
- adequate and relevant supporting detail is given
- development is logical

Grammatical and Lexical Accuracy and Range 7

- variety and accuracy of sentence structures
- variety and accuracy of grammatical structures
- appropriate, idiomatic and varied vocabulary

Style 6

- register is appropriate to audience and purpose
- style is clear, concise and consistent