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PRINCIPLES OF ACADEMIC SPEAKING



Dr. Nunun Tri Widarwati, M.Hum.
Dr. Budi Purnomo, M.Hum.

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Penulis:
Dr. Nunun Tri Widarwati, M.Hum.
Dr. Budi Purnomo, M.Hum.

Editor:
Adhika Prasetya K, S.Sos., M.M.

Lay Outer:
M. Masykur, S.Hi.

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PREFACE

Praise the love and mercy of Almighty God for helping the author complete the book of Academic Speaking.

English Language in the Academic Speaking is an important aspect of academic learning. The Academic Speaking book makes it easier for readers and teachers to speak with students when providing academic learning materials. For this reason, the book of Academic Speaking is intended to help teachers. The book is written in easy to understand language and includes exercises. Therefore, any reader can easily understand the contents of the book.

The author would like to thank Univet Bantara Sukoharjo, the editor, for his support in the proper and smooth completion of this book. I hope this book is useful for the reader. The author recognizes that the writing of this book is far from perfect, so we are open to suggestions and criticisms for the development of the next book.

Sukoharjo, 1 Juli 2024

Writer

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Unit 1

ACADEMIC DISCUSSION AND DEBATE

INTRODUCTION

Many of us think that academic discussion and debate are same, but actually they are different because the fact that academic discussion and debate are two different modes of communication. It is truly significant thing because when we hold academic discussions, we might be encouraging a discussion while hoping for debate. It is important when we are clear with ourselves, and then with our students, which of us are intending an activity to produce an academic discussion.

It is very important to know that there is space for those methods of communication in our classroom. But we also have to be intentional. It also can be disastrous if a method takes hold during an activity that we did not intend those methods can take place. For example, when our students are trying to build

community through dialogue, whereas other students are working towards scholarly neutrality and they think that the group is having a debate. For those, it is important for our students that we are intentional and transparent on what method of conversation or communication to occur in our respective activities.

ACADEMIC DISCUSSION

What is Academic Discussion?

As stated before that academic discussion and debate are different thing. Commonly, a debate is a formal contest of argumentation involves two individuals or teams. Usually in a debate, there are two opposing sides. These opposing sides have to attempt to prove each other wrong. Each team or side listens to the other side to find flaws and spot differences in order to produce counter-arguments.

In other words, one side searches for weaknesses on the other side. One thing we have to know that debates, have to have some arguments and a conclusion. At the end of a debate competition, one side usually is declared as the winner and the other side becomes the loser. The winner sides are selected by a board of judges which based on a list of criteria namely: content, style, and strategy. Competitive debating is usually carried out in local, national and international level.

Whereas in academic field, every students are encouraged and expected to participate in every class by having academic discussion. Teachers consider that it is being part of the learning process. Questioning the instructor and providing our own opinion show that we are paying attention and thinking critically about the material being presented by the teachers. Usually, teachers also appreciate clarification questions with the purpose to make sure that everyone understands. However, many people feel anxious and nervous about participating in the classroom especially for students whose first language is not English.

Why is Academic Discussion Important?

Asking questions and joining in discussions are important skills for the student in learning in the class. Almost in every subject that we join, we will receive certain marks for having and joining participation and part of this mark reflects how active we have been participating in some discussions. There are some reasons why academic discussion should be done in the classroom. They are as follow.

1. By having academic discussion we can understand a subject or topic area more deeply.
2. Academic discussion can explore our ideas and exchange information.
3. We can expand and clarify our knowledge and improve our ability to think critically.
4. Academic discussion may improve our language skills and increase our confidence in speaking.
5. Academic discussion also can change our attitudes and ideas. Besides, academic discussion can helps a group make a particular decision or come to a conclusion.
6. The last but not least, academic discussion gives us the chance to hear the thoughts and ideas of other students.

Some Strategies of Academic Discussion

There are some ways to overcome anxious feeling in academic discussion or speaking. These strategies can be practiced in the meantime.

1. First, we have to try to speak in class as early as possible in the semester, although what we say is very simple. This way can give us more confidence. One thing we have to remember, the longer we wait to speak, the more nervous feeling we may get.
2. Second, we should try to use other students' comments and questions as starting points for our own comments. This way can be help us when we don't know where to begin our thoughts.

3. Third, we have to hedge our comments especially when we want to participate well. But when we feel we cannot do well because are not completely sure that we are correct, we have to try to convey our uncertainty in our answer or comment.
4. Fourth, it is better when we have a question or comment and the conversation moves quickly but we weren't able to say it, we have to refocus our mind at the point of the previous conversation.
5. Fifth, we have to prepare well in every class. We must try to find every questions that may arise during the conversation. Besides we have to consider how to formulate the question instead of having to do it during the discussion.
6. Sixth, we have to try to envies our comments or questions as assets in the class. Remember that classes where students participate usually tend to be more rewarding, interesting and fun than other courses.
7. Seventh, we have to be aware that usually other students will have the same questions toward everything we do. By asking a question usually will help them well.
8. Eighth, when we feel worried that we can't participate well, we can talk to our teacher about it. We can do it outside of the classroom or sending an email, By having communication inside the classroom it can become easier.

Overall, there are also some strategies that we can do when we find difficulties to speak or ask questions in academic discussion, we may also try the following strategies. The first, observation. Observation means we attend as many academic discussion as possible and notice what other people do. We can ask ourselves some questions, such as:

1. How do other people usually enter into the discussion and how do they usually as question?
2. How do they show their disagreement with or support the topic?

3. How do usually other people make critical comments?
4. What expression do they use to show politeness even when actually they are voicing disagreement?
5. How do they give a signal to ask a question or make a point?

Secondly, listening to listen. Most of people agree that listening is an essential skill and an important element in every discussion. When we are an effective listeners, we may not just hear what is being said, but we have to think about it and actively process it. Here are some points that we may to note.

1. We must be an active listener and never let our attention drift, always stay attentive and focus on what is being said.
2. We try to be able to identify the main ideas that's being discussed.
3. We have to try to evaluate what is being said and think about how it relates to the main idea/ theme of the tutorial of academic discussion.
4. We must listen with an open mind and be receptive to new ideas and points of view and think about how they fit in with what we have learnt.
5. We always try to test our understanding and paraphrase what other speakers say.
6. We also can ask ourselves questions as we listen and take notes during class about things to which we could respond.

Third, preparation. One thing that we must remember that we can't contribute to a discussion unless we are well-prepared. Besides, we have to attend lectures and make sure that we have completed any assigned readings or tutorial assignments. If we don't understand the material or we don't feel confident about our ideas, we can speak to our teacher/lecturer outside of class.

Fourth, practice. We must always try to practice academic discussion course topics and materials outside class. We may start it in an informal setting with another student in a small

group. To do this, we may begin by asking questions our fellow student some questions about the course material, their opinions, and information or advice about the course. Besides we may also practice listening and responding to what other people say and try out any discipline-specific vocabulary or concepts. By becoming accustomed to expressing our views outside class will help us develop some skills that we can take into the more formal environment of a tutorial group.

Fifth, participation. When we find any difficulty to participate in academic discussion first thing that we can set is setting our goals and aims to increase our contribution each week. We may start by making small contribution, such as: agree with what someone has said, ask them some question to expand on their point ask by giving an example or more information, prepare some questions that can be asked beforehand. Besides that, we may work up to answer a question put to the group, provide an example for a point under discussion, and disagree with a point.

How to Give an Opinion and Argue a Point Effectively?

To make argument in an academic discussion means to put forward an opinion through the process of reasoning that is supported by evidence. Most of argument attempts to persuade through rational and critical judgment. In academic discussion an argument is usually called a claim or a thesis statement which is supported with some evidences.

Whereas to make an argument in academic discussion we can begin with suggesting a fight with an aggressive conflict or confrontation between adversaries. It aims one tries to dominate the other in order to win in a discussion. But some people say that this kind of arguing is not appropriate because the aim of academic argument is to explore the questions and an area of knowledge and achieve reasoned mutual understanding. Actually, it is not important who will be the winner and what matters most is the

quality of the argument itself. When we are in academic discussion, it means that we are developing our ideas, advancing and clarifying your knowledge, and learning to think critically.

How to Lead and Chair an Academic Discussion?

It is common thing when we are in a group of academic discussion, it requires a person to lead a group in academic discussion, or lead a discussion after an oral presentation. When we are in a such condition, we can lead an academic discussion by following steps.

1. First, we begin with introducing ourselves and stating the purpose of the discussion
2. Second, we explore some questions by asking questions to stimulate the discussion
3. Third, we have to make sure that no one dominates the discussion by inviting and encouraging contributions from all students
4. Fourth, we are ensuring that only one member of the group speaks at a time
5. Fifth, we are ensuring that the discussion remains relevant and doesn't drift off topic
6. Sixth, we have to summarize or rephrase a speaker's point
7. Last, we must summarize the discussion

Whereas to chair an academic discussion group, we must always try to communicate in a positive way to assist the speakers in accomplishing their objective. To do these, it needs some skills that we can use to influence other people positively and help our group achieve its purpose. Those skills are introducing the topic and purpose of the discussion, introducing ourselves and the other speakers, making sure that all members have approximately the same time to speak, thanking to the group members for their contribution, and being objective to summarize the group's discussion and achievements.

DEBATE

What is a Debate?

As stated before that a debate is a way of communication consisting some confrontations of different points of view regarding the same topic. Commonly, a debate is held between two groups or teams which consist of two people or groups with a specific issue that is addressed from different conceptions. But it also possible a debate is consisting more than two groups or teams.

Of course, we agree when in a school and academic environment, a debate is a truly useful tool to analyze topics of study and to reach a higher level of awareness. A debate is not a fight or a mockery towards the other, but it is a conversation between people who respect and listen to each other.

In a debate, it is truly understandable when people involve in a debate have different opinions and reactions on the same topic. Through a debate, it is possible if a group/team will not change their minds and they will defend their arguments.

The Characteristics of a Debate

One thing that we should know that a debate is characterized by having the confrontation of ideas with respect and no violence. Generally, there are two types of debate which depends on the environment where the debate takes place.

1. Formal Debate.

   Formal debate is a debate which usually has a certain structure which consisting the moments for the speaker and the moments for the audience to ask their questions and give their opinion toward the motion. In formal debate, there is a person as a moderator to moderate the meeting. A moderator is responsible for maintaining order between the groups/ teams. The example of formal debate is an informative debate offered by an authority to a specialized or press audience.

2. Informal Debate

   Informal debate is a debate arises spontaneously, without prior agreement or basic structure, and also allows opposing points to be exchanged harmoniously. Informal debate is usually very interesting and genuine because the thoughts and emotions of each participant emerge on the spot and without premeditating. The example is a debate that originate during a family dinner or during a class at school .

Whether informal or formal debate, we have to pay attention the tone of speech communication. The tone of communication are classified as follow.

1. Informative tone

   It means that the information we are discussing is presented in a complete manner, based on facts and evidence. The speaker can be the one who presents that data whereas the audience are the person who asks questions to clear doubts.

2. Argumentative tone

   It means that the data that we try to give reasons for a point of view must be reliable support so the debate will not result in a meaningless discussion between opposing positions.

3. Persuasive tone

   It means that the speaker for each group they represent may have the intention of convincing an audience using convincing techniques from logic, emotion and sympathy.

Elements of a Formal Debate

When we would have a formal debate, there are some elements or steps that we must consider to, namely:

1. Planning and deciding the topic or hypothesis that would be debated. It must be stated clearly in accordance with the target audience.

2. Organizing the teams whether the team from the speaker or representative of the group, audience, moderator, and among others.
3. Determining the structures or moments in order that each group/team has the floor. For instance, the speaker can answer the questions from the audience only after finishing his speech .
4. Initiating the debate itself because it may or may not be in charge of the mediator or moderator.
5. Executing the debate with the respective opportunities for each group/team to speak.
6. Making conclusion of the debate consisting a few words from the moderator and bringing the debate to a close.

Rules of Conduct

When we have a debate, it is truly important that we respect to other group or team who thinks differently. In order that a debate runs properly and harmoniously, it is necessary that every group or team respects certain general rules. They are as follow.

1. We must be tolerant of the differences of others.
2. We must listen other people exploring opinion without interrupting them
3. We may not underestimate or make fun of other people who have different thinking
4. We have to avoid raising our voice when we want to interrupt the speaker so that other people/team can hear well.
5. We have to avoid dispersing or talking about topics which is not related to the topic of the debate.
6. When we want to criticize so we must criticize with grounds and better proposals than those that we criticized.

THE BASIC DIFFERENCES BETWEEN ACADEMIC DISCUSSION AND DEBATE

From the above explanation. we know that since the beginning of the time, human beings have been discussing and debating in

various environment. Academic discussion and debate have an important part in the evolution of human thought. In other word, we may say that academic discussion and debate have their own place in our life, and each has its own differences. We may find out their differences are as follow.

1. Main Concern of Both

   Both of academic discussion and debate, the main difference appears in openness of the participants. People who are participating in an academic discussion are usually open to one another's opinions and also a chance the opinions can be changed in an academic discussion. In a debate there is not. Debaters aren't openness and they are there to win.

2. Winning versus Learning

   In academic discussions, the participants tend to be listening and learning and not winning. The participants do not "win" a discussion but they learn from one another. Whereas in a debate, each participant wants to be the winner. Debaters will try as hard as possible in order to be winner in every step of the debate, even if they are not. This part of the debate is being a performer.

3. Looking versus Listening

   In an academic discussion, each group or team are actively listening to one another, reflecting on what are being said, and how it might work or not work with their own experiences, knowledge or truths. Meanwhile in a debate, debate participants always look for a chance to make their point known and to outsmart their proponent. Debaters are not listening for information absorption and expanding horizons but debaters are always listening for inconsistencies and parts with which to argue.

4. Changing Direction versus Authenticity

   Academic discussions has more authentic flow of topics and will not make sense if participants suddenly change the direction of the conversation. But in a debate, during a debate, when a

debater struggles with a topic or with an argument, they are likely taught to steer away and back to familiar territory. This condition makes the debater back in control and come into the winner.

In a simple word to sum up the above explanation, the following table shows the differences between Academic Discussion and Debate.

Table 1 The Difference between Academic Discussion and Debate

Academic Discussion	Debate
1. Being conceptual and conversational by presenting some ideas whether in clean or sophisticated ways	1. Getting competitive but it focusses on the succeeding and winning, and proving others' logic "wrong"
2. Purposing to share information, seeking and staying neutral in conclusions	2. Focusing on the right and wrong through some evidences
3. Seeking answers and solutions together	3. Looking for the weaknesses, searching for flaws in others' logic and criticizing their position
4. Giving answers in accordance with academic standards, for instance, "What do our readings say?"	4. Listening well that is used to form a counter arguments
5. Listening each other to find places of disagreement and to gather rational pieces of argument	5. Focusing on conflict and difference to gain an advantage
6. Avoiding strong conflicts and differences	6. Disregarding relationships
7. Retaining relationships and voiding silence	7. Using silence way to gain an advantage

Unit 2

BRITISH PARLIAMENTARY DEBATE

INTRODUCTION

British Parliamentary (BP) Debate is a an academic debate that originated in the mid of 1800 century. British Parliamentary Debates consists of four teams, and each team containing two speakers which are divided into two sides, namely: speak for and against the motion. These two sides are called the *government team* and the *opposition team*. The similarity is each sides are known as benches which consisting of two teams as an opening team and a closing team. Each team competes against all three other teams including against opening or closing team without expecting to help. The order of speeches alternates between the two benches begins by starting with the first government speaker until all eight participants have spoken. The duration of speeches is usually five or seven minutes for each speakers.

The final speaker from each bench is called the *whip*. One thing that we should know that the whip speakers cannot add new arguments. He or she just makes summarize, frame, and weigh the arguments presented in the debate showed by their team. *Closing government* or *closing opposition* who will be the winner of the debate.

Speakers in the British parliamentary system debate can also offer Points of Information (POIs) to opposing teams. Meanwhile, to offer a Points of Information (POIs) during another speaker's speech, a debater may stand, say something such as "Point" or "Point of Information", and wait to be called on. The speaker may also accept, reject, or ignore the Points of Information (POIs). If they accept, the person who offers the Points of Information (POIs) may state an argument, a rebuttal, or ask a question to the speaker for up to 15 seconds or until interrupted by the speaker. The speaker may reject Points of Information (POIs) with a physical cue such as waving one's hand or a verbal indication of rejection.

The speakers are granted protected time when there is not Points of Information (POIs) offered. It usually happens in the first and last minute of a speech. It's only speakers from the opposing bench who may offer Points of Information (POIs) to the current speaker. Furthermore, the speakers on the same side of the motion also cannot do so even if they are from different teams, for instance: opening and closing government may offer Points of Information (POIs) to opening opposition, but it cannot in closing opposition.

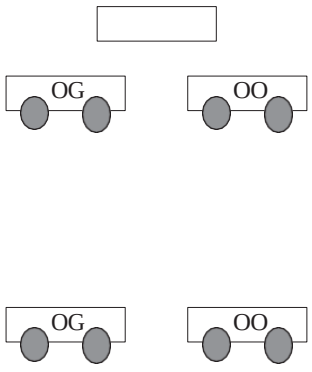
THE RULES AND *S*TRUCTURE *OF BRITISH PARLIAMENTARY (BP) D*EBATE

As stated before, the rules and structure of British Parliamentary (BP) Debate consists of two sides or benches. They are the Government or Proposition team versus the Opposition team who must either support or oppose a given motion. Each side or bench consists of two separate teams consist of two speakers. It means that in BP debate has a total of 8 speakers. All teams are given the motion at the same time and they are given 15 minutes of preparation time before the debate starts.

The rule of BP debate begins with each team pushes forward their cases and the most convincing team will be the winner. Although there are only two sides of the debate, closing and opening teams are taking different approaches to the motion. For instance, in the motion 'This house believes that cigarette advertisement should be banned from sport events" how they regret cigarette is damaging human health so its advertisement must not appear in sport events. The closing government may talk about how they regret if the cigarette advertisement is banned from sport events. The team which is ultimately be the most convincing will be the team that sustains the least amount of damage to their case by the end of the debate and can prove whytheir case is the most relevant.

Every speech has seven minutes long/ The first and last minute of the speech is called as protected time. In unprotected time, each teams on the opposite bench can offer points of information (POIs). Points of information (POIs) are targeted questions meant to throw the speaker off balance. Then, the speaker must respond to the point before continuing. It is very recommended that each speaker take at least one point of information (POIs) during their speech. Meanwhile the structure of British Parliament (BP) Debate can be seen in the following diagram.

Table 2 The Structure of BP System Debate

1.	Two Benches: Government/ Proposition and Opposition a. Two teams on each bench: Opening and Closing b. Two speakers on each teams	
2.	7 minutes speeches c. First and last minute are protected d. Points of Information (POIs)	
3.	15 minutes of preparation time	

Motion Types in British Parliamentary (BP) Debate

Motions cover a diverse range of topics. Motion can also come in many forms and it requires us to approach them slightly differently. To explore the motion, it can be begin with the following phrase.

1. This House Regrets (That) ….
   In this case, proposition teams must give reasons why they regret a certain topic or thing has happened. It must explicitly state, such as: what they believe, what would have happened instead, and why they believe it is preferable.
2. This House Believes (That)…
   Of course, we are very familiar with this because this type of motion is very common. Each teams must give arguments generally to support an ideaor phenomenon.
3. This House Would… (That) …
   Actually this type of motion is similar with the previous one, but it must contain specific arguments why a certain technical policy is regarded as a good idea.
4. This House, as X, would do Y…(If) …
   In this type of motion, debaters must adopt the standpoint of a certain actor within the debate. They must state their arguments why a certain action would be either beneficial or detrimental to an actor's interests. For example, "This House, as Indonesia, would agree if governor should be elected by president. This motion requires debaters to argue why this action would benefit or harm Indonesia politics. Often debaters must justify why they believe that it is the best ones for Indonesian people.

Speaker Roles of British Parliamentary (BP) Debate In British Parliamentary (BP) Debate, the Opening Government's speaker has the floor first. After that, each teams alternate between benches. After the first speaker of Opening Government has finished the speech, the first speaker of Opening Opposition takes the floor

to speech, then the second speaker of Opening Government, then the second speaker of Opening Opposition and so on.

Depending on where they are in a debate, speakers have slightly different roles. Don't feel pressured to read through everything below. Every speech besides the Prime Minister's and the whips' is basically the same. They all consist of rebutting previous speakers before you and delivering arguments.

1. The Duties of Opening Government (OG): Prime Minister (1st speaker)

   The prime minister (1st speaker) has the following duties:

   a. Laying out definitions and government's policy
   b. Forwarding the main case of their team and it can be 2 or 3 arguments),and deputing Prime Minister (2nd speaker)
   c. Rebutting LO (Leader of Opposition) speech
   d. Rebuilding the case brought out by PM
   e. Extending on any analysis or forward a new argument

2. The Duties of Opening Opposition (OO): Leader of Opposition (1st speaker)

   The Leader of Opposition (1st speaker) has the following duties:

   a. Rebutting PM (Prime Minister) speech
   b. Introducing a counter-policy or challenge any of the PM's setup it is necessary
   c. Forwarding the main case of their team Deputy Leader of Opposition (2nd speaker)
   d. Rebutting PM (Prime Minister) and DPM (Deputy Prime Minister)
   e. Rebuilding the case brought out by LO
   f. Extending on any analysis or forward a new argument

3. Closing Government [CG]: Member of Government (1st and 2nd speaker)

   The Member of Government (1st speaker) has the following duties:

a. Rebutting LO and DLO

b. Bringing in new substantive material such as: arguments, analysis, rebuttals that are notably different fromopening

Meanwhile, the Member of Government whip (2nd speaker) has the following duties:

a. Summarizing the debate into main clashes
b. Proving how your team comes out on top (through rebutting and rebuilding)
c. He or she is not allowed to bring in new material

4 Closing Opposition (CO): Member of Opposition (1st speaker)

The Member of Opposition (1st speaker) has the following duties:

a. Rebutting PM, DPM, Government Member
b. Bringing in new substantive material Opposition Whip (2nd speaker)
c. Summarizing the debate into main clashes
d. Proving how the team comes out on top through rebutting and rebuilding
e. He or she is not allowed to bring in new material

Anatomy of a Basic SpeechPreamble in BP Debate

In British Parliamentary (BP) System Debate, most speeches are starting with a stylized opening sentence. This sentence contains some aims, namely giving contextto the debate, highlighting a problem that the debate tries to solve, and giving the direction that the rest of the speech is headed. Besides, it also can be compared to the opening sentence of an essay.

1. The Model and Definition

The first speaker in the government team have to give a policy. It is a brief outline of the solution our side is proposing. A definition is what it sounds like, we define a specific term in the motion ifwe think it needs clarification. For example,

the motion is This House regrets that the establishment of politically affiliated students union in all universities. The definition can be any video game platform whose main purpose is show some establishment of politically affiliated students union in universities

2. Dividing the Case

   Dividing the case means telling the judge about the main arguments which are going to be debating. It is such as introducingthe main topic of paragraphs in the introduction. For instance, "My first argument will be about how we protect people from anonymized harassment. My secondargument is about reducing fictionalized fantasies of criminal in life crimes.

3. Arguments or Rebuttals

   Arguments or rebuttals means making our case or attacking someone else's. we have to make sure to give clear analysis that links to the motion and explain why we win. We must give more detail arguments rebuttals with point evidence explanation.

APPROACHING A MOTION

One thing that we should consider that we must be selective with arguments we have. Most of people make the mistake because they try to think of arguments right away and get easilycaught up with superficial issues. For those, below are some approaches of motion.

How to choose the best arguments?

As we know that debate is not what happens in our head but it what happens in our heart. So, we must listen to our instinct. Many people make the mistake of trying to sound impressive. We have to remember that whatever argument comes most naturally to us is frequently the most convincing.

1. It must be contextual and relevance

   When we're approached with a motion, we may not start scrambling for arguments. We must think around the motion. We must think of what we have seen in the news recently, What issues are the issues surrounding the motion, Who is involved, What they feel/what they are more concerned about, or which of these issues the most pressing one.

   We also remember that debates are almost never trivial. Usually, they point to large and incredibly difficult problems even if they don't explicitly mention them in the motion. Debates are always problematic with the motion and ask why these issues haven'tbeen solved. So, we will end up constructing a much more sophisticated and strategic case. Our ability to understand context and relevance ties to how much we know about the world.

2. Predicting the Future Clashes
   When we are stumped, we start thinking about what the other side might say and how we will tackle their arguments. This approach is truly good if we don't agree with our side. By pre-empting what the other side might say and how we would rebut their argument will allow us to come up with a case pretty easily.

3. The Specific Terms in the Motion
   Most of people who make motions usually think about them for ages. Every word is a reason. By putting specific words in the motion, they are trying to make the debate about something. We must look for phrases that stand out in the motion and think about why they may be there.

Preparation Time Model

All preparation times are different and of course, every people need different things out of preparation time. But many novices make the mistake in talking arguments and wasting valuable time. Pay attention the follows.

1. In the first 2 minutes, we must take some time in silence and think about the motion. In these 2 minutes, we should have narrowed down the entire debate to the most instinctual arguments.
2. Then, we discuss these one or two instinctual arguments with our partner. In 8 times out of 10, they will have come up with something similar. And if it is not, we can spend not more than 1 minute deciding who is the right one. We may also ask ourselves which of us is the most relevant and impactful.
3. We should start writing because writing is also important in debate. We should write every crucial link in our case and also writeimportant phrases. We should write organized arguments with each logical link neatly flowing into the other.

HOW TO CONSTRUCT AN ARGUMENT?

When we want to construct an argument, we must familiar with the basic element of an argument. They are thesis or claim, premise, argument, and link. Thesis or claim is the end goal we aim to prove. Premise is relatively uncontroversial about the situation or foundation of our argument. Argument is a reason why things are likely to unfold in a particular way or why certain actors are likely to act in a particular way. Argument is supported by evidence and impact, that is why does this argument matter? Or what are the consequences. Meanwhile link is such a question "Therefore, why do we win?. Basically, the element of argument is classified as follow.

The Mechanisms

The mechanism is the main part of our argument. This element is where we prove how and why our claim is true. There is also a big emphasis on proof and sophisticated analysis. We must not take for grantedthat our argument is true but we always keep asking ourselves why at every logical step until boil it down to a few

indisputable truths. Below are some ways to do this in order to be much easier.

1. Mechanism Actor

   When we're analyzing why someone is doing something, then we try to analyze what their interests are. They are maybe typically to be motivated by other people or another reasons, such as: money, influence, coercion, ego, etc. At first, of course we analyze why a certain group of people are more likely to be motivated by one of these factors over the other. We need to analyze their psychological influences such as their income, race, gender, etc. Usually, debaters who aresensitive to how people act and feel tend to do very well.

2. The Principle of Mechanism

   The principle of mechanism can be probably the trickiest and brushing up on philosophy that would probably help. In this case, we have to prove why something is inherently wrong or desirable and why it walks through the epistemological roots of these principles.

3. The Economics of Mechanism

   The economics of mechanisms often appears in debates as well. They are more straight forward to do if we have a basic understanding of economics. They are supply and demand, monopolies, profit-motives,stakeholders in companies etc. We have to remember that our duty is to prove not only that a particular scenario is possible but also probable. The other side of the debate usually will argue for a counter-scenario driven by equally valid motives. Our duty here is to provewhy our scenario is comparatively more likely.

The Impacts

After we are proving why our argument is true, the next step is we are proving why it's important one. The impact is the last part of our argument and it's an easy one but many people forget it. Impacts are the consequences of our argument are being true. We

must remember that debate is a comparative activity. The other side will be bringing impacts of their own so we have not only why their argument isn't true, but also why it isn't important. We must tell the judge why our impact is more significant than any other impact in the debate.

HOW TO CONSTRUCT A REBUTTAL?

As stated before that a debate is an activity that focuses not only on speaking, but also on listening. The biggest obstacle is preventing our arguments from proving someone else. Most debaters do poor tracking skills and a lack of writing that damage habits of novice debaters. Speaking can be very pressurizing. It is likely that you will drop a lot of material so that we must be well-prepared.

There are many ways of tracking a debate. The most common one is to split a piece of a paper into two columns contains what they said and what we response. We can make bullet-pointing main links in the opponents speech in one column, and writing notes on our response. Directly opposite means that we are constantly engaged with the other speakers in the debate, and ensures that we don't drop any material. Remember that we are much less persuasive in the debate if we don't engage with the other sides material. So, we must always make sure to listen carefully and write down everything.

When and What to Rebut?

A common mistake debaters usually do is to do too much rebuttal. This is common thing that speakers and deputies who devote spend more than half their time rebutting instead of constructing new material. We must be always discerning when we rebut. We should ask why we are rebutting that argument and whether it's necessary or not. It is better if we are only rebutting for important thing such as. identifying and prioritizing which arguments to tackle based on how likely we think those arguments are going to win the debate

for opposing team, and how severely those arguments obstruct any analysis we want to run

The Basic Structure of a Rebuttal

In order to be a strong rebuttal speaker, we need to have a strong understanding of constructive argumentation. We must be able to identify what links are weak in a debater's speech so that we are able to explain why they are weak. We also needs to have a sense of strategy toward what arguments are the most likely to win another team the debate, and how we take those arguments down. The basic structure of a rebuttal is divided into three parts, namely: *They said, Not true,* and *Even if.*

1. They Said

   The *They Said* is part of a rebuttal which is simply stating and what their argument is. It requires us to have actually listened to their speech and remember that we have to arrive at the importance of good tracking.

2. Not True

   The *Not True* is part of a rebuttal which is the most intuitive. We're proving why what someone said isn't true. But the most common mistake for debaters is they tend to respond rather than to rebut. A response is stating or explaining an argument that contradicts with the opponents. Whereas a rebuttal is attacking the underlying logic of an opponent argument.

   In order to effectively rebut something, we must go one layer of analysis deeper. We also can give reasons as to why an alternative view is more likely or how their argument fundamentally makes no sense once our unravel it. We can do this by pointing out contradictions in their case, or missing logical links.

3. *Even If*

   The *Even If* is part of a rebuttal which is a secondary layer of attack. It happens where we assume their argument was true but they still end up losing the debate. We do this by

proving that their argument may betrue, but it is ultimately unimportant in the debate.

How to Structure a Speech with Rebuttals?

When we rebut someone, we may not go list off every single toward what they said and go point-by-point why they are wrong. It is truly time-consuming and incredibly difficult for the judge to follow. Points of clash are general areas where the two teams present arguments on the same basic theme, but differin argumentation.

Unit 3

ASIAN PARLIAMENTARY DEBATE

INTRODUCTION

As stated in the previous unit that a debate consists of a description of the teams, the roles and the times for each speaker in debate. In academic world, there are two common types of debate, namely British Parliamentary Debate and Australia/Asian Parliamentary Debate. Asian Parliamentary debate also called three on three debate because each team consists of three debaters in government team and three debaters opposition team. Asian Parliamentary debate has some roles that must be fulfilled by debaters to make the debate runs well.

In Asian Parliamentary debate, it consists of 12 participants in the finals which is divided into four teams by random lots. The teams is squared-off in a knock-out type semifinals, and the

winners then will have battle it out for the top spot. Whereas the best and second-best speakers will be judged only in the finals.

THE FORMAT OF ASIAN PARLIAMENTARY DEBATE

The format of Asian Parliamentary debate consists of team, adjudicators, and team member. They are explained as follow.

1. Teams

   In Asian Parliamentary debate, each debating match will consists of two teams. One time is as proposition team which propose the motion and one is opposite team which oppose the motion. Or in simple word we may say that the team proposing is called *The Proposition* and the team opposing is called *The Opposition.* Each team is designated as the Proposition or the Opposition for each round of the competition on a coin toss.

2. Adjudicators

   An adjudicator is a person who is presides, judges, and arbitrates during a formal debate competition or dispute. The main duty of adjudicators are to make or to decide preliminary legal judgments, to determine applicant eligibility, and to assess contenders' performance in competitions. Meanwhile the adjudicators panel, he or she must be a team of experienced teachers who will be serving as judges for this debate.

3. Team Members

   In detail, team members will comprise in the following.

   a. Proposition

      The proposition team is consisting Prime Minister, Deputy Prime Minister, and Government Whip. A Prime Minister (PM) is a person who opens the debate, defines the motion and advancesarguments. Besides, a PM also has the following duties.

      1) Providing the set-up of the debate
      2) Commencing the debate. It can be done by making the motion statement which commonly put before

the house. Then it is continued with proposing an interpretation clearly. PM have to state definition and context and parameters.

3) Defining motion's key words as what the team interpreted them
4) Making a comprehensive statement clearly to connect between the motion and the definition. In here, the problem should be at least the value to be appraised
5) Giving the opportunity to the Deputy Prime Minister to explore their main argument and then highlighting those arguments
6) Putting forth the constructive points when he/she does not have rebuttals
7) Putting forth a model. It means that the model just to be proposed in the speech of PM, including policy and mechanisms.

Deputy Prime Minister (DPM) is a person who refutes at first instance the case of theopposition, re-establish the government's claim, and advances arguments in detail, the duties of Deputy Prime Minister (DPM) are as follow.

1) Providing rebuttals
2) Rebuilding the case of government/opposition
3) Using the premise of the first speaker while at the same time providing a distinct argument
4) Avoiding a rehash or repackaging case or argument and if is possible he/she has to be a deeper insight into the debate (progression)

Meanwhile, Government Whip (GW) is a person who makes an issue-based rebuttal of the opposition'scase and summarizes the case of the government. The duties of Government Whip (GW) are as follow.

1) Giving some rebuttals and providing a summary of the issues which transpired in the debate. Government

whip also provides a thematic discussion of each issue while advancing the case of the team. But, the whip is prohibited to bring another new thought or arguments or matter

2) Providing a thematic approach on their analysis primarily which is emphasizing the merits of the closing team, as seen in the following table.

Issue 1	
They said that	We said that ....
Why we are better....	

b. Opposition

Opposition team is consisting Leader of the Opposition (LO), Deputy Leader of the Opposition, and Opposition Whip or Third Negative. They have their own duties in conducting a debate. Leader of the Opposition (LO) is a person who responds directly to the case of the government by giving a direct clash, and advances arguments. May challenge the motion if the definition is challengeable. In detail, Leader of Opposition (LO) has the following duties.

1) Rebutting the previous speech, such as: errors of fact, faulty premise, inconsistencies, or irrelevance
2) Reiterating the statement of case and the motion which is proposed by the PM
3) Making a statement related to the definition which is stated by the proportions. It can be rejected or accepted definition
4) Provide a point clash, negation, or maintain status quo.
5) Giving the team split
6) Rebutting the PM's argument.
7) Proceeding with his/her constructive matter and argumentation based on their clash.
8) Providing an alternative model if there is any

There are certain areas of rebuttal that we must consider a lot. It can be factual and logical errors, it is logic is sound but the argument does not resolve the issue, or faulty premises providing comparative analysis that allows your team to surpass the other's argument, or breaking deadlocks.

Meanwhile Deputy Leader of the Opposition is a person who refutes the case of the DPM, re-establishes the case of the opposition, and advances an argument. Whereas Opposition Whip (OW) or Third Negative is a person who makes an issues-based rebuttal of the government's and summarizes the case of the opposition

c. Speaking Order of Asian Parliamentary Debate

The speaking order of Asian Parliamentary Debater has the speak order as follow. At first, it begins by Prime Minister, Leader of Opposition, Deputy Prime Minister, Deputy Leader of Opposition, Government Whip, and the last is Opposition Whip. In this case, every time must prepare in sixty second or one minute only. And then the chance to speak is given to Opposition Reply Speech as a reply to the first and second opposition speakers. The last, it is Government Reply Speech's turn to reply the first and second Proposition speakers. . See the following format.

Table 3 Speaking order of Asian Parliamentary Debate

Government (Proposes and defends the motion)	**Opposition** (Refutes and negates the motion)
Prime Minister	Leader of the Opposition
Deputy Prime Minister	DeputyLeaderoftheOppo.
Proposition Whip	Opposition Whip
Reply Speech	Reply Speech

Adapted from: *https://www.studocu.com with a modification*

d. Debaters' Behavior During the Debate

POI or Point of Information is aimed when the debaters want to speak out of their turn. All debaters must know that they are prohibited to speak out of their turn except they get POI only. When they speak out of their turn then the adjudicators feel annoying with them, it means that they have mocked the rules and adjudicators. In order not to do so, the Chief Adjudicators must take an action which is appropriate to their team. Usually, the adjudicators penalize unfair teams which is supposed play heckling by giving MoV or margin of Victory. There is not arising change in the decision because of heckling. There is not an excuse for the team who play heckling during the debate.

e. Time of Speech

Every speaker is allocated seven minutes to deliver their constructive speeches. One speaker from both side that is for the Government Team, namely: PM/DPM/GW and for Opposition Team, namely: LO/DLO/OW) are given 7 minutes and 20 seconds to deliver a reply speech, meanwhile Reply Speaker is given 5 minute and 20. The protected speech is given to the first and last minutes of the constructive speech and in this this occasion, POI is prohibited. Then the turn to speech reply is 3 + 1 minutes only. No POI shall be raise. The speakers will have speeches with the following order:

1) Prime Minister (PM)
2) Leader of the Opposition (LO)
3) Deputy Prime Minister (DPM)
4) Deputy Leader of the Opposition (DLO)
5) Government Whip (GW)
6) Opposition Whip (OW)
7) Opposition Reply (OR)
8) Government Reply (GR)

In a debate, during the constructive speeches it is very possible that Point of Information (POI) can be explored bythe opposing side after the first minute up to the sixth minute. POI can be refused or accepted by the speaker. Meanwhile, during reply speeches there must not POI that may be raised.

Whereas reply speech is a comparative analysis of the strength and weaknesses of the case of both sides. The aim of the reply speech is to give a bias judgment as to why shouldthe people support the team's claim. The first the speech is delivered by the opposition side then followed by the government side who will close the debate.

f. Time Indication

The Time signals will be decided on the spot as per need as the debate is running. When the allotted time has ended, speakers have a 20-second grace period to conclude their speech. After this grace period has ended, there will be a continuous knocking of the table, and adjudicators will disregard the rest of that particular speech. The speakers then continuing to speech after the grace period is penalized by the adjudicators in the Method category. When the speaker make conclusion of speech before the second single ring of the bell, he or she should be penalized under Method and possibly and also under Matter.

MOTIONS

The motions for each round will reflect a specific and it is usually called as theme. There is only one motion per round but each round of the competition will comprise of three choices of motions. In releasing the motions, both teams strike off one motion. The opposition strikes off first, then in this regard the teams will receive only one minute to arrive at their decision.

The Understand Motions

Understand motion is a motion that can be phrased and interpreted differently. There are three kinds of understand motion, namely:

1. An open motion that is a broad motion that an can be defined on a wide range of topics. For example, " This House Believe That (THBT) the Mobile Phone should be Banned for Elementary Students or " This House Would (THW) believe,,,."
2. Semi-closed motion that is a broad motion but the context for which the motion is set is more limited than in an open motion. For example, "THW Alter Genetic Code." , or "THW Pay Compensation to Victims of Abuse."
3. Closed motion that is a motion which has specific in scope but still leaves room for interpretation. For example, "THW Bomb Iraq.", or "THW make Germans compensate victims of Nazi atrocities."

Types of Motions

There are three types of motion, namely: Motion of fact, motion of value, and motion of policy

1. Motion of Fact that is a motion of a factual interpretation which is something is or is not true. For instance; "THBT converting to solar energy can save homeowners' money".
2. Motion of value that is a motion indicates that something is or is not of inherent value. For instance, "THBT Shakespeare is the world's greatest writer".
3. Motion of Policy is a motion indicates that something should be done whether it is repeal or abolish existing policies, amend existing policies, or formulate new policies. For instance, "THW legalize prostitution".

PREPARATION FOR MATCH-UP DEBATE

After the motion is selected, 20 minutes is given for each team for preparing until the time to debate comes. Each team will run in

match debate in 25 minutes, counted from the from the beginning of their preparation time and it will forfeit for that particular round. The place of preparation happens in the chamber or venue where the debate will be running on.

When having preparations, each team should print and prepare materials which may be used during the preparation period. In this case, there is not access to electronic media or any devices is permitted after motions have been released, such as computers, electronic devices, mobile phones, etc. The debaters are usually permitted to bring printed material, but they are prohibited to bring and to read it when they are speaking holding the floor.

After the team released the motion, the debaters are prohibited to communicate each other whether communicate with people inside the team or outside the team, such as their teachers, instructors, colleges, mates, and any else. When they do so, it means that they have played cheating and they will get punishment by the adjudicator.

POINT OF INFORMATION (POI)

Sometime POI is given or offered in the beginning of the constructive speech, but it is also very possible POI is offered in the last minute of the constructive speech. In such condition, the speaker has opportunity to hold the floor to reject the speech of the opposite team. Meanwhile, if the speaker who is opportunity gets fail in holding the floor, then the chair of adjudicator panel will take or handle the house. Generally, POIs will run not more than 15 minutes between the team.

Furthermore, each team also can offer a POI by one of team member standing from a seat. Then, he or she is extending his hand towards the member holding the floor. A member who is offering a POI can draw attention to the offer by saying *on that point Sir/Madam* or by having short headlining tags.

Responding to a POI is done when a member holding the floor must respond to an opposing member. Offering POIs must be done with a clear gesture or hand signal rejecting the offer, using a verbal rejection of the offer, or using a verbal acceptance of the offer. When a POI is accepted then the point must be phrased as a question, clarification, or comment. It is made not more than 15 seconds. Points of Information (POI) can give opportunity for the team to respond the opposite team's speech. For those case, a team who has POIs must use certain strategic and method in order be able to handle the floor well.

ADJUDICATION

Adjudication is supposed as the panel of debate. Generally, adjudication is adjudicated by three adjudicators but it is also possible it is done a single adjudicator who has many experiences of being an adjudicator. The adjudicators have many rights such as conferring and discussing the debate and giving feedback.

The time needed is for more than 20 minutes before announcing the results or the winner of the teams. In every rounds but for the final round, there will be an open adjudication. It happens after the decision for each debate is announced where adjudicators will give reasons for their decision and other feedback to the teams. However, the debaters and other participants will not be showed the adjudication sheet.

The procedure for debaters is starting by all the debaters must leave the chambers following the completion of all speeches. At the time of the open adjudication. the debaters must not indulge in and the adjudicators may not entertain and give argumentation or cross-questioning

MOTION DEFINING

Motion definition is an important part in conducting a debate. It is such a giving interpretation toward the motion which is given

by the Prime Minister or First Speaker Affirmative team at the beginning or opening of the debate. It means that the Prime Minister is responsible for establishing definition of the given motion completely. Whereas another subsequent speakers in this case also have a role of clarification when it is needed. The definition must be reasonable. Besides that, the definition must state the issues arising outside the motion that to be debated. In this case, the definition must contain the motion meaning which must be displayed clearly.

In simple word, the definition must not be a truism or a matter stated as fact, a tautology, place set including setting an unnaturally restrictive geographical or spatial location as its major parameter. Besides that, the definition must be a squirrel or a displaying no clear or logical or flawed links to the motion.

Meanwhile, it is different from the Opposition Team which they can only challenge the definition advanced by the Proposition. Furthermore, the definition must be on the basis of condition which has been stated before, and the definition also must be stated clearly. In other hand, the Opposition must not give challenge a definition which is supplied by the Proposition team, except their definition is more reasonable. One thing we have to know that the definitions should not require members of the house to have access to, or possess, specific or expert knowledge.

DEFINITION CHALLENGE

The definition challenge is made by the Leader of the Opposition speech with clear statement that the definition is being rejected. The Leader of the Opposition has a responsible for establishing the definitional challenge. In this regard, another speakers are also permitted to give clarification when it is needed.

In an event challenge, the Leader of the Opposition can give their substitute definition which can be done by emphasizing the basic concept of the rejected definition. Besides that, a substitute

definition must be stated clearly that the Opposition team commonly continue to negate it. Meanwhile, when the Opposition leader does not challenge the definition, so it means that another speaker may do so. The opposition has a responsible to prove the definition whether the definition is unreasonable or not and the adjudicators should not presume it. If the definition is challenged, there would be no whip speeches.

The adjudicators must be in the middle position between those two teams. The adjudicators must not show or give a code whether the definition challenge has been running well. Besides that, the adjudicators also must not show which definition is more acceptable one. Finally, to conclude whether a definition challenge has succeeded or not, it must take into consideration by all the speeches in the debate. When a definition challenge is upheld, the team can make the challenge wins by the largest possible margin. Meanwhile if the definition challenge get fail, then the team can make such a challenge loses by the largest possible margin. One thing should be point out that definition challenge should take place in the rarest of rare cases.

SOME TERMS AND ABBREVIATION OF DEBATES

1. Point of Clash. It is the main point that the opposition team realizes that it is debatable. Point of clash should be clarified very explicitly by the Leader of the Opposition.
2. Burden of Proof . it is the responsible of both sides to prove logically and conclusively that the case statement stands/ falls, for the reasons they've given. Burden of Proof is not what the speaker says it is.
3. Team Split. It is the structure of the debate which breaking up of each speaker's role in the debate that should be given by the respective leaders.

4. Insufficient Warning. This term relates if either the PM or the LO fail to flag new lines of thought or argument in their succeeding speaker's speeches. Insufficient Warning counts as insufficient warning to the other side as they have no time to rebut that point.
5. Point of Personal Privilege. It is raised only after the completion of an ongoing speech
6. Some Abbreviations in debates are:
    a. THW – This House would…
    b. THBT – This House believes that….
    c. THC – This House celebrates….
    d. THR – This House regrets….
    e. THS – This House supports….

Unit 4

ORAL SEMINAR AND COFERENCE PRESENTATION

INTRODUCTION

Oral seminar is often defined as small discussion which is based courses. Commonly, students are used to completing their readings and assignments before finishing the class. Sometime they also discuss certain major themes or topics during class. Besides, oral seminar sometimes is also used to describe a research talk. The talk is usually given by a researcher and attended by academics, research staff, and also postgraduate students. Oral seminar often occurs regularly and periodically and every seminar usually is given by a different speaker based on a topic that they have chosen. In a college, seminar is not always a part of a course of study so it is not usually associated with any assessment or credit of a certain subject.

Oral seminar is the most important training device. When it is properly designed, it will be more efficient in time and cost

compared with individualtraining activities. Oral seminar is such a learning and teaching arrangements, so it needs active participation of participants which are usually conducted in small groups. Oral seminar usually concentrates on delivering some information and discussing pertinent issues.

Whereas in conference presentation, it usually provide great opportunities for us to communicate and discuss our research in a larger and interested audience. We get t feedback on our work, learn from other presenters and broaden our professional network. For this case, we should have good preparation and practice it well to give the one in these occasions.

A proper convention presentation in which many humans gather to speak about their thoughts closer to problems associated with a particular topic is usually carried out for numerous days. So, we can outline that a convention presentations is the mixture of a speaker, a slide deck, and the required hardware to introduce a concept or topic in a conference putting.

ORAL SEMINAR

The Objectives of Oral Seminar

Commonly, there are some objectives in conducting an oral seminar. They are: 1) increasing awareness of how to use values in improving our own professionalism, 2) implementing some values for bridging and harmonizing the audiences, 3) learning personal and communication styles, 4) increasing our knowledge especially knowledge of emotional intelligence, 5) promoting and sharing of information among attendees or audiences, 6) providing attendees or audiences with educational sessions and sometimes technological displaysencompassing the best and most current information in the particular field, and 7) generating activities of professional association.

Then by joining an oral seminar we may also learn about management's basics and principals value, and get more motivation

and implementation of values into our work or life. Besides, by taking part in oral seminar, we will also get a unique possibility to get practical experience in developing necessary skills for our life.. Through and oral seminal, we will study how to use values and implement them into everyday life.

The Structure of Oral Seminar

Oral seminar whether it is holding in a conference or in class is not so different from scientific paper presentation. Both aims are for sharing with research work with other individuals or scientists. So it must be valid and relevant to them because convincing the audience with the research presented is the most important one. Then, at the end of oral seminar, it must emphasize both the motivation for the work and the result of oral presentation, and it must present just enough evidence to establish the validity of this outcome. Similar with papers, their aims must be informing but not impressing.

In the other hand, oral seminar is different from papers in at least three ways: They are more localized in space and time, impose a sequence and rhythm to the audience, and normally include some level of interaction. Of course, these three differences affect the selection of a presentation's content.

When oral seminar is recorded or broadcasted, they usually have more clearly defined audience than papers: Oral seminar addresses the people in the room directly or here and now. The audiences are diverse, but less than those for papers. Papers can also be forwarded in unpredictable ways and read many years from now, so they should be lasting and largely self-contained. In contrast, oral seminar can have more specific purposes.

Activities Involved in Oral Seminar

Recently, oral seminar is one of the most common assignments in college courses. It is usually held by scholars, professionals, or students in all fields desire. The aims is to disseminate the new

knowledge which they have produced. Oral seminar is often accomplished by delivering oral presentations in class, conferences, public lectures, or in company meetings. For those case, learning how to deliver effective oral seminar or presentations is a must to be mastered by college students and further endeavors. The activities in oral seminar can be organized in following stages:

1. Good Planning and Preparation

   In oral seminar, it requires a good deal of planning. 50% mistakes in an oral seminar usually occurs in the lack of planning stage. So, before conducting oral seminar we have to make sure with the following issues.

   a. Audiences

      In holding an oral seminar, focus the presentation on the audience is truly important one. We have to be aware that our presentation is notabout how much can say, but about how much our audiencecan understand toward what we say. Then we have to organize our information into three to five points or categories because the audiences usually can easily remember a maximum of three to five points only. We also have to build repetition. Why should we do so?. Because listening is much different from reading. The audiences cannot go back and read over everything which they missed ordid not understand during the presentation that we have. We can build repetition through internal summaries, transitions, analogies, or stories.

   b. Introduction

      In presenting oral seminar, the first one that we should do is introducing ourselves because it will provide our affiliation and credibility. But, creating an effective opening is also an important part because it will interest our audience. We can do it by posing a question, giving an amazingfact, or telling a short and interesting story. It is also needed to reveal our topic to the audience and explain why it is

important for them to learn about and give a brief outline of the major points we will cover in presentation.

c. Main Body

Main body means the core material we are presenting. We must explain our points by giving clear explanations and providing sufficient evidence to be convincing. In presenting main body, using transitions between sections of our presentation such as: introduction, body, and conclusion is very important as well. Then, making analogies and stories to explain complicated ideas and to build repetition is also to be an important part in presenting oral seminar.

d. Conclusion

There are some points that must be considered in creating a conclusion. We must make our conclusion with a transition and summarize our points. Besides, we need refer to future action whenever it its needed and end our oral seminar with saying "Thank You.". When there is a question toward everything we have presented, we must answer the question by telling the audience with a friendly opening answer such as "I am happy to answer any questions now."

2. Implementing and Practicing in Oral Seminar

Implementing and practicing our presentation in oral seminar is an essential part. We must prepare well because it is as a stage of the process that we figure out word and phrase, emphasis and decide the timing of our sections and presentation. We can record our presentation and review it with the purpose to know how we sound and appear to our audiences. We may also notice our presentation whether we are talking too fast or not and we notice whether we use distractinggestures or not.

It also needed to use different colored highlighters to remind ourselves when we want to pause our presentation or toemphasize a particular point toward the material we are presenting whether we have a slide change on our PowerPoint

or not. Then, practicing in front of peers and elicit feedback is also an essential matter. We may ask our peers to comment on our delivery and content in oral seminar we planned. Besides, we also have to consider toward some aspects our delivery work well to convey the information and argument of thepresentation, and some aspects of our delivery are not working as well as they could. Another aspect that should be considered is that the possibility if there would be some moments in our presentation in which our peers or audiences become confused, bored, or distracted. We must remember that the more we practice, the more comfortable we will be with the material.As a result, by practicing a lot and repeating the practice, we will appear far more polished and professional when we are delivering our presentation in oral seminar.

3. Presenting Oral Seminar

When we are presenting our material in oral seminar, it means that we are as the main person whom the audiences addressed to. For this case, we must make our audience feelcomfortable and engaged with both us and the material we are presenting. In order to have it, we must maintain the eye contact. We should only look at notes or slides very briefly, sweep the room with our gaze, and pausing brieflyon various people. Besides, we must be aware of your body posture, enthusiastic about our topic and full of smile.

Slowing down our speech is also an important matter in presenting oral seminar. Naturally, we talk faster when we are nervous, so we must pause it to allow our audiences or listeners to keep up andtime for us to think ahead. We may use gestures to emphasize points and move about the space if it is possible and we need to calibrate the volume of our voice so that people in the back of theroom can hear what we are presenting about. The last part is that we must act as natural and relaxed as possible and dress appropriately.

4. Oral Seminar Visual Aids

Some visual aids are regarded as essential matter in the presentation of oral seminar. Many people believe that visual aids can help explain our points, act as supporting evidence, and add visual interest. In this case, we may not turn our back on the audience to look at the visual or block the visual with our body. We must provide an orientation to the visual and highlight what we would like the audience to focus on. Besides, we must try to make sure our fully explain the information we are highlighting, and make visuals readable and visually pleasing.

Above all, the most important one is that we must make sure with our visual aids augment that is what we are saying rather than compete with what we are saying. We have to try not to include too much text and too many images in our visual aid. It means that our spoken words and our visual aid should be working together so the audience's attention is never divided between the two.

5. Questions and Answers in Oral Seminar

In oral seminar, questions and answer session is regarded as a moment waited by most audiences. In this moment, being a speaker in oral seminar we may not underestimate the challenge of running asuccessful question and answer session. They are truly unpredictable by nature. Sometimes, we try to anticipate possible questions which the audiences might have. For this case, we should prepare ourselves to answer the questions successfully by the following steps.

a. We should be acknowledge the question such as with expression "That's a such good question!" by showing polite gesture which shows our interest.
b. We may rephrase the question explored by the audiences. It is very important step because it allows us to: make sure that we understand the question. Besides, we must ensure that all audience members hear the question, phrase the

question which are delivered to us and we are willing to answer it, and gain time to thinkabout your answer.

c. We must answer the question as clearly and concisely as possible.
d. We must check questioners' comprehension with a polite question, such as "Does this answer make sense?, Is this clear?, etc.

CONFERENCE PRESENTATION

The Definition of Conference Presentation

As stated before, conference presentation is defined a proper meeting wherein many people collect in order to talk about thoughts or troubles related to a particular topic and it is also held for numerous days conducted via sure committee. For this case, we might also outline that conference displays is a combination of a speaker, a slide deck, and a required hardware to introduce an concept or subject matter in a conference putting. There are some characteristics which differentiate convention presentations from other codecs.

Time Restricted in Conference Presentation and the Audiences

Mostly, conference presentation is bounded about 15-30 minute time limit, which is established by moderator. The restrict time has purpose to permit all agendas to be met on time, and it's also to rely with over 10 speakers at the same day.

In that time restriction, we need to add extra time for switching among audio gadget, which means loading a new slide deck to the streaming platform, microphone trying out, and lighting consequences. It technique that it's miles around 10-15 minutes time more, relying on the quantity of audio system in line with day at some point of the convention presentation, the time to be had to supply a presentation, and the questions - solutions time.

In the intervening time the audiences of conference presentation are in contrast to different presentation settings in which conferences accumulate A informed target market on the referred to subjects. There are some critical topics to do not forget inclusive of tone, delivery format, facts to encompass, and many greater rely upon this sole factor. Normally, the audiences will take part in conference presentation at the ultimate minute defensive in question and solution consultation.

Delivery Format of Conference Presentation

Conference presentations can be delivered whether it is in live event format or via webinars. In live event convention presentation, they are generally divided into a few instructions under which they fall. As an example, educational conferences have a shape in which there's a previous poster consultation, then the audio gadget start turning in their talks, after which after 4-5 speakers, we commonly have an espresso damage. The ones pauses time typically is used by audiovisual team or committee to test the machine. This pauses time may additionally become an opportunity for researchers or audio gadget to increase their community contacts.

In the intervening time in commercial enterprise conferences presentation, it also includes greater dynamic. a few presenters or audio system usually do no longer use slide decks or deliver an powerful speech as a substitute, due to the truth they revel in hundreds extra relaxed on occasion, unique audio gadget at employer meetings presentation undertake movement pics to summarize their thoughts and hold to talk. The maximum important issue whilst we are having live convention presentation is that we want to deliver the layout guidelines to the audio device earlier than the event. Then we need to adapt our presentation style to fulfill the requirements with moderators so we are capable of maximize the impact of our message.

On the contrary, during webinars, certain criteria must be met, including: a) incorporating voiceovers or overlaying presentation

slides to facilitate speaker-audience interaction, b) ensuring high-quality graphics, and c) refraining from overloading each slide with excessive information.

Presenters' Common Mistakes in Conference Presentation

There are common mistakes usually done by the presenter when they are presenting conference presentation slides. Some of them are as follow.

1. Tend to be Massive Chunks of Text
   In conference presentation, of course we would rather the audiences focus on our presentation than read our slides. It is common to see presenters cramming excessive textual content onto slides, frequently as a method to determine what records to pass over. But, this technique requires the target audience to maintain a sizeable quantity of statistics, which may not be powerful. Research shows that images are greater memorable than textual content, an idea called the image superiority impact. As a result, it's essential to resist this tendency and attention on crafting enticing visuals as a substitute.
2. There is not Contrast between Data and Graphics
   For the duration of conference displays, there are times where the audience struggles to read slides displayed in the back of the presenter due to inadequate comparison among the font coloration and historical past, in particular with serif fonts. To deal with this difficulty, it's essential to rent tools like contrast ratio checkers or other resources to make sure the legibility of slide designs. Additionally, overlaying slides with a transparent tint in white or black can enhance readability, specifically whilst setting text over photos.
3. The Presenter is not Rehearsing the Presentation
   It's a large oversight in conference displays when we fail to rehearse the content we plan to supply and absence an understanding of the required time. This also encompasses

scheduling rehearsal sessions and allocating time for PowerPoint practice in the course of the convention presentation.Top of Form

Utilizing PowerPoint's rehearse timing feature may be extraordinarily beneficial because it permits us to report practice sessions and identify areas for enhancement. It's important to undergo in mind that convention shows are strictly time-constrained, and overlapping into different speakers' scheduled slots is disrespectful. In such instances, moderators may need to trim our presentation after imparting numerous warnings.Top of Form

4. Tend to be Lacking Hierarchy for the Content Presentation
   For the duration of conference shows, certain speakers may additionally look at slides without greedy the crucial message, which can be disheartening for the target market, especially whilst multiple portions of content are delivered on the identical slide. Instead, it's leading to establish a clean hierarchy, incorporating each textual content and pictures, to arrange the content material efficiently.Top of Form

A well Crafted Conference Presentation can Help the Professional Life

Let us think for a while that the conference presentation that we have is as ourselves introduction and it is as our introduction card in the professional world. It is truly possible that after having conference presentation we have a broad network of colleagues. However, it's entirely likely that many attendees at the conference are still unaware of our identity and the work we've accomplished.

Conference presentation displays function a precious platform for people, including both business experts and lecturers, to exhibit and proportion their research findings on particular topics with legitimate audiences. Unlike product launches, wherein a finished product is commonly presented, in meetings, the focus is on sharing

perspectives or improvements. This underscores the significance of our contributions in the field.

In essence, a sturdy dedication to excellence is vital in our convention shows, in particular within the design of our slides, which reflects our willpower. Furthermore, the quality of our paintings frequently affords valuable references for the target audience, potentially leading to fruitful partnerships. In business conferences, securing investor offers can hinge on handing over a compelling presentation that captivates the audience. Ultimately, our body language, readability in explaining standards, and emotional resonance play pivotal roles in conveying our intentions. Top of Form

The Steps to Start Conference Presentation

There are some ways to start a conference presentations. Some of them are as follow.

1. We must Present the Fact
   The first thing that we should do to have the readability of an audience soon is that identifying interesting facts at beginning of our presentation especially during the first 30 seconds in the beginning of our presentation. It must state explicitly about the content of our conference presentation that would be discussed. Sometime we may also use an ice breaking to attract our audiences.
2. By Asking Questions
   The important point when we begin a presentation of conference is to have interaction with the audience. The best way that we can do is that by engaging with the audiences than asking them a question related to our work or conferences material. The aims is that to grab the audiences' interest for getting feedback toward some answers we have received.
3. Using some Powerful Graphics
   A good visual presentations is truly important in conferences presentation. Sometimes a good image will make a good

impact rather than delivering long speech. So, it is needed to take into consideration to begin our conference presentation by presenting some photos/pictures or other visual videos which talking about ourselves.

To End Presentation of Conference

To make good closure in presentation of conference is as important as starting the conference presentation. It is a good chance to add our personal experience related on the topic. Besides, we may also make reflection with the audience. Here is some tips to terminate presentation of conference.

1. We Terminate the Conference Presentation with Quotations
   In this occasion, we can give something to our audience for ruminating with the help of a quote which is suitable with the topic we were discussing. We can find suitable quotes in many resources. This quote can be designed in the form of slide with an image or by presenting the final slide with written saying "thank you".
2. We Present a Video
   It is better if we can present a video which has 1 minute in length to end our conference presentation. The video's content must be about the summary of our conference presentation.
3. We must not be in Rush
   When suddenly we get a warning of time such as two-minute left and our presentation is far off from finishing, the first thing we should do is that we must not fret. We have to attempt to give a charming closing in our presentation without bustling some important information that we have prepared. In such condition, we can inform to audiences that the material we are presenting is available in certain or farther reading material at the platform site of event. Remember, missing the conference component is better than get out from conference.

Unit 5

PROPOSAL SEMINAR AND THESIS DEFENSE

INTRODUCTION

Proposal seminar and thesis defense is essential matter for college students for any discipline. When we are talking about proposal seminar, we have to know about the difference between proposal seminar from seminar paper. Most people sometimes still get confuse the difference between them. The main difference of both is a subject of a continued struggle for a number of academics. Let us go back to previous chapter about the definition of seminar which it has different meanings depends on the institution or agency. Usually, it belongs to an academic instruction which occurs at an academic institution. A seminar has an aim to gather a group of people in conference which focuses on a certain topic. All people or audiences can talk and discuss different reading materials during the seminar and usually it is in the form of common dialogue. In a

seminar, the audiences need to ask and answer various questions to encourage critical thinking which can help them find new ideas. In most universities, a seminar is conducted as an requirement for graduation which includes term papers, exams, presentations, and other assignments.

As a result, students are obliged to prepare proposal seminar and seminar paper during the course of their studies. The aim is that at the end of the studies, the students are able to differentiate between the proposal seminar and seminar paper to provide them with the requisite tool for writing excellent seminar presentations.

While a thesis defense is an important component that need to be completed through a positioned up graduate earlier than obtaining a postgraduate degree. Thesis defense typically comes at the stop of the graduate application and it is used to determine or define the training milestone at some stage in reading inside the college. For this case, we need a thesis protection comprehensive guide to be superb. Generally, after we've got completed the direction paintings and attended practicum or internship packages, we ought to do thesis protection which takes a place amongst half-hour and one hour. But, the time needed in a thesis defense in reality relies upon on the instructional degree we are in. There is not modern day of big period in time for a thesis safety. It is able to publish graduate classes will take longer in comparison to undergraduate ones.

PROPOSAL SEMINAR

The Definition of Proposal Seminar

As stated before that seminar is formal gatherings which is facilitated by an expert in certain field with an aim to inform people or impart knowledge about a certain subject matter. The theme of a seminar is very broad which can range from business or related to school and any else. And now, a seminar proposal is such a document which has specific purposes and objectives.. Seminar proposal is

including details information about the topics that to be discussed, the speakers who involved, and other relevant information which is needed.

In a proposal seminar, it must also provide some detail information for the audiences so they can imagine what will they expect from the event. A worth crafted seminar proposal will help ensure the audiences that the seminar will get approved. It means that in order to create a good and qualified seminar proposal, we must be careful in planning and doing the research.

The Element of Event Seminar Proposal

There are some elements when we want to conduct a seminar proposal especially seminar proposal for certain event.. These elements are as follow.

1. The Purpose Statement
   Purpose statement is as the main idea and goal when we are conducting purpose statement the seminar proposal should give certain capture to audience's attention and some set of expectations from the event. Purpose statement may use powerful words and emotive language in order to engage the readers or audiences.
2. The Introductory Statement
   The introductory statement in a seminar proposal should be engaging, charming, succinct, and creative in order attract the reader's interest. Besides that, introductory statement must contain an overview about the topics that will be discussed. It also must be relevant with the benefits. In the introduction statement, it may include some references from another sources related to the speaker's credentials and experience which is suitable with the topic being presented.
3. The Content Outline
   The content outline is providing a clear overview of the materials covered during the presentation in seminar proposal. usually, the content outline is organized into some sections and

subsections. Each section and subsection is completed with a brief description of its purpose and it must be relevant to the overall topic. The content outline may also contain visuals such as graphs or images for more useful complex concepts.

4. The Speaker's Biography

   The speaker's biography is exactly about what we are thinking which is providing some essential information, such as about the speaker/presenter's background and qualifications. speaker's biography must list some specializations, awards, publications, and other speaker/presenter's professional experiences to demonstrate his or expertise on the subject matter. Basically, a speaker's biography has an aim to prove that the speakers are really capable and ideal to be the speaker or presenter for the seminar event.

5. The Presentation Length

   The presentation length contains a specifying the exact duration of the seminar which organizers plan accordingly. It contains a great general outline time requirements. besides, it is needed to break down the anticipated topics into smaller topics to ensure we allocate sufficient time for every category. in other word, we may say that it means we will not compromise the integrity of the presentation due to time constraints.

6. The Audience's Participation Plan

   The audience's participation plan is containing an interactive component in the seminar which will keep audiences engaged and attentive during the seminar. Audience's participation can be in the form of open discussion periods, individual tasks, group activities, or polls. in order to incorporate audience participation into the program, it needs an extra layer of personalization to the seminar.

7. The Event Costs and Requirements of an Event Seminar Proposal

   The event cost and requirement seminar proposal must summarize an event costs such as venue rental fee, catering

budget, and materials or equipment expenses. It also includes other special requirements such as audio-visual technology and seating arrangements. But of course, it is different from seminar proposal conducting by the student in college which is the aim of seminar to conduct a research as one of the requirement before graduating or finishing their study. Overall, both are have aim to ensure efficient execution and prevents unnecessary complications during setup.

The Element of a Research Seminar Proposal

In developing a detailed and comprehensive a research seminar proposal, it requires a lot of planning, attention to details, and **academic speaking skills.** the first thing we should know is that understanding the core elements of a research seminar proposal in order our proposal is getting to be accepted. Here are some elements that you should include in our research seminar proposal.

1. The Title

   It is common one to think the best title when we talking about a research seminar proposal. it means that the least, we have already know we should we do. the common mistake made by the students is that they tend to write general titles which is lack focus. in deciding a title it need not a long title that's hard to read or a short title that fails to highlight the theme of our research but we must make a clear and concise headline that tells our audiences what our research proposal is about at a first glance.

2. Introduction of a research seminar proposal

   The beginning paragraph to a research seminar concept considered one of important elements of an first-rate research seminar inspiration. it's miles because of the beginning paragraph introduces the undertaking we desire to address or a studies trouble we need to investigate. The introduction of a studies seminar idea is a hard and fast of the tone for the

relaxation of the paper that we need to behavior. Just so, it's miles truly critical initially a hook and then arrange our mind in a logical and organized manner.

Furthermore, the introduction a research seminar proposal should give background information and explanation why we believe a research question is worth exploring. we can also briefly describe our methodologies in the introduction and then expand them later on in the next part. The introduction that we make should be clear and concise and include only the most relevant information so you need not to make it unnecessarily too long.

3. The Literature Review

Regardless of the truth that a studies seminar idea doesn't embody an entire literature assessment but it's actually crucial to encompass a pinnacle stage view of the greatest studies in our difficulty. The literature assessment of a research seminar concept need to feature evidence and statistical statistics to illustrate the importance of our research. Through the literature evaluation, we can effortlessly draw our audiences' hobby to modern our studies, understand gaps in current research, and make our audiences apprehend how our inspiration will make contributions to the already modern day studies.

4. The Aims and Objectives of a Research Seminar Proposal

The aims and objectives of research seminar proposal is containing on what we wish from our research seminar proposal to accomplish. Our aims will be our overall outcome or what we want the research to achieve. Meanwhile the objectives of a research seminar proposal tend to be narrower and more focused than the aims of research seminar proposal Furthermore, we need to provide an explanation for each of our objectives to show how they will help to meet the aims of our study. in this case, we don't really have to **include a hypothesis** that our research proposal looks forward to test.

5. The Research Methodology

   The research methodologies in a research seminar proposal are simply the **research methods** we will use to conduct our study. So it must appear in our research seminar proposal whether or not we're conducting an experimental research. The research methodologies include some analysis and sampling techniques equipment, research approaches, and ethical concerns.

   We must make sure our explanation for each, so that each methodology is clear and precise. besides that it also helps to justify why we've chosen to use a certain methodology over an alternative. from this case, we must think of our methodologies properly before picking them in our research seminar proposal. In this section, it's very important to explain how we will collect data, the sample size we plan to consider for our research investigation, and the techniques we consider the most appropriate to analyze the data.

6. The Scope of the Research Seminar Proposal

   Due to the limited time we'll be working with our research seminar proposal, so that we must include it in a section on the scope of the research in our seminar proposal. In other words, we have to show our audiences that we can start and complete our research within the constraints of these two resources.

   One thing that we should remember, our research will more than likely have limits and addressing them in this section, and it does not only show that we have given the audiences a thought but also makes our research seminar proposal strong and authentic. we must not just focus on the challenges that we're likely to come across during our studies, but we should also propose alternative solutions that we can use and why they might help.

7. The Outline and Timetable of a Research Seminar Proposal

   Our audiences certainly want to see an outline and a timetable in our research seminar proposal so it's important if we include them in our research seminar proposal. The aim of the outline

is to show how we plan to structure of the research**. every** section will cover and explain how it all fits into the argument of our research project. Then the aim of the timetable is to show how much time we need to complete our research. In simple word, we need to make sure that we mention exactly how long we expect each stage of our study to take. We not only mention how long the research process will take but we must also make sure that we also indicate how long we will take to compile our research.

Common Mistakes in a Research Seminar Proposal

The fact show that many people or students get fail when they are conducting a research seminar proposal whether it is dissertation seminar proposal or thesis seminar proposal. Some of them are pretty good enough but not so. Most of them are aware their mistakes after their seminar proposal has been rejected that's mean that they've wasted a lot of time and effort. The common mistakes done by many people or students in a research seminar proposal are as follow.

1. The research topic in seminar proposal is too broad.

   The primary issue often encountered in seminar proposals, whether or not for dissertations or thesis seminars, is the overarching scope of the research topic. This suggests that the research consciousness lacks sufficient precision and delineation. sometimes, the topic is inadequately described, leading to a lack of readability within the notion's path.

   For those case, the research topic of seminar proposal should be narrower. For doing this, we must go deeper and investigate the topic in depth. Additionally, it's important to have a nicely-defined topic in thoughts, yet we often fail to express it genuinely in our idea. This frequently leads to our thought being rejected for research seminars because of the perceived broadness of the topic. Basically, it is vital to make sure no longer simplest a particular focus for our studies but

additionally powerful communication of it in our notion.Top of Form

2. The aims, objectives and questions of research in seminar proposal must not be aligned

   Every other common mistakes located in studies seminar proposals entails discrepancies among the studies pursuits and targets, as well as the studies questions. Frequently, those 3 components aren't aligned, with occasional instances of simply one detail being off. This trouble is critical as it can bring about the rejection of proposals for studies seminars since those factors must be closely interlinked.

   Furthermore, it is generally found that many people or college students lack a clear know-how of the distinctions among studies objectives, goals, and questions. Research objectives encompass a broader objective, at the same time as studies goals element how we intend to accomplish that objective. In the meantime, research questions pinpoint the particular inquiries we aim to deal with within our research. Consequently, while crafting our studies seminar thought, it's imperative to make sure a comprehensive comprehension of these variations and to guarantee that they are all carefully harmonized with one another.

3. The topic of the research seminar proposal does not belong to well justified topic

   A very good research seminar suggestion necessitates properly-defined research targets, targets, and questions for its topic. Consequently, it need to be very well justified to persuade our audience to suggest or approve our research idea. It is essential to observe that insufficient justification of the studies subject matter in a research seminar thought often leads to rejections at some stage in idea assessment classes.

   For a research topic to be convincingly justified in a suggestion seminar, it ought to exhibit each originality and importance. Originality involves making sure that the studies

fits within its context, implying that it cannot mirror studies already carried out with the aid of others. Determining the originality of our studies entails identifying gaps in the current literature. This requires a thorough evaluate of the literature to pinpoint regions wherein expertise is lacking. Subsequently, we will tailor our studies to address these gaps. It's vital to difficult in this system in element in the proposal.Top of Form

Whereas an essential topic must be unique, but unique topic doesn't mean important topic. In a research seminar proposal, we must explain to audience about undertaking benefit of our proposed research be, such as: whom the benefit for? How can they be benefit? How can it develop knowledge that is used in the world? etc. So, when we are conducting a research seminar proposal, we must sure that we articulate the originality and importance of our proposed research or we will have a risk submitting an unconvincing proposal in a research of seminar proposal.

4. The design of the research proposal seminar is not articulated well

After we have created a good argument of our research, then the next step we have to do with our research seminar proposal is that how we intend the research design and methodology. But, the most common problem is that most of people or students don't take care much of it and do not serve significant detail in this section. The cause is that they do not so understand what they want do, what they plan, and they just to just figure it out later and of course, it is not good for their research seminar proposal. Another causes is that actually they have a good design which is kept in their minds, but they do not write it on paper yet. Because of those, their research seminar proposal have a risk to be rejected in a seminar proposal. Most of audiences or a research supervisor want to see that the research proposal must be defined clearly, practical plan to achieve the research aims and objectives and answer

the research questions. For those cases, at minimum we should provide a research seminar proposal with the followings.

a. The philosophy of research. that is a series of belief where the research or study was constructed on certain philosophy, such as positivism, pragmatism, interpretivism, etc.
b. The approach of Research approach that is the broader method that we will use, such as inductive method, deductive method, qualitative method or quantitative method.
c. The Strategy of Research that is the strategy how we will arrange the research , such as strategy of experimental, strategy of action, strategy of case study, etc.
d. The time horizon that is the number of points in time in which we will collect our research data whether it uses cross-sectional or longitudinal.
e. Research techniques and strategies which includes our intended statistics series methods, statistics analysis strategies, and sampling strategies

5. A poor research seminar proposal writing and bad presentation

A poor research seminar proposal writing and bad presentation can be the causes our research proposal to be rejected directly or put many disadvantages during the seminar proposal because they will give a negative impression regarding the quality of our work. The most common issue we often find in a research seminar proposal are as follow.

a. It is directionless or scattered writing. It means that the a research proposal jumps from one factor to some other with negative glide and connectivity
b. It has bad formation of argument . It means that the research proposal has disconnected conclusions, a lack of premises and conclusions, and also poor arguments.
c. It uses inappropriate language such as using an informal language, casual tone, slang language, etc.
d. There are many grammar and spelling issues

e. Lack of referencing issues and incorrectly formatted references.
f. The problem with figure captions and table such as a lack of citations, figure, captions, numbers of table, etc.
g. It has low quality diagram and visual.

A poor research seminar proposal planning and risk management.

Every a research seminar proposal has certain requirements, such as an expectation of a project plan. A good research proposal must be practical and manageable and also give our constraints. For those cases, we must have a good planned project in a research seminar proposal.

THESIS DEFENSE

The Definition of Thesis Defense

As said earlier than that thesis defense is described as an oral presentation and discussion of a thesis or research have a look at. the primary aim of thesis protection is to proportion the consequences of the look at and to show to the committee and the educational network that the writer or author has completed work of sufficient pleasant to obtain the master's diploma and she or he is in a position to speak to it in an open forum. it is wanted quite a few prior research and practice for undertaking a thesis defense. besides that it's also needed to have a terrific thesis defense because an excellent thesis design with clear statistics in an awesome text hierarchy plays an crucial position in a thesis protection.

It is also defined that a thesis protection is an act of offering the academic work to a panel or committee of professors and different pupils who involve in thesis protection. Through thesis defense, we can understand and grade our skills in providing our studies paintings. In a thesis defense, we are able to be required to reply all of the questions presented to us through the panel of professors. After which, we will be required to go away the room and the panel

is used to determine whether or not our studies or thesis is ready to be posted or not. on occasion, this panel is used to test whether our paintings wishes corrections or no longer.

In other words, we may also say that a thesis defense is presenting the research work to research supervisors' panel to grade our presentation abilities. In this case, the arguments during the presentation show our understanding toward thesis or research topic. Before conducting a research defense, the first common thing that we should do is that submit the thesis to the lecturer or thesis supervisor first, so that the lecturer can grade it. Thesis defense is part of the requirements that postgraduate students must accomplish to receive the toward academic disciplines they pursue.

Some Factors Determine the Length of a Thesis Defense

The time which is needed in thesis defense varies for one people with another. Commonly, the length of thesis document will determine the time we need to present it in a session of thesis defense. The longer of the thesis documents will need longer time to defend it. There some factors that influence the length of time in f thesis defense. They are as follow.

1. The level of education will influence the length of time in thesis defense. It means that higher the level of education, commonly it needs the longer time of thesis defense.
2. The institutional requirements which usually have a specific time allocation or specific schedule for thesis defense. It is very possible if in some universities or institutions, the time of a thesis defense is longer than other, and vice versa. Every institution or university usually have the autonomy to decide a thesis defense's length.
3. The consensus among the panel of professors is that some provide students with only a brief period for thesis defense, while others allow more time. Certain institutions or universities impose time constraints on thesis defenses to

assess students' capacity to defend their research swiftly and accurately. Success in a thesis defense is seen as indicative of strong learning skills.

4. The complexity of concepts within the academic discipline being investigated varies, influencing the breadth of topics covered by the student. However, certain disciplines demand more extensive papers, thereby necessitating a longer duration for thesis defense.

The Steps of Thesis Defense

There are some steps to do which can help us to defend our thesis effectively. This step will help us to defend our thesis when we ate summoned by a panel of our professor or lectures. They are as follow.

1. A Good Thesis Defense Preparation

   When defend our thesis, usually we are given a specific date so that we must have a good preparation before we have the panel of thesis defense. As previously mentioned, once we have submitted our thesis document or paper to the professor for evaluation, it's important to acknowledge that we will need to defend it. Therefore, during the period between submission and the scheduled thesis defense, thorough preparation is essential. Typically, students are afforded several months to prepare for their defense, aiming to provide them with ample opportunity to be fully ready before facing the panel of professors.Top of Form

   A good preparation will entail knowing or anticipating everything which will occur in a thesis defense. So that we must also prepare some kinds of questions related to our thesis topic which probably will be provoked in the panel and we have to practice on them severally. When we good preparation in a thesis defense, it would be nearly impossible to get fail in defending out thesis.

2. A Deep Understanding of Thesis Knowledge

   A deep understanding of thesis knowledge is an essential step in defending our thesis. Once we've completed writing a thesis or paper, it's crucial to possess a deep understanding of the topic and the contents therein. This necessitates thorough research to ensure preparedness for any questions posed by the panel of professors.

   For instance, in the field of environmental sciences, when crafting our thesis or paper, it's essential to focus our knowledge specifically on our chosen topic. Our thesis or paper's subject should serve as a guideline for the depth of knowledge we present during the defense. It's important to strike a balance, avoiding excessive information that might overwhelm the thesis or paper. However, overly restricting the scope of our topic could leave us with insufficient knowledge during the defense. Seeking guidance from our thesis supervisor or professor can assist in determining the appropriate type and breadth of knowledge required for the thesis defense.

3. Preparing Introduction Adequately

   We're often reminded of the significance of first impressions, highlighting how they shape others' perceptions of us. A negative initial impression can lead someone to view us unfavorably or even dislike us. This principle also applies to thesis defenses. The introduction to a thesis defense serves as the initial impression for the panel of professors. Therefore, it's crucial to craft a strong introduction that succinctly summarizes the contents of our thesis or paper, explains the rationale behind our topic selection, its relevance to our field of study, and anticipates any questions that may arise during the defense.

   Additionally, it's essential to ensure that our thesis or paper is clear and concise, thus preventing any contradictions or confusion for the panel. When granted extra time to prepare for the thesis defense, we should utilize it to refine our

introduction. This includes making necessary adjustments or corrections to ensure a flawless introduction. Alternatively, if permitted, we can memorize the introduction and present it to the panel during the defense.

4. Making a Good the Actual Presentation

Many people or students think that thesis defense presentation is so scary for them. It is because we will be face to face with the panel of lectures or professors to defend our thesis or paper. We must answer some questions based on the thesis or paper's content. Therefore, when we get fail during the actual presentation, our thesis or paper will be rejected or not be published, so we must revise it.

During the presentation, it's important to dress professionally as it reflects our character and professionalism. Additionally, we should bring along the necessary equipment such as a laptop containing a well-prepared PowerPoint presentation, as well as pens and notebooks. The PowerPoint presentation for the thesis defense should be clear, objective, and thoughtfully structured to efficiently support our defense. Arriving early at the presentation venue allows for time to gather thoughts and reduce anxiety before facing the panel of lecturers or professors.Top of Form

As previously mentioned, thorough preparation, a deep understanding of our topic or thesis, and a positive attitude are key factors in ensuring success. Consequently, if we execute these elements effectively during the thesis defense presentation, there is a strong likelihood that our paper or thesis will be approved or accepted for publication.

5. An Adequate Conclusion

Although we have done a good introduction and effectively presenting our defense, but it is not enough without an adequate and good conclusion. It is similar as writing our thesis or paper, we also need a good conclusion. A good conclusion in the presentation of a thesis defense will give a

good impression and show our ability to defend our thesis or paper within the audiences or academic community.

A sufficient and effective conclusion encapsulates the essence of our thesis or paper. This entails summarizing the background of the topic, the literature review, methodologies, findings, and discussions of the research. It's imperative to ensure that the conclusion logically condenses the details of our thesis or paper. Additionally, it should be concise and direct. Finally, the conclusion of our thesis defense should transparently address any limitations or challenges encountered during the research or study.

How to Prepare an Excellent Thesis Defend?

Having an excellent thesis defense is admired by most people or students. by doing so, the thesis or paper has a big probability to be accepted by the lectures, professors, and audiences. To do so, below are some strategies to have an excellent thesis defense.

1. Anticipating the Questions

   As explained before that we must anticipate the questions that may be asked by the panel, so that we must prepare well for them. Basically, the questions are based on thesis or paper. So that, we must go deeper through thesis or paper and list the possible questions may be asked. We also must try to have an informed idea, based on our thesis or paper, especially on the areas to receive much focus.

2. Dressing for the Success

   It is also explained before that the first impressions is very essential matter including everything we wear during a presentation in a thesis defense. The manner in which we dress and present ourselves will significantly influence the outcomes of our presentation. It is crucial for us to dress appropriately, adhering to official attire, as we will be presenting to a panel of academic experts. It's important to avoid wearing casual or provocative clothing in this professional setting.

3. Delegation

To prevent becoming overwhelmed on the day of our presentation, we can assign certain tasks to a reliable individual or friend. These tasks may include setting up the presentation equipment or distributing handouts to the panel.

4. Creating Backup Plan

A backup or contingency plan refers to the method of conducting our defense. Given that we rely on a laptop and projector for our presentation, there's a risk of failure due to data loss or electrical issues. Therefore, it's crucial to have an alternative plan in place, such as preparing printed handouts, to mitigate any potential disruptions.

Unit 6

INTERVIEWING JOB INTERVIEW

INTRODUCTION

A job interview involves a dialogue between a job seeker and a representative of an employer, aimed at evaluating the applicant's suitability for the position. Typically, interviews are a widely used method for selecting employees. They can vary in structure, with structured interviews involving a predetermined set of questions asked in a specific order. Many believe that job interviews are more reliable predictors of future job performance, based on research studies suggesting that applicants selected through interviews tend to be better suited for the role.

The primary objective of a job interview is to make hiring decisions. It typically begins with the evaluation of resumes submitted by interested candidates for a job opening. The process proceeds by reviewing job applications and examining applicants'

resumes. Following this, selected candidates undergo interviews for further assessment. Additionally, potential job opportunities often arise from networking events and career fairs attended by job seekers. Currently, job interviews are widely considered the most effective method for evaluating prospective employees. However, it's important to note that conducting job interviews requires significant resources from employers. Nevertheless, for job seekers, interviews provide an essential opportunity to secure employment suitable to their needs.Top of Form

Sometime we also find such a multiple rounds of job interview method. This job interviewed method is used there are many candidates or many job applicants because the job vacancy or the position offered is challenging or desirable by many applicants. The first round in this method is called screening interviews. In this round usually involves less staff from the employers, shorter, and less in depth.

In addition to the traditional multiple rounds of job interviews, the telephone interview method is commonly employed, especially when candidates live far from the employer or company. This approach offers the advantage of keeping costs low for both parties involved, the employer and the candidates. Furthermore, employers may also utilize video conferencing software like Skype, Zoom, or Google Meet to conduct interviews with candidates remotely. Once all candidates have been interviewed, the employer then selects the most suitable candidates and proceeds with a job offer.

JOB INTERVIEWED STRATEGIES

There are many researchers conducted researches to identify and construct interview strategies. These strategies are aimed to help interviewers choose the best candidate as they need. These strategies or constructs are classified into three categories, they are the content of job relevant interview, the performance of interviewer, and the biases of job irrelevant interviewer.

The Content of Job Relevant Interview

Questions commonly asked during interviews are crafted to identify applicant attributes that align with the requirements of the job they are applying for. Candidates who possess relevant attributes typically demonstrate qualities deemed essential for successful job performance. The assessment of job-relevant constructs in interviews typically falls into three categories: general traits, experiential factors, and core job elements.

The term "general traits" pertains to enduring characteristics of applicants. These traits encompass mental abilities, personality traits, and interests/values. Mental ability involves capacities such as listening skills, communication abilities, teamwork capabilities, attention to detail, and the capacity to learn and process information. Personality traits include conscientiousness, agreeableness, emotional stability, extroversion, and openness to new experiences. Additionally, interests or values entail motivation, goals, and alignment with organizational values.Top of Form

The experimental factors refers to applicant's job knowledge that has been acquired for long time. Experiential factors encompass experience, education, and training. Experience entails the acquisition of job-relevant knowledge from previous roles. Education involves acquiring job-relevant knowledge from prior academic pursuits. Meanwhile, training involves obtaining job-relevant knowledge from previous training experiences.

On the other hand, the core job element pertains to the knowledge, skills, and abilities essential for the job, which the applicant must possess. This includes declarative knowledge, procedural skills and abilities, and motivation. Declarative knowledge involves the applicant's understanding and grasp of the subject matter. Procedural skills and abilities refer to the applicant's capability to execute the necessary tasks for the job. Motivation denotes the applicant's willingness to exert the effort required for the job.

The Interviewee Performance

The interview performance refers to applicants' behavior during the interview. Usually interviewer will evaluate the applicant responses during an interview. In fact, these behaviors are not directly tied to the constructs targeted by the interview questions but rather to aspects of the job the applicants are seeking. Applicants who overlook this may exhibit behaviors that affect how their performance is evaluated during the interview. To address this, applicants can learn about these behaviors through training or from their past interview experiences. The performance of interviewees is categorized into three groups: social effectiveness skills, interpersonal presentation, and personal/contextual factors.Top of Form

The skill of social effectiveness means that the applicant must have the management impression, social skill, self-monitoring, and relational control. Management impression pertains to applicants' endeavors to ensure that the interviewer forms a favorable impression of them during the interview. Social skill denotes the applicants' capacity to adjust their behavior in response to the interview's requirements, aiming to positively influence the interviewer. Self-monitoring refers to applicants' regulation of their behaviors to manage the image they project to the interviewer. On the other hand, relational control indicates applicants' efforts to steer the direction of the conversation.Top of Form

Interpersonal presentation entails the utilization of both verbal expression and non-verbal behavior. Verbal expression encompasses elements such as pitch, rate, pauses, and tone. Meanwhile, non-verbal behavior encompasses aspects like gaze, smiling, hand movements, and body orientation.Top of Form

The factors of personal/contextual means that the applicants must be capable with interview training, interview experience, interview self-efficiency, and interview motivation. Interview training means that the applicants must have experience with coaching and also mock interviews with feedback from his/her previous interview. Interview experience means that the applicants

must have a number of prior interviews. Interview self-efficacy refers to applicants' ability that must be done well during the interview session. Whereas interview motivation refers motivation of applicants in order to be successful in an interview

The Biases of Job Irrelevant Interviewer

Sometimes personal factors and demographic characteristic factors have potential to influence interviewer in evaluating interviewee's responses. Actually those factors are not relevant to the applicants' ability in doing his/her job but those factors influence on interview ratings so that they should be minimized or excluded during the interview. To reduce these factors, it is better to use structured interviews with multiple interviewers. Personal factors and demographic characteristic factors which can reduce applicants' rating during the interview include attractiveness, race, gender, similarities in background and attitudes, and culture.

Attractiveness refers to the applicants' physical attractiveness. It usually influences the interviewer's evaluation of one's interview performance so that it can reduce applicants' rating in interview. Race refers to applicants' race where he or she comes from. Commonly, white races tend to have higher score than black races. Gender refers to applicants' sexuality that is female or male. Female applicants tend to be received slightly and have higher interview scores than male applicants. Background similarities and attitudes refer to interviewers perceived interpersonal attraction. It also influences applicants' interview ratings during the interview. Meanwhile, culture pertains to applicants' ethnic names and foreign accents. Applicants with an ethnic name and no accent, or those with a traditional name with or without an accent, typically receive less favorable treatment.

Job Interview Questions

When the applicants are ready to have job interview, they must prepare every parts of interview preparation including some

questions that will be explored by the employers. Of course, those questions t must be responded effectively. Usually, the questions are common questions, so the employers expect the applicants to answer smoothly and no hesitation. Commonly, job interview questions include work history and experience, the new job, salary, what the applicants have to offer the employer, and applicants' goals for the future.

The Questions About Applicants

The purpose of employers or interviewers ask some questions about applicants is that to gain insight applicants' personality and to determine whether he/she is suitable for the job and the company. They are usually open-ended questions so that the applicants will have opportunity to show to the employers or interviewers that he/she is well-qualified for the position offered. Below are the examples of questions commonly used to gain insight applicants, personality.

1. Please tell me about yourself.
2. What is your greatest strength and weakness?
3. What makes y0u unique than others?
4. Is there something that is not on your resume? Please, tell me.
5. How will you handle failure and success?
6. How do you handle stress and pressure?
7. If only you could relieve in last ten years of our life, will you have something different in your life? What are they? Tell me, please.

Questions about Leaving on Applicants' Previous Job

All employers or interviewers almost always ask about why the applicants were leaving his/her previous job. For this case, the applicants should prepare a series of explanation why they moving on the previous job. The most important thing is that the answers or explanation must be match with the reason given by the person

who will be contacted by employers for a reference. The most common questions are as follow.

1. What are the reasons you are leaving your previous job?
2. Why were you laid off from your previous job?
3. Why did you resign from the previous job?
4. What have you done in your previous job?
5. Are you unemployed now? Why?

The Reasons Why They Should Be Hired

In order to be hired, the applicants must sell themselves to the interviews as worth as possible. It means that the applicants have to try in order to be hired over the other applicants. Below are some questions which the employers or interviewers usually have.

1. Please tell us, why should our company hire you?
2. If you are accepted, what will you contribute to our company?
3. Is it possible if we don't hire you?

The Questions About Salary

The questions about salary and compensation is the hardest questions to be answered during a job interview. In answering this questions, the applicants have to prepare some tricks to answer. But in certain job interview, sometime the questions about salary history are not allowed to ask. Below are some question about salary usually used by employers or interviewers.

1. If you are hired, what is your salary expectation?
2. Would you tell us, what is your salary requirement?
3. What are your reasons to take a job with less money?

The Questions about Qualifications

The questions about qualifications are used to determine whether an applicant is qualified for the job or not. To answer such a question, it must be specific and clear. Below are the example of questions about qualifications.

1. What are the reasons that you have qualification in this job?
2. Please tell us about your educational background.
3. Is there any part of the job that is challenging you?
4. Please yell us, what will you do better than other applicants for our company.
5. Do you have any strengths which can help you to make the company better?

The Questions About Working History

Many employees or interviewers also ask question about working history. If the applicants have working histories, so that they must prepare to answer about what they were doing in their previous jobs Below are some questions about working history.

1. Please tell us about your expectation for this job and what extent were they met you?
2. What were the major challenge or problems you have in your previous job? And how did you handle it?
3. What can you learnt from the mistakes you made in your previous job?
4. Is there something you like and dislike in your previous job? Please tell us.
5. What was the biggest accomplishment and failure in the position you had before?

The Questions About Job Performance

How the applicants performed in previous jobs will indicate the performs in the jobs which they are applying. To answer these questions, the applicants have to prepare well especially about what they usually did well and what usually they did not do well. Moreover, the applicants should be careful in responding negative questions. They must respond with a positive manner although they are discussing in a challenging situation. They must make sure that their performances relate the employee's requirements. Below are some examples of questions about job performance.

1. What do most people often criticize about you?
2. Did you ever get criticism from your boss? What was the biggest one about?
3. What strategies do you usually use to motivate you team?
4. Tell us about something that you will do differently for our company.
5. Describe a difficult work situation you ever had, and how did you overcome it?

The Questions About Management and Teamwork

Getting along at work and teamwork is an essential matter for a company. Because of it, most employers or interviewers will ask such questions in a job interview. Besides that, interviewers usually also ask about the applicants' willingness to work well with others or whether he/she a team player or not. Below are some questions about management and teamwork.

1. Which do you prefer working in a solitary environment to team work?
2. How is your work style and how will you get along with other in a company?
3. Tell us some difficulties that you ever had when you worked with others.
4. When you have supervisors in your work, what do you expect from them?
5. Do you get difficulties when you fit with the company culture?

SELLING SELF COMPETENCE IN JOB INTERVIEW

When job applicants are calling to come to an interview, it means that they have to come to an interview and perform it well by selling their self-competence. In order to have good performing during an interview, they must have the right background and experience, as well as the role and the company's culture. Certainly, they

have known their strongest point that would be sold in a job interview. They must be confident and proactive to sell self-competence during the interview. There are some steps that can be done by job applicants when they want to sell their self-competence during a job interview. They are as follow.

1. Coming up interview with self-confidence. It means that when the job applicants have less self-confidence to come for a job interview, they can do everything which can make or create self- confidence.
2. Getting mind with the body language. It means that when the job applicants are slumped in the chair, feeling fidgeting, and avoiding eye contact with interviewers indicate that they are unfocussed and unsure with themselves. During an interview, they have to maintain good posture, make eye contact and sit down well which shows their readiness to have an interview.
3. Watching the word choices during the job interview. It means that the job applicants have to avoid to speak with raising tone at the end of each sentences when they are answering the interviewer's questions. By doing so, it shows that they are immature. Because of those, it is necessary to make recording in practicing interview questions which help them to identify their habits during an interview.
4. Wearing a formal costume. It means that during an interview, the applicants have to wear costume that is suitable for the formal and specific interview. They must avoid wearing any costumes that seem comfortable for them (such as casual costumes) but it will make the interviewers to be unrespect to them.
5. Practicing the answers to make sure that the interviewers have specific memories to the given answers. It means that the job applicants must practice to respond common interview questions. Just remember that the aim of job interview is that selling self-competence, and of course there is not company eager to buy unqualified people. Because of those reasons,

the applicants must try to stick themselves in interviewer's memory even days after an interview.

6. Having specific explanation. It means that the job applicants have to give specific explanation when they are answering interviewer's questions. They have to avoid vague answer that can reduce their worth. They may also tell something they have done or experienced.

THE SKILLS OF JOB INTERVIEW

Being successful in job interview is a unique science. It is not so different from another science such as an art science which requires smart and good preparation. Job interview also requires unique ability that is an ability to be at ease in the interview room. So that the job applicants must be comfortable and confident when they have an interview. In job interview, the applicants will interact with employers or interviewers, so they have to articulate their thoughts as it is listed in the resume in order to get the jobs. For those reasons, it is truly important for applicants to prepare some skills before they go on job interview. Below are some interview skills that will help job applicants can be hired.

The Preparation of Interview

Preparing an interview is a worth thing. The employers or interviews would know whether an applicant has a good preparation or not by observing the applicant's answers and self-confidence. An applicant at least requires an hour for having preparation before the interview begins. During this time, the applicants should boost their confidence so that the employers or interviewers will have big impression. Below is an outline in managing an hour (60 minutes) for the preparation of interview.

1. Use the first 5 minutes for re-reading, analyzing of the job description, and focusing on the essential requirements and responsibilities on the job or position which is applied. The aim

is that to be able to answer the questions well and stick on the most important aspects of the job which is applied .

2. Use the second 5 minutes for re-reading the resume and preparing the reasons or answers why the applicants' pitched themselves in the first place.
3. Use the next 15 minutes for researching potential interview question that will be questioned by the employers or interviewers
4. Use the next 20 minutes for practicing the answers to the questions that will be questioned by the employers or interviews. Then try to recall some specific examples from the previous work experience that will strengthen the answers or responses
5. Use the last 15 minutes for searching company's history, mission, value, and the recent successful projects

By having practice a lot, it will help the job applicants to be more perfect during the interview. Practicing a job interview can be done individually or ask another people or family member to act or pose as an employer or interviewers so the applicants are used to answering questions in the real time. Sometime, it is possible an employer or interviewer ask the applicants whether they have any questions or not, so the applicants also have to prepare a list of questions about the role and the company that will be asked to interview. Moreover, preparing an example of achievements is also an essential, so the applicant will be able to show to the employers or interviewers about their accomplishment in the previous role.

The Interview Timeliness

In having a job interview, the applicants must come on time and must not be late. Coming on time here means that the applicants must be a little early. Commonly, there are only few excuses when an applicant come late and will not give more time. Besides that, when the applicants do not come on time in a job interview, they

will be panic and stress especially when they are running late and rushing.

When the applicants have on site interview, so they have to come there about 10 to 15 minutes earlier. For this case, preparing everything needed during an interview must be done the night before in order not to be late. Meanwhile, when the applicants have an online interview or video interview, they must ensure the technology devices and internet network can work well.

Thinking Carefully before Speaking

A job applicant must think carefully before answering employer or interviewers' questions. A thought answers is truly needed in job interview and it is better than rushed answers. But, the applicants must not keep silence several minutes just to find the answers, but commonly it is acceptable when they take several second to think before they speak to respond and answer the interviewer's questions.

There are some ways that can be done by the applicants to stall when they are not sure how to answer the interviewer's questions. They must avoid using "umm" or "uhs" utterances or repeating interviewer's questions. Besides that, the applicants also must avoid a certain phrase, such as "That is a truly an interesting question for me," or "Actually, I was just thinking of that…."

In certain condition, when the applicants are really stumped and difficult to find the answer, they may say "That is a great question, but I have never been asked before, please give me several seconds to think of it".

Clearly and Cohesively Speaking

It is common thing to be nervous for applicants when they are having job interview. Sometime, it can happen for several minutes but it must be taken away as fast as possible. After the nerves has been away, the applicants have to convey valuable information about themselves as clearly as possible. They must not talking or

speaking to fast because the they will look in rushed, flustered, and anxious. To do this, they can take a deep breath first, slow down, and speak calmly and clearly.

Showing Self Confidence

It is an essential matter for applicants to how their experiences and accomplishments in a job interview. But the applicants must mot promote themselves arrogantly, narcissistically, and self-important. Although they are very good and capable of the job which they applied but they are lack of emotional intelligence, it is very possible they would not be hired. It means that emotional intelligent especially to show self-confidence is an important in a job interview. Besides that, emotional intelligent will show that the applicants can work in team.

Optimism Expression

During job interview, the applicants can show their optimism by using words or body language. Most employers or companies usually do not want to hire bad attitude applicants. Besides that, the applicants must avoid to bring any baggage into interview room although they are in difficult situation. They also must not to have bad mouth with previous company or employer they got along with never complain about the personal circumstances. It means that in answering the questions, the applicants must be natural with reasonable perspective expression through a lens of optimism. It is also necessary for the applicants to walk with a smiling face, offering a handshake, sit up tall at the table, and learning forward to engage the conversation.

Interest Relaying

Showing interest relaying in the job to the employers or interviewers is an important part. Besides that, the applicants may not to make statement to be hired in the position they applied or for any job. Although they really need the job, but they have to refrain from

acting as if they are desperate. They must keep in their mind that they would be valuable assets for the company.

Gratitude Expression

At the end of job interview, saying "Thank you" is very important. The applicants must thank to the employers or interviewers for the opportunity to learn more as soon as the employers or interviewers conclude or end the interview. Besides that, it is also possible if the applicants follow up with a thank you email after they get home.

Unit 7

ACADEMIC LECTURES

INTRODUCTION

Academic lectures are defined as one to two hours presentation which is given by an expert in a specific knowledge and discipline. Many people also say that academic lectures are commonly given by professors in a university or college. Commonly, academic lectures are standing in front of the classroom or a lecture hall. Sometimes, academic lectures are also given by professors or lectures behind a lectern and they deliver their speech to a quiet and attentive students or audiences.

When academic lectures are presented in front of audiences in their fields, they are considered as a valuable opportunity to learn about latest research and theories. Mostly, the aim of academic lectures is to share the wisdom and to learn the latest research and

theories. Because of these, a lecturer or a professor usually expects audiences' participation to be active in a lecture or discussion.

WHAT ARE ACADEMIC LECTURES?

The fact shows that there are many features in university learning's feature which are delivered via a series of academic lectures and tutorials. In order to get them both, the university or college students must be an independent and active learners. As stated before that academic lectures are formal structured presentations given professors or lecturers to large numbers of students. Then, the students listen carefully and take notes while a lecturer or professor is speaking. Academic lectures which are held in a classroom or in large room such as lecture theatres can last for one or two hours in each session. It depends on the courses, a professor or lecturer may use many slide, films, videos, sound recording or other media for the presentation. Basically, the aim of academic lectures is that providing the students with an overview of essential knowledge and sciences in a certain subject area and as a starting point for further reading and research.

The role of academic lecture varies between one lecturer to another depends on the professor or lecturer who handle the class.. Some professors or lecturers prefer to speak without interruption while others like to have interaction and encourage questions in while they are speaking. But, when the students are not sure which the lecturer or professor prefers, they are better to keep their questions for the end of the lecture. When the students ask a question during a lecture, they must make sure that the question is relevant to the discussing topic. The students must not interrupt the lecturer when he or she is speaking, but they can raise their hands to get the lecturer's attention.

In the other hand, many students also think that it is not so important to attend in academic lectures because they can learn from another materials and sources by themselves or listen from the lecture recording. But, absolutely it is very important for

students to attend in academic lectures. By attending the lecture, the students will get many benefits because academic lectures cover the key concepts and information that form the building blocks of the lecture or course. Here are some benefits that the students get when they are attending academic lecture.

1. The students will get all important topic overview
2. The students will not miss crucial information such as about assignment and course admin
3. The students will not miss too many lecturer material, so when they have an exam they will not have a lot of extra work to prepare the exam material. Listen to lecture recordings online.
4. The students will get copies of lecture slides or handouts during the lecture.
5. The students can ask another student or lecturer directly what when they do not understand or miss the material . Besides, they also can ask for a copy of another students' notes.

HOW TO DESIGN AND DELIVER EFFECTIVE ACADEMIC LECTURES?

To get effective academic lectures, it needs to make lecture design before performing in the class. As far as we know, the classroom is a place where the professors or lecturers meet their students. But we also often see that what the professors or lecturers say just go straight out of students' brain and memories. We also see that some students just talk with the friends or sleep while the professor or lecturer is talking in the class.

Academic lectures sometimes go ineffective way, outmoded, and anathema which do not catch students' interest to learning. From those phenomena, designing academic lectures is needed before performing in the class. Designing here means deciding the context of a topic or field for students and disseminating the common set of material to a large audiences. Besides that, it is also important to give information from various sources to clarify

some boarder information, transmit conceptual and systematic knowledge, and offer students with a model professional practice.

Below are some strategies to design and to deliver effective, informative, engaging, and participatory academic lectures. By doing so, it will come for achieving the goals or objectives.

Planning

We have been familiar with the phrases knowing certain knowledge and knowing how to explain that knowledge. It seems have the same meaning but actually they are totally different especially in the field of academic lecture. it is called a good academic lecture when it has good planning and preparation, and also it is done seriously.

For doing so, before conducting a lecture, it needs to identify some resources, organize the material, develop examples, and prepare supporting documents for the students. Besides that, in planning for an academic lecture, it is also truly important to consider the content selection and arrangement and the strategies that can be used in communicating, connecting, and reaching out to the audiences or students.

Avoiding Content's Tyranny

As stated before that it is necessary to prepare an academic lecture well, but it is also very important not to have an over preparation. The fact shows that there are many lecturers when they are teaching a subject, they give too much material for every topic of the lesson. Because of it, there are some effects that may occur, such as the classroom session goes very fast which is similar with having competition or race. A race here means the session must go fast because there are many material content that must be covered limited time based on the session duration. In a simple word, race here means a race between professor or lecturer, the clock, and the content intended to cover. As the result, the professors or lectures tend to do the followings.

1. They tend to talk faster that makes the students harder to keep up the materials
2. It will cover the raw material or the material is taught not so detail because they only focus on basic information only
3. The time for conducting questions and answers, or class discussion is very limited because they cannot reach the teaching learning goal.

To avoid content's tyranny, it is better to restrict the topic into several important points, and usually three to four main ideas is the most ideal one. There are many benefits of having a manageable information, such as the students will have better chances in assimilating and processing the course material. Besides that, the students also can be able to make connection between the knowledge they have known before with the larger discipline knowledge.

Knowing the Audiences or Students

It is a common thing that the course materials seem so familiar, straightforward, or common sense for the professor or lecturer. But actually those course materials are daunting, opaque, and complex for the students or audiences. For that case, in designing an academic lecture, it must always try to decide or choose the course material the audiences or students' point of view. Most of students are learning this new course material for the first time.

Furthermore, it may be important to seek students' experiencer and information background from another audience, such as from the students' study major area, their study level, their previous course or work, etc. It will help the professor or lecturer to find an appropriate starting point for discussion. It also helps to identify students learning styles inventory and their study habits/ preferences. It also can help to design the course material/content.

Creating a Complete Academic Lecture

It can be said that a good academic lecture is similar with a research paper which has three main and key components, namely: the introduction, the research body, and the research conclusion. They seem so simple, but there are many lectures which are missing one or more of these elements so it belongs to unsuccessful lecture or course. Based on those phenomena, it is very essential to make the organization and the structure of an academic lecture explicitly to the large students or audiences. In other words, the lecturers must say to the students what they are going to say in the courses. Explicitly, the introduction of a lecture should include the following.

1. A statement of the problem, topic, or subject which draws people involve in the course. It might also cover story, issue and analogy which drawn from current provocative quotes, events, videos, graphics and pictures. The aim is to serve students' attention.
2. A statement of the context which is connecting the lecture to the earlier sessions material.
3. A lecture overview with an outline material to discuss.
4. A lecture statement of the intended goals or outcomes which states what the audience have to know or be able to do after the course

Meanwhile, the body of the lecture should include the following.

1. The basic content of the course discussion, including key concepts, principles, techniques,approaches, issues, etc.
2. The main instructional activities for a small group discussion, review of data sets, or problemsets.
3. Set of opportunities for the students or audiences to engage, review, and apply the course material
4. Formative assessments which are used as the tools or techniques to know that the students or audiencesunderstand the course material. Those assessments can range from high informal or direct and indirect approaches. Highly informal or indirect

approach can be done by paying attention at the students' face to see if they follow along the course well or not. Meanwhile direct approach can be done by question and answer sessions which stimulate the students to solve problemsin small groups, work individually in the class, through some quizzes, or use short answer oral/written. Then, the questions are posted electronically on the screen or written on the board in front of the class.

The conclusion of the lectures should include the following.

1. The material summary which is covered during the course or lecture.
2. A short statement as the basic foundation for the next class sessions by connecting the materialwhich have been covered in the lecture to the larger aims of the course.
3. Some suggestions which state the best and appropriate way to join the lecture, such as reading materials from various sources, a series of problem, assignments, etc.
4. Giving a large chance and opportunity for the students to make summarization of the lecture or course material, and making some questions related to the material which they do not understand yet.

Developing Lecture Notes

We certainly agree that the most efficient and effective academic lectures, besides it is conversational in tone, it must also always stay on the topic consistently and not go away from the lecture's main topics. Developing lecture notes can help the professors or lecturers to organize their thoughts in delivering a presentation in the class. It also can provide them with a script or roadmap to follow during the lecture. Besides that, by developing lecture notes can help the professors or lecturers manage their time in delivering the material and also manage material movements from one topic to the following topic. Besides that, developing the notes of lecture

also can be used to make a foundation for preparing the next lecture in order to have good and efficient lectures.

The Engagement and Interactivity of the Audiences

The fact shows that the audience\'s attention during the lecture tends to move on and to decrease considerably after 15-20 minutes the lecture. Therefore, in designing an academic lecture, it is truly important to create formal breaks to help the audiences focus with the course the material.

Formal break does not mean to stop or to end a lecture for a while, but this break here means the lectures' activity is done with combining asking a question session or a problem solving that must be discussed by the students individually or discuss in groups of three or four. Besides that this break also can be done by asking the audiences to discuss a certain topic and issue, whether work in pairs or work in small groups, and then presenting them to the front of the class

Enthusiasm Academic Lecture

Many academic lectures which only exclusively as disseminating an information where their duty just to present the course material, and the students' duty is to comprehend and to learn it. But actually how the material is presented in the class truly plays an important role in order to be understood and learned by the audiences. Because of that, expressing a topic with good manner and seriously will give positive impact on student to engage and interest with the material. Below are some strategies that can be used to increase audience interest during the lecture.

1. Never spending all the time just read the material in the note directly, but establish eye contact with all students or audiences
2. Getting out from the table or lectern, then move and go around in the classroom or hall.
3. Using movement and gestures to emphasize points of the material.

4. Speaking loudly, project the voice, and make sure that all the students or the audiences can hear the lecture well
5. Using a various pace of speech and tone of speech to attract students interest and using various jokes, analogies and examples.

Asking the Questions for Audiences

Asking the questions for the audiences or students will be more efficient to catch the interest of audience. Besides that, it also can be used to get students' feedback after the student are learning the course material. The most important thing is that the questions should be in the form of questions which lead to the further or complex conversation and not a question which tends to be stoppers question that is questions which does not bring on the further conversation. Below are the examples of conversation stoppers

1. The question "Are there any questions?" is probably common question in the lecture, and the students are familiar that such this question is s signal that the lecture has ended, or the lecture will go on to the following topic. For that reason, the students will not answer this question because they have known that they will move on another topic
2. Vague or too general questions and not related to the topic which is being discussed.
3. Too detail and complex questions which require the students to work together or open thenotes they have just written down.

Meanwhile the questions which can be the conversation starters can be developed by using some techniques. They are as follow.

1. Asking the students or audiences to answer a multiple choice questions. It may also ask the students or audiences to choose the appropriate responses from various possible options which have been presented.

2. Giving fill in the blank questions and ask the students or audience to complete a sentence
3. Presenting a case or problem, then ask the students or audiences to seek or explore the problem, example or a case's new concepts
4. Presenting certain concept or idea and then ask the students or audiences to paraphrase that new idea or concept in different ways.
5. Exploring the question "Do you have any questions?" with another question which is more meaningful and more specific, such as, "Is there any material or topic that should be discussed, such as…..(e.g: concept, theory, argument, or idea,? which have relation with ….?"

Answering Audiences' Questions

Questions are considered as an important part in academic lecture or presentation. It provides opportunities for all students or audiences to consolidate, clarify and enhance students' understanding of the lecture material and lecture topic. Answering audiences' questions belongs to a formal presentation and it needs good control and good planning in order to be able to deliver the basic material well. The followings are some strategies to answer audiences' questions effectively.

1. Being patient and mindful because most students or audiences are just learning the course material for their first experience. Of course, the students need more time to process those material in their minds and memories and of course, they also have questions in their mind.
2. Listening question carefully before offering a response.
3. Clarifying and asking for additional information or background when the question is not clear.
4. Giving more information for the students in order to be able to answer the questions well, especially when there is confronted or debated with a question that is considerably out of topic

Reflecting the Lecture

Reflection is considered as the room for getting improvement of a lecture, so that it is very essential to make reflection at the end of the lecture. Reflection is also helpful to gather some ideas because the student still memorize all the material well. Beside that by having reflection can get students feedback which can serve as a key source for ideas on improving the next lecturesBesides that it can also help to identify some lecture areas where it may be gaps or shortcomings materials. Finally, by getting reflection, the professors or lecturers can review and evaluate their performance during the lecture.

CREATING MEMORABLE ACADEMIC LECTURES

Generally, it is only 20-40 percent students who make capture of lecture material in their notes and they only remember 10 percent the lecture material after three weeks. Almost all the lecturers hope that the students or audiences will learn and remember what they teach. In order to be able to create and deliver lectures that will stay longer in students' memories, there are some challenges which should be considered by the lecturers. They are as follow.

There is Integration in the Process of Learning from Having Attention to become Comprehending

Many people know that the cognitive theories has been described that there are three phases of the learning process. These phases can create learning environment whether in the classroom or out of classroom which can help lecturer communicate the material effectively.

Phase one is deciding what people attend to. Every people cannot notice everything that is going on in their environment, so they have to put their attentionselectively. It is no so different from learning in the classroom. When the lecture hopes the students

learn and pay attention to the lecture, so it need to capture students or audience attention.

Phase two is step of learning. The lectures should organize what they have observed during the lecture into a specific structure or pattern. In the classroom, most of students are always interpreting what the lecture says, what they read on the board, and what they see and read on screen slides. In this case, the students or audiences must organize those information in their own minds based on notes have written down. It means that the more provided framework for interpreting lecture material, the students or audiences will be easier to understand the topic or material.

Phase three of learning is that learning in a large hall or classroom, completed with reviewing and giving application. Then this learning process can be continued outside the classroom by giving some tasks or assignments whether individual assignment or in group assignment. Furthermore, to give opportunity to the students to make summary or review lecture material which can be done in class or between the class can also make a lecture truly memorable in their mind.

Getting Students' Attention

Every professor or lecturer certainly hopes that what they talk during the lecture will captivate students' attention. Of course, the students must be engaged with the professor or lecturer first before they engage with the material or topic to be discussed. Therefore, the first task that should be done by the lecture is to get the students' attention. For that case, a professor or lecturer must be able to connect with audiences and bring them into the lecture. It does means that a lecture need to be a performer or entertainer, but the lectures just need to keep the students in their minds and find the way to interest students in the lecture material.

The best way to attract and keep students' interest in joining the lecture is the lecturers' expressiveness in using vocal variation, facial expression, movement, and gesture. Most students will likely

pay attention to the lectures who have expressive behaviors, because they are more interesting to attend to and easier to understand. For this reason, expressiveness can make students interest and facilitate student comprehension.

Direct to the Attention of Students

Although the students or audiences have pay attention to the lecture, they also often fail to catch the important material in lecture. The lectures must think of how much new content or material which is shared to audiences in one meeting of lecture. In every lecture, the students need to comprehend the material which flows in their auditory. In order to be able to do that, the students must be listening well, seeing clearly, thinking seriously, and writing tidily all the material at once. Because of this, it is only 20-40 percent students who make note capture of lecture's material. It might be hard for the students to make identification about the ideas which belongs to critical ideas and peripheral ideas. Based on this case, the professors or lecturers can help the students to catch the most important information during the lecture.

The best way to help the students in order to be able to catch the most important information during the lecture is that by providing students with a framework for each lecture. By doing so, the students' attention can go straight on the most important information in the lecture. Lecture framework covers lecture's objective, key concept, and some questions to be considered by the students. Besides that, the lecturers also can prepare handouts containing lecture's major points which can help the students to listen and find out the main element of the lecture.

Besides making lecture framework, the professors or lecturers also might conceptual questions which help the students to take notes during the lectures. Every lecture section should be able to be preceded with a qualified questions which can encourage the students to interpret and organize the lecture content based on the

conceptual framework. The fact shows that the students who take notes, mostly perform better on a recall test

Moreover, it also needs that the lecturer should be stated clearly especially about the material that the students should be focusing on during the lecture. The lecturer must state the key material concepts clearly and also the definitions of the important themes in order that the students go straight on the content of the lecture. Besides that, the lecture might also use visual or verbal cues to show the main points, or categories, or an argument of new concept or material. Asking the students to review and explain the main paint of the material is also considered to direct students' attention to the main point material. All of those strategies might help lecturer to create a framework for students, so the students are able to identify and understand the main ideas of the lecture quickly and accurately.

Never Having Overload the System

After getting students' attention, something needs to consider is that how quickly the students can processinformation during the lecture. Most students cannot immediately absorb new information they get. For this case, a lecture should give short breaks to the students during the lecture to make notes or write the material in their notebook and then ask them questions. At this shortbreak also gives opportunity to the students to assess their understanding of lecture material. After 15-20 minutes of presentation, the students can be given an assignment which varies in form, such as making summary of the lecture's important point.

In presenting information, lecturers also often use presentation materials, such as inc

luding audio, video, and written materials. Beside attracting students' attention, they can also overload students attention

For example, the students are presented an illustration and explanation on the screen at the same time, the students might get difficulty in processing information quickly. It is caused by their

inability to look at the information and read the explanation in the same time because they are on the same sensory channel. For that case, it is better to replace written information on the screen with an auditory explanation

Giving Opportunities for Students to Review the Material

The information gotten from the lecture will stay longer in students memory when the lecturers give the opportunities to review and to reflect the information during the lecture. So that, during the lecture the students should be given opportunities to review and apply ideas or given assignment to make review of the lecture by using the lecture content.

Besides that, it is also important to give a problem for the students which should be solved or discussed using lecture material. It is also possible if the lecturer is asking presenting some questions then the students can respond the questions based the material that has been discussed during the lecture. Students will have lasting memories to the lecture material and have high level thinking skills when they are used to reviewing, interpreting and applying lecture material.

Commonly, the students easily remember lecture information which is relating the experience or phenomena they have been familiar with. Because of that, the lecturers can emphasize this phenomenon with examples from students experience, current events, or popular culture. Besides that, it is also possible to ask students to present examples based on their personal experience orally or as a written assignment.

IMPROVING ACADEMIC LECTURERS EFFECTIVENESS BY USING GUIDED NOTES

Guided notes are handouts which are prepared by the lecturers to provide the students with the specific background information

and standard cues about the lecture material. Guides notes content some specific spaces to write down the material key facts, material concept, material relationship with the previous lecture. Guides notes can encourage students to be active during the lecture, help the student to make note effectively, and increase students attention during the lecture. Besides that, guided notes also can help lecturers to organize and enhance lecture content in various subject area. Guided notes can be used for single lecture in specific time or for a semester during the course. The are some principles that must be followed by the lecturers in composing guided notes. They are as follow.

Academic Lecturing Method

Academic lecture is the most familiar method used as teaching method in universities or colleges. It has a simple format and straight forward to the students. Academic lecture involves the lecturer who is talking, illustrating, and demonstrating the lecture material and students or audiences who are responsible to obtain, remember, and use the important information during the lecture for an assessment.

The Benefits of Academic Lecturing

There are many people say that the method of academic lecturing is considered as conventional and ineffective method, but there are also some advantages using academic lecturing method in presenting the information in a lecture. They are as follow.

1. The lecturing is more efficient because of using the lecturer for specific time. It is truly possible that the lecture is presented in one semester to the next. It means that it can be more efficient in planning and preparing to review and update the lecture material.
2. The lecturing is considered as versatile lecture because it can be applied in small or large groups. It also can be used in various curriculumand subject matter which can be applied only in several minutes or hours.

3. When lecturing, the lectures have completed the material with course content control. It means that the lecturers have certainly completed the material with a detail emphasis on which course material that would be taught.
4. This method can be applied as course content elaboration and course supplemet. It means that the important content thatis the students difficult to learn can be highlighted by the lecturers during the lecture.
5. The academic lecture method is providing material flexibility. It means that the lecturers can probe students'understanding toward the course material and make adjustments to the lecture directly.
6. The academic lecture can motivate the students or audiences. It is due to the students can see and hear the lecturers who are presenting the lecture with a various commitment and enthusiasm to the discipline knowledge.

The Disadvantages of Academic Lecturing

Although many people say that there are many advantages using academic lecturing method in presenting the information in a lecture, but there are some disadvantages, too. They are presenting as follow.

1. The lecture or course material is usually performed untidily or unorganized so it is supposed as a conventional lecture model. Because of this, many student are difficult to understand and to determine the essential aspect and essential points of the lecture or the material would appear on the exam.
2. The Students or audiences are often passive observer, especially when the lecturers do not ask students to participate actively.
3. Many students or audiences do not know how to take notes effectively during the lecturing although they have been familiar with various strategies how to take notes effectively
4. The lecturers often get off from the primary lecture objectives. They tend to make joke or anecdote during the lecturing or go away from the topic to be discussed.

Unit 8

TEACHING ENGLISH

INTRODUCTION

Many experts say that teaching English is the theory and practice of teaching and learning English with the purpose of getting benefits for people whose first language is not English. Teaching English means teaching of English and English teaching. They are generally used in non-technical terms in the teacher of English fields whether with children or adults, whether for the first language, second language, or additional language. Teaching English is usually categorized into some categorizes with its own perspective, theory, organization, etc.

Teaching English is considered to be very important for the people whose their first language is not English. Until right now, English is a universal language and worldwide and it is believed that there are billions people who speak English in this world. English is

also crosses culture, countries and industries and it is as a common tongue for the English native speakers. Besides that, until right now the internet is also in English. Almost about a half of internet homepages are in English and English edition of Wikipedia also contains the most articles. As far as we know, now internet is a truly important and necessary for many job and daily life.

English can take many people to amazing places in the world. Besides opening up exciting new avenues for students, teaching English can also offer teachers with the new opportunities. For instance, by having the qualification of Teaching English as Foreign Language, the teachers can travel around the world to share their knowledge. The teachers can also explore every corner of the world to learn their culture or seek the job in the countries offering high salaries.

Moreover, a country with English teaching usually belongs to a country with growing industry. Recently, English teaching is considered as a booming industry. By learning some skills how to teach English effectively, people can get or set up themselves for a well-paid career and job with strong job security indeed.

TEACHING ENGLISH CATEGORIZES

In this worldwide, teaching English is divided into five categories. They are teaching English as a native language, teaching English as a second language, teaching English as a foreign language, teaching English as an international language, and teaching English as a second dialect. Every category has its own characteristic such as theory, terminology, perspective, organizations, conferences, etc. They are as follow.

1. TENL or Teaching English as a Native Language
   Teaching English as a Native Language or TENL is teaching English as a mother tongue and teaching English as a first language. Explicitly, English as a native language means English is the first and significant language for daily communication such as English which is used in Australia, US, New Zealand,

Britain, and many more. In the English speaking countries, English is taught for children, adolescents, and adults in the range of primary or elementary schools, secondary schools, and higher school. In this term, English is uses as a shorthand used as teaching and studying its language and literature whether at the secondary level or tertiary level or they are both. But in this recent years, many secondary schools or universities distinguish teaching English language and teaching English literature depends on the subject degree and subject for examination.

2. TESL or Teaching English as a Second Language
   Many people say the term Teaching English as a Second Language with the name of TESL. TESL is defined as teaching English for the countries which used English is not as their mother tongue but English is being part of the society fabric for a long time. Commonly, TESL was used for imperial and colonial reasons which is used for a lingua franca or a medium of education or for them both. The countries which are used English as a second language usually used English in a statutory role such as education language and official language and it is not used for daily communication in their home. The examples are English which is used in Nigeria, Singapore, India, etc.
3. TEFL or Teaching English as a Foreign Language
   Teaching English as a Foreign Language or it is commonly called TEFL is English teaching in the country which is interested in English because it is important language. TEFL does not belong to a local medium of communication or instruction. The example of TEFL is English which is used in Japan, Sweden, and Saudi Arabia. Recently in the late 20th century, almost all the countries in this world used English as a foreign language. Besides, many countries also provide some English courses for their natives with the aim preparing their citizens to visit English speaking countries with various purposes.

4. TEIL or Teaching English an International Language
   Teaching English as an International Language or TEIL is teaching English as a global lingua franca in this worldwide. The aim of Teaching English as an International Language or TEIL is to make people in this world to be aware about the language process of worldwide and some problems which are derived and related to its role. The aim of Teaching English as an International Language is that persuading both the English users or learners, and all the countries in this world to use English with their consciousness because English is an adequate international used in tis worldwide.
5. TESD or Teaching English as a Second Dialect
   Teaching English as a Second Dialect or TESD is teaching English as the standard language to the English users who have English non-standard varieties such as the varieties if dialect and creole. The example is English which is used in Scouse in United Kingdom or Appalachian in the United States. Explicitly, the aim of Teaching English as a Second Dialect or TESD is to present standard English as a single dialect among many dialects and it is not as prestigious for entity in its own right

HOW TO BECOME EFFECTIVE ENGLISH TEACHERS?

Every English teacher especially Teaching English as a Foreign Language knows that there are some differences between teaching English for elementary school or secondary school versus teaching English to the person or students who live in English speaking countries. There are several requirements in teaching English that the teacher have to know in order to be get an effective English learning both for children or adults English learners. They are as follow.

1. Teacher's Qualifications

   Some essential qualification are needed by the English teacher in order to be able to teach English well, whether teaching English as a second language or teaching English as a foreign language. Of course, the firs qualification needed is a certificate of TEFL. The English teacher can get this certificate by joining online or off line English course or joining and attending training program, such as TEFL or TESOL or CELTA. By joining that courses, the English teachers will be a certified English teachers and they can legally teaching English whether national or international students. Among those three certificates, CELTA or Certificate of English Language Teaching to Adults is widely the most accepted in this worldwide.

   Moreover by becoming a certified TEFL teachers, the English teachers will have opportunity to teach English online in English schools. It is due to the previous teaching experience is required besides bachelor's degree from a university as the main requirement. Besides that, there are many school especially public schools and private institutes put a degree in education to be the main requirement for English teachers. Even more, there are also many schools require a master's degree for their English teachers. When the teachers are not English native speakers, they can turn to bilingual education that is teaching English in two languages namely using teacher's own language and using English language. By doing so, it will help the students to understand what the teacher is explaining especially something the students do not understand

2. Being Patient and Understanding the Students' Need

   Being patient to the students is an essential qualities which is English teacher should have in order to be able to teach English effectively. Being patient is very important especially for the students who are struggling to learn English or un-experienced with English. In this case, the students will take more time to learn English, so that the teacher have to create a safe and

supportive environment in order that the students can be more comfortable in learning English.

Moreover, the teacher have to understand the students' characteristics. It is very possible that the students come from different cultures and backgrounds. For this reason, it is very essential for the teacher to be aware and respectful to the students' culture differences and make sure that all the students understand the lessons or materials.

3. Teaching Methodology

In teaching English, there are many teaching methods that can be used by the teachers in order to teach English effectively. The variety technique is required so that the students are engaging with the class and they can understand the lesson well. In doing so, the English teacher can use some methods, such as group discussion, game, quiz, audiovisual, and many more. Besides that, to use different educational material is also needed to teach English effectively. The educational material can be in the form of textbooks, students' worksheet, or another online resources. By doing so, It will catch the students' engagement so the teacher will be able to handle the various types of students in in the class.

4. Being Able to Create Classroom Management

Besides being patient and understand the students' need as stated in the previous, it is also important for the English teacher to be able to create classroom management in order to be consistent in maintaining a productive classroom. It is an essential part because it can make sure whether the students can follow the lesson well or not. Disorganized classroom will disturb the teaching learning process. Moreover, creating classroom management is being the crucial part in teaching English because it will make the student are engaging and active to learn English.

TEACHING ENGLISH STRATEGIES

Using various teaching methods, such as games, quiz, or other activities is very important for the teachers in teaching English language learners in this worldwide. The aim is that to keep students' engagement and interested in learning English. Below are some strategies that can be used by the teachers.

1. Good Planning and Preparation
   Having good planning and preparation is one of the essential parts of being an effective English teacher. In other word, it may also say that an effective teacher is a teacher who is able to plan and prepare the lesson well. By doing so, the teacher will be able to cover the important and necessary material which the class can be run smoothly. Creating a various material can be done by making students' handout, games, or presentation slides. Besides that, by having good planning and preparation, there will be different activity balance in speaking, listening, reading, and writing.
2. Using Various Pictures and Audiovisuals
   Using some various pictures and audiovisuals will help the teacher in managing the lesson. It can be in the form of gestures, pictures, diagrams, charts, videos, and other audiovisual kits. Audiovisual is very helpful in teaching English, especially in teaching new vocabulary. Besides that, it can also be used to review the material which is covered in the previous lesson.
3. Creating Lessons Fun
   Creating or making lesson fun is important thing in teaching English because it makes the students to be eager and more motivated in learning English. Creating lessons fun can be done by incorporating some games and puzzles in the lesson. Besides that, using humor or anecdote and storytelling are also regarded more enjoyable in learning English.
4. Setting the Rules of Classroom and the Consequences Setting the rules of the classroom and the consequences is

considered to be an essential part in teaching English. It will help the teacher in creating a respectful and positive learning environment, so that the students will be more enthusiastic in learning English. Setting the rules of the classroom and the consequences can be done by making appointment with the class, such as an appointment not talking while the teacher is talking, raising their hands when the students want to speak, no interrupting each other, always being polite with others, and many more.

Moreover, it is also essential to set consequences when the roles are not followed by the students, such as a warning to leave the classroom, to clean the classroom, etc. These consequences will help the teacher to ensure that all the students take the roles seriously and they also know how to follow them.

5. Using Interactive Activities

Using interactive activities in teaching English is very essential to get great way in teaching English. Interactive activities can be done by setting group work, role-playing, and other activities. Interactive activities that the students can talk each other is the great one to involve the students in the lesson and give opportunity to the students to practice their English skills.

6. Creating Encourage Questions

Creating encourage questions is also essential part that have to be done by the English teachers. The main aim is to encourage students' questions. Encourage questions indicate that the teacher is open to feedback care the lesson progress. Besides that, by asking questions will allow the students to clarify their understanding about the lesson or clarify the students' difficulty in joining the lesson related to the material issues, such as grammatical problems, lack of vocabulary, or difficult words which arise during the lesson.

TEACHING ENGLISH METHODS

Recently. the methods of teaching English have developed rapidly. Especially for the English teachers, it is very essential for them to understand the various teaching English methods and techniques, so that they can manage the class well and create an enjoyable English classroom. Every teaching method is based on specific vision of understanding English. Besides that, every method has different focus and priority depends on the class characteristics.

In modern teaching English methods, the English teachers mostly do not follow the rigid methods but they apply the principled eclecticism approach that is an approach which is fitting to the learners, and not vice versa. It means that the teachers must be able to choose technique and activity which is appropriate with the students and the material. The aim is that to increase students motivation and create independent and inspired students to be eager to learn English more.

Teaching English Primary Methods

Teaching methods here means the combination of some techniques which is used by the teacher in teaching learning process in the classroom. There are some methods categorized as primary methods of teaching English. They are as follow.

1. Grammar Paraphrasing Method

   Grammar paraphrasing method is a classic teaching English method which has been used since sixteenth century. Grammar paraphrasing method was focusing on translating a text into students or learners' native language. Mostly it was used to learn vocabulary. Although this method is considered as old and conventional method and get many criticism in this modern era, but there are many teachers or institutions are still using this method in teaching and learning English, especially for the students who want study English scientifically.

2. Natural Method

Many people say this method with the term of Direct Method. This method is considered to response Grammar Translation Method. This method is applied by asking students or English learners to think in English so that they can speak and communicate in English. The aim of Natural Method or Direct Method is to build and to create a connection between students' thought and expression. For this reason, the teachers will prohibit their students to use their native language. They are supposed to express themselves perfectly in English with proper accent and grammatical skills.

In this modern time, natural or direct method is still used in teaching English and it is also considered as a useful method in teaching English. By using this method, the students are proposed to think and talk in English in a real life situation. Besides that the students are also proposed to learn English accurately without translating into their native language.

3. Audio Lingual Method

Audio Lingual Method is also called in term the Army Method because this method was discovered during the second World War. In that time, this method was very essential for the soldiers to learn their opponents' language. In that time, Audio Lingual Method was supposed to resemble a Direct Method. Audio Lingual Method is applied by combining thinking in language and expressing the thought in the same time. By doing so, the process of teaching and learning English will be happened which helps the students to learn new things.

Furthermore, by applying Audio Lingual Method the students are proposed to learn English language's structure and use English in their daily communication instead of understanding its vocabulary only. Commonly, the teaching learning process is conducted by holding class discussion, or the students repeat what the teacher is saying, and then

followed by testing. This process is running severally until the students can answer correctly.

In simple word, the characteristics of Audio Lingual Method is done by drilling some phrases which is commonly used in daily conversation and it does not emphasize on the grammar. Meanwhile the vocabulary is taught contextually and used audiovisual aid technique which is focusing on the pronunciation.

Teaching English by Using Humanistic Approach

Teaching English by using Humanistic approach is based on certain principles, such as there must be a collaboration between emotional and social that the students will engage to learn English and not just keep in their minds. As an example, the students' written works are always responded by the teacher globally not focus on the quality of the language only. Besides that, the teacher also writes the extended answers on students' work and offer the students with some choices in various topics if they want to write with another topic. Some teaching methods belong to humanistic approach are Suggestopedia, Silent way, TPR or (Total Physical Response), Communicative Language Teaching Method, and CLIL Method or (Content and Language Integrated Learning)

1. Suggestopedia

   Suggestopedia is English teaching method which is emphasizes on a certain principle, namely humans' mind has huge potential to memorize information by suggestions. Specifically, teaching English using Suggestopedia method is based on certain principle of students' memory. This method is applied by providing the students with some chunks of new information in English language, which are read aloud with classic music background. Many people also say that this activity is called a concert reading

In sum up, the main point of suggestopedia method is providing students with a relax situation, so they are eager to learn English and can retain all information during learning process. Suggestopedia method is so essential for the students who are introvert, shy, or apprehensive

2. Silent Way Method

Silent Way Method is also called the Natural Approach which emphasizes on the idea of the way human beings learning to speak in their mother tongue. In teaching English, the teacher should have less speak or keep in silent as much as possible, meanwhile the students should be active and speak English as much as possible. Mostly, this method is applied by using some elements, for instance color charts, colored rods, or physical objects surrounding the class. The learning process will happen when the students are able to discover a new thing about English by themselves without repeating what the teacher taught.

3. Total Physical Response Method (TPR)

Total Physical Response or TPR method is an English teaching method which is involving acting out English language rather than speaking. Acting out language here can be applied through mimicry or respond to audiovisual cues. Usually, Total Physical Respond Method involves games in teaching learning process which make the class to be fun and eager the students to learn English.

4. Communicative Language Teaching Method

Communicative Language Teaching Method is an English teaching method which is so famous and most accepted in this modern era. This method does not only emphasize on grammatical fluency, but also emphasizes on communicating the message meaning. Or in simple word, Communicative Language Teaching Method is focusing on how the English learners can speak and deliver the message in English language. This method is characterized with the followings.

a. The interaction in English will give a result of proper understanding English language,
b. Focusing on strategies to understand English in teaching learning process
c. The students' experience is focused on making or creating the lesson content
d. Using English authentic text in English teaching
e. Using various teaching methods which is depending on students attitude to make the language understandable.

5. CLIL Method (Content and Language Integrated Learning)
   Content and Language Integrated Learning Method is an English teaching method applied to schools which most of important subjects are taught in English. This method is a common method in this modern era which focuses on the content and the lessons suited with the students' need and preferences. Content and Language Integrated Learning Method or CLIL is considered as an effective method in teaching English because it teaches students the real life application of the English language.

Basic Approaches of Teaching English in Modern Time

At the previous teaching English methods, many students were taught to memorize vocabulary, answering students' worksheets, taking dictation, and repeating what the teacher said. But now, the development of internet and social media have changed how students learn English language. For this reason, the teachers must address the students' need and interest in learning English with the appropriate teaching approach. Below are some English teaching approaches which are famous in this modern era.

1. Task Based Approach
   Task Based Approach is an English teaching approach focusing on which the students' competencies that would be developed based on certain idea. This approach is stressed on why English

is taught rather than what it can be shown in English. Because of this reason English is learned by doing certain activities and relating English to daily conversation. The students' task is given with the topic in daily conversation, such as how to order in a restaurant, movie review, and so on.

2. Project Based Approach

   Project Based Approach is an English teaching approach where the teacher is devising a project which the students must work on. The teachers have to give various project, such as role play, drama, group or individual presentation, and so on. For this case, before giving project to the students, the teachers need to have a reflection and ask themselves why the students want to learn English.

3. Lexical Syllabus

   Lexical Syllabus is an English teaching approach where the teachers are supposed to develop the students' vocabulary, which is specific to the students' need. In this approach, the teachers must provide the students with the word list which is categorized in different heading when it is supposed to be big. For instance, the word "back pain" is a term related to the medicine or human health, so this word list will consist on these words

4. Using Smartphone in the Classroom

   Recently, Smartphone is an inevitable part of human existence. Besides that, smartphone is also providing many essential tools for the students, such as dictionary, reference application, grammar application, online classroom, games, and so on. Because of this, the teachers must guide the students how to use smartphone effectively during learning English in the classroom.

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