

COVER

COVER DALAM

SPEAKING EFFECTIVELY

IN FORMAL SETTINGS

Editor

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PREFACE

We thank God that finally the book entitled "Speaking Effectively in Formal Settings" is completed and safely reaches the audience. This book is intended for those seeking guidelines to take parts in formal oral communication settings. This book is written to help non-native learners to speak confidently in public. The theory and tips are explained in simple terms and with simple tenses to make them more understandable to beginners. It would be highly beneficial for you to read the book "Speaking Effectively in Formal Settings" as it is going to enable you to learn how to speak correctly, smoothly, and effectively at the same time. This book would also be useful for college-level speaking teachers who are teaching Public Speaking since this book explains effective steps and provides examples of speeches. We understand it is not easy to find a specific speaking book, as they are usually found in complex materials and we have to select appropriate materials for our students. The book consists of seven chapters. Chapter 1 is discussing different kinds of speaking. Chapter 2 refers to the characteristics of spoken discourse while chapter 3 deals with features of interaction. Chapter 4 shows the best ways of presenting orally and chapter 5 informs you how to chair a meeting. The next two chapters provide the effective ways of being a moderator in a panel discussion. Last but not least, chapter 7 discusses argumentative speech and the way to provide supporting evidence to make our arguments sound more convincing. We do hope that this book will be of fruitful assistance to those who want to speak publically with positive impacts.

Surakarta, August 2021

Author

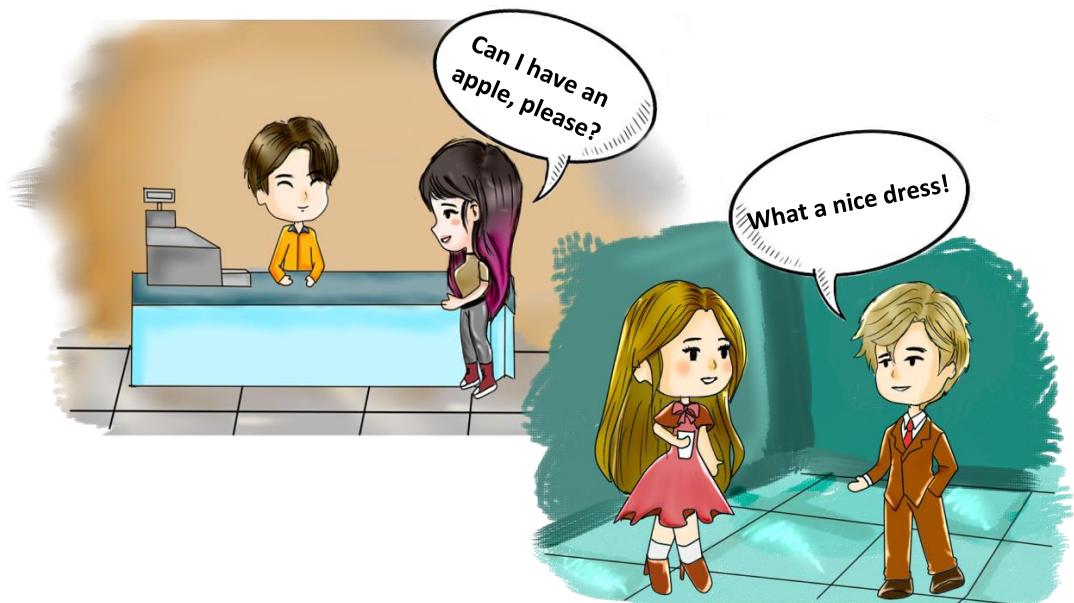
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CHAPTER I

Different kinds of speaking!



What is speaking?

The focus of this section will be on what we mean by speaking. English ability to speak is a critical part of study of English, besides reading, writing, and listening. As a productive skill, it cannot be separated from language learning because it evaluates skill improvement related to language learning. The purpose of speaking is to convey an opinion, feeling, or thought, and it comes out freely through spontaneous expression. Speaking a foreign language in society requires particular proficiency in using the language in social interactions.

The act of speaking is creating meaning through an interaction between producing, absorbing, and interpreting information (Brown, 1994; Burns & Joyce, 1997). In some situations, the way we speak and understand is shaped and determined by the context, such as the participants, their existing experiences, the surroundings, and the purpose of their interaction. The process is often open-ended, spontaneous, and evolves. Speaking is the direct communication of understanding through systematic verbal utterances. Learners not only understand fundamental aspects of a language, such as grammatical construction, pronunciation, or word choice, but also recognize when, why, and how the language is produced.

In life, learners have to communicate formally and informally in transactional and interpersonal conversations based on their standard competence of verbal communication. A transaction is an exchange of information, whereas an interaction establishes and maintains social relationships. To explain it, Brown and Yule used an expanded three-part framework (after Jones, 1996, and Burns, 1998): talk as an interaction;

talk as a transaction; talk as performance. The following will discuss each framework in detail.

1). TALK AS INTERACTION

Talk as interaction is usually referred to as a conversation. Conversations serve as an opportunity for social interaction. This interaction maintains social relationships. Therefore, this conversation focuses primarily on maintaining social interaction rather than the content of the message. Conversations are an essential component of social interactions. Using interactional language allows the speaker to build relationships and maintain them. Usually, these interactions begin with a brief conversation, such as greetings, informing one another about weekends, weather, work, and school. Generally, it ends with a fixed expression like Goodbye. Conversation involves managing the flow of discussion around topics. To maintain a flow of conversation, speakers engage in interactional strategies. Participants in interactions have different styles of speaking in relation to their positions like ages, gender, and status, as well as their politeness. Here's a picture showing talk as interaction.



Figure 1.1. Talk as interaction Adapted from
OysterCafe.Com

The picture above illustrates the social interaction between employees. This interaction aims to maintain social relations. As can be seen from the question "how was your weekend". One of the workers started the topic in casual conversation. This question was responded to by other coworkers through back channeling, shown in the speech "You?".

Besides, a suitable style of speaking may involve lexical, phonological, and grammatical changes. Lexical change reflects a change in meaning or usage of a term, or the preference for one word or phrase. Then, phonological change is a change of pronunciation in various forms. A change in pronunciation can have a small impact on a single word. The change in pronunciation might appear initially only in a certain geographic location. Meanwhile, grammatical change is the

process of changing the grammatical features of a language over time. Look at the example below.

“We couldn’t listen to the latest tunes because we hadn’t a wireless”

Considering the term wireless, it is likely that the speaker was older, since radio is more commonly used now. Tune here is pronounced in a very interesting manner. An older speaker in the UK might pronounce tune or dune with an additional 'y' sound after the initial consonant and vowel - making them sound like 'tyoon' and 'dyoon' both respectively. Compared to older speakers, younger speakers mix the consonant and "y" sounds respectively into a "ch" sound. To summarize, the word tune may sound like Choon, while the word dune may sound like June. Some might think, the construction we hadn't a wireless might sound uncommon. It is more common for younger speakers in many parts of the UK to say we hadn't got a radio or we didn't have a radio. Other examples are as follows:

- **Lexical**

It's pouring, I forgot to bring my umbrella / it's raining cats and dogs, I forgot to bring my umbrella (Lexical)



Figure 1.2. Lexical problem adopted from Vectorstock.com

- **Phonological**



Figure 1.2. Style of phonological speaking adopted from
DisneymusicVEVO

- **Grammatical change**

Here is the example of grammatical change. As we can see from the figure below, the first speaker speaks without pay attention on the grammar structure such as “You say what?”. When she asks to someone, she did not use WH questions. It should be “What did you say”



Figure 1.3. Style of speaking in grammatical change adapted from MaxhavelarCourse

2. TALK AS TRANSACTION

Different to interactional speaking, transactional speaking occurs when the focus on what is said or done. Bailey (2005) argues that transactional speech the exchange of goods and services is one of the features of transactional speaking. This kind of speaking happens between the customer and the clerk when transaction activity is done.

Goods and services as transaction focus on achieving a goods or service. A good is an item that we can buy, touch, and use. Meanwhile, a service is an action done by people whom we are asking to. This kind of speaking feature usually happens when ordering meal, shopping, checking into a hotel, and something that offers goods and services. The transactional speaking is done when a customer is asking the clerk to bring him/her a food, dress, etc.

These examples below show the situation that uses this transactional speaking feature.

- Buying a chocolate

Customer: "Ah it is what I want. **I'd like to buy** all your chocolate."

Clerk : "Thank you for your patronage. Here you go."

(Adapted from Spongebob "chocolate with nuts" scene)

NOTES

The use of past tense such as *could* is not happening in the past, but it is the polite form of asking someone to do something. It will be politer if the speaker adds *please* after the modals or in the end of the sentence.

From this dialog, it can be said that the goods that the customer wants to buy is the chocolate. The phrase used in this dialog to ask the goods is "*I'd like to buy*". The phrase "*I'd*" is "*I would*". When someone uses this kind of phrase means that it is asking in polite way. **The past**

tense "would" is the polite marker that shows politeness.

- Making a reservation



Customer: "Good evening, sir. **Table for one, please.**"

Clerk: "Sorry, but the whole restaurant has been rented to a private party."

(Adopted from Squidward's dialog in Spongebob "chocolate with nuts" scene)

This dialog shows the customer asks for the service from the clerk. The phrase "*Table for one*" means that he wants the clerk to serve him a table to have a dinner. But unfortunately, the restaurant has been rented. The sentence that used for asking the reservation is polite since the customer using the word "*please*" in the end of the sentence.

- Asking for refunding



Image 1. The customers complaining. Source: SpongeBob Squarepants: Patty Hype

Mr. Krabs: "Welcome to Pretty Patties. May I help you?"

Customer: "**I want a refund, sir.**"

Mr. Karbs: "What?"

Customer: "Your Pretty Patties turned my face purple!"

(Adapted from Spongebob
"Patty Hype" scene)

The dialog above shows us that the customer wants her money back because his patty turned her face purple. It is kind of complaining but the transactional speaking happens when the customer asks for refunding.

The other phrases that can be used as the feature of transaction for asking for goods and services are shown below.

• I'd like to have....	• Can I get...., please?
• I'd like.....	• Can I have....., please?
• May I have....?	• Do you sell....?
• Do you have any?	• I want.....

3). TALK AS PERFORMANCE

Talk as performance can be usefully distinguished as the third function of speaking. This refers to public talk, which is speaking before an audience, such as in a classroom or making a public announcement.

Talk as performance is primarily monologue rather than dialogue. As a form of communication, it resembles spoken language more closely than written language. Using a talk performance requires bringing information to the audience in a clear and coherent manner, presenting information in an organized and pertinent way, maintaining audience interest, using correct grammar and pronunciation, creating an impact on the audience, using appropriate openings and closings, and maintaining audience engagement. It is important to prepare for the performance just as you would write a text.

The purpose of speaking is explained in those ways. In order to master English well, you must develop your speaking ability over time. The importance of daily practice cannot be emphasized enough. Hopefully, it will be able to use a much different vocabulary than previously.

Speaking Activity

1. Make a group consist of three or four people.
2. With your group, you will play a role-play. You are free to arrange the script. The role-play must be in 10-15 minutes. Remember that in your role-play, it must have interactional and transactional speaking.
3. Film it. When all your friends have done submitting the videos, watch them with your group members. Discuss with your members about the video and fill the table below.

Group number	Types of Speaking	
	Interactional Markers	Transactional Markers

CHAPTER II

Characteristics of spoken discourse!



Have you ever heard when you listen someone in speech suddenly s/he forgets what they want to say? Do you know how to solve it?

CHARACTERISTICS OF SPOKEN DISCOURSE

The characteristics of spoken discourse are distinct from written discourse. The differences can add new dimensions to the understanding of how we perceive speech. For example, the spoken discourse is usually spontaneous. Listeners often do not have the opportunity to listen to it again after processing it. In general, speech appears quicker or slower based on the number of pauses between clauses used by speakers. As opposed to written discourse, spoken discourse is unplanned and often reflects the construction process, such as spontaneous hesitations, reduced forms, fillers, and repetitions. Here are the characteristics of spoken discourse.

1. Spontaneous

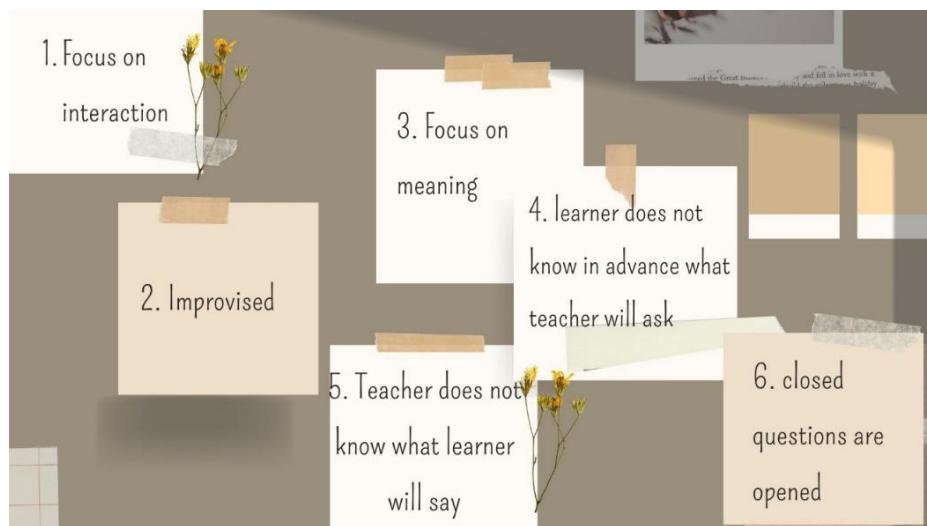


Figure 2.1. Characteristics of spontaneous talk

Spontaneous interaction occurs when a teacher does not know exactly what language will be used by the students. Speakers, whether they are students or teachers, can only give a response after hearing and understanding what has been said to them. Therefore, talking involves both listening and speaking, reception and production.

2. Hesitations

When speakers are running out of words, they will make short pauses of varying lengths while they speak. It can be called Hesitation. Hesitation is a period of breaks when speaking; those



Figure 2.2. Examples of hesitations
adapted from TheEllenShow

pauses can be unfilled (making silent) or filled with inserting uh, um, you know, I mean, and well, likewise using repetitions functions to cover the disfluency during speaking. The speakers make those pauses not

only in the middle but also at the beginning of ideas.

Types of hesitation

1. False Starts



Figure 2.3. Example of False Starts

False starts occur when a speaker begins a sentence and then abandons it without finishing it. This is similar to an incomplete word or a correction at the beginning of a sentence. In other words, false starts are errors in a word. After hesitating for a while, the speakers either correct a mistake or repeat one more word before the correction. The pause is usually followed by a new utterance or a complete break in the conversation. In the example below, the original utterance is “says the bid” but it is changed to “says the decision”.

2. Restarts

Regarding restarts, a speaker abandons an utterance or constituent, and neither corrects it or repeats it partially or wholly. Restarts occur when a speaker will utter a few words and then suddenly return to the beginning and repeat the same words. As we can see from the dialogue above, the man wants to say the decision should go, but he is not focus. So when he speaks for the first time, he say the bid, then he repeats again.

3. Repetition

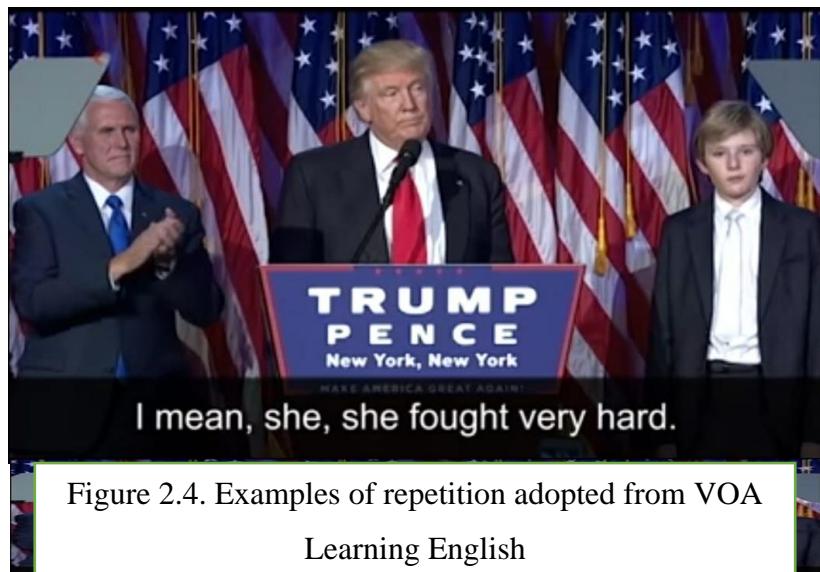


Figure 2.4. Examples of repetition adopted from VOA Learning English

Repetition is another common form of disfluency, that involves interruption of speech, followed by repetition of previously produced sound, whether that is part of a word, a whole word, or multiple words that have just been produced. When a speaker repeats a lexical item in the mid-sentence, it is called a repetition. In the case of repetition, the speaker

repeats some parts of the utterances. This can have an effect similar to a stutter, in which one word or sound is repeated. Repetition is used for indicating that the speaker corrects or clarifies wrong words with appropriate words which have clearer meaning. By listening the repetition, the listener can understand the message well. Below is the example of repetition.

4. Pauses

Pauses seem to be the most studied of the hesitation. Pauses are often happened on the speakers when they speak in their conversation. Pauses are most likely to occur between phrases or near the start of phrases. Pauses are normally realizing in the series of dots. For example, when Emma Watson expressed her opinion, she paused her speech a moment after she said “apparently”. Afterward, she continued her speech.

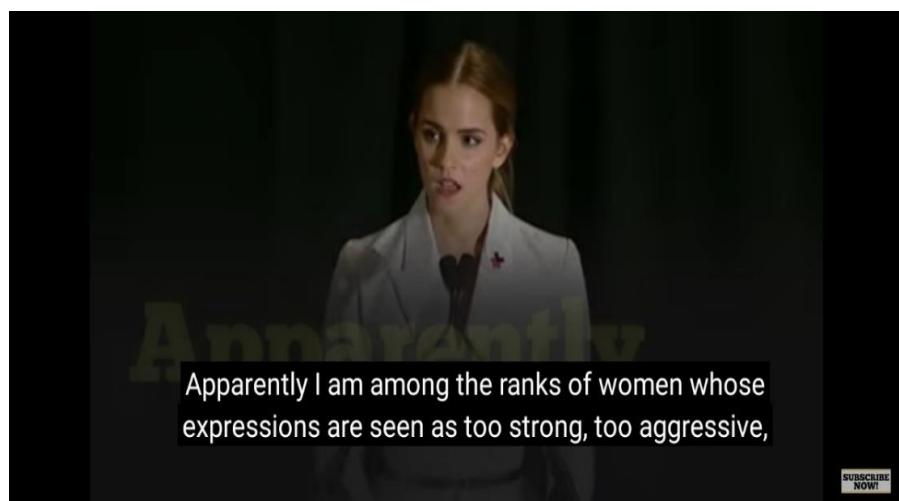


Figure 2.5. Example of pauses in speech adopted from English Speeches

Sometimes, pauses are very important in speech. When you do not pause while you speak, it is hard to follow your thoughts and ideas. In addition, struggling to keep up makes you look bad.

When should we pause our speech? The figure below shows the time when we have to pause our speech.



Figure 2.6. Times when the speaker pauses his/her speech

5. Word Lengthening

Word lengthening occurs when a speaker articulates words longer than what it should be. The word lengthening generally happens at the end of a word, but it may occur anywhere within a word. For example, as Fox Tree and Clark said that the most common instance of lengthening occurs when “the” is pronounced as “thee” and the ending vowel sound is usually pronounced longer. Word lengthening in English does not change meaning which is different from that of Javanese.

6. Fillers

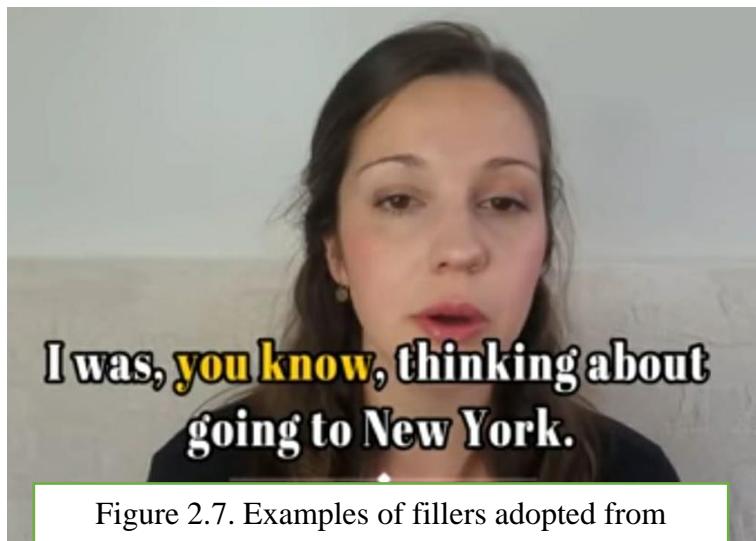


Figure 2.7. Examples of fillers adopted from Speak English with Vanesha

When someone asks you a questions and you get stuck, what are things that you can say to fill that silent or fill in the gap? Do

you keep “mmm”? or do you end up using gap fillers? Fillers or back-channeling are produced by speakers as a means of thinking

processes There are normally realized in expressions like: you know, hang on moment, what is the word for it, well you see, and ok. Therefore, fillers are one of the tools in communication strategies belonging to spoken language. People prefer using fillers to keep their speaking turn runs and do not want their turns to be disturbed. Besides, it is also used by the speakers to show that they are fluent English users without pausing much longer.

7. Having linear structure

In spoken discourse, Richards (2008) mentions that spoken discourse has a linear structure compared to hierarchical structure of the written discourse. Linear structure in the spoken discourse means that the language used in spoken discourse is related to each other. The speaker does not need to use the complex language as in written discourse. In spoken discourse, people tend to use some clauses to describe something. Meanwhile in the written discourse, it uses the complete sentences to describe something. To make it clear, let's have a look at the example. This monolog is taken from British Council "On a Catwalk" by Chris Rose and the written text is a news adapted from Northampton Chronicle & Echo.

Spoken discourse:



I can't believe I'm here. Only a few hours ago, I was walking down the catwalk, feeling the flashes from the cameras and the eyes of the people watching me, keeping cool, doing my stuff...and now I'm here. I'm in jail." (Adopted from British Council, www.coursehero.com)

Written discourse

"A few hours ago, police officers arrested a famous model, Carry Brown to a jail after modelling."

As what you can see through the examples, those explain an event when a model was arrested by the police. In the spoken discourse, the subject tends to explain the event of how she is being arrested personally. It can be seen that she uses many short clauses and sometimes they are conjoined by the connectors. Different from the spoken discourse, the written discourse shows the reader what happens before to the object before being arrested. It tells about the subject through the third point of view.

8. Clauses are the smallest unit of spoken discourse

Since spoken discourse tends to use several clauses to deliver the idea, the smallest unit of a spoken discourse is a clause. Richards (2008) states that the smallest unit in written discourse is **sentence**, while the unit of organization in spoken discourse is **clause**. It means that the grammar in the spoken text is not as complex as in written discourse. Pawley and Syder (1983) also argues that the complex clauses rarely occur in conversation. However, Richards also adds that complex utterances in a conversation usually are constructed using coordinated clauses. The example below shows how complex utterances are connected using connectors: and, or. The excerpt is taken from “On the catwalk”, a monolog by Chris Rose.

“When I was sixteen, I went on holiday to France with my mum. She had lots of friends there, **and** we went nearly every summer. I used to lie on the beach all day in Cannes **or** Nice, watching all the rich and beautiful people. In the evenings we went to elegant parties in the big houses on the Riviera, **or** sometimes on board yachts.”

The example above shows that this utterance consists of several clauses. Every part of the clauses is conjoined by conjunction or preposition. The clauses used in this utterance tend to be short. Therefore, every clause in this utterance is the smallest unit.

9. Ideas are composed by idea unit (unit of thought)

Oral samples are composed of idea unit linked with coordinating conjunction (and, but, so, because, etc.). Idea unit (unit of thought) in spoken discourse refers to the short phrases and clauses having particular meaning. Let's have a look at the example below. The unit of thought is shown by a slash (/).

"//When I was sixteen/ I went on a holiday to France with my mum//. //She had lots of friends there/, **and** we went nearly every summer//. //I used to lie on the beach/ all day/ in Cannes **or** Nice/, watching all the rich and beautiful people//. //In the evenings/ we went to elegant parties/ in the big houses/ on the Riviera/, **or** sometimes on board yachts//."

The short passage above describes the idea of the speaker that consists of a series of unit of thought represented by a slash (/). Since the speaker tells about her past experience when she was 16 years old therefore, this text belongs to **recount genre**.

10. Speaking shows variation of speech

The variation of speech shows whether the speaker should use formal or informal language in an event. Knowing the variation of speech that should be used in an event is important. Therefore, the language we use would not be sounded strange or misdirected. In what situation should we

use formal and informal language? The formal expression is usually used when we are in the formal event. It will give the serious situation. Meanwhile, informal language shows that the speaker and the interlocutor have an intimate relationship and makes them sound friendly. Look at the table below.

Formal language	Informal language
When communicating with stranger	When communicating with friends or relatives
When having job interview	
In a professional setting	In daily conversation
In academic situation	
When having presentation	When having meeting with friends
When having speech in front of many people	

The use of formal and informal language is shown by some markers. The formal language tends to use the complete grammar rather than informal language. Meanwhile, informal language tends to use abbreviation and broken grammar. Besides, the use of informal language is more personal than formal. This table below shows how grammar is put in formal and informal language.

Formal language	Informal language
I am going to.....	I gonna....
I would like to...	
I want to...	I wanna...
I have to...	I gotta....
Could you....., please?	
Would you please.....?	Can you.....?
Good morning/afternoon/evening	
Nice to meet you, Mr/Mrs. (name)	Hi....
Do you want to.....?	You wanna.....?
That's all for.....	Bye... See ya / later y'all

11. Assuming there is a shared background knowledge

A shared background knowledge in spoken discourse refers to a certain condition in which both speakers and interlocutors share the same information. Although the speaker does not explain what the information in detail, the interlocutor still understands what s/he means. For instance, when you were on a date the night before and the following morning, you were asked by your friend “How’s last night?”, you know exactly what s/he means to say. “Last night” refers to your date. Therefore, we can

say that both the speaker and the listener shared a similar background knowledge.

12. Context-dependent

Context-dependent in spoken discourse occurs when the speaker and the interlocutor are talking in incomplete sentence, but actually they know what they are talking about since the context between them is the same. To make you understand how context-dependent works, let's have a look on the following example. This dialog is adopted from Boxboy vlog.



Man: "Hey can we take selfie?"

Girl: "Sure but why?"

Man: "Cause I wanna prove to my friends that angels exist"

Girl: (laughing)

Contextually, we know that the man tries to tease the girl. What he means by an angel is actually the girl she is having a selfie with. The reaction of the girl is laughing because he is successfully teasing her by saying that. It means that the girl knows the context of what he is trying to say.

CHAPTER III

Features of oral Interaction!



Have you ever seen someone talking too long and you feel confused when is your turn to answer?

In linguistic, it is called holding the turn, a phenomenon when the speaker keeps holding the talk. Turn taking is included in features of oral interaction. What is that? This chapter will explain it to you.

FEATURES OF ORAL INTERACTION

1. Topic Management

Communicating about relevant topics is a key way for language teachers to teach communication skills since communication is essentially generated from the interaction. According to Richard (1990), teachers employ different approaches, from direct approaches that emphasize specific aspects of speaking like topic management, turn-taking, and questioning strategies. Generally, what do we classify as a conversation with many different topics? What is the best way to move from one topic to another? A topic may close and a new topic may open with a topic marker.

In a discussion, a topic can be described as a title. Alternatively, the topic can be a background to your understanding. The topics in a discussion can also be representative of things that have been discussed thoroughly. Topics refers to subject being discussed. It is very important to manage the related topic while practicing speaking skills in any language since successful communication is impossible without it. Choosing an interesting and suitable topic is the first step in preparing for public speaking. One of the factors that contribute to speaking effectively is the topic of the conversation. You can draw topics of conversation from experience, observations, arguments, and other sources of accurate information. Selecting the right topic involves determining something interesting to discuss concerning what is already known. Furthermore,

the topic should also consider aspects of the audience, such as their needs, wants, and knowledge, which can impact choice. Initially, we should choose a general topic of conversation and then narrow it down to a more specific one until we are finally speaking about a more specific subject.

Learners need to have the ability to manage the topics in their communication. Language learners must manage topics in speaking by initiating a topic, following it, shifting to another topic when necessary, and concluding the topic when it ends. Managing the topics of conversation is an important aspect of the conversation.

The topic of conversation can shift in many ways when it shifts from one topic to another by using clue such as btw, fyi, etc. In a question-and-answer, one of the participants changes the subject of conversation by asking the other person a question. Furthermore, discourse particles such as "so," and "anyway," show that the conversation is moving from one subject to another. "Anyway", this word is a frequent indicator of topic loops, where the conversation returns to a previous topic. The shifting of a topic may be indicated by "by the way".

2. Turn-taking

According to Cutting (2002), the cooperation between the speaker and the listener should be well-managed by them in order to ensure the conversation moves seamlessly. The feature of oral interaction managing this cooperation is called turn-taking. Turn-taking in spoken discourse occurs when a person is listening to the other person who is speaking and the role exchanges continually at one time. Shortly, it is a way of giving the listener the chance to participate in expressing his/her ideas, and this repeats over and over again during the conversation. Turn-taking is important in communication since it functions to know when we are able to answer, give opinion, or speak in social communication. If a person does not know when s/he should give his/her opinion, s/he may interrupt the other person who is speaking or may not listen to the explanation. The main point of turn taking is the occurrence of negotiation of meaning between speaker and listener.

In a conversation, a speaker is able to give a signal to the listener that s/he has done speaking and it is a turn for the listener to start talking. Therefore, both the speaker and the listener have to understand the turn-taking strategy in order to make a smooth conversation. Stenstrom (1994) classifies three turn-taking strategies. They are **taking the turn**, **holding the turn and yielding to the turn**. Each of strategies has its own subcategories as mentioned below.

1. Taking the turn

Stenstrom (1994) argues that taking the turn occurs is about how the second speaker gives the respond to the first speaker. It is done when the first speaker has done speaking and the second speaker respond to what the first speaker spoke. This strategy is divided into four subcategories:

- Starting up

When the second speaker uses this technique, Stenstrom (1994) divides two categories in responding the first speaker: **clean start and hesitant start**. If the speaker responds it without any hesitation and sounds clear, s/he responds it with clean start respond. For instance, when the first speaker asks “*what are you doing?*” then the second speaker responds it “*I’m eating apple*” without any hesitation. Meanwhile, hesitant start occurs when the second speaker responds it with hesitation because the second speaker is not ready to answer or give respond to the first speaker. It can be seen through the gambits; s/he uses in responding the first speaker or the repetition in the conversation. The repetition in the hesitant start does not mean to emphasize the message but it is meant that the speaker does not ready to answer it. For example, when the first speaker asks “*what are you doing?*”

then the second speaker responds it “***Uhm.. I.. I am eating your apple. Sorry***”. The gambit and the repetition / shows that the second speaker is not ready to answer since the second speaker is caught in red-handed for eating his/her friend’s apple.

Phrase of gambits:

To begin with, I’d like to address the issue of active participation in community service; *Just to remind you*, admission to the venue is free; *To tell you the truth*, I don’t know how it works; *Just between us*, this program is highly confidential.

- Taking over

Taking over occurs when the second speaker understands what the first speaker has said and evaluates it by using some *up-stakes* such as **yeah, oh, well, no, yes** before s/he expresses her/his respond. The following is the talk show of Jimmy Fallon and Billie Eilish showing how taking over occurs in a conversation.



Image 2. Jimmy and Billie had a talk show. Source:
<https://www.youtube.com/watch?v=hzmbCSHcSts>

Billie: “I was so excited to meet you [because-]“

Jimmy: “[That’s hilarious.] They all told me that you knew me from—you got a story about “Saturday Night Live.” Oh, my gosh. I can’t believe you saw that. Oh, my God. No one saw that. And I was like—I was pulling H’s out of my pocket and throwing them and stuff.”

Billie: “**Yeah**, you were. You had thick eyeliner.”

The word *yeah* used by Billie is to confirm and evaluate that Jimmy used to have thick eyeliner when having the show back then. Besides, this strategy can be identified by the use of conjunction such as **as, and, but, so, and because**.

- Interrupting

Interrupting occurs when the second speaker interrupts the first speaker. It can be divided into two categories: **alert and meta-comment**. Alert occurs when the second speaker uses the words: hey, listen, and look in higher pitch. People who interrupts the first speaker by using those words in higher pitch can be considered that they feel irritated by what the first speaker says. Meanwhile, meta-comment is the polite way to interrupt the first speaker. It usually occurs in the formal situation such as debates. In using meta-comment, the second speaker can interrupt the first speaker by saying “I’m sorry for interrupting you...”, “(name), let me stop you there because I want to clarify that...”, and etcetera.

2. Holding the turn

Holding the turn occurs when the speaker wants to continue his/her speaking turn. In using this strategy, it can be divided into four subcategories: **filled pause or verbal fillers, silent pause, lexical repetition, and a new start**. The detail information is described as the followings below.

- Filled Pause or Verbal Fillers

Filled pause or verbal fillers occurs when the speaker does not mean to give the turn since s/he wants to say something although s/he stops

speaking. The duration of being silent after speaking should not take so long. If the previous speaker is silent quite long, then it is possible to the next speaker starts speaking because s/he might consider that it is his/her turn to speak. From the example before (see the example in taking over part), it can be seen that Jimmy use this strategy when having a talk show with Billie.

Jimmy: “[That’s hilarious.] /They all told me that you knew me from—you got a story about “Saturday Night Live.”/ Oh,/ my gosh./ I can’t believe you saw that./ Oh, my God./ No one saw that./ And I was like—I was pulling H’s out of my pocket and throwing them and stuff./”

The slash (/) shows that the speaker stops speaking for a while but then he continued speaking to express his feeling. Billie does not interrupt when Jimmy is speaking because she knows that Jimmy has not done speaking yet although when Jimmy is speaking, he stops several times.

- Silent Pause

Silent pause is little bit similar to filled pause but when using this strategy, the duration of being silent is longer than filled pause. Take a look to the example below.



Image 3. Steve and Ariana, a six-year old author in Steve TV Show.
Source: https://www.youtube.com/watch?v=JEw2_BD8qIA

Steve: “Ariana,/ the minister said they told me that
you put me in one of your books.// Did you?”

The double slash here shows that the speaker is silent and he continues speaking. His interlocutor, Ariana, did not give any respond before Steve asks “*did you?*” since it seems that Ariana knows his speaking is not done yet.

- Lexical repetition

Lexical repetition occurs when the speaker uses repetition to hold the conversation. The repetition that s/he uses can be partial clause, word, or phrase. The example below is the conversation in an interview with world's most successful female entrepreneur, Kay Koplovitz.



*Image 4. Having an interview with Kay Koplovitz. Source:
https://www.youtube.com/watch?v=YKEzLn_FhN8*

Kay: "...I would do anything to make money:/ sell Christmas cards, compete in competition// So **I/I** think really the fact that I became an entrepreneur is not so surprising"

Here Kay repeats the word */* when speaking. It is different from hesitant. It is because she wants to emphasize herself who thinks that she became an entrepreneur is not surprising since she always did anything to make money.

- New start

New start occurs when the second speaker runs out the word to respond the first speaker. Therefore, the respond that s/he makes will not relate to what the first speaker has said. Below shows RM BTS having a talk show in Ellen Tube.



Image 5. Ellen and BTS having the talk show. Source:
<https://www.youtube.com/watch?v=9sRQQRlitrE>

Ellen: "Do you have a girlfriend?"

Namjoon: "Oh..."

An audience: "Me. Pick me."

Namjoon: "Ellen- I want to- I want to tell you—"

The audiences: (cheers)

Namjoon: "**I bet she has**"

In this conversation, Namjoon did not answer Ellen's question. Instead of answering Ellen's, he points an audience for having a boyfriend. Moreover, Ellen asks whether or not BTS members have a girlfriend, not the audience.

3. Yielding the turn

Yielding the turn occurs when the first speaker gives the second speaker a chance to respond. Stenstrom (1994) divides this strategy into three: **prompting, appealing, and giving up.**

- Prompting

Prompting occurs when the first speaker apologizes, inviting, offering, greeting, questioning, and requesting. Here is the example of how prompting takes place in a conversation of a talk show with Ellen and BTS.

Ellen: **Do you have a girlfriend?**

Namjoon: Oh...

By asking that way, Ellen wants BTS member to answer the question. It means she gives the turn to the second speaker by being silent after asking the question.

- Appealing

Appealing occurs when the first speaker gives a chance to speak in order to get any feedback by using the words: **alright, you know, you see**, and tag question.

Example

Ken: “That’s it, mate. We just broke up. **You know**”

Ben: “What’s the matter?”

- Giving up

Giving up is when the first speaker does not have any word to express his/her thought. Therefore, s/he will make a long silence in the middle of the conversation.

Example

Clara: “Where are you going? Are you going to see—**umm.....**”

Nancy: “Arnold”

Speaking activity

1. Make a group that consists of 4 until 5 members.
2. Make a script. Your group will play a role-play based on your script. Do not forget to record it.
3. A video has minimum length 10 minutes until 15 minutes' maximum.
4. Watch other groups' videos. Identify the turn taking applied in a table below.

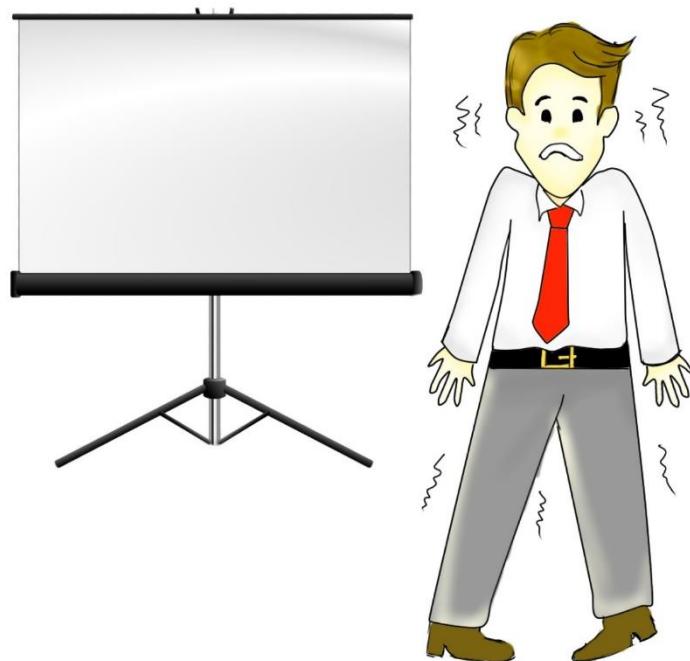
Group	Turn taking strategy	Evidence
Group 1	Yielding the turn: Prompting	A: <u>Hi. I'm Darla</u> B: Marco
Etc		
Etc		
Etc		

5. In filling the table, if you find more than two turn taking strategy applied in the video, please only choose maximum two strategies. For example:

In your analysis, you have Yielding the turn: Prompting twice and you find Yielding the turn: Prompting again, you have to write it only two. But, if you have Yielding the turn: Prompting and then you find Yielding the turn: Giving up, you should put Yielding the turn: Giving up in your table.

CHAPTER IV

Presenting Orally!



Do you feel nervous when having a presentation? A presentation is a must when you are a college student or an employee in a company. So, how not to feel nervous when presenting something? Let's jump to this chapter

WHAT IS ORAL PRESENTATION?



Figure 4.1. Oral presentation adopted from The 2nd World Conference on Education and Teaching

The process of presenting in public to fellow students, colleagues, or other interested groups the results of years of research,

defining the points needed to achieve success, is known as oral presentation. The word oral refers to the act of addressing an audience by speaking directly to them in a particular topic. Alternatively, it is called public speaking or simply orating. This serves as an educational, informative, entertaining or argumentative tool. Oral presentations occur in the workplace, in classes, and even at social gatherings such as weddings. An oral presentation at a university measures the presenter's ability to communicate relevant information clearly, effectively, and engagingly about their research. In order to deliver a successful oral presentation, the writer must be able to provide evidence supporting their idea as well as the essential elements. What should we already know to have a successful oral presentation? Let us get down to the basics of presentation skills.

1. Creating your oral presentation

Standing up and providing information is not enough to make a presentation effective. In presenting information, a speaker must consider how to communicate it effectively to the audience. Followings are a few tips for creating an engaging and informative presentation:

a. Keep in mind your audience

A good presentation involves working with both the audience and the topic. Understanding your audience will help you communicate effectively. Does your audience have any background knowledge regarding your topic? Is there any particular interest in the audience? What will you do to involve them in your presentation? Are you trying to educate the audience, inspire them to think about your research, or convince them of a certain viewpoint? By answering these questions, you will be able to frame how you should approach your presentation. You have to look for the background of audiences such as considering their interest, their age, etc. There are several ways that you can use to attract the attention of the audience so that you remain respected by the audience and the event runs smoothly. One of them is using a hook when making a presentation will help in making you the center of attention. There are several types of hooks, such as using data, asking questions, describing problems, and using a joke.

b. How to analyze a topic?

It relates to the chapter 3. The best way to find out what your audience needs is to ask them directly. Take the time to learn about who your audience will be. Know their professional background, age range, wants and expectations. In other words, know your audience. Choose a presentation topic that you are familiar with. If you really don't know about the topic that will be discussed, then you are only on the surface in preparing presentation materials. You can face problems, when it comes to the question and answer session. Analyzing the topic is very important before making a presentation. As for how to analyze the topic to be presented,

1. Determine the topic to be discussed.
2. Look for articles related to your topic.
3. Gather information related to your topic.
4. Write down important points
5. Make a mind map

c. Write effective notes

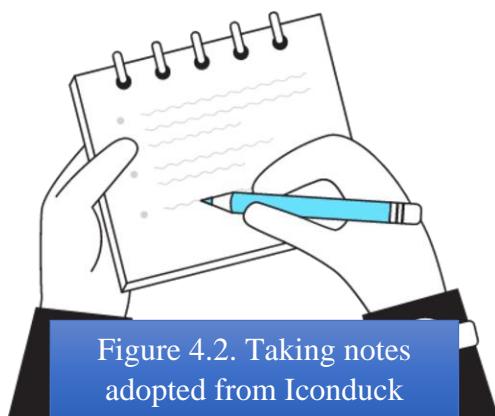


Figure 4.2. Taking notes
adopted from Iconduck

Using note cards with clearly written points can help you stay on track and know what you need to say. You can organize your slides by having a note per slide so that

the act of going to a new page will remind you to move on to the next slide. It also creates a natural pause for your audience to contemplate what you just said.

d. Use visual aids

You can use visual aids to speak on any topic, and they can add a new dimension to your presentation. An effective way to hold the audience's attention is by using images, PowerPoint presentations, and other props. Your visual aids should be relevant to the topic of your presentation. These presentations include a Q&A section or involve audience participation. As we can see the picture below, it shows that using the Canva application makes presentation more engaging.

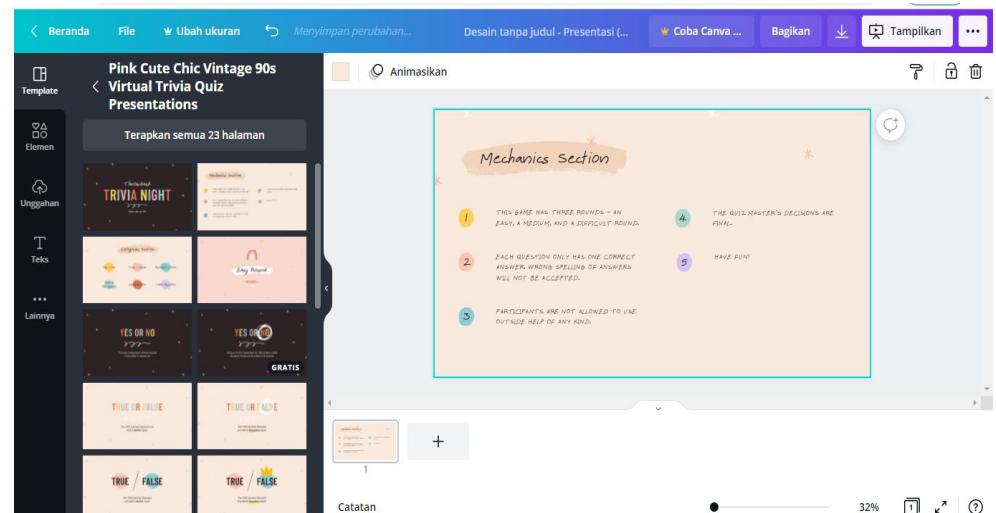


Figure 4.3. Using visual aids from Canva

2. Organizing the content

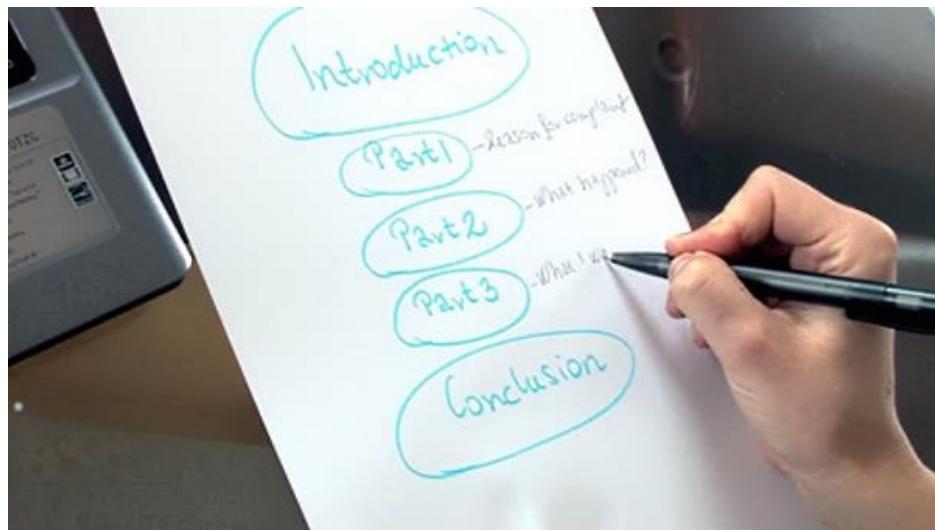


Figure 4.3 Organizing the content adopted from prezentr.com

You should consider what you want to achieve and how you are going to involve the audience in your presentation.

3. Delivering your presentation

You can help yourself stay focused and ensure that everything goes as planned by keeping this point in mind while delivering your presentation. You will be able to speak more swiftly and smoothly if you are familiar with the content. According to research, speaking more swiftly and without hesitancy (oh, well, you know) or qualifiers improves a speaker's credibility (sort of, kind of, I guess).

People who speak more quickly are thought to be cleverer, confident, and effective than

How to control nervous?

1. Breathing exercise
2. Stretching
3. Lion Face
4. Observe
5. Ice Breaking

those who speak more slowly. Knowing what you are talking about will also help you avoid hesitations and qualifiers that could detract from your credibility. The audience will be focused in what you say as you begin your presentation. Use the following suggestions to keep people engaged during your presentation:

- 1. Pay attention to language**
- 2. Use your voice to communicate clearly**
- 3. Use your body language to communicate**
- 4. Use humor effectively and controlling your nervousness**
- 5. Interact with the audience (eye contact, rhetoric (warming up))**

It may be stated that presentation and public speaking skills are extremely beneficial in a variety of professional and personal situations. In business, sales and marketing, coaching, teaching, presenting, and just feeling comfortable speaking in front of a group of people, effective presentations and public speaking skills are essential. Developing the confidence and ability to give outstanding presentations, as well as the ability to stand up in front of an audience and talk clearly, are also essential skills for self-development and social situations. These are some real-life examples of oral presentations.

1. Presenting oneself

ABOUT ME & SELF INTRO

Enter your sub headline here

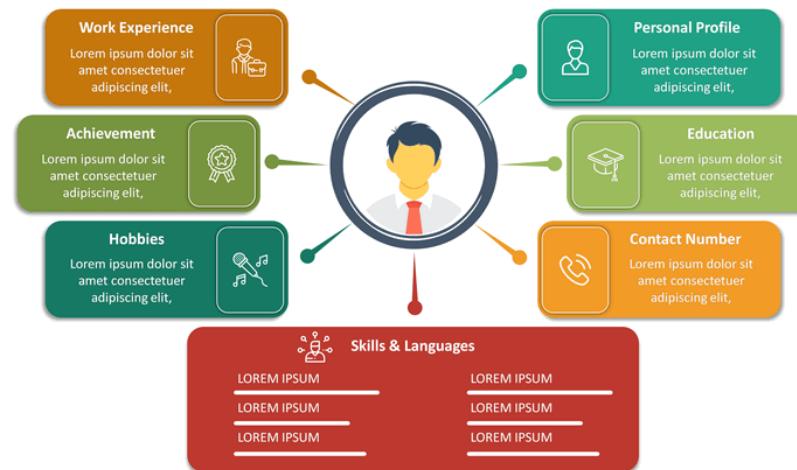


Figure 4.4. Steps in presenting oneself adopted from pinterest.com..

Self-presentation is the act of presenting oneself and acting in ways that are intended to leave a positive impression or an impression associated with something that someone considers to be desirable. Individuals frequently manage their impressions during the self-presentation process. The goal is to be able to influence other people so that we are loved by others. Therefore, we can advance in our careers, preserve our standing, and so on. Impression management has two components: first is impression motivation, which discusses how we have an incentive to control others who see us or to generate specific impressions in other

people's minds, and second is impression creation, which involves the selection of appropriate images.

Self-promotion is a strategy for presenting oneself. In this case, we are attempting to convince people of our competence. In other words, this is not the same as assertiveness. Assertiveness helps us persuade others to like us. We use self-promotion to persuade others that we are capable, bright, or brilliant. It is advantageous to be perceived as both personable and knowledgeable in many situations. It is common for academic institutions to offer jobs to individuals deemed to be exceptionally skilled and pleasant to interact with.

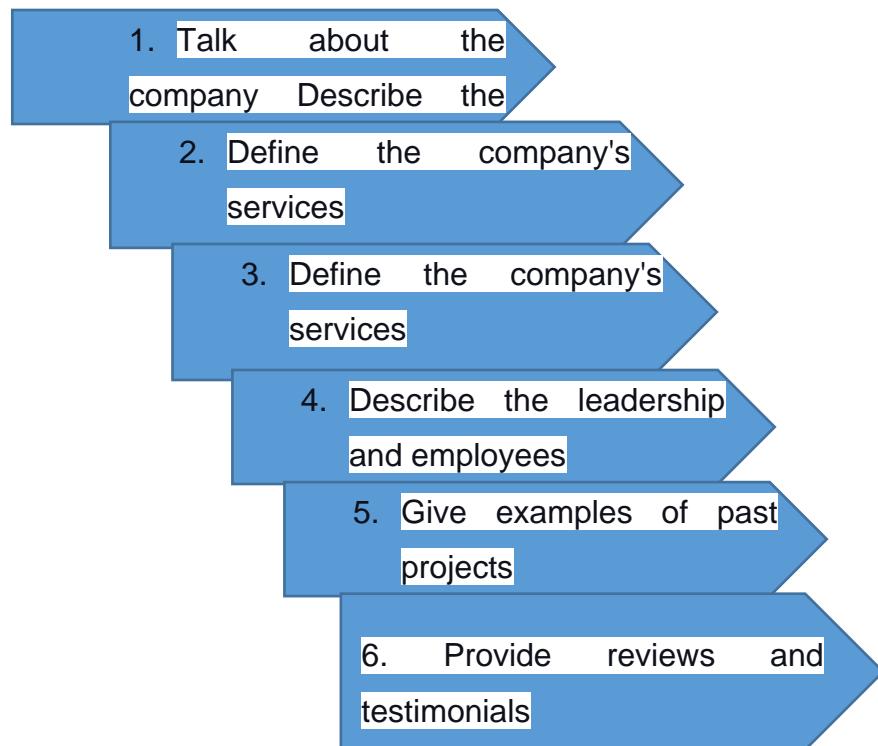
2. Presenting Profile of a Company



Figure 4.3. Presenting a company profile
adopted from.pinterest.com.

A company presentation is frequently the initial step in a meeting with potential or current clients, as well as other relevant

parties. It serves as the foundation for additional discussion, which should lead to crucial outcomes such as contract signings, development collaborations, or an invitation to a follow-up meeting. Businesses use presentations to help their consumers understand how they can serve their needs or problems using their products or services. However, companies can also use presentations to report business successes to partners and executives or attract the attention of possible investors. With a strong company presentation, you can show others how your business has succeeded and gained new clientele while simultaneously increasing sales and revenue. Here is list of steps for creating a powerful company presentation:



3. Presenting academic paper

Oral presentations usually introduce a discussion of a topic or research paper. Academic presentations could be based on ongoing research, partial work, or complete research paper drafts. An academic presentation is more similar to a paper promotion than an attempt to present all of the material included in the paper. You must concentrate on what is vital, emphasizing the bold consequences and results. A brief description, your hypothesis, a clear summary, an interpretation of your results, tables, or graphs relating to your findings should be included in the presentation. Method and data collecting portions should be kept brief throughout a presentation.



Speaking Activity

1. Make a group consist of 3 members.
2. Choose the types of presentation (Oneself, company profile, and academic paper presentation)
3. Present your topic in 15 minutes

CHAPTER V

Chairing a meeting!



DO YOU KNOW HOW TO BE A GOOD CHAIR IN A MEETING?

WHAT IS CHAIRING A MEETING?

Meetings with several people typically require someone to take charge of organizing what will happen during their discussions. A meeting may involve simply asking a few questions, such as: 'Should we start?', 'What should we discuss?', 'When will the meeting end?', 'Who will take notes?'. A meeting is one of the most important parts of conducting the business of your board or organization. The purpose is to bring your group to discuss ideas and make decisions for the success of your programs. In addition, meetings can lead to frustration if participants drift off-topic, take up too much time in discussion, fail to make good decisions or fail to respect the perspectives of others.

What causes meetings to fail? It could be due to a lack of time, a sloppy agenda, or an unsuitable location. In this case, chairing meetings is not easy work. In chairing a meeting, you look out for achieving the meeting's objectives. As long as the chair is performing his or her best job, it should be possible to deal with the obstacles. The chair is responsible for directing the meeting's content. It is the responsibility of the chair to prepare the agenda, open the meeting, maintain focus, interaction, and balance throughout the meeting. Chairs are also responsible for handling formal business such as recognizing speakers and handling motions during meetings. A chair may act as a facilitator during a meeting. Meetings provide us with an opportunity to accomplish goals faster when they are chaired and run well. You can improve your ability to chair meetings by learning various tools, resources, and structures that will make it easier to maximize the value of your meetings.

The outline can be used as a step for the preparation and presentation of meetings. Following are a few basic considerations for a good Chair.



This post provides some practical suggestions to assist you with the preparation, conduct, and management of successful meetings:

1. Before the meeting

a. Planning and preparing.

Preparing and planning for meetings is essential. When you are the chair of a meeting, you are unlikely to have an effective meeting if you are unprepared. You should plan enough time the night before to make sure you are fully prepared. You need to schedule time for preparation in your calendar. As part of the preparation process, you need to define the purpose and objective of the meeting, as well as define the issues to be

discussed and who should be included in the choice process. It is a necessary part of your preparation to determine who should attend to have an effective discussion and achieve the meeting's goals. Are you looking for concrete outcomes from this meeting? What criteria will be used to select the main themes for discussion? Do we need external speakers? For the discussion, is there more information that you need to obtain? Is it necessary to prepare an introduction? What kind of information could be shared with us in advance?

b. Set the agenda

Having a well-run meeting is essential to its success. When you have decided what type of meeting you are having, it is time to decide the agenda. An agenda for a meeting is determined by the type and purpose of the meeting. Meeting agendas contain the topics that you want to discuss at the meeting. The agenda also acts as a useful tool to ensure that you cover all of the necessary topics during the meeting. It is a good idea to think about how much time you will spend on each subject while planning the agenda. Ensure sufficient time is allocated for each topic, and it will be much easier to do this well. You can do this by defining the purpose of each item (e.g., decision, discussion, information).

When you are chairing meetings, a clear agenda along with the timing is essential. A few items will need to be dropped if you do not. It is important to place the most important items at the top of the agenda and give enough time to each item. You

need to plan how you will handle the rest of the agenda if you must go over the schedule, including where you may defer items. Make sure that all the necessary arrangements have been made for the presentation, such as the room layout, visual aids, etc.

c. Be on time

Being on time is also necessary for a productive and successful meeting. Being on time as a leader demonstrates your dedication. You should also adjust the time to accommodate the schedules of the participants so that they can attend. One of the things you must do is start on time.



Figure 5.2. On time adopted from QuillGroup

2. During the meeting

Four key responsibilities of the chair during a meeting are:

1. Be on time for meeting

- Greetings



Figure 5.3. Greeting in meeting adopted from Elena Adamova

Your meeting should begin with an introduction of yourself and a welcome to your attendees. Start your greeting with a simple phrase such as:

- “Good morning / afternoon”
- “Let’s start now”
- “I am very happy to have everyone here”
- “Since everybody is here, let’s get started”
- “Thank you all for coming today”

- Introduce each agenda item.

A meeting's agenda, as well as its objectives, should be outlined clearly at the start. The following phrases can be used to describe the objectives:

- "This meeting is to determine"
- "I am here to speak about"
- "The agenda includes [number of] items. First..."
- "I'd like to share what I have planned for today"



Figure 5.4. Introduce each agenda adopted from BBC Learning English

Here are the tips of how to set the agenda

- You should never take for granted that everyone comprehends what you are talking about.

- Identify major concerns that must be discussed and why.
- Pay attention to the time and move items if necessary.
- Acknowledge those who raise other agenda items that are out of place within the meeting, but assure them it will be discussed later.
- Politely and forcefully interrupt side discussions as soon as they begin.
- Provide reasons why you are taking a particular decision, for example “I will continue the discussion for another five minutes, then we will come to an end”

2. Involve everyone

Discussions among meeting participants should be encouraged and stimulated. Taking this step is key to implementing any decision successfully. Make sure everyone has the chance to express their opinion. Manage and control the louder, more vocal participants, while attracting the quieter, more reflective ones. You must be able to resolve any disagreements as part of the meeting. It is a good idea to give everyone a chance to get to know one another at the beginning of a meeting. You might accomplish this through personal introductions or by running a quick ice-breaker game, depending on the meeting's formality.

How to interrupt politely

If you accidentally interrupt someone or want to contribute anything to what they're expressing. You can use the key phrases to interrupt:

1. Please accept my apologies, but I simply wanted to clarify."
2. Sorry, I didn't hear you correctly; could you repeat it?"
3. That's a great idea, how about doing...as well?"
4. It's a little more challenging from our department's standpoint. Allow me to explain."

The importance of controlling talkative individuals and drawing out opinions from those who remain silent in meetings must be managed. It is ideal for an atmosphere of disagreement and discussion to prevail. Here are some helpful hints for engaging the audience:

- Ascertain that the participants are enthusiastic about the topic.
- Ask open-ended questions to make the discussion last longer.
- Make sure no one else is commenting, and ask them to wait until their turn comes.
- Do not appear intimidating to participants, therefore they are free to express all ideas with confidence.

3. Reaching decisions

During a discussion, there is always an issue that needs to be resolved or a plan that needs to be implemented. The problem or strategy is a group effort, not a personal one. To achieve a decision, it is important to discuss, meet, or discuss with

others. To prevent conflict during discussions, several ways can be done to reach a decision including:

1. Thinking and considering several ideas at once to compare one idea with another.
2. Need to do assumption testing when making a decision.
You can test your assumptions several times with group discussions.
3. Find weak points in any idea
4. Be sure to politely reject other individuals' ideas and choose an idea or opinion that is more worthy of consideration.

When leaders make decisions, what do they do?

1. Make a list of key points that came up throughout the discussion.
2. Invite participants to revisit topics that need to be addressed to reach a decision.
3. After the discussion, take notes on the things that were agreed upon.
4. Write down the various points of view and then explain them in front of the class.
5. Re-confirm the agreement's results with the group.
6. Don't assume that a participant agrees simply because of their silence.

4. Dealing with difficult people

It is clear that we constantly discover disagreeable people in discussions, such as those that are impatient, lack etiquette, or do not respect others. When conversing, here's how to cope with problematic people:

1. Recalling the relevant discussion rules
2. Firmness is required.
3. Invite another member to move the individual focus if a heated disagreement ensues.
4. If they are criticizing, ask for their suggestions or ideas.
5. Decide whether to continue the discussion or change the topic by asking the group.

3. After the meeting

There will be points recorded as a result of the meeting that all participants will plan on implementing after the meeting. Verify that each individual has agreed to the meeting after it has been held and is committed to following through. In addition, it is important that you evaluate the meeting you attended. Then, if there is a subsequent meeting, we should review what needs to be improved and what worked well. It is the responsibility of every meeting participant to carry out the results.

Furthermore, this indicates that the meetings that have been conducted have provided effective results. This is also an

essential element of an efficient meeting. We will be able to hold better meetings in the future if we continue to make improvements in both the results of the meeting and in the technical meetings themselves.

How will your meeting be run?

The meeting's chairperson requires parameters for how the meeting will go. This will assist them in determining the meeting's regulations. It is crucial since it will have an impact on the participants' participation. If these rules are agreed upon, the chair meeting will have an easier time directing the meeting to go smoothly. Here are some examples of meeting rules for a successful meeting.

Here are some tips to make your chairs more efficient

1. Understanding the topics and issues being discussed.
2. Acknowledge the other people in the group.
3. Understanding how to carry out the job is necessary.
4. Take part in activities outside of meetings.

Examples of meeting rules

- If you want to interrupt, the participants must ask the chairperson for permission and raise their hands.
- It is forbidden to interrupt other participants' conversations.
- Comply with established regulations.
- Run meetings according to the agenda.
- There can be no forum within the forum.
- Respect the opinions of others.
- Do not threaten the face when criticizing opinions.
- Get your opinion to the point.
- Follow the meeting to completion.

WHAT SHOULD WE DO AND DON'T WHEN CHAIRING A MEETING?

Don't	Do
Don't take the time to cover everything	Prepare ahead of time.
Exceeded the time	Prepare a written agenda.
Assume that everyone is knowledgeable about the same things.	Give a brief introduction in case new members or others are participating in the meeting.
Being too verbose as chair	Be welcoming to everyone.
	Engage participants by brainstorming or open discussion
	Determine what members will contribute
	Conduct the meeting efficiently.

The role of meeting members

Although the chairperson is responsible for leading a meeting, participants must also play a part in making it a success. All participants need to do the following to ensure an effective meeting:

1. Perform any necessary preparation prior to the meeting.
2. Be on time
3. Be open-minded.
4. Take the time to hear what others are saying.
5. Engaging in discussion.
6. Be careful not to take over the meeting to avoid conflict situations.

7. Be careful not to distract others with side conversations.
8. Provide clarification by asking questions.
9. Write down any agreed-upon actions.
10. Take action on anything agreed, and inform those who need to know.

ACTIVITY

- Create a group meeting that discusses digital marketing
- Appoint one group member to be the chair of the meeting.
- Observe and record the things the chair meeting does when leading the discussion, both positive and negative.
- Observe the participants involved in the discussion, identify what the chairperson does when dealing with participants who are
 1. Very aggressive when disagreeing with other participants' opinions.
 2. Silence does not express any opinion.
 3. Long-winded in expressing opinions or ideas.

CHAPTER VI

How to be an effective Moderator in a Panel Discussion?



Image 6. A panel discussion. source: <https://blog.sli.do/panel-discussion-moderating-guide/>

Were you in a panel discussion? Did you wonder how a moderator in a panel discussion could run a discussion very well? Or right now you are the moderator in a panel discussion? Okay, this chapter will give you the information about how to moderate a panel discussion

Moderating a Panel Discussion

Panel discussion is an occasion where the panellists gather to discuss something in front of the audience. It is different from presentation. A presentation involves one speaker delivering the material to the audience. Meanwhile, a panel discussion involves several people or the panellists who are the experts in their subject and they give their insights, thoughts or perspective to the audience. The panellists involved in a panel discussion usually consist of three until five experts including the moderator. If a panel discussion involves too many panellists, it will affect the timing of the discussion since a panel discussion is ideally held for 45 minutes to 1 hour.

In order to make a panel discussion run well, it needs a moderator who moderates the discussion. Normally, a moderator is placed in right side of the panellist or sometimes in the middle of the panellists. A moderator in a panel discussion is responsible to be a time-keeper and a facilitator for the audience. S/he has to know when the panellists show up in the discussion and when they end their speech. When a panellist is running out his/her time, a moderator is permitted to cut off his/her speech with a polite language. Besides, a moderator is also a facilitator for the audience to ask their question to the panellists. Therefore, s/he should be able to catch and deliver the question from the audience to the panellists. A moderator must be neutral when a discussion is held. Then, what should we do to be an effective moderator in a panel discussion? This chapter is about how to moderate a panel discussion effectively.

As a panel moderator there are several things that s/he should do to moderate a panel discussion, such as;

1. Doing a research on the topic

As a panel moderator, s/he should do research on the topic that is going to be discussed. It is okay if a moderator is not an expert of the topic, but at least s/he has the knowledge to understand what the panellists are saying. Therefore, when the audiences seem confused on what they explain about the topic, the moderator is able to re-explain to the audiences in simple words.

2. Starting a discussion with opening speech

A panel discussion should be opened by a moderator. A moderator opens the panel discussion by introducing her/himself, saying thanks to the audiences attending the panel discussion and the panellists involved there and also introducing the panellists and also their job. After introducing the panellists, a moderator starts explaining the topic and the importance of the discussion. In panel discussion, the language used when moderating the discussion is semi-formal. Below shows how a moderator starts the panel discussion. It is taken from YouTube, a video entitled 'Women in Technology Panel Discussion' and uploaded by The Obama White House channel.



Image 7. A Panel Discussion by The Obama White House Channel

“Good afternoon, everyone. My name is Valerie Jarrett and I am a Senior Advisor to President Barrack Obama. And we are so delighted this afternoon to be here at Facebook and we thank everyone at Facebook for hosting us. The President just concluded a town hall and it was terrific. And now we are looking forward to having a panel discussion on women in technology. And I want to specifically thank Sheryl for not only being here and hosting us today but she actually flew out to Washington to be a part of a discussion that the President had about comprehensive immigration reform. And so on the flight back out here we had a chance to spend some time and I know what a dynamic leader she is. So thank you on behalf of everyone who is here today for hosting us and creating this wonderful opportunity.”

The monolog above is the example of how a moderator giving opening speech and expressing thankfulness in a panel discussion. The moderator, Valerie Jarret, starts the panel discussion with greetings, *good afternoon, everyone*. Then it is followed by introducing herself and giving the opening speech containing thankfulness to everyone involved in the panel discussion. Next, as a moderator, s/he should introduce the panellists. Below is the continue of the panel discussion conducted by The Obama White House Channel.

“We are also joined by Jocelyn Goldfein from Facebook. And on the way out Sheryl told me how unusual it is to have a director of engineering be a woman, so congratulations to you and we are all looking forward to insight from you”

As what Valerie said above, we can elaborate that as a moderator, she does not only introduce the panellists' name but also her position. The purpose of introducing not only panellists' name but also her/his position, job or role is to introduce to the audience that the panellist is the expert or the one having experience in the topic of the panel discussion. Based on this context, Jocelyn Goldfein, a panellist in the video, is the female director engineering of Facebook. It is in accordance since the topic is about women in technology. Therefore, in this panel discussion, the audience is going to listen to her experience as a woman working in technology field in Facebook.

Besides, a moderator also delivers the importance of conducting the panel discussion. In the panel discussion, the moderator, Valery explains the importance of conducting this panel discussion as shown below:

“So we are looking forward to having an interesting conversation about how we can get more women in technology and I’m just gonna start out by saying this is a priority of President Obama. You heard those of you who participated or attended the town hall, you heard him over and over again emphasize how important it is to get girls and women interested in the fields of science, technology, engineering and math. Also that is the wave of the future. That is where the innovation is, that is where the terrific paying jobs are. And that is a big challenge for the administration. I was doing a little research for today. Couple of few facts I thought were pretty telling should we say. So first of all, our work force is comprised of 50% of women. In technology, it is 25%. And now if you think about it, also in the number of companies that are starting off and getting going that are owned by women, in technology it is eight percent and the amount of capitol that is being invested percentage in women owned businesses and technology is only five percent. So if you look at it from that perspective, you see we really have a long, long way to go. So we are doing a variety of things in the administration. What we are hoping to do in the course of this panel is engage in a conversation.”

From the monolog above, it can be learned that explaining the purpose of conducting the panel discussion is not only explaining the purpose, but also relating it to the problems in society. Based on the monolog, Valery also did a research that it seemed that it is only few women working in technology fields, they tended to be more interested in owning business than working in technology fields. Therefore, through this panel discussion, the audiences will get the insight of the panellists about working in technology field for women.

3. Managing time effectively

A panel moderator is leading the discussion. S/he is able to invite someone to start speaking and stopping the speech if the panellists are running out the time. The followings are the expressions of how Valery invite the panellist to deliver her insight about the topic.

“So let’s start with you Sheryl since you are the host.”

“Thank you. Theresia?”

“Absolutely. Jocelyn what do you say?”

“And Sheryl, tell us a little bit about how women are doing in technology and leadership roles. Obviously you are a role model, Jocelyn is a role model, give us assessment of the industry in your point.”

The point that can be taken is the panellist starts speaking when the moderator is calling their name. However, the turn-taking of the panellists can be done by eye-contact

sign between the panellist and the moderator as shown in the video.

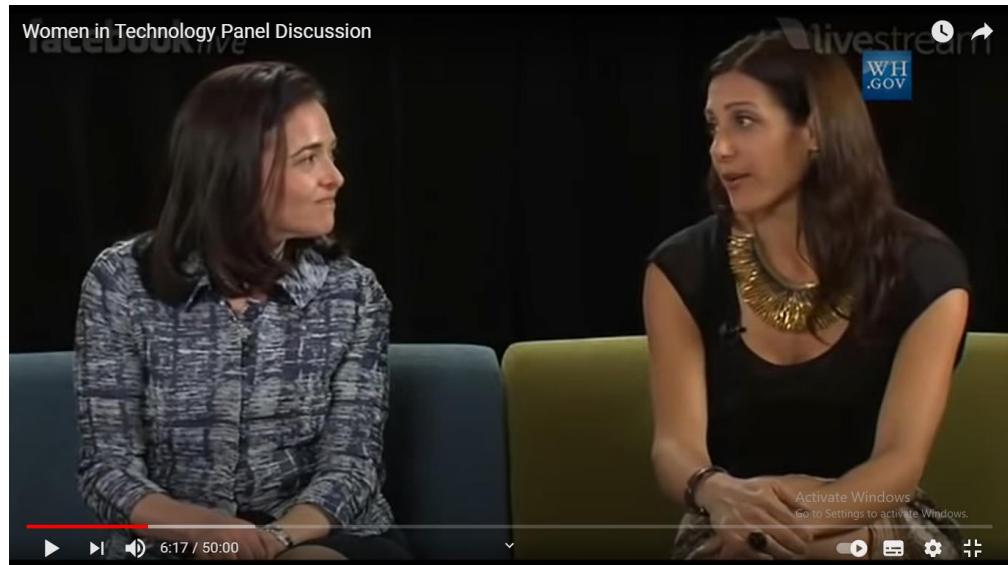


Image 8. The turn-taking by eye-contact between the panellist and the moderator

In this session, when Sheryl stops speaking, the moderator, Valery, did eye-contact to Jocelyn and said “*What do you think?*”. It provides that inviting someone to start speaking can be done not only by calling name but also eye-contact or perhaps body language to invite someone that would be the next speaker and saying “*how about you?*”.

In some cases, the panellists sometimes forget that they have their own time in delivering their thoughts. Stopping the panellists in delivering their thoughts should be done politely. Instead of saying “*Phil, that’s enough*” to interrupt, a moderator could paraphrase panellist statement by saying “*Okay, Phil. So, you point out that....*” and invite another panellist to deliver her/his thought on the point. This action

may not make the panellist feels irritated. But if he/she feels he/she is not done speaking yet, a moderator could remind him/her that the time is limited.

4. Managing audience questions



Image 9. A moderator inviting the audience to ask questions

Moderator's role is managing audience question. The audience is able to ask question when the moderator opens or invite the audience to ask a question. In the video, Valery as the moderator invited the audience to ask a question by saying "Let's get the audience involved here. Questions from the audience?". The purpose of doing this is to make sure if the audience wants to know more information from panellists perspective. The participation of the audience makes the

discussion more interactive since it is a discussion and the audience is the part of the discussion itself.

Sometimes in a panel discussion, when the audience seems not to ask something. Therefore, a moderator should be able to attract the audience to ask something. It will make the panellist do not feel like what they share feels boring to the audience. Below shows how Valerie attract the audience.



Image 10. The moderator tried to attract the audience to ask a question

"Oh, come on, you guys. You have to get involved in this as well."

From how Valerie attract the audience to ask questions, she reminded the audiences that they have to get involved in the discussion. Here she uses semi-formal language by saying *guys* instead of *ladies* referring to the audience. The use of this pronoun makes the moderator sound friendly

When the audience raise her/his hand to ask a question, the moderator will ask him/her to introduce her/himself. In the discussion, Valerie said “*introduce yourself to us, please*”. After that, the moderator invites who wants to answer the question.

Speaking activity.

1. Make a group consist of four or five members. Choose a member to be a panel moderator.
2. Search and watch a panel discussion. Observe how a moderator, the panellists, and the audiences interact in the discussion.
3. Find an interesting topic that will be discussed in the discussion. It can be related to what you and your member feel expert in the subject.
4. Try not to make any note. As the panellist, you have to know the subject clearly and as the moderator, you have to know how to lead a discussion.

CHAPTER VII

Argumentative speech?



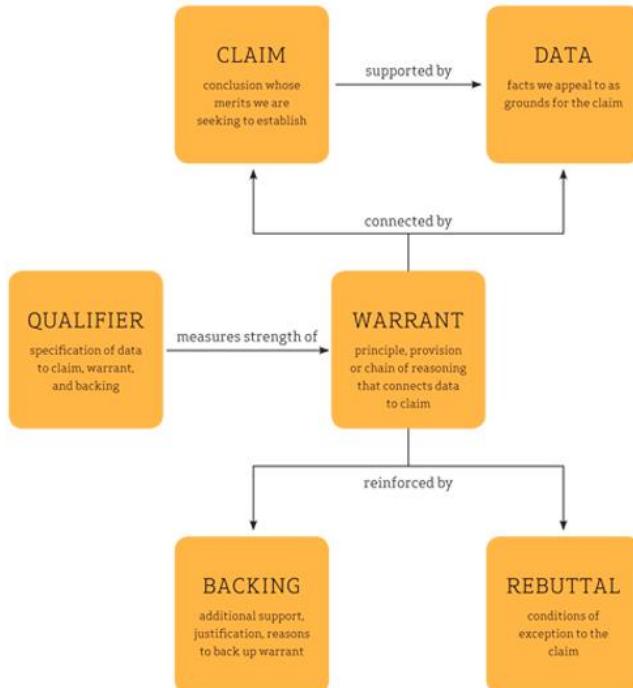
Image 11. The US candidates for president in 2008, Barrack Obama and John McCain.
source: <https://www.nytimes.com/2020/04/15/opinion/obama-biden-endorsement.html>

Did you watch a political speech or someone having a speech in public? Why do people vote a person in an election after listening to the speech? The speech that has a purpose to make the audience do what the speakers want is called argumentative speech. This speech has power to pursue people, but how the speaker arranges his/her mind to make it sound convincing? This chapter aims to give some information about it.

Argumentative speech; delivering opinion orally

An argumentative speech is a speech that is supposed to persuade the audience to do what the speaker says. The topic in the argumentative speech is usually controversial in the society. That is so challenging for the speaker to make the audience agree with what s/he argues and do what the speaker says. Argumentative speech can also be used in winning political campaign. In winning a political campaign, the speaker has to make a good speech. Therefore, an argumentative speech must sound convincing to the audience. The choice of word in expressing opinion in argumentative speech should be taken into account by the speakers. Besides, they have to know the structure of the argumentative speech, what are the strong expressions to express their arguments, and how to deliver it well. This chapter discusses how to do an argumentative speech and express the opinion argumentatively.

Doing an argumentative speech needs a thorough preparation. An argumentative speech has its own structure called The Toulmin Model. Toulmin model proposed by Stephen Edelston Toulmin (1922-2009) is used to prepare the arguments that the speaker wants to deliver. Based on The Toulmin Model, an argument has at least these three component; claims, grounds, and warrant. **Claims** are the statements of the speaker that s/he wants the audience to accept the idea. **Grounds** are the data that support the claim. It consists of the speaker's experiences, researches, and facts. **Warrant** links the data to the claim and makes your statement stronger by showing that the grounds are relevant to the claims. Please look at this chart.



(Gambar chart)

Image 12. The chart of how The Tourmin Model works. Source:
<https://courses.lumenlearning.com/englishcomp2kscopexmaster/chapter/toulmins-argument-model/>

As what can be seen through the chart warrant is supported by backing and rebuttal and strengthened by qualifier. Backing is the additional argument to support the warrant. Meanwhile, rebuttal sounds little bit contradictive to the claims but it implicitly strengthens the warrant. A qualifier can be marked by these words; *usually*, *sometimes*, *always*, and *most*. An argumentative speech basically has three main structure; introduction, main body, and closing.

1. Introduction

In this part, the speaker introduces her/himself, it may include his/her job has and who s/he really is. It is important to introduce yourself first to make the audience sure that the

speaker is the right person and legitimate to talk about the issue.

The purpose of the introduction in argumentative speech is to hook audience's attention by telling the issue. Normally, controversial issues may attract audience's attention. Below is the strategy applied by Michele Obama to hook the attention of her audience. Michelle Obama's speech is addressing a trending issue for the young American people.



Image 13. The last speech of Michele Obama. Source: VOA Learning English YouTube Channel.

Opening

"As I end my time in the White House, I can think of no better message to send to our young people in my last official remarks as First Lady."

Personal Statement (Claim)

So, for all the young people in this room and those who are watching know that this country belongs to you, to all of you from every background and walk of life."

From the example we know that Michelle Obama does not introduce her name because the people know her very

well. Therefore, she introduces herself as *First Lady*. In the opening, she also addresses her speech to young people. This opening hook the audience's attention especially young people as she mentioned earlier.

In the opening, she also introduced her personal statement (claim) that the country belongs to everyone especially to young people. Personal statement (claim) means the thoughts or ideas coming from the speaker personally. Based on what Michelle Obama said, it is possible for the people not to agree with what she said. However, the main purpose of an argumentative speech is to persuade the audience to agree and take side with the speaker.

2. Main idea

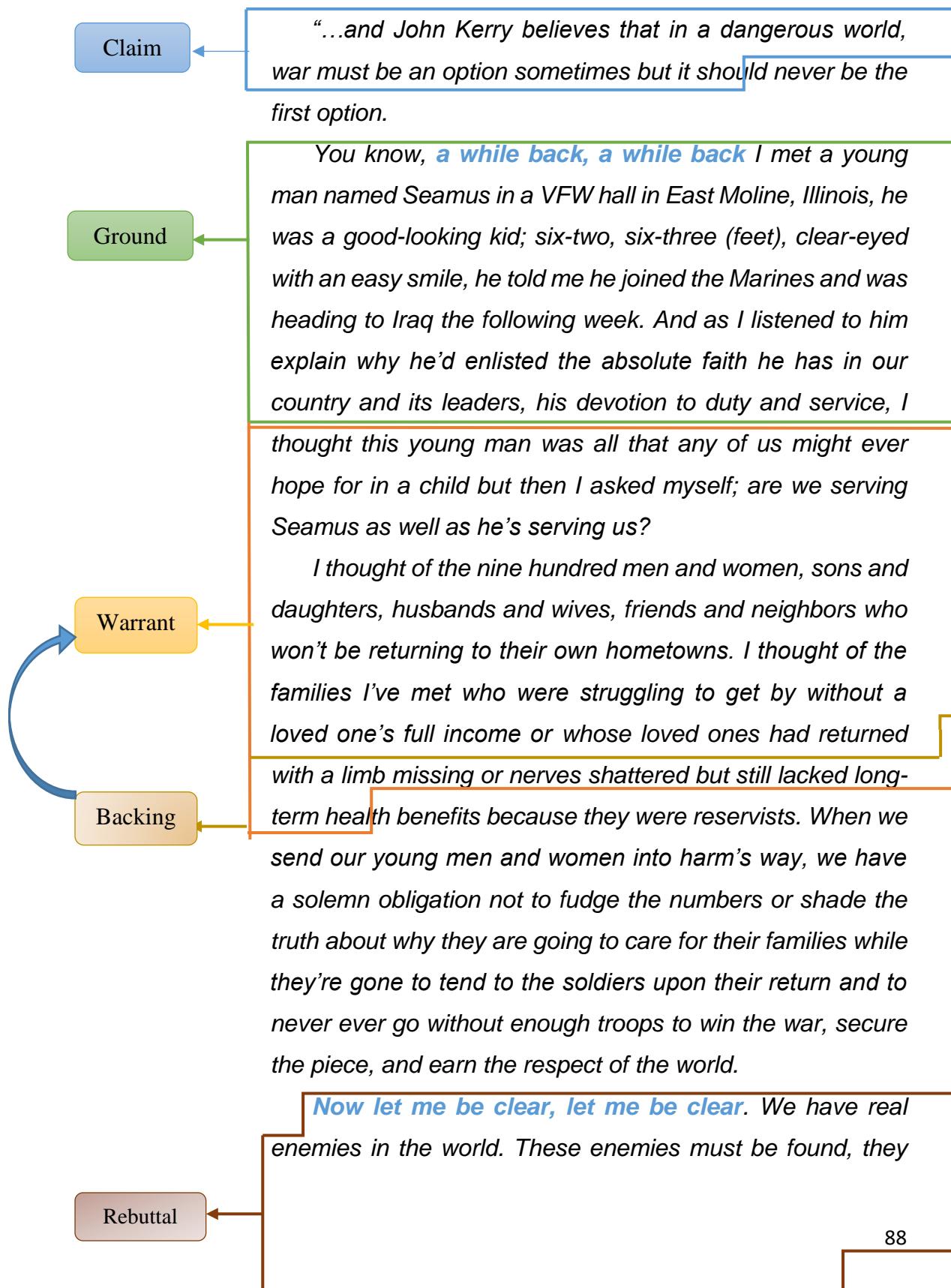
The main idea in the argumentative speech contains anything that supports your personal statement, namely results of your research on the issue, personal experience, analogy, and promises to make something better. The other example of the argumentative speech is in the political speech. Argumentative speech in the political speech aims to make people vote someone in the political election. Generally speaking, a political candidate when delivering his/her political speech may contain promises and commitments. The following shows how ex-President of the United States, Barrack Obama, delivered a political speech in the election.

Do you know?

In delivering the argumentative speech, it is better to wear formal suits. A speaker has to succeed convincing people and the way s/he dresses matters.



*Image 14 Barrack Obama's Political Speech in 2004. Source:
<https://www.youtube.com/watch?v=eWynt87PaJ0>*



must be pursued, and they must be defeated. John Kerry knows this and just as lieutenant Kerry did not hesitate to risk his life to protect the men who served with him in Vietnam. President Kerry will not hesitate one moment to use our military might to keep America safe and secure.

Based on the example, Obama and his party chose John Kerry as the president. Here, Obama tried to convince people that if John Kerry became the president, he would treat the veteran well. It is shown by the claim in his speech. He wanted the audience agrees with him; *the war is not an option* by John Kerry. The situation was America and Iraq had a conflict. Many troops died and this war was so long. It began since 2003. Therefore, to strengthen the statement, Obama gave his experience that he met a young man named Seamus who joined Marine but he seemed not to get the good service from the government as he always did to the country. The warrant links the data (Obama's experience) with other fact; "...whose loved ones had returned with a limb missing or nerves shattered but still lacked long-term health benefits because they were reservists.". The war between Iraq and America made some troops lost their body part. The war links the ground to the claim; *The war is not an option*. Then, the backing gives the additional information that supports the warrant. Because the warrant implies that some troops missed their body part, the backing strengthen it by

saying that the men and women were sent in the war with insufficient troops and the world seemed not to notice them for having secured the piece. Lastly, the rebuttal seems little bit contradictive to the claim. The claim is "*the war is not an option*" but some of the audience might think "*but it is possible for us to have enemies*". That is the function of rebuttal. Obama stated that of course they (The United States) have real enemies and again he said that if John Kerry is elected as the president, John Kerry would risk his life and use the military to keep America safe.

On his statement, there are some phrases that are bolded in blue. Those phrases are called repetition. Repetition in the speech means that the speaker wants to emphasize something. Keraf (1991) argues that the use of repetition is to repeat the word that emphasizes something in the context. The phrase "*a while back*" is repeated twice and it means Obama wanted to emphasize that he told his experience as the supportive statement to the audience.

In conclusion, in making a strong statement, a speaker should be able to use the expression that makes the audience sure with what s/he delivers. The following expressions might be useful to address the main idea:

- a. As what many researches said that.....so.....
- b. I strongly believe that.....
- c. Based on.....that.....
- d. In the society, we know that.....
- e. In my opinion.....

3. Closing

Closing in the argumentative speech can be the hope of the speakers, conclusion and thankfulness of the audience for listening to his/her speech. These examples show you how the speakers do the closing in their speech.

Michelle Obama's last speech:

Conclusion of speech

"So, that's my final message to young people as First Lady. It is simple: I want our young people to know that they matter, that they belong. So, don't be afraid. Do you hear me, young people? Don't be afraid. Be focused. Be determined. Be hopeful. Be empowered. Empower yourselves with a good education and get out there and use that education to build a country worthy of your boundless promise. Lead by example with hope, never fear."

Thank you section

"So I wanna close today by simply saying thank you. Thank you for everything you do for our kids and for our country. Being your First Lady has been the greatest honor of my life and I hope I've made you proud."

Conclusion of speech

"In the end, in the end in the end that's what this election is about; do we participate in a politics of cynicism? or do we participate in a politics of hope? John Kerry calls on us to hope. John Edwards calls on us to hope. I'm not talking about blind optimism here. The almost willful ignorance that thinks unemployment will go away if just don't think about it, where healthcare crisis will solve itself if we just ignore it. That's not what I'm talking about. I'm talking about something more substantial; it's the hope of slaves sitting around a fire singing freedom songs, the hope of immigrants setting out for distant shores, the hope of a young naval lieutenant bravely patrolling the Mekong Delta, the hope of a mill workers son who dares to defy the odds, the hope of skinny kid with a funny name who believes that America has a place for him too. Who hope in the face of difficulty, hope in the face of uncertainty. The audacity of hope in the end that is God's greatest gift to us. The bedrock of this nation, a belief in things not seen, a belief that there are better days ahead.

Hope and thanks section

I believe that we can give our middle-class relief and provide working families with a road opportunity. I believe we can provide jobs to the jobless, homes to the homeless and reclaim young people in cities across America from violence and despair. I believe that we have a righteous wind at our backs and that is we stand on the crossroads of history. We can make the right choices and meet the challenges that face us, America. Tonight if you feel the same energy that I do, if you feel the same urgency that I do, if you feel the same passion that I do, if you feel the same hopefulness that I do,

if we do what we must do then I have no doubt that all across the country from Florida to Oregon, from Washington to Maine, the people will rise up in November and John Kerry will be sworn as president and John Edwards will be sworn in as the vice president and this country will reclaim its promise and out of this long political darkness a brighter day will come. Thank you very much everybody. God bless you.”

Thank you
section

Speaking activity

- A. Choose a topic that you are going to present as an argumentative speech.
- B. Watch a video about having an argumentative speech. Write down the phrases that s/he uses in delivering the speech and observe the strategies s/he is doing it. After that, write your observation in a table below.

Section part	The strategies	The phrase used
Ground	Repetition	<i>A while back. A while back</i>
	Giving personal experience	<i>I met....</i>
	Giving data	<i>Based on....</i>

- C. After understanding the strategies and what phrases s/he uses, write your main ideas.
- D. Then write the supportive data that support your main ideas.
- E. Place the main ideas and the phrases that you use in this format

Topic	
Opening	
Claim (*)	
Ground	
Warrant	
Qualifiers(**)	
Baking	
Rebuttal	

Notes

(*) means that it can be more than one. But remember that each new claim must be followed by those elements sequentially

(**) means can be not mentioned. You can freely add qualifiers or not. But if you add qualifier, it will make your argument stronger.

F. Listen to your friend's speech and give them score and the evidence as the suggestion.

Name	Fluency			Relevance of the data			Evidence	Suggestion (*)
	1	2	3	1	2	3		

(*) means you can let it blank if you think it is good enough and you do not have any suggestion.

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