Balancing visual and spoken information

- Prosody /accent – strategies
- Comparing and contrasting
- Presenting figures
- Developing commentary

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M1 neuro

FEEDBACK tiktok task

- Watch your video and identify the corrections
- Watch at least two other videos
- Criteria and strategies for the oral presentation
- What makes a difference?

- *student, study, studies*
- *advise, some advice*
- *Ethical*
- *Cognitive impact*
- *Also*
- *Curious, unusual*
- *guidelines*

- Speed versus modulation
- staccato – memorisation and delivery
- Intonation that supports communication
- Catching and keeping attention
- Listener support?
- signposting and linking
- emphasis and focus
- backtracking to move forward
- Physicality and gesture

Comfortable Intelligibility...

LEVEL 1	SOUNDS	VOWELS	LOOK and LISTEN visual codes and patterns
LEVEL 2	WORDS	STRESS	
LEVEL 3	CONNECTED SPEECH	PROSODY	LISTEN & SHADOW

CONNECTED SPEECH

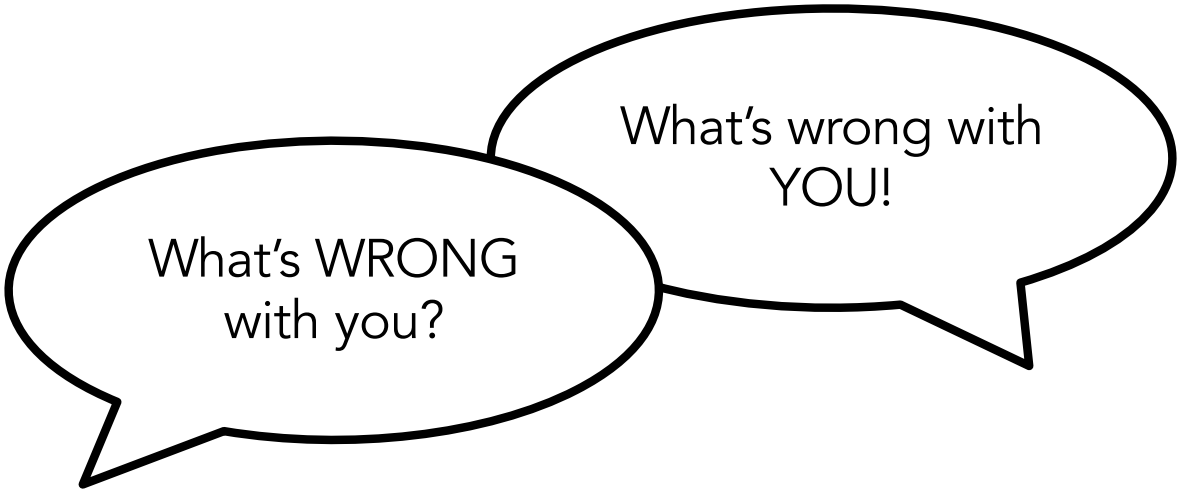
- **Prosody** – the music of the language – sound, rhythm, pitch

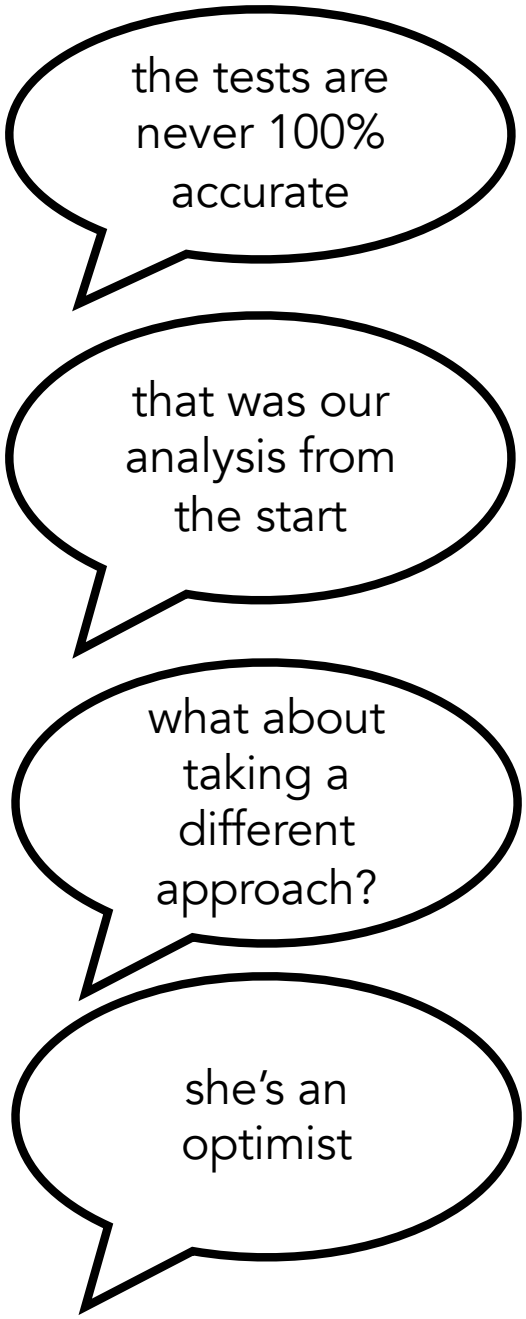
- English has its own “music” and greater variations than some other languages.
- In a word groups, the important words will be…

LOUDER

↔ **longer**

HIGHER

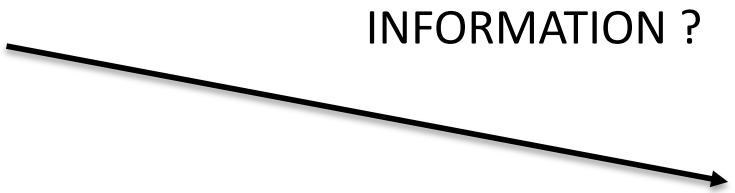




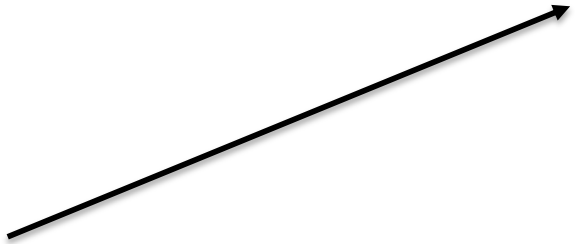
1	2
I'm being cautious	this is exasperating
not yours!	this analysis is not new
(?) it's just a suggestion	you <u>have to</u> take a different approach
that's my view and I admire her	that's your view? you are so wrong!

Questions, questions…..

- What advice would you give to your younger self?
- Where do you see yourself in 5 years?

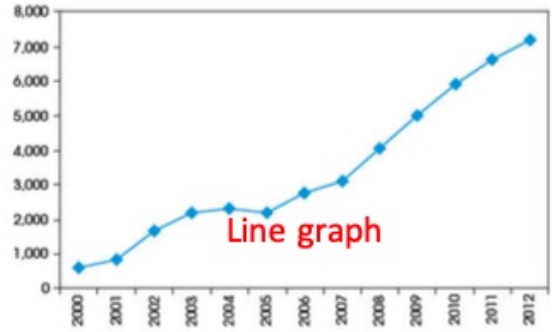


- Are you optimistic or pessimistic?
- Do you have any regrets?

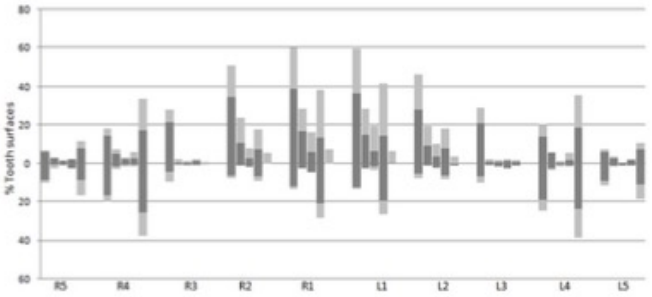


Comparing, contrasting

- Whereas
- In the same way
- In a similar way
- Although X, Y was…
- The most striking difference/similarity
- On the other hand
- As well
- Too

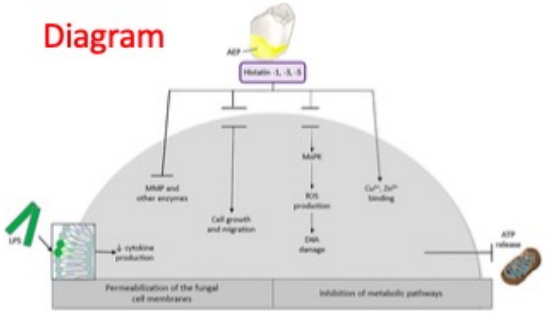


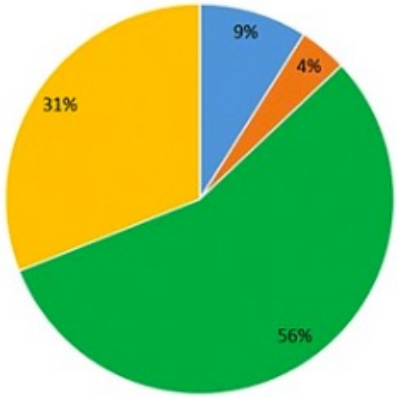
Line graph



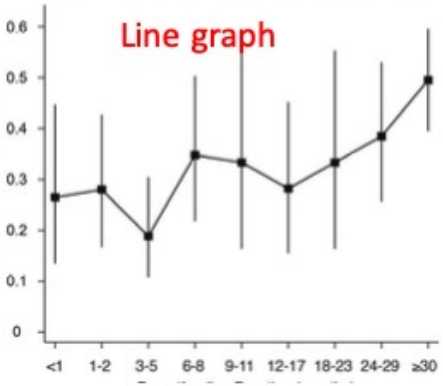
Bar chart

Diagram



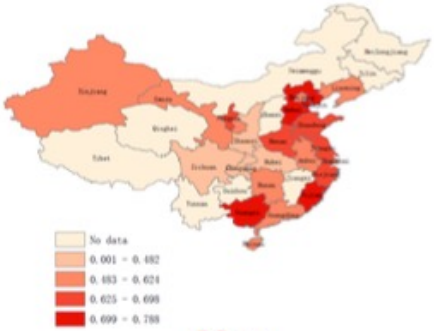


Pie chart

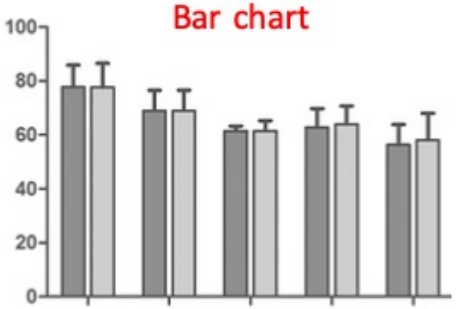


Line graph

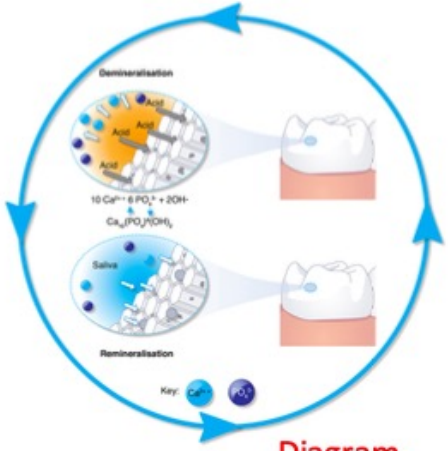
Flow chart



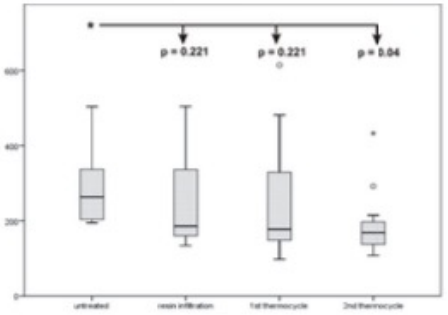
Map



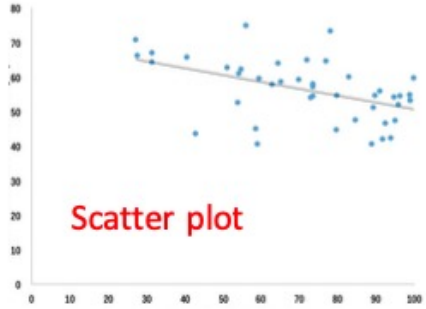
Bar chart



Diagram



Box plot



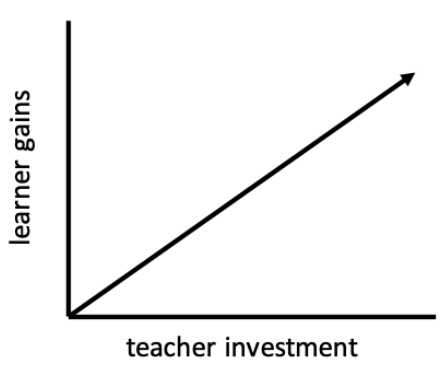
Scatter plot

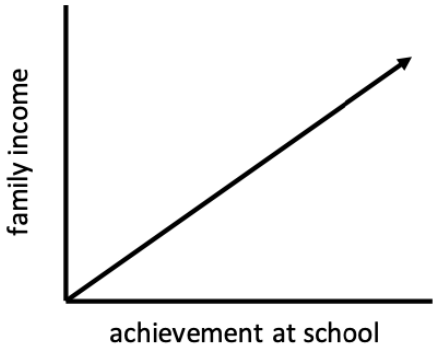
LG is increasing in proportion to TI

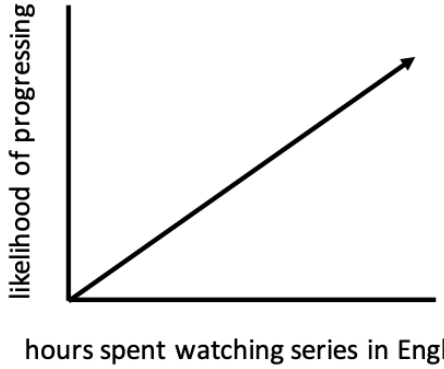
There is a positive, linear, constant correlation between TI and LG

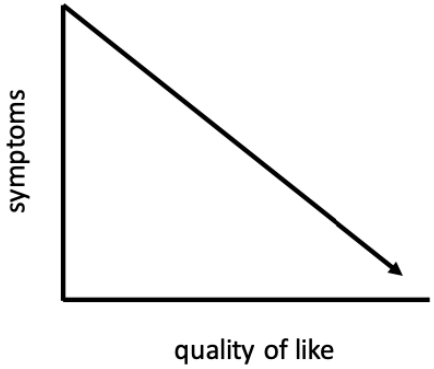
The more we do A the more B occurs

Here we have a clear, negative correlation between QoL and S









- This is a very complicated diagram, but I'll just walk you through it.
- Let me take you through these one at a time.
- So let me just explain this graph here.
- So here on this next slide we're looking at the statistics behind the surgeon general's warning.

- We see that this neuron knows whenever the rat has gone into one particular place in its environment.
- What we see is
- It’s interesting that the number of genes that we're discovering is rising very quickly.
- What’s interesting is
- A very intricate structure appears.
- What appears is
- We find that there’s a wide diversity of performance in the world today.
- What we find is
- You'll see that this little boy will go through five hypotheses in the space of two minutes.
- What you’ll see is
- You’ll notice that all of these products are very, very intricate.
- What you’ll notice is

Why Prosody Matters…

- For comfortable intelligibility it is crucial to stress the important word(s) in a phrase.
- Intelligibility can be compromised if important words are not stressed – students may have difficulty taking notes.
- Prosody can become flat when you speak for a long turn (e.g. when lecturing).

Text or talk?

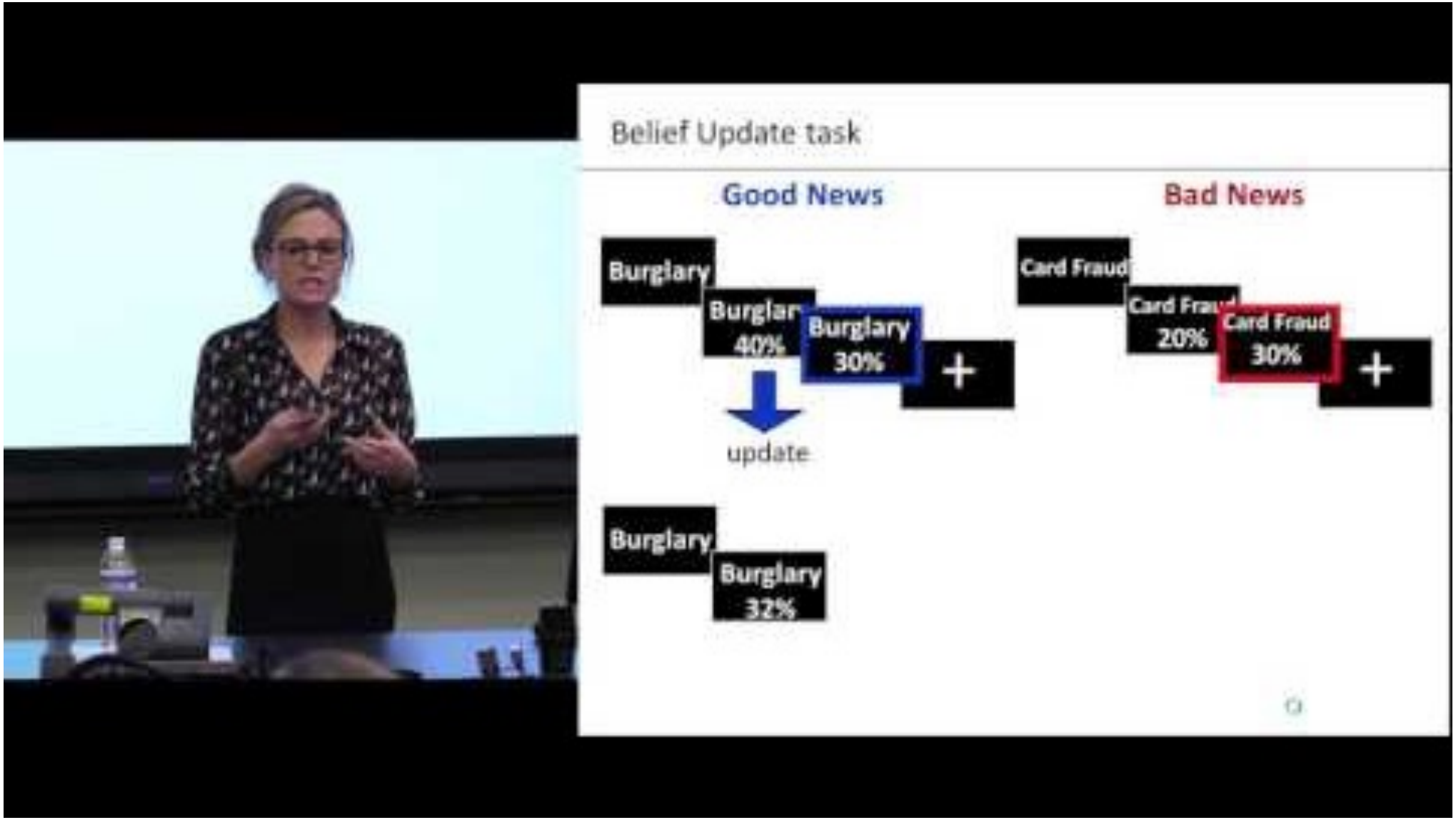
- Read the two excerpts by the same scientist.
- One is a transcript of a talk she gave.
- The other is an extract from a published research article.
- Which is which?

Text or talk?

The optimism bias is defined as the difference between a person's expectation and the outcome that follows. If expectations are better than reality, the bias is optimistic; if reality is better than expected, the bias is pessimistic. The extent of the optimism bias is thus measured empirically by recording an individual's expectations before an event unfolds and contrasting those with the outcomes that transpire.

So, what this study highlights is the gap that we often see between people’s beliefs and the evidence available. And this is just one example, I mean, I like the study, but I could have chosen from hundreds of different examples from the domains of health, politics, relationships, all showing this gap.

- **Shadowing** – a technique for developing your prosody.
- Read – listen – imitate



https://youtu.be/ebrP3vtTC6U?t=299

GROUP A /GROUP B

- How do we form beliefs?
- The Optimism Bias

INSTRUCTIONS
Watch your clip and take detailed notes so that you can explain the figure to another student. 15 minutes

A meets B, present the figure to a new partner - you should use the slideshow.

Watch your clip again and observe Tali Sharot's communication.

What strategies does she use when presenting figures? In each category write down the tips you can learn from her.
Take notes so that you can share your ideas with your peers.

Your figures

1.

- Each student pulls a figure from the pile
- Take a figure that is **not** from your research paper

- Observe, think
- Describe, hypothesize
- What is the figure doing?

- 2. Find a student who knows the figure and can bring relevant information to your analysis
- 3. Find a figure from your paper – describe and analyse
- Share with a new person

It would appear that
What's interesing here is….
It looks as if…
This may be a trace of
The authors are showing
What is not clear to me is….
I would need more information about…
Here we can see….

More linguistic features of scientific English
…Few or little / Much or many?

- Few + countable noun
- Many + countable noun

- little + uncountable noun
- much + uncountable noun

Few or little?

- studies
- research
- data
- bacteria
- information
- pain
- genes
- analysis

- few studies
- little research
- few data
- few bacteria
- little information
- little pain
- few genes
- little analysis

COUNT/UNCOUNT

COUNTABLE	UNCOUNTABLE	BOTH

COUNT/UNCOUNT

COUNTABLE	UNCOUNTABLE	BOTH
A journey	evidence	behaviour
A device	intelligence	work
A fact	travel	society
A theory	data	time
An experiment	knowledge	Experience
	equipment	
	damage	
	advice	
	Research	
	information	

there is a significant difference between	which means that	another good example is	by that I mean that	what I want you to notice here
as you might expect	there are lots of examples of	X stands for	the data shows that	what this study highlights
this diagram shows how	so you can see that	these are the results obtained from	this is a study that was conducted by	if you look at...
this figure shows the results of	this graph compares	this X on the bottom here is	on the y-axis	what you'll notice is...
this is an example / image of	what you can see here is that	the X is where there's	on the x-axis	at the top there you can see...
this provides an overview of	what's interesting here is	X basically shows	here on the very left you have	at the bottom you'll notice there is
the X indicates	let's take a more formal example...	it shows how important	on the very right over there	the areas in blue/green etc. are

Link words

FUNCTION	Easy to use / everyone knows	Elegant - idiomatic
ADD		
SEQUENCE		
ILLUSTRATE		
COMPARE		
QUALIFY		
CONTRAST		
CAUSE AND EFFECT		
SUMMARISE		
EMPHASISE		

ADDING	SEQUENCING	ILLUSTRATING
and as well as moreover furthermore in addition too on top of that another point is	first, firstly, first of all second, secondly.. third next meanwhile now subsequently	for example such as for instance in the case of as shown by illustrated by take... one example is..
COMPARING	**QUALIFYING**	**CONTRASTING**
similarly likewise as with like equally in the same way	but however although unless except apart from as long as if	whereas alternatively unlike on the other hand conversely having said that nevertheless however
CAUSE AND EFFECT	**SUMMARY**	**EMPHASIZING**
because because of as a result of consequently therefore thus owing to due to	in short on the whole in other words on the whole overall generally in general in brief	above all in particular especially significantly indeed notably

THE END

For Monday

be prepared to present 5 minutes

Q and A