

# Negotiation in Speaking Exams

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Teachers' Day Workshop

06/10/2021

# Let's start with a question

How much experience have you had with speaking exams in general and with the format we use as part of the Abitur in Saarland?

## Sprechprüfung E-Kurs (2 Prüflinge)

### Candidate A

Topic: University Education

#### Situation:

You and your partner are working for an American organization which encourages disadvantaged young people to consider studying at university. You have been asked to create a poster promoting the organization and its aims.

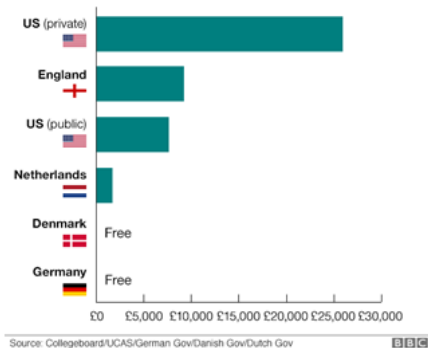
#### Assignment 1:

- Describe and analyze your material.
- Briefly comment on your material.

Talk for 3 to 4 minutes.



ANNUAL TUITION FEES, 2018



#### Assignment 2:

- Together with your partner, discuss how to encourage more young people to consider studying at university.
- Agree on which images and text to include on your poster.

Talk for 7 to 8 minutes.

## Sprechprüfung E-Kurs (2 Prüflinge)

### Candidate B

Topic: UNIVERSITY EDUCATION

#### Situation:

You and your partner are working for an American organization which encourages disadvantaged young people to consider studying at university. You have been asked to create a poster promoting the organization and its aims.

#### Assignment 1:

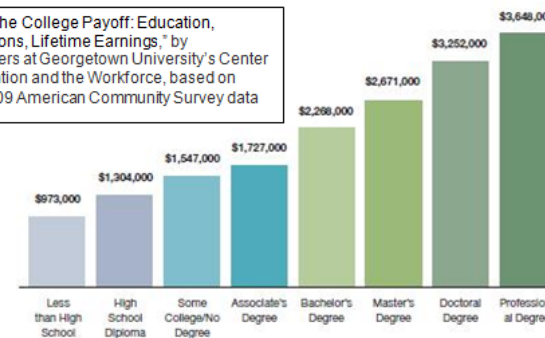
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MEDIAN LIFETIME EARNINGS BY HIGHEST EDUCATIONAL ATTAINMENT

Report "The College Payoff: Education, Occupations, Lifetime Earnings," by researchers at Georgetown University's Center on Education and the Workforce, based on 2007-2009 American Community Survey data



#### Assignment 2:

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# OVERVIEW

- The problem with negotiations in the speaking exam
- Zoom out – a culture of constructive debate
- Zoom in – how to do it in the classroom
- Zoom in again – how to do it in the speaking exam

# Think Again, the power of knowing what you don't know

- Adam Grant
- 2021
- Organizational psychologist at Wharton,  
author and speaker

# Genuine negotiations in speaking exams

- The problem: negotiations are lifeless, as students simply agree with each other all the time, because they
  - have no stakes in the outcome of the “negotiation”
  - are worried about stressing out their partner by challenging their ideas too critically.
- A lack of conflict isn’t proof of harmony, but rather apathy.
- The solution: turn the classroom and the exam into a *challenge network*!

# The main ideas

- Relationship vs. task conflict
- Challenge network
- Process accountability
- Psychological safety
- The joy of being wrong (humility and curiosity)

# Relationship v task conflict

Relationship conflict	Task conflict
Arguments become personal	Discussion focused on the ideas
People identify too strongly with their positions	People identify with the goal not the means
Changing your mind seen as loss of status	The best ideas should win out regardless of where they come from
Fear of harming personal relationship prevents healthy discussion	People comfortable in their personal relationships – they are free to disagree without fear of insult or punishment



# Challenge network

- A group of thoughtful critics who challenge your ideas and each other's because they care.
- A challenge network requires:
  - *psychological safety* and
  - *process accountability*.

*Warning: as participants in the workshop I would like you to be my challenge network. I will be asking you to evaluate my ideas.*

# Process accountability

- Projects are viewed like scientific experiments.
- Project leaders are responsible for the design of the “experiment” not the outcome.
- The opposite is *result accountability* where leaders are only accountable for outcomes.
  - Failure can be a useful result and increase understanding.
  - Success can be the result of luck and can hide a fault in the planning.

# Psychological safety

When you have it	When you don't
See mistakes as opportunities to learn	See mistakes as threats to your career
Willing to take risks and fail	Unwilling to rock the boat
Speaking your mind in meetings	Keeping your ideas to yourself
Openly sharing your struggles	Only touting your strengths
Trust in your teammates and supervisors	Fear of your teammates and supervisors
Sticking your neck out	Having your head chopped off

Adam Grant, *Think Again*, (London: WH Allen, 2021): 210.

*Discuss the extent to which there is psychological safety in your school, university or classroom.*

➤ Is this a suitable task for this workshop?

# The joy of being wrong

- Teachers can help establish psychological safety by:
  - asking the students whether it exists in school and if not, how it could be promoted.
  - discussing examples of when they themselves were wrong or made mistakes, including cases when they learnt from student feedback.

*Discuss with each other instances when you were wrong or made mistakes in school.*

➤ Is this a suitable task for this workshop?



# Negotiations

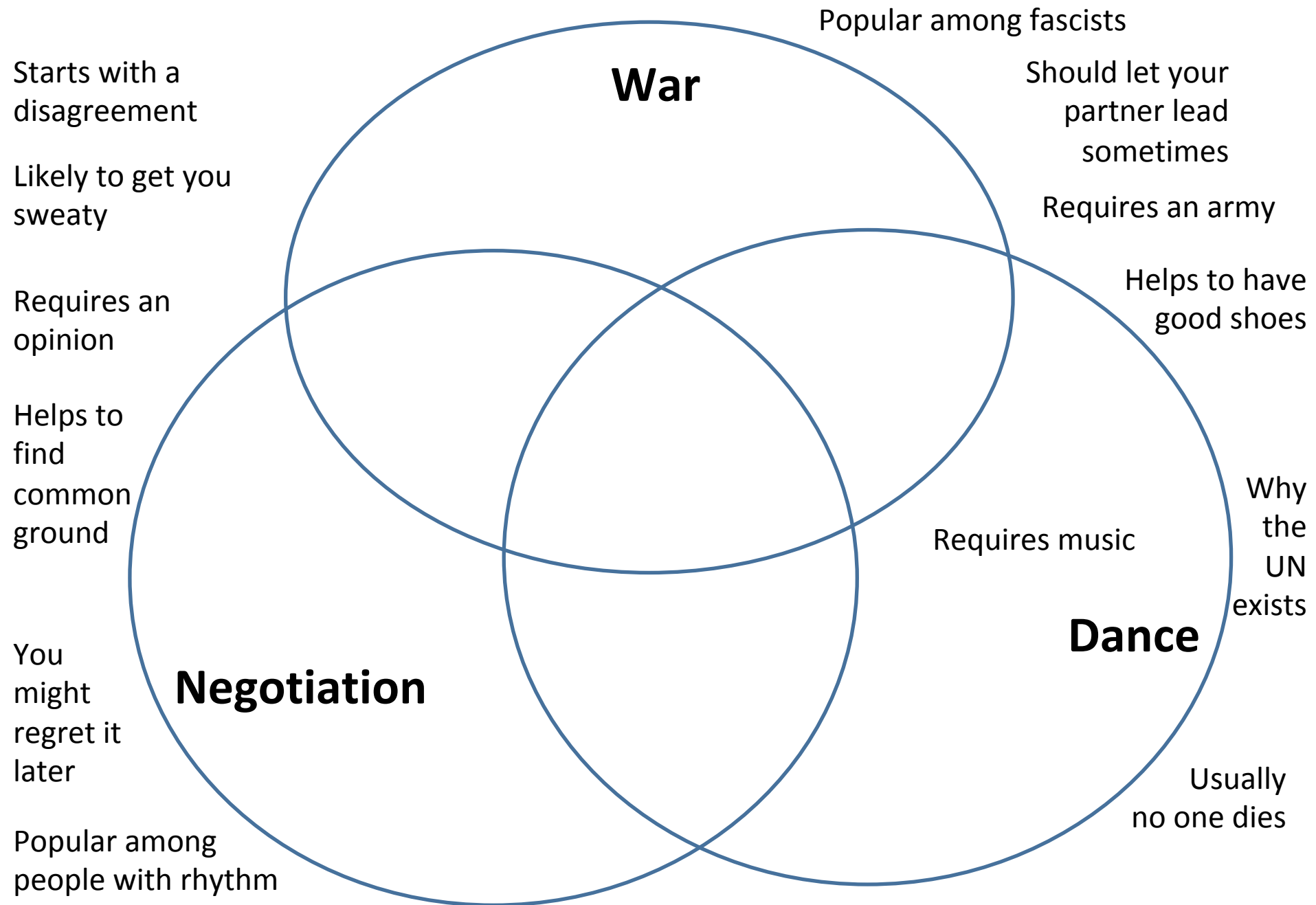
Teaching good negotiation skills in  
the English language classroom

# Definition

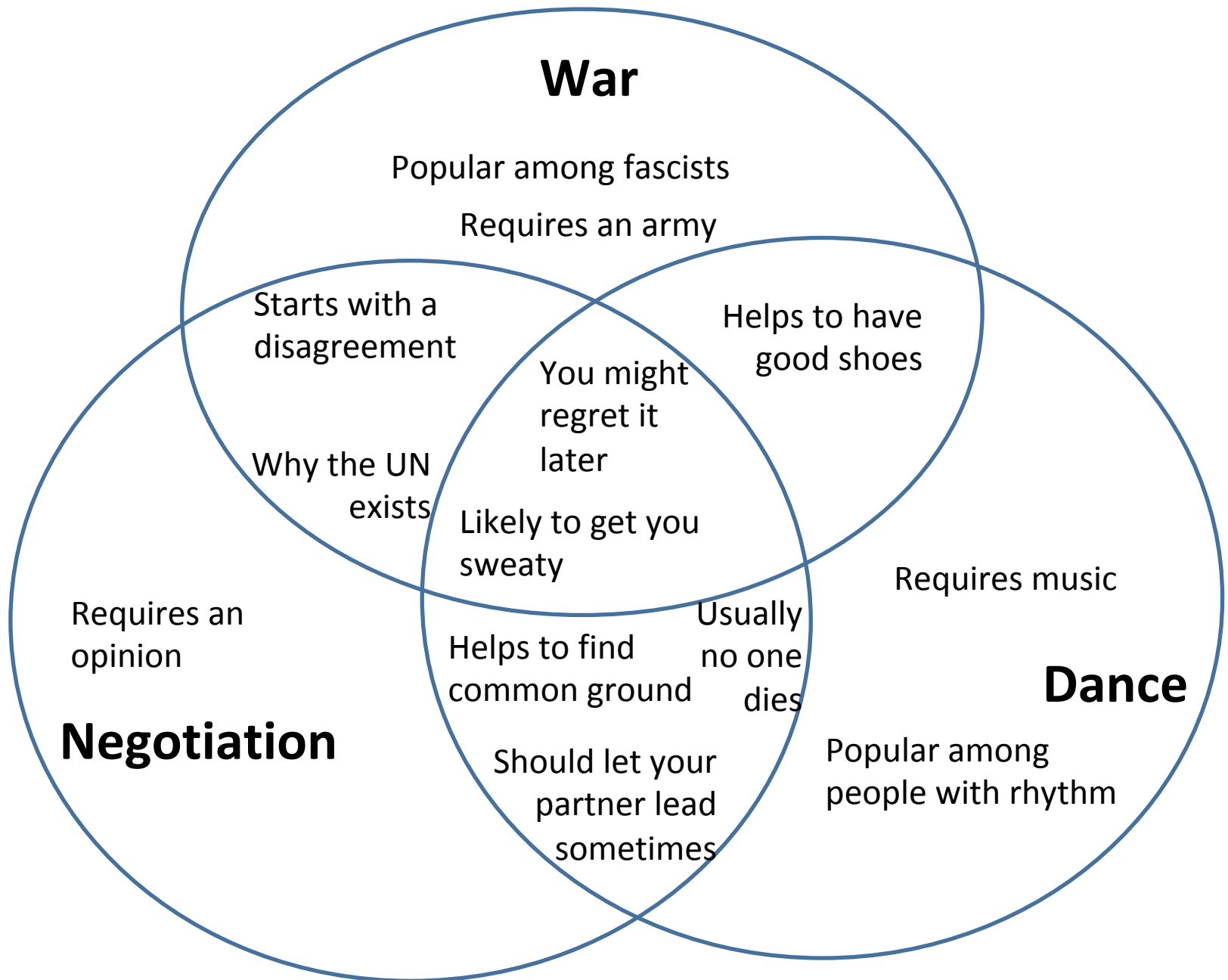
- **the process of discussing something with someone in order to reach an agreement with them**

# Examples

- **Wage negotiations**
- **Peace negotiations**
- **Hostage negotiations**
- **Price negotiations**
- **“Eat your greens” negotiations**
- **Coalition negotiations**







## The science of the deal

[...]

A good debate is not a war. It's not even a tug-of-war, where you can drag your opponent to your side if you pull hard enough on the rope. It's more like a dance that hasn't been choreographed, negotiated with a partner who has a different set of steps in mind. If you try too hard to lead, your partner will resist. If you can adapt your moves to hers, and get her to do the same, you're more likely to end up in rhythm.

In a classic study, a team of researchers led by Neil Rackham examined what expert negotiators do differently. They recruited one group of average negotiators and another group of highly skilled ones, who had significant track records of success and had been rated as effective by their counterparts. To compare the participants' techniques, they recorded both groups doing labor and contract negotiations.

In a war, our goal is to gain ground rather than lose it, so we're often afraid to surrender a few battles. In a negotiation, agreeing with someone else's argument is disarming. The experts recognized that in their dance they couldn't stand still and expect the other person to make all the moves. To get in harmony, they needed to step back from time to time.

# The good negotiator

	The good negotiator	The average negotiator
Before the negotiation even starts:		
Number of arguments		
During negotiations		
Questions		

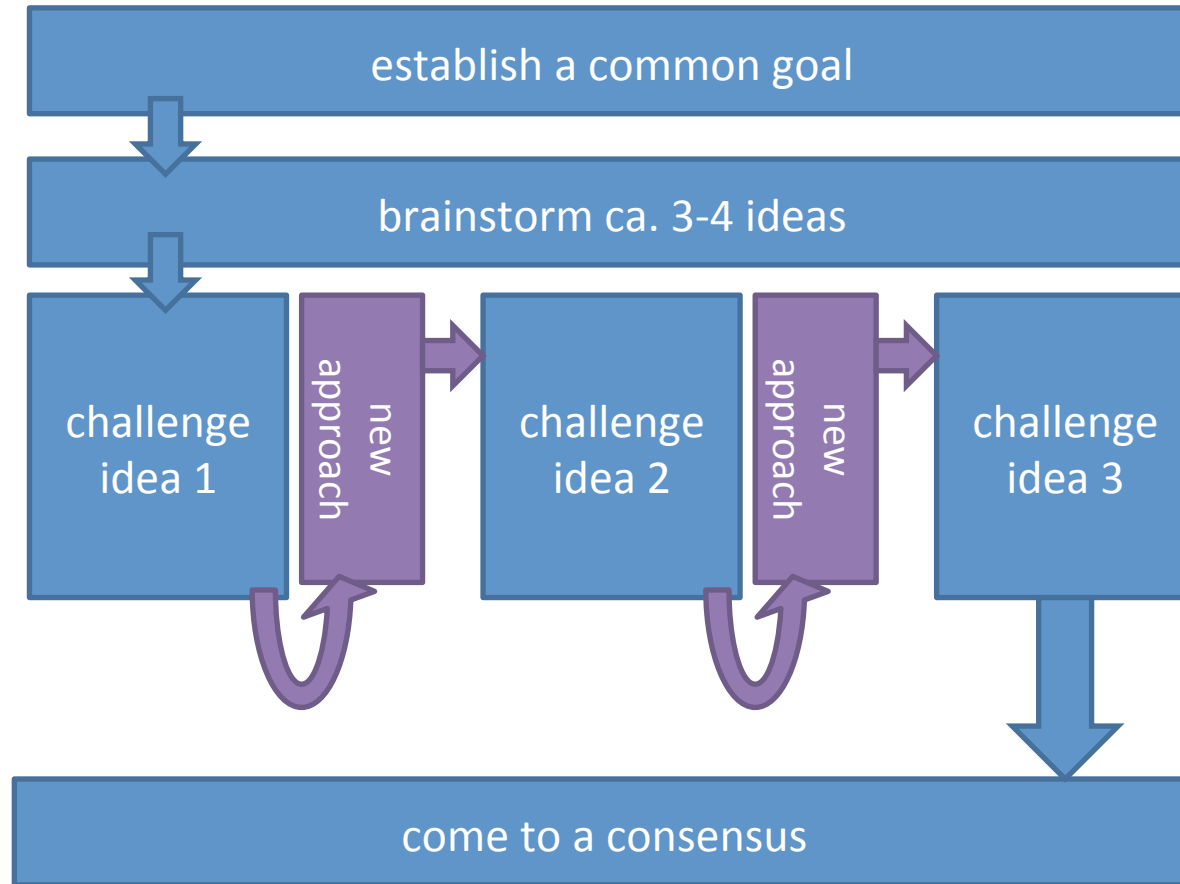
# The good negotiator

	The good negotiator	The average negotiator
Before the negotiation even starts:	Thought about areas of potential agreement	Develops strong arguments to persuade opponents
Number of arguments	Only a few strong ones	As many arguments as possible both strong and weak
During negotiations	Expressed curiosity and didn't attack opponent	Entered defend-attack spiral
Questions	Asked many questions	Asked few questions

# Negotiating in the speaking exam

- Set a common goal (if the task doesn't do so already)
- Brainstorm a few options
- Discuss the options together critically
- Ask questions like “how would that work?”
- Back off and take an new approach if necessary
- Come to an agreement or agree on how to proceed (e.g. Let's look for other photos which ...)

# Choreography of a negotiation



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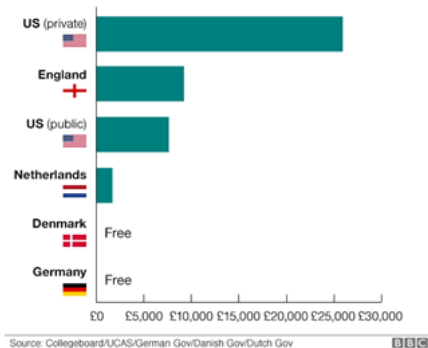
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## Sprechprüfung E-Kurs (2 Prüflinge)

### Candidate B

Topic: UNIVERSITY EDUCATION

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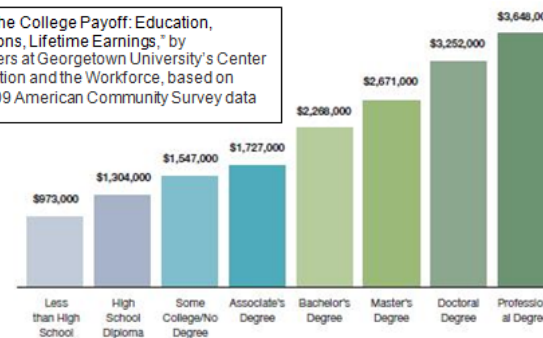
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2. Examination proper (monologue parts: 3-4 minutes ; dialogue part: 7-8 minutes)

INTERLOCUTOR

*Let us now begin with the main part of the speaking test. I am going to read the assignments for you. Then you will have three minutes to make yourselves familiar with the task sheet.*

**Situation:**

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**Assignment 1:** Describe and analyse your material.

Briefly comment on your material.

Talk for 3 to 4 minutes.

**Assignment 2:** Together with your partner, discuss how to encourage more young people to consider studying at university. Agree on which images and text to include on your poster.

Talk for 7 to 8 minutes.

*Now you have three minutes to look at the task sheet. You may take notes on your task sheet.*

*While doing the task, please look at each other and listen actively. We will give you a signal when the minimum time has passed. (Der Zweitprüfer hebt nach Ablauf der Mindestzeit die Hand.)*

*Candidate B, turn over your task sheet. Candidate A, please start.*

Wenn kein schülerseitiger Übergang von einem Monolog zum anderen erfolgt, greift der Prüfer ein:

*Now it's your turn, candidate B.*

*Falls nötig: Candidate A, please turn over your task sheet.*

*Thank you. Now, move on to the second assignment. Remember to reach a consensus by the end of the task. You can look at your task sheets.*

Grundsätzlich gilt, dass die Prüfer möglichst wenig sagen und möglichst wenig in das Prüfungsgeschehen eingreifen. Die nachfolgenden Zusatzimpulse ("follow-up prompts") sollen deshalb nur eingesetzt werden, wenn die Prüflinge ins Stocken geraten und ihre Redebeiträge nicht mehr selbstständig bzw. im zweiten Teil nicht mehr kooperativ fortführen können. Pro Prüfungsteil darf einer dieser Impulse verwendet werden, ohne dass es dabei zu einem Punktabzug kommt.

Follow-up prompts for monologue part:

- *You could talk about the social benefits of studying.*
- *You could talk about your personal feelings on higher education.*

Follow-up prompts for dialogue part

- *You could talk about what governments can do to help disadvantaged students.*
- *You could talk about the way student life is presented in the media.*

*Thank you. This is the end of your test.*

**Quellen, zuletzt zugegriffen am 03.10.2021**

Candidate A:

- <http://curemysleepapnea.com/sleepsource/2015/03/26/sleep-affects-mental-health-college-students/>
- <https://mdxipe.wordpress.com/2018/12/14/student-debt-is-it-really-any-good/>

Candidate B:

- <https://www.msstate.edu/state-spotlight/2017/09/studying-shade>
- <https://thesocietypages.org/socimages/2011/08/10/lifetime-earnings-gaps-by-sex-and-raceethnicity/>



# Further reading/listening

- Adam Grant, *Think Again*, (London: WH Allen, 2021)
- Podcast: Easiest Person to fool (episode of Hidden Brain podcast from 1. Feb 2021, in which Adam Grant is interviewed)
  - <https://hiddenbrain.org/podcast/the-easiest-person-to-fool/>

# The joy of being wrong the Dunning-Kruger Effect

