

EVALUATION - RECOMMENDATIONS

1. The evaluator avoids absolute statements like, “You should never....”

2. If one could mention suggestions without sounding emphatic or preachy, one is likely to win over the hearts of the Test Speaker, and more importantly the judges. It would also be useful to give personal touches here. “Being a teacher myself, I can very well understand how difficult it is for a speaker to avoid pacing up and down.”

OR

“It’s interesting to note how most of us have problems with our hands....” This way, you don’t single out the Test Speaker as the one to foul up, but point out that it is a common weak point.

3. Don’t mix up Commendations and Recommendations, as in: “You had remarkable voice modulation, but at times, we couldn’t hear you.” Let the two sections be separate, as much as possible. Some overlapping is inevitable, but don’t constantly mix them up.

4. Practise the transition from commendation to recommendation. That way you can come out of the ‘but’ trap. “If I were you, I would have skipped the small story that you introduced and put the message there.” [If I were you is a powerful way to give a recommendation]

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5. Have a maximum of three recommendations. Even here, have one that is the main one. That way you can linger more on this and glide over the others if there's a lack of time.

THINGS TO REMEMBER WHEN OFFERING RECOMMENDATIONS:

- **They are worth 30% of the mark, therefore they must be fully analysed.**
 - **Try to incorporate at least 2 fully analysed recommendations in any contest.**
 - **2 or 3 fully analysed recommendations are better than 4 or 5 identified recommendations.**
 - **Aim for specificity over generalisation.**
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