DITA Orientation 2018

Day 1 Topic: Speaking Clearly
Goals of DITA Orientation Sessions

Learn and Enjoy the Moment!

• Provide strategies and practice for teaching speech in the undergraduate classroom.

• Provide strategies and practice for communication success across campus.

• Build procedural knowledge of the teacher roles and expectations within the OU context.

• Facilitate the formation of a long-term, supportive community for international instructors across departments.
Day 1 Ice Breaker

Word Association Game

What word is most associated/related to the word “teacher” in your mind?

What word is most associated/related to the word “student” in your mind?

What word is most associated/related to the word “learning” in your mind?

What word is most associated/related to the word “international” in your mind?
“Teacher, What Shall I Call You?”

- TA = teaching assistant / ITA = international teaching assistant
- Instructor / Lecturer
- Professor
- Faculty
Most Important Skills for a Teacher

How many of you have been teachers before?
How many of you have been students before?

With your group, compile a ranked list of the 5 most essential skills a teacher needs to communicate clearly.
Teaching Speech

• **Teaching Speech Definition:** Also, called instructional speech; a speech act genre that involves the application of linguistic forms and context-specific knowledge to verbally perform the teaching role.

• **Teaching Speech’s Importance:** Your ability to apply your linguistic and socio-cultural knowledge as you deliver content to students is crucial for communication success and learning.

Teaching speech is different from everyday, conversational speech.
You can speak clearly as the teacher of an OU class

– You already are an advanced English speaker.
– Everybody has an accent. // Yes, I have an accent, don’t you?
– Intelligibility/comprehensibility can be improved with listening and repeated, varied and interleaved practice.
– Prosody (pausing patterns, emphasis of key words, and pitch change patterns) can strengthen your English comprehensibility.
– Negotiating meaning takes place, no matter what your L1 is.
Speaking Clearly – To Whom?

What are OU undergraduate students like?

Discuss with your group and come up with 5 descriptors you think are most accurate.
What Are OU Students Like?

• Come from very different backgrounds.
• Take courses for very different reasons (core/GenEd vs. elective).
• Pay a lot for education (sometimes supported, sometimes not).
• Expect **privacy**: *Family Education Rights and Privacy Act (FERPA)*.
• May ask questions and share opinions; **expect dialogue attempts from T**.
• Prefer an **informal** class environment.
• Expect instructors to be **friendly, accessible, consistent and knowledgeable**.
• Expect instructors to make information clear and available to **everyone**.
• Expect multiple assignments throughout the semester **with timely feedback**.
• Dislike too much criticism.
Strategies for Speaking Clearly

- **Prosody** involves the focal word emphasis, pitch change and pausing patterns of spoken English discourse (Gilbert, 2013).

- **Emphasis/Primary Stress** = NEW, CONTRASTING, IMPORTANT

- **Emphasis/Primary Stress** = Involves a *pitch change, longer stressed vowel duration and increased volume* (Hahn, 2004).

- **Pitch movement patterns** = Subtle, add to your meaning and ability to engage your audience.
Strategies for Speaking Clearly

• **Speak Slightly More SLOWLY / Pause After Thought Groups.**
  - Research results show Ts’ speech rate is linked to their comprehensibility ratings (Bosker, Pinget, Quene, Sanders, & de Jong, 2012).
  - Average speaking rates of L1 and L2 English users (Munro and Derwing, 2001).
  - Examples of too many pauses and too few pauses.

• **Set the Expectation That Meaning Making Is Dialogic.**
  - Listener and speaker are BOTH responsible for communication success.
  - Remind students that they can ask questions; **plan T-asked questions**.
  - Suggest procedures for what students can do when they do not understand what you said.
Strategies for Speaking Clearly

• **Rephrase and Repeat** Key Information.
  
  – Do this especially after you first introduce important information.
    • What I mean is // Another way to say that is // That’s key so let me repeat
    – Practice the pronunciation of key information (especially words’ stressed vowels) **BEFORE** the lesson.
      • Maybe write these words/phrases on the board, to add clarity.

• **Practice** **Listening in the OU Community.**
  
  – Listening ability has been shown to a strong predictor of comprehensibility ratings among undergraduates (Liao, 2009).
  – Ask for clarification or repetition when you don’t understand.
Strategies for Speaking Clearly

• **Use written communication** to enhance oral communication.
  – When you are not sure you pronounced a word correctly.
  – When a word/phrase is important.
  – Use BIG and CLEAR handwriting / font size.
  – Work with instructors in your department to develop PPTs, Prezis and other handouts/visual aids that are appropriate for your field.

• **Respond to questions directly/concisely and specifically.**
  – Avoid vague, general or overly detailed answers.
  – Assess when to defer a question to another time.
  – Transition from Q&A back to prepared/required content.
Let’s Practice Teaching Speech

Grab a “teaching speech sample” handout on your table.

Listen to me read a few sentences. Note my prosodic patterns and the word choices in the sample.

Read at least one of the paragraphs out loud to a partner at your table.

Ask for feedback on your speaking clarity and prosodic patterns and note word choices/other features of the speech.
Resources for Speaking and Listening Practice in the OU Context

- **DITA** Academy and **GTA** Workshops
- ETCS Training **Courses** and Website **Language Resources**
- **Graduate Student Life** Events
- **International Community Programs**
- **UPB** Events and **International Student Groups’** Events
- Others...

All of these resources are FREE!
Speaking Clearly Reminders

• **Intelligibility** is your focus when using teaching speech.
• Invite **feedback** on your intelligibility whenever you speak.
• **Practice** makes perfect.
• **OWN** your teaching speech – observe, hypothesize, test, evaluate/analyze, repeat, conclude.

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• Teaching speech takes a while to acquire, so be **patient** with yourself.
• Seek **support and motivation** from those around you.
Your Plan for Speaking Clearly

• What do you think will be most challenging to you about teaching speech? How will you overcome this challenge?

• What strategies do you want to work on most? How and when?

• What speaking and listening resources will you take advantage of? How and when?

• How will you remember what you learned about today?
Book Recommendation

First Day to Final Grade: A Graduate Student’s Guide to Teaching
Third Edition
University of Michigan, Teacher Training
By Anne Curzan and Lisa Damour


Practicum and Group Discussion

Use the handouts from group facilitators to guide your time

Practicum Time: One hour and fifteen minutes

Reflection and Games Time begins at 11:45 in this room