**Lehigh University**

**Fall 2015**

**ESLP003**

**CLEAR SPEECH AND ACADEMIC SPEAKING**

**Assignment Description**

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Diagnostic Presentation

2.

Lehigh Services

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**1.**

**Diagnostic Presentation**

**Using the information from the initial self-evaluation surveys, students will be asked to summarize their own strengths and challenges and set goals for themselves for the upcoming semester. This speech will become the foundation of students’ individual study plan.**

**Purpose of assignment:**

* Assess own language proficiency
* Summarize information
* Communicate study plan to audience
* Evaluate speech
* Set goals

**Preparation:**

* Handouts will be provided to assess your current speaking skills: “Needs Analysis ”, “Initial Self-assessment”, “Assessment of your Presentation Skills”, and Reading Materials: “Conversational Ballgames” and “Communicative Competence”.
* Summarize your answers and create a short informative speech to describe your English language proficiency.
* You should focus on how you improved your speaking proficiency, but you may also want to briefly include elements of your learning on other skill areas (listening, reading, and writing) as they helped you become a better speaker.
* Your presentation should address the following components of speaking: fluency, vocabulary, pronunciation (speed, intonation, rhythm, pausing, stress, sound production), and pragmatic skills (audience awareness and function).
* The units describing these various components should be clearly stated, yet the speech should be connected well through appropriate transitions.
* Describe the progress you have made so far in all these areas and mention specific individual or class activities or learning strategies that helped you improve your oral proficiency.
* Please specify the areas you believe you must focus on in the future in order to become a better communicator.
* You may also want to mention some motivational factors that were important for you.
* In order to add color to your presentation, include anecdotes to support your statements.
* Using academic vocabulary will also enhance the quality of your speech. The vocabulary describing your speaking skills may be extracted from the handouts. Make sure to include 10-15 words from the surveys to demonstrate your thorough preparation for this presentation.
* The length of this presentation should be 10 minutes, and you may not use any visual support.
* There will be a short Q-A session after your speech. Please be prepared to answer questions about your skills, learning strategies, and resources.
* Your presentation will be video recorded and later you will evaluate your own performance with a rubric.
* Have fun with this project! This is your introduction to your peers and your instructor. Make sure to present us with your “best self”. Be assertive, be confident, and focus on the POSITIVE! Avoid negative statements, and seek improvement instead. Rehearse in front of a mirror or with a friend before you present. Time yourself in order to not exceed time-limit.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**2.**

**Lehigh Services – Pair Work**

**You will be required to investigate the services that are offered on campus to Lehigh graduate students. After making an appointment and conducting a brief interview with staff from selected services, you will be presenting the information in class.**

**Purpose of assignment:**

* Work with a partner
* Conduct research
* Communicate via e-mail or telephone to set up appointment
* Conduct interview
* Present information to peers
* Instruct, persuade, argue
* Learn strategies for Question-Answer sessions

**Preparation:**

* Make a list of Lehigh Services. For this, I recommend the Lehigh webpage.
* Select a service you are most likely to use in the future and research it well.
* Then contact the service via e-mail or telephone and make an appointment for a short interview. Introduce yourself properly and state the purpose of the interview. Specify the timeframe and inform about the length of your interview. Also request permission for audio or video recording. Within 24 hours of the interview, do not forget to send an e-mail to thank your conversational partner for the information and for their time.
* Prepare questions for your interview. Make sure to ask relevant questions, and avoid questions that are already answered in the website (hours of operation, location, etc). Submit the list in hard copy to your instructor for review one week before you conduct the interview.
* Be on time for your appointment and act professionally. Conduct the interview and audio or video record it.
* Now you can begin to assemble your report. State your reason for selecting the service. Provide basic information from the web-site then summarize your interview. You may include a few minutes from your recorded conversation. Focus on giving information to your classmates in a clear and effective manner.
* Rehearse your presentation. Make sure you deliver it with energy and enthusiasm.
* Manage your time properly. Do not exceed 10 minutes. Leave 5 minutes for Q-A
* Prepare a visually appealing PPT or Prezi

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**3.**

**Discussion Circle**

**Students will view a movie and discuss according to assigned roles. Roles for individuals will be assigned and each student will study his or her role prior to viewing.**

**Purpose of assignment:**

* Improve listening comprehension
* Enhance informal vocabulary
* Increase pragmatic awareness
* Enhance cultural awareness
* Evaluate content critically
* Practice discussion/negotiation techniques

**Preparation:**

* The class will view a movie about contemporary American society.
* Each student must follow the instructions and prepare to share ideas and thoughts according to his or her role. Instructor will provide materials. Students must make sure to read instructions carefully and take good notes during movie watching. Notes must be clear and relevant.
* Then, we will conduct a one-hour-long discussion in class. Students should focus on the following speech acts in order to facilitate a polite and productive discussion:
* Agreeing-disagreeing
* Complimenting
* Interrupting
* Criticizing
* Suggesting, giving advice
* Asking clarifying question

**Evaluation:**

After the discussion, your instructor will give you oral feedback. You will need to take notes and add them to your portfolio.

**4**

**Data Presentation – Pair Work**

**You will be required to present data from a recent publication in your field to a mixed audience**.

**Purpose of Assignment:**

* Evaluate sources for credibility
* Learn academic vocabulary
* Summarize information
* Present information
* Manage time efficiently during discussion and Q&A

**Preparation:**

* Search and read recent issues of scholarly journals related to your field. Find articles that present research results, or otherwise use data from previous studies. Study the graphs, charts, or tables that present the data
* Read description carefully and summarize the article.
* Prepare visual tools. This may be handouts or a few clear slides you are going to explain to your audience. Make sure color and size are appropriate for room size and audience. Content of slides or handouts must be simple and easy to understand. If instructions are needed for interpretation, they must be included in footnotes.
* Prepare presentation. Include name of publication, date, author, and title. Explain purpose for collection and reporting of the data. Make sure you provide an expansive background for the study. Do not forget to give definitions and explanations where necessary. Include as many “real life” examples and applications as possible.
* Your presentation should be no longer than 5 minutes. Keep in mind that this is an interactive presentation. You are not simply lecturing, you are teaching your audience. As you present, you need to check for comprehension and you also need to solicit questions.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**5.**

**News Report – Individual assignment**

**Students will be required to prepare a summary of a recent event reported in the news. This event may be related to sports, entertainment, science, finance, economics, wellness, health, or education. Please refrain from selecting controversial topics such as religion or politics. After the 3-minute presentation, students will lead a 5-minute discussion.**

**Purpose of assignment:**

* Listen actively and think critically
* Learn to summarize information that was presented aurally
* Improve organization of your speech
* Improve clarity by incorporating audience feedback
* Improve fluency through conversation
* Learn new vocabulary through listening
* Activate passive vocabulary
* Improve pronunciation
* Lead discussion- manage time efficiently
* Practice delivery skills
* Learn to engage your audience
* Evaluate your speaking proficiency

**Preparation:**

* Listen to the news for a few days. You may find interesting events on the radio television, or on-line. The major point of this assignment that the information must be delivered AURALLY.
* Record the piece of news you would like to present.
* Listen to it several times until you achieve 100% comprehension.
* Take notes and summarize news.
* Make sure your organization is logical and the pronunciation of key vocabulary is clear.
* Do not provide any visual support for this speech.
* Rehearse presenting.
* Practice questions and other strategies to interact with your audience during presentation.
* Prepare questions for discussion after your report.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**6.**

**Idiom Presentation – Pair Work**

**You will be required to conduct 10-15 interviews with native speakers to investigate their favorite idiomatic expressions. Then you will present your research to your class.**

**Purpose of Assignment:**

* Practice speaking and understanding informal language through conducting interviews with English-speaking residents, students, staff, or faculty
* Explore events, locations, and other venues where you can contact native speakers and engage in informal conversations
* Investigate the origins of culturally embedded expressions/ idioms
* Engage in storytelling as an active listener
* Take notes to record idioms and related experiences of speakers
* Respond to native speakers with idioms and stories of your own, if you can find similar expressions in your language/culture
* Seek feedback on your communication skills from native-speaking interviewees
* Learn and record idiomatic expressions which are appropriate for you age and environment
* Learn to cooperate with a partner as you prepare an informative presentation for your audience of peers
* Present your research
* Prepare engaging visuals support for your presentation

**Preparation:**

* Find suitable locations and/or events where you can comfortably conduct a 10-15 minute informal interview. You may choose to make an appointment or decide to interview someone spontaneously. Remember that people may or may not come up with the answer if they are asked spontaneously. Be ready to help them or to gracefully accept NO for an answer.
* Prepare a brief introductory speech to explain to your interviewee who you are and what is the purpose of the interview.
* Conduct the interview and take notes. You may also ask to audio- or video-record your conversation – depending on your interviewee’s preference.
* During the interview, encourage your partner to tell stories of personal experiences instead of simply describing the meaning of each idiom.
* Prepare a 15-minute presentation to introduce 10 idioms to your classmates.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**7.**

**Storytelling – Individual Work**

**Students will be required to tell an engaging story without any visual support.**

**Purpose of assignment:**

* Practice the art of storytelling; a useful skill for interviews and presentations
* Spin an authentic yarn that illustrates your talents and impresses the listener
* Organize content into succinct statements
* Learn to identify and explain content that may be culturally unfamiliar for your audience
* Learn native-like repair techniques
* Improve the clarity of your speech by looking up the pronunciation of key words before speaking
* Learn to monitor audience comprehension
* Interact with native speakers as you seek suggestions to improve story

**Preparation:**

* Select a story that may be related to your own life, or it may be a story you read or heard before. It should have a clear story line.
* Make sure you include the setting, the time, and the characters you will discuss.
* Then tell your story with focus on chronological order using colloquial, informal vocabulary and idioms.
* For highlights, you may want to describe objects, places or people.
* You may also need to describe certain emotions associated with the events described in the story.
* Rehearse your narration before you present to the class.
* Get feedback from native speakers. They may also give you suggestions for organization and specific vocabulary to use in order to make your story sound interesting and culturally appropriate for an American audience.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**8.**

**Academic Presentation**

**Students will prepare an academic presentation related to their research and share information with their peers in lecture and Q-A format. Since you are presenting to a group of peers/ colleagues, please make sure that your clothes, and the language and register of your speech reflect this situation/audience.**

**Purpose of assignment:**

* Select interesting content
* Practice organizing content
* Prepare to present information to a mixed audience
* Enhance your academic vocabulary
* Improve the clarity of your speech: focus on correct pronunciation of key academic vocabulary
* Use appropriate volume, speed, and prosody to make your presentation comprehensible
* Select appropriate tone and register
* Improve delivery skills
* Learn to engage your audience
* Learn to manage Q-A
* Learn to manage time effectively

**Preparation:**

* Select a specific topic in your discipline/field.
* In order to assemble your project, you will need to use various sources:
* A telephonic or in-person interview with a professional (recorded and transcribed/summarized)
* Data from a reputable source
* A story or anecdote to add highlight and engage audience
* Prepare a 15-minute PPT presentation. Please allow 5 minutes for questions at the end of your presentation.
* Provide handouts for your audience.

**Evaluation:**

Your presentation will be video-recorded. After you view the video, you will be required to write a self-reflection of your presentation based on feedback from your audience and comments from your instructor.

**9.**

**Final Self-evaluation**

**Your final self-evaluation is the summary of all your self-reflections. It is a report on the progress you made in your oral language proficiency.**

**Purpose of assignment:**

* Assess own language proficiency upon completing study plan
* Summarize information from your self-reflections
* Communicate achievements to audience
* Evaluate goals, progress, and strategies

**Preparation:**

* Refer to handouts that were provided to assess your speaking skills ( “Needs Analysis ”, “Initial Self-assessment”, “Assessment of your Presentation Skills”, and Reading Materials: “Conversational Ballgames” and “Communicative Competence”) at the beginning of the semester.
* Create a short informative speech to describe your present English language proficiency as opposed to your initial oral proficiency.
* Your presentation should address the following components of speaking: fluency, vocabulary, pronunciation (speed, intonation, rhythm, pausing, stress, sound production), and pragmatic skills (audience awareness and function).
* The units describing these various components should be clearly stated, yet the speech should be connected well through appropriate transitions.
* Describe the progress you have made during this semester and mention specific individual or class activities or learning strategies that helped you improve your oral proficiency.
* You may also want to mention some motivational factors that were important for you.
* In order to add color to your presentation, include anecdotes to support your statements.
* The length of this presentation should be 5 minutes, and you may not use any visual support.

**10.**

**Portfolio**

**Portfolio is an organized collection of your work that demonstrates the learning accomplishments you have achieved this semester. Your Portfolio should represent you, the language learner, through a self-analysis of your thoughts, reflections, and self-assessments of the progress that you have made with your English communication skills. The Portfolio should also discuss your strategies for continued improvement of your English skills after this class ends. Notes, PPT, feedback, and self-reflections on your assignments should be included in your portfolio.**

**Purpose of portfolio:**

* To provide clear, accurate, complete, and meaningful evidence that students have invested the time and effort necessary to successfully complete this course
* To give students a competitive edge in the business and academic fields, where demonstration of superior organizational skills is highly valued
* To give students the opportunity to take greater responsibility for their own learning and to critically examine their individual learning process through a combination of goal setting, self-reflection, and self-assessment
* To improve students’ interpersonal skills through a process of both giving and receiving constructive feedback from peers and teachers
* To help students develop the ability to articulate specific strategies for continuing their language skills improvement beyond the end of the program

**Evaluation:**

The Portfolio is designed to give you the opportunity to set your own personal English language learning goals and to measure your progress towards those learning goals. The Portfolio motivates you to engage in a self-determined and self-guided learning process because you are free of the debilitating constraints and stress that are typically associated with exams and presentations. In sum, the Portfolio provides a **holistic** picture of your abilities as a language learner and student.

This portfolio will be evaluated at the end of the program for overall quality and completeness. Therefore, it is essential that you organize it from day one!