College Academic Speech Training: Session 3

How to Use This Guide

This session will help you improve your academic speech through:

- Extended academic conversation practice

- Precise intonation patterns for scholarly discussions

- Word stress for complex academic vocabulary

- Appropriate emotional expression in academic settings

- Contrasting word stress patterns in noun/verb pairs

- Academic reading with prosody focus

Section 1: Conversation Practice

How to do this:

1. Read each academic scenario

2. Practice clarifying the initial statement

3. Ask a follow-up question to extend the discussion

4. Provide a longer comment to demonstrate understanding

Office Hours Visit:

Model: Hi Professor, I was reviewing the lecture notes and I had a question about the second example in slide 12. Could you walk me through it again?

Example clarifications:

- "I'm having difficulty understanding how the formula was applied in that example."

- "The connection between the theory and this specific application isn't clear to me."

Example follow-up questions:

- "Does this approach work in all similar cases, or are there exceptions?"
- "How does this example relate to the concept we discussed last week?"

Your Clarification: _____

Follow-up Question: _____

Extended Comment: _____

Tutor's tip: _____

Group Presentation Planning:

Model: I think we should split the research into sections and assign each person one topic. That way we stay organized.

Example clarifications:

- "By dividing the workload, we can ensure each section receives thorough attention."
- "This approach would help us manage our time more efficiently."

Example follow-up questions:

- "How should we determine which sections each person takes?"
- "Should we establish a timeline for completing each section?"

Your Clarification: _____

Follow-up Question: _____

Extended Comment: _____

Tutor's tip: _____

Classroom Debate:

Model: While I respect your view, I think there are some limitations to that study that we should consider.

Example clarifications:

- "The methodology used in that research may have influenced the results in specific ways."
- "There are several factors not accounted for in their experimental design."

Example follow-up questions:

- "Have you considered how the sample size might affect the reliability of those findings?"
- "What do you think about the alternative studies that reached different conclusions?"

Your Clarification: _____

Follow-up Question: _____

Extended Comment: _____

Tutor's tip: _____

Section 2: Pitch & Intonation Practice

How to do this:

1. Practice each sentence with the suggested intonation pattern
2. Listen to yourself or record your speech to check accuracy
3. Create your own academic sentence using the same pattern

Sentence 1:

"I'm not entirely sure, but I believe the answer relates to cellular respiration."

Target Intonation: Rising on 'sure' ↗, falling at end ↘
(Voice rises to show uncertainty, then falls to show conclusion)

Try saying it like:
"I'm not entirely **SURE** ↗, but I believe the answer relates to cellular respiration ↘."

Your Sentence: _____

Tutor's tip: _____

Sentence 2:

"To summarize, our team found that student engagement increased with feedback."

Target Intonation: Emphasis on 'summarize' 📣, falling pitch ↘️

(Strong emphasis on transition word, then falling tone for conclusion)

Try saying it like:
"To **SUMMARIZE** 📣, our team found that student engagement increased with feedback ↘️."

Your Sentence: _____

Tutor's tip: _____

Sentence 3:

"That's a valid point, and I see where you're coming from."

Target Intonation: Slight rise on 'point' ↗️, flat tone for agreement →

(Acknowledging with slight emphasis, then even tone showing acceptance)

Try saying it like:
"That's a valid **POINT** ↗️, and I see where you're coming from→."

Your Sentence: _____

Tutor's tip: _____

Sentence 4:

"However, when we look at the data more closely, the pattern changes."

Target Intonation: Stress on 'however' and 'data' 📣

(Emphasis on contrast word and key evidence)

Try saying it like:

"**HOWEVER** 📣 , when we look at the **DATA** 📣 more closely, the pattern changes."

Your Sentence: _____

Tutor's tip: _____

Section 3: Word Stress Practice

How to do this:

1. The CAPITALIZED syllable in each word receives the primary stress

2. Say the stressed syllable slightly louder and longer

3. Practice each word, then use it in an academic sentence

1. interdisciplinary

(Stress on the 4th syllable)

Say it like: in-ter-dis- 👆**CI**👇 -pli-nar-y

*Example: "My research takes an **interdisciplinary** approach combining psychology and economics."*

Your sentence: _____

Tutor's tip: _____

2. interpretation

(Stress on the 4th syllable)

Say it like: in-ter-pre- 👆**TA**👇 -tion

*Example: "Each scholar offers a different **interpretation** of the historical documents."*

Your sentence: _____

Tutor's tip: _____

3. methodology

(Stress on the 3rd syllable)

Say it like: meth-o- 👆**DO**👇 -lo-gy

*Example: "The **methodology** section of the paper describes our research approach."*

Your sentence: _____

Tutor's tip: _____

4. accountability

(Stress on the 4th syllable)

Say it like: ac-count-a- 👆**BIL**👇 -i-ty

*Example: "Academic integrity requires **accountability** from all researchers."*

Your sentence: _____

Tutor's tip: _____

5. accessibility

(Stress on the 4th syllable)

Say it like: ac-cess-i- 👆**BIL**👇 -i-ty

*Example: "Universities are working to improve the **accessibility** of online resources."*

Your sentence: _____

Tutor's tip: _____

Section 4: Emotion & Intonation in Academic Contexts

How to do this:

1. Read each sentence with the appropriate emotional tone

2. Pay attention to speed, pitch, and emphasis

3. Create your own academic sentence expressing the same feeling

1. "I'm really concerned about my exam performance." 🥺

(Emotion: Concerned - slightly faster pace, worried tone)

Voice pattern: Emphasis on "concerned," slightly lower pitch, serious tone

Your version: _____

Tutor's tip: _____

2. "I'm thrilled to share our results with the class!" 🤩

(Emotion: Excited - animated tone, slightly higher pitch)

Voice pattern: Emphasis on "thrilled," upbeat pace, enthusiastic tone

Your version: _____

Tutor's tip: _____

3. "Unfortunately, the project deadline was moved up." 😔

(Emotion: Disappointed - slower pace, slightly downturned tone)

Voice pattern: Emphasis on "unfortunately," slightly falling intonation

Your version: _____

Tutor's tip: _____

4. "That's a great insight you brought up in your presentation." 👍

(Emotion: Supportive - warm tone, clear articulation)

Voice pattern: Emphasis on "great insight," positive, affirming tone

Your version: _____

Tutor's tip: _____

5. "Could you clarify your last point a bit more?" 🤨

(Emotion: Inquisitive - curious tone, rising intonation at end)

Voice pattern: Rising pitch at the end, neutral but engaged tone

Your version: _____

Tutor's tip: _____

Section 5: Phonological Awareness for Academic Vocabulary

How to do this:

1. Notice how the stress changes between noun and verb forms

2. Practice saying both versions with correct stress patterns

3. Use each form in an appropriate academic sentence

1. record

RE-cord (noun) vs. re-**CORD** (verb)
(Stress shifts from 1st syllable as noun to 2nd syllable as verb)

Say it like:

- Noun: 👆**RE**👇 -cord *(e.g., "student record")*
- Verb: re- 👆**CORD**👇 *(e.g., "to record data")*

Example sentences:

- Noun: "The university keeps a **RE**-cord of all research publications."
- Verb: "We re-**CORD** all lab observations in the shared document."

Sentence 1 (noun): _____

Sentence 2 (verb): _____

Tutor's tip: _____

2. object

OB-ject (noun) vs. ob-**JECT** (verb)

(Stress shifts from 1st syllable as noun to 2nd syllable as verb)

Say it like:

- Noun: 👆**OB**👇 -ject *(e.g., "research object")*
- Verb: ob- 👆**JECT**👇 *(e.g., "to object to a claim")*

Example sentences:

- Noun: "The cultural **OB**-jects in the museum date back centuries."
- Verb: "Scholars might ob-**JECT** to this interpretation of the theory."

Sentence 1 (noun): _____

Sentence 2 (verb): _____

Tutor's tip: _____

3. present

PRE-sent (noun) vs. pre-**SENT** (verb)

(Stress shifts from 1st syllable as noun to 2nd syllable as verb)

Say it like:

- Noun: 👆**PRE**👇 -sent *(e.g., "a present moment")*
- Verb: pre- 👆**SENT**👇 *(e.g., "to present research")*

Example sentences:

- Noun: "At **PRE**-sent, the consensus among researchers is changing."

- Verb: "I will pre-**SENT** my findings at the conference next month."

Sentence 1 (noun): _____

Sentence 2 (verb): _____

Tutor's tip: _____

4. conduct

CON-duct (noun) vs. con-**DUCT** (verb)

(Stress shifts from 1st syllable as noun to 2nd syllable as verb)

Say it like:

- Noun: 👆**CON**👇 -duct *(e.g., "professional conduct")*
- Verb: con- 👆**DUCT**👇 *(e.g., "to conduct research")*

Example sentences:

- Noun: "The code of **CON**-duct for researchers emphasizes integrity."
- Verb: "We con-**DUCT** experiments under controlled conditions."

Sentence 1 (noun): _____

Sentence 2 (verb): _____

Tutor's tip: _____

Section 6: Academic Reading Practice with Prosody Focus

How to do this:

1. Read the paragraph aloud at a comfortable pace
2. Emphasize the bolded academic transitions and key terms
3. Pause briefly at commas, slightly longer at periods
4. Reflect on your delivery in the self-reflection section

Academic Reading:

This semester, our research group **investigated** how student motivation **changed** over time in hybrid learning environments. We **collected** weekly reflections, quiz scores, and feedback forms. **Early data suggested** a decline in motivation after week five, **which correlated with** rising workloads and fewer social interactions. **One surprising finding** was that motivation **rebounded** slightly after group projects were introduced. **We believe** the collaborative element **provided** social reinforcement and **helped** students feel more connected. **Our recommendation is that** universities **incorporate** more small group tasks into online and hybrid formats to **support** student engagement.

Reading Tips:

- Emphasize bolded terms 📢
- Pause briefly at commas (,) ⏸️
- Slightly longer pause at periods (.) ◻️
- Rise slightly for surprising elements ↗️
- Fall at the end of statements ↘️
- Use hand gestures for emphasis (optional) 👋

Tutor Feedback: _____

Self-Reflection: _____

Wrap-Up & Self-Reflection

Reflect on your learning experience in this session.

3 New Academic Words I Learned:

1.

2.

3.

3 Aspects of Speech I Want to Practice More:

1.

2.

3.

Today I felt most confident when...

One challenge I noticed was...