

INSTRUCTOR'S MANUAL
SPEECH
COMMUNICATION
FOR
INTERNATIONAL
STUDENTS

PAULETTE DALE • JAMES C. WOLF

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Miami-Dade Community College



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INTRODUCTION

We firmly believe that students will best learn about speech communication by the simple process of speaking. They won't learn speech by reading about it or hearing about it; they'll learn by doing it! For this reason, theory and lengthy explanations have been kept to a minimum throughout the book. Instead, this text includes descriptions for a wide variety of classroom discussion activities, question/conversational response sessions, and formal speaking assignments.

Some of you are experienced ESL Speech Communication instructors and already employ a variety of effective techniques when working with your students. Some of you might be a bit newer to this business of teaching speech communication to ESL students. You need never again be faced with the dilemma, "What shall I tell my students to speak about" or "What shall we talk about today" or "How shall I get everyone to participate in the discussion to practice their speaking skills?" As you'll quickly realize, this text is so complete that it eliminates the need for you to spend endless hours preparing assignments, grading criteria, and methods of evaluation. It will prove most valuable in helping you to teach your students the important basics of speech communication and to provide them with meaningful speaking experiences and practice throughout the semester.

Suggestions for Using the Text

Sequence of Chapter Presentation:

Speech Communication for International Students is flexible and adaptable. Although we recommend assigning the speeches in Chapter 1: Speaking to Develop Self Confidence before proceeding with the others, any sequence of assignments may be chosen. Your personal teaching philosophy and students' specific interests should dictate what you teach. Available time will not allow you to assign every activity in this book. We have deliberately included more material than could be covered in a normal term to permit you to select the exercises best suited for your particular students in any given semester. Consequently, you may wish to omit some assignments completely and/or repeat others with revisions.

Adaptation of Assignments:

The following are suggestions for achieving variety during the presentation of speeches: (a) require visual aids for some speeches and not for others, (b) require the consultation of outside sources in the preparation of some speeches, (c) teach the students to conduct question/answer periods following their speeches, and (d) allow students to ask questions of the speaker anytime during his/her delivery of the speech.

Review Tests/Homework Assignments:

The review tests/homework assignments can be used in a variety of ways: (1) present the review tests as described in the text to evaluate your students' understanding of the material; allow students to complete the review tests with an "open book" or require that "closed book" test taking conditions prevail; (2) assign the review tests as homework to encourage additional out-of-class review; (3) divide your students into "teams" and allow them to complete the tests in small groups; (4) use

homework assignments as classroom discussion activities; (5) grade students on the thoroughness with which they complete homework assignments.

Pronunciation Tips:

These exercises at the end of each chapter are designed to provide practice with a variety of American English pronunciation patterns. The pronunciation competencies selected for inclusion in this text are those with which most non-native speakers of English experience difficulty. We recommend that a portion of a class session each week be devoted to practice of these pronunciation patterns if deemed appropriate for your students. Feel free to skip the "Pronunciation Tips" completely if this material is inconsistent with the goals you have personally set for your class.

Suggestions for Assigning, Grading, and Critiquing Speeches

Hints for Assigning Speeches:

Provide your students with the instructions for a specific speaking assignment at last one week in advance. (Speaking assignment guidelines in each chapter are self-explanatory but may need occasional clarification from you.) Consider speeches as oral examinations and set specific due dates for them. Adhere strictly to the dates and require students to be ready as scheduled.

Hints for Grading Speeches:

Grades might be based on a combination of the actual presentation (choice of topic, evidence of preparation, organization of ideas, adherence to time limits, eye contact, use of voice, etc.) and an outline of the speech or bibliography of sources consulted which are turned in after the speech. (Spelling, neatness, and proper format should be considered.) Teacher evaluation forms for described speeches suggest aspects to be evaluated and provide a means for grading speeches.

Hints for Critiquing Speeches:

There are two basic ways to critique students' speeches:

1. **Written Evaluations:** You might write comments on the speech evaluation form or on the student's speech outline as he/she speaks. We'd like to stress that while pronunciation is important, it should never be the focal point of your critique. Concentrate on the areas specified in the individual teacher evaluation forms provided in the Teacher's Manual for each speaking assignment. Please feel free to photocopy these forms as needed for distribution to students, etc.
2. **Oral Evaluations:** Oral criticism may be offered immediately after each speech, after every second or third speech, or during the final 15 minutes of the class period. Encourage the audience to offer comments about the speeches they heard. Initiate the oral evaluation period by asking your students to concentrate on questions of content, organization, and understanding, rather than on the mechanics of delivery. Ask them such questions as, "What did you learn from Mohammad's speech?" or "Would you like Julia to clarify anything for you?" etc.

Although this text presents many assignments, exercises, and activities to teach speech communication to international students, you will, no doubt, think of others which you too have found successful. Please share some of YOUR most effective strategies with us.

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We truly welcome your feedback. Thank you for adopting Speech Communication for International Students.

SPEAKING TO DEVELOP SELF CONFIDENCE

We firmly believe that this chapter is one of the most important in the book. With the "right" start, your students will progress further than you or they ever thought possible. By providing them with the means to experience early success in the speech course, they will develop confidence and poise; your students will soon become desensitized to the often traumatic thought of having to speak in front of an audience.

Our students tend to overcome their speech fears more rapidly when encouraged to speak about a very familiar topic: themselves! The speaking assignments presented in the chapter have been designed with the above philosophy in mind. Therefore, the Self Confidence Building Speeches all focus on the students as individuals: autobiographical information, their personal experiences, interests, opinions, and fears.

The following suggestions will help you get off to that all important "right start" mentioned earlier and provide your class with several truly positive speaking experiences during the initial class meetings of the new semester.

1. The autobiographical speech of introduction may be carried out in one of several ways depending on your personal teaching style and the initial "apprehension level" of your students:

- a. Encourage students to present their speeches from a lecturn in front of the classroom or allow them to deliver their speeches from their seats. (In the latter event, arrange all chairs in a large circle so that the speaker can be easily seen by everyone.)
- b. Assign either of the two suggested formats (using self-created drawings vs. responding to pre-assigned questions); allow students to choose which "method" they prefer to use; or have half the class do it one way and half the students present using the other format.
- c. Make it clear that this first speech will not be graded. You want the students to become accustomed to speaking in front of others without having the added worry that they will be evaluated by you.
- d. Encourage class members to ask questions of each other on completion of each speech and get the speaker to elaborate on specific pieces of information. If you observe a reluctance on the part of the listeners to initiate questions, start the ball rolling yourself, i.e., "Akiko, you mentioned that one of your hobbies is origami, can you please explain what that is?" or "How old were you when you began this hobby and how did you learn it?" or "Roberto, you said you have four brothers, are they older or younger than you?" etc.

2. Students should be permitted to present at least two speeches before being critiqued about their speaking faults. Telling a student who is nervous about speaking to an audience that he/she spoke too quickly or too softly and couldn't be understood is COUNTERPRODUCTIVE at this stage. Be positive! Help the students feel that they CAN speak in their non-native

language before a group. If you didn't understand what a student said, ask him/her a simple question; make it clear that you want to know more about that student as a person. **PERSONAL AFFIRMATION** is one of the most significant learning experiences to be acquired as a result of taking a speech communication class.

3. Allow all members of the class equal speaking time. After the second or third speech, be particularly rigid about requiring speeches to adhere to pre-determined time parameters. Gaining a healthy respect for time limits will help students to prepare speeches carefully and work out exactly what they are going to say. It will help them develop the ability to put their points across succinctly and completely without unnecessary rambling or verbosity. (We also stress that adhering to the minimum time parameter is just as important as the maximum limit. Speeches of students who speak for less than the minimum time suggested tend to be either too general or superficial.)

4. Encourage your students to present their speeches from index cards on which only their main ideas are written. Never allow them to read their speeches from a word for word manuscript. Stress that speaking notes should function as a guide to trigger their memories, not as a crutch upon which they must depend. For example, the sample copy of notes that our student used to make his "Speech About Something Meaningful" looked like this:

I. HOLD MY OBJECT IN A CLOSED HAND. MAKE EVERYONE CURIOUS ABOUT IT.
II. EXPLAIN WHAT A TURQUOISE IS AND WHERE IT'S FROM.
III. DESCRIBE HOW I GOT IT AND SOME OF ITS CHARACTERISTICS.
IV. EXPLAIN ALL THE MEMORIES IT MAKES ME THINK OF WHEN I LOOK AT IT.
V. TELL THE CLASS WHY I CHOSE THIS PARTICULAR OBJECT TO TALK ABOUT.

5. When you decide it's time to formally evaluate and grade students on their presentations, the following evaluation form will prove helpful. Share a copy of the blank form with your class prior to their first graded speech to familiarize them with your specific criteria for grading.

CONFIDENCE BUILDING SPEECH

Teacher Evaluation Form

Name of Speaker: _____

Title of Speech: _____

Comments

Mechanics

Evidence of Preparation	1 2 3 4 5	_____
Adherence to Time Limits	1 2 3 4 5	_____
Eye Contact	1 2 3 4 5	_____
Volume of Voice	1 2 3 4 5	_____
Rate of Speech	1 2 3 4 5	_____

The Speech

Choice of Examples	1 2 3 4 5	_____
Organization of Thoughts	1 2 3 4 5	_____
Sufficient Use of Details	1 2 3 4 5	_____
Graceful Conclusion*	1 2 3 4 5	_____

Additional Comments:

Key to Grading

1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

* Discuss the importance of concluding a speech gracefully. Discourage the tendency of novice speakers to conclude with "That's it."

Chapter 2

THINKING ON YOUR FEET

The thought of making impromptu speeches is frequently frightening for many students. Upon first introducing this speech communication activity, you may find your students to be overly concerned and apprehensive.

Please be assured that after reading and in-class discussion of the information in the chapter, many of these initial fears disappear. The ungraded classroom and homework activities will also do much in helping students build confidence in their ability to speak on the spur of the moment.

Suggestions to supplement the chapter are as follow:

1. Use the list of short questions on page 26 and encourage students to elaborate on their response without being asked a follow-up question. Explain that there is usually an implied or hidden part to simple yes/no questions. Remember, do not allow students to get away with just a "yes" or "no."
2. After completing the classroom activity on page 24, have the students think of their own thought provoking questions to ask each other. Suggest the students work in pairs and give them time to come up with an additional 5-10 questions. Follow up with a continuation of the activity. Allow students to direct questions to classmates of their choosing.
3. It will take approximately two class sessions to complete the round of impromptu speeches. Allow us to share with you the procedures we usually follow:

- (1) Provide the students with a complete list of topics that will be used prior to the "impromptu speech day" in class. Several possible topics are presented on page 35 in Chapter 2. Although they won't know their specific topic until the day of the speech, they will have an idea of the scope and nature of possible topics.
- (2) Number the topics. Ask students to roll dice (up to 2 pair if necessary) to determine the number of the topic they will speak about.

OR

Write the different topics on small index cards and place them all in a paper bag. Ask the students to pick a subject card from the bag. They can use the back of the card to jot down some notes.

- (3) Begin the "round" by having 2 students "draw" or "roll" for topics. Allow them 2-3 minutes to organize their thoughts before beginning. When the 2nd student finishes preparing, have 2 more students draw topics; again allow them 2-3 minutes to prepare. Continue in this fashion until everyone has had a turn to

speak. (You might use the 2-3 minutes time lag between every 2nd speaker to complete your Teacher Evaluation Form.)

4. Prior to the actual presentation day, show your students the blank Teacher Evaluation Form you will use to critique their speeches. Be sure they understand the terms used on the form, i.e., volume of voice, rate of speech, attention getting introduction, etc. The evaluation form shouldn't be a surprise! We suggest using the form which appears on the following page when evaluating your students' impromptu presentations.

5. The answers to the "REVIEW TEST" on page 31 of the student text are as follow:

1. d) Problem - Solution Sequence
2. b) Effect - Causes Sequence
3. e) Time Sequence
4. a) Geographical Sequence
5. c) Past - Present - Future Sequence
6. f) Related Sub-topic Sequence
7. h) Advantage - Disadvantage Sequence
8. g) Personal Experience Approach
9. e) Time Sequence
10. d) Problem - Solution Sequence

IMPROMPTU SPEECH

Teacher Evaluation Form

Name of Speaker: _____

Topic Selected: _____

Comments

Speaking Voice*

Volume of Voice 1 2 3 4 5 _____

Rate of Speech 1 2 3 4 5 _____

The Speech

Attention Getting Introduction 1 2 3 4 5 _____

Clarity of Approach** 1 2 3 4 5 _____

Organization of Ideas 1 2 3 4 5 _____

Sufficient Support/Examples 1 2 3 4 5 _____

Graceful Conclusion 1 2 3 4 5 _____

Additional Comments:

Key to Grading

1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

* The most common speaking voice problems are barely audible volume and/or very rapid rates of speech.

** Were you easily able to determine which of the Impromptu Speech Approaches (as discussed in the chapter) were used by the student?

Chapter 3

LISTENING

As instructors of speech communication, we recognize that listening plays a major role in people's lives, particularly in the lives of our college students. Although it is sometimes difficult to differentiate between listening, thinking/reasoning, and memory/recall, many communication experts agree that listening is a separate human activity which can be learned and improved. However, "listening" is not a unitary ability; it does consist of a combination of skills. The exercises, activities and listening tests presented in the chapter have been devised to help students understand the importance of listening, analyze their personal listening strengths and weaknesses, practice and improve a variety of the important subskills involved in listening. These subskills include:

Listening for Main Ideas

Listening for Details

Verbal Comprehension and Reasoning

Distinguishing Fact from Opinion

Following Oral Directions

The following are presented to you as suggestions for various class activities. You should feel free to use any or all, and to modify them to conform to your personal teaching style. You and your students will find these exercises to be fun and innovative.

1. Discuss each of the common bad listening habits and examples described in the chapter. To generate discussion, encourage students to think of examples of poor listening from their own personal experiences for each of the common bad habits discussed.
2. After the introductory autobiographical speeches done at the beginning of the semester, give your students a "listening test". Ask such questions as "Where is Luisa from?" "Who rides horses?" "What is Omar majoring in?" etc.
3. For each round of speeches, assign different students specific listening tasks. (This is a good way to help them improve their listening and note taking skills.) You might use the instructor evaluation forms or have students hand in evaluations organized another way. You could have some students outline a speech while listening to it or just list the speaker's main points. A later check of the listener's notes against the speaker's outline is also a good way of helping speakers determine how clear and organized their presentation was.
4. Give mini-quizzes of 5-10 general questions based on presentations at the end of each class period when students present. If students present clearly and the audience listens, they will answer all questions right. This encourages presenters to really make their information clear and the listeners to pay full attention.

5. Tape record a 2-3 minute story from a newspaper or magazine. Ask 5 students to voluntarily leave the room. After playing the recording for the class, call in the first student and pay the recording for him/her. Call in the next student and have the 1st one relate the story in his own words. Repeat this procedure for all volunteers, recording each student's story. Play the five recordings to the class and analyze how the story changed from the original version. This should elicit some lively comments about listening!

6. Divide the class into groups of 3-4. One student in each group should describe in detail a recent experience of some kind. The others should purposely employ one of the common bad listening habits explained in the chapter. Afterward, bring the entire class back together and encourage the students to discuss how their ability to listen was affected.

7. Create a list of "absurd" verbal statements to present to the class. Call on individual students to clearly explain why the statement you made doesn't make sense. This is a very enjoyable task which motivates students to carefully listen and helps develop their verbal comprehension and reasoning skills. Add additional "verbal absurdities" to the following list:

1. In the evening, after breakfast, my mother listens to the morning news.
2. The local supermarket sells cans of corn for 35 cents each or two for a dollar.
3. When I'm in a rush, I prefer to walk because cars are too slow.
4. A woman with her hands in her pockets gave me a cigarette and offered me a light.
5. Every night, my little brother goes to bed before saying his prayers and then brushes his teeth.
6. A man shoveling snow last summer was wearing a heavy coat and a hat to keep warm.
7. "I have nothing to say, and I'm only going to say it once!"
8. "If Lincoln were alive today, he'd roll over in his grave."
9. "We have only one person to blame, and that's each other."
10. "If you're killed, you've lost a very important part of your life."
11. I drank a cup of hot iced-tea which burned my tongue.
12. A boy whose feet hurt because his shoes were too tight said, "Next time I should buy a smaller size."
13. After my pen ran out of ink last night, I turned off the lights and finished writing a letter.

The stimulus items and transcripts for the various listening tests in the text are presented below.

As previously mentioned, an important subskill of listening involves one's ability to differentiate between judgments of opinion or value, and factual statements. After discussing the differences between opinion vs. information messages, read the list of fact groups to your students. Have them identify the nature of the statements which follow each fact group as being either a statement of fact or one of opinion.

Listening Test 1

(See student answer form on p. 47)

Fact Group A: Mr. Hemmi plays poker every Monday and Wednesday night. He hasn't missed a game in 5 years. Last week he won \$200.00.

- Statement 1: Mr. Hemmi plays poker twice a week.
- Statement 2: Mr. Hemmi plays poker too often.
- Statement 3: Mr. Hemmi is a great poker player.

Fact Group B: The man spoke for 55 minutes. He talked about "The Use of Computers in Education." Several people left before he finished.

- Statement 4: "Computers in Education" is a boring topic for a speech.
- Statement 5: The man's speech was too long.
- Statement 6: Not everyone stayed for the entire speech.

Fact Group C: Amir was in a car accident yesterday. It was his third automobile accident in a year. Fortunately no one was hurt.

- Statement 7: Amir is a poor driver.
- Statement 8: The accident was Amir's fault.
- Statement 9: Amir has been in previous car accidents.

Fact Group D: The Soviet Union is under communist rule. There is no freedom of speech or press in Russia. United States residents have many rights and enjoy a democratic form of government.

- Statement 10: Democracy is the best form of government.
- Statement 11: There is freedom of speech in the U.S.A.

Fact Group E: Soccer is played all over the world. It is especially popular in Central/South America and Europe. Outside the U.S. it is called "Football" although it is not the same as "American Football."

- Statement 12: Soccer is more exciting than American Football.
- Statement 13: Soccer is a very popular sport throughout the world.

Fact Group F: In 1980, over 300,000 people from different countries immigrated to the United States. Today, approximately 41% of new immigrants come from Asia and 39% come from Latin America. Only 3% come from Africa.

Statement 14: The United States allows too many immigrants to enter.

Statement 15: The majority of new immigrants to the U.S. are Asian.

Listening Tests 2 and 3 are "cloze procedure" tests which consist of systematically eliminating words and asking listeners to supply them. This type of listening activity provides practice in listening for grammatical structures and in predicting the use of different parts of speech arising from the structure of English grammar as well as semantic implications of the material. Read Listening Test Passages 2 and 3 to your students. The underlined words represent those which have been omitted on the students' response form. Students must listen for nouns in Test 2 and verbs in Test 3.

LISTENING TEST 2

(See student answer form on p. 48)

The heart is a powerful organ located in the chest directly under the breast bone. The heart of man and other mammals, and of birds is divided into four chambers. They are the left and right auricles and the left and right ventricles. The auricles receive blood from the veins and push it into the ventricles. The ventricles pump the blood out of the heart and around the body.

Beating is an automatic ability of the heart. It begins early in embryonic development before the baby is born, and continues without stopping throughout life. All body tissues constantly need oxygen which is carried to them by the circulating blood. If a person's heart stops beating for a few seconds, unconsciousness will result. Death will occur if it stops for a few minutes. A resting person's heart pumps about 5 liters of blood per minute. In seventy years a human's heart beats about two billion six hundred million times. The number of beats per minutes and the amount of blood pumped are greatly increased during exercise.

The heart is able to continue beating after its nerves have been cut. In fact, if it is kept in the proper type of liquid, it will beat even when entirely removed from the body!

Listening Test 3

(See student response form on p. 49)

Water is the most precious of all the resources on earth. Without water, no plant, animal, or any form of life could have evolved. Believe it or not, every drop of water on earth when earth was formed remains on our planet even now. Water is always moving. It has gone around the globe many times. The heat of the sun pulls it from the oceans. It is moved along in clouds by winds. Water falls from the sky in the form of rain, snow, hail or sleet. It will keep for hundreds of years in ice caps and glaciers or go back to the sea through storm sewers and rivers. Almost all the water on earth is in the oceans. No one is