

## 21G.232 (Graduate) /21G.233 (Undergraduate) Section 2 Advanced Speaking and Critical Listening Skills: ELS

Fall 2021  
TR 9-10:30 AM Room 1-277  
Office hours TBA

A. C. Kemp  
ackemp@mit.edu  
Phone 253-4747  
Office 14N-228

### Course Description

This is a class for advanced, motivated students who wish to improve their pronunciation and accent, develop better delivery skills (in both formal and informal settings), enhance and develop presentation skills, and become better, more active listeners. There will be frequent video- and audio-recording for analysis and feedback. The goal of the workshop is to develop effective speaking and listening skills for academic and professional contexts. Limited to 15 students. No listeners.

### Prioritizing for enrollments

First priority are graduate students who are currently teaching assistants and for whom the class is a requirement by the English Evaluation Test (EET). Next are graduate students for whom the class is a requirement by the English Evaluation Test (EET) and undergraduates who are concentrating in ELS. Next are students who have preregistered for the class. If there are too many students required to take the class, a lottery will be held. Finally, if there is room left, grade-seeking students for whom the class is not required or recommended by the Institute may take the class with permission of the instructor.

### Required Materials (Do NOT buy any materials yet; wait for instructions)

- *Well Said 4th Edition* by Linda Grant (MIT Coop. Available for rent from Amazon).
- *The Craft of Scientific Presentations 4th Edition* by Michael Alley (Available as eBook)
- *The Torch and the Firehose* by Arthur Maddock. Available on Canvas.
- *MIT Career Workbook*. Available on Canvas.
- A folder in which to keep handouts distributed in class. Bring this to each class.
- Audacity or similar quality audio recording software to make MP3s. You will be making sound files of your pronunciation.
- An online dictionary and Iowa video guide to pronunciation. Links to these resources can be found on the class Canvas site.

### Attendance & Participation

The class is not a lecture class; it is a workshop. You can expect to improve only if you attend class regularly, work steadily on pronunciation at home, and do all the required assignments. Most of grade for this class will be based on work done and/or presented during class time. Therefore, you should plan to participate fully and attend all classes. Preparation (or lack thereof) will be noted and factored into your grade. Missing more than three classes (for any reason EXCEPT for an emergency such as an accident or illness—or self-isolation) and/or repeated lateness will negatively affect your grade by 1/3 letter grade: a fourth absence will reduce an A- to a B+; a fifth absence will change an A- to a B and so on. If you think that you may be required to attend lectures or do work for other classes during our class time, please

postpone taking this class until you have more time. If you do miss class, please send me an email, so I don't worry about you!

### Speaking/Listening

We will be working on improving your speaking skills and developing your *interactive* listening skills. In short, we will be working on how to be a better listener as you interact *with others*. This means that there will not be a great deal of emphasis on listening comprehension *per se*. The focus will be on how to get more out of your listening experience by interrupting, asking for clarification, providing feedback, clarifying your own speech, and handling successful Q and A in teaching and presentation situations.

### Homework

Homework assignments will be discussed in class and details will be posted on Canvas. If you miss class, it is your responsibility to find out what homework is due for the next class. Late assignments will not be accepted without prior permission from instructor. Students who join the class late will be expected to make up out-of-class work.

### Canvas

The Canvas site for this class is located at In addition to class materials and homework, you will find additional resources you can use to improve your English on this site, including an online dictionary and video pronunciation guide.

### Grading

Attendance, preparation, participation & in-class activities	10%
Homework (includes listening and reading homework and Active Language Journal)	10%
Academic minute presentation	10%
Interactive teaching	20%
Design and explanation of a visual aid	10%
Research presentation	20%
Memos and self-evaluations	10%
MP3 Sound files (Outside pronunciation assignments)	10%
	100.00%

### Grading scale

97 +above=A+	93 - 96 =A	90-92=A-	87-89=B+	83-86=B	80-82=B-
77-79=C+	73-76=C	70-72=C-	60-69=D	Below 60 = F	

## Schedule (subject to change)

Homework details will be posted on Stellar. Homework should be submitted on paper in class unless otherwise specified.

## Fall 2021 Schedule (subject to change)

W	#	Date	Day	Topics	Homework due
1	1	W	Sept 8	<ul style="list-style-type: none"> <li>• Fill out info sheet</li> <li>• Introduction to the course</li> <li>• Brief Introductions</li> <li>• Intro to impromptu speaking</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
2	2	M	Sept 13	<ul style="list-style-type: none"> <li>• Listener friendly speaking and speaker friendly listening</li> <li>• Introduction to active listening</li> <li>• Pronunciation and Vocal qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Watch videos, read articles and answer questions.</li> <li>• <b>Memo 1:</b> Your work with academic spoken English, strengths and weaknesses, action plan.</li> <li>• <b>Speaking diagnostic:</b> Baseline sound file</li> </ul>
	3	W	Sept 15	<ul style="list-style-type: none"> <li>• Non-verbal communication</li> <li>• Delivery skills</li> <li>• Telling a story</li> </ul>	<ul style="list-style-type: none"> <li>• Read Alley on presenting—chapter 5</li> <li>• Watch videos and answer questions</li> </ul>
3	4	M	Sept 20	<ul style="list-style-type: none"> <li>• Pronunciation Workshop #1</li> </ul>	<ul style="list-style-type: none"> <li>• WS Chapters 2, 3, 4; do the self-study exercises. Check answers with the key on Canvas.</li> <li>• Active Language Journal: make list of ten words or phrases.</li> </ul>
	5	W	Sept 22	<ul style="list-style-type: none"> <li>• Academic two minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “Academic Minute” talks and answer questions</li> <li>• Career Guide reading.</li> </ul>
4	6	M	Sept 27	<ul style="list-style-type: none"> <li>• Oral Presentation Lab: Academic Two Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Audio Recording #1</b></li> <li>• <b>Assignment: Academic Two Minutes</b></li> <li>• Active Language Journal 1</li> </ul>
	7	W	Sept 29	<ul style="list-style-type: none"> <li>• Pronunciation Workshop #2</li> </ul>	<ul style="list-style-type: none"> <li>• WS Ch. 5, 6 &amp; 7; do the self-study exercises. Check answers.</li> </ul>
5	8	M	Oct 4	<ul style="list-style-type: none"> <li>• Small talk</li> <li>• Job Interviews 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-evaluation: Academic Minute</b></li> <li>• <b>Audio Recording #2</b></li> <li>• Short readings and videos.</li> <li>• Active Language Journal 2</li> </ul>

	9	W	Oct 6	<ul style="list-style-type: none"> <li>• Job Interviews 2</li> </ul>	<ul style="list-style-type: none"> <li>• Read advice on interviews</li> </ul>
<b>6</b>		<b>M</b>	<b>Oct 11</b>	<ul style="list-style-type: none"> <li>• Indigenous Peoples Day</li> </ul>	<ul style="list-style-type: none"> <li>• No class</li> </ul>
	10	W	Oct 13	<ul style="list-style-type: none"> <li>• Pronunciation Workshop #3</li> </ul>	<ul style="list-style-type: none"> <li>• Heads up! Start planning Memo 2!</li> <li>• Telephone interview</li> <li>• WS Ch. 8, 9 &amp; 10; do the self-study exercises. Check answers.</li> <li>• Active Language Journal 3</li> </ul>
7	11	M	Oct 18	<ul style="list-style-type: none"> <li>• Working in Groups (1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Audio Recording #3</b></li> <li>• Active Language Journal 4</li> </ul>
	12	W	Oct 20	<ul style="list-style-type: none"> <li>• Working in Groups (2)</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
8	13	M	Oct 25	<ul style="list-style-type: none"> <li>• Interactive Teaching (1)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Memo #2</b> (Observation/Evaluation): In a memo of 1-2 pages, describe the class period or seminar <u>that you have attended within the last ten days</u> in which you consciously observed the instructor or speaker from the point of view of teaching skills.</li> <li>• Watch videos on teaching</li> <li>• Read Torch &amp; Firehose (T &amp; F)</li> <li>• Active Language Journal 5</li> </ul>
	14	W	Oct 27	<ul style="list-style-type: none"> <li>• Pronunciation Workshop #4</li> </ul>	<ul style="list-style-type: none"> <li>• WS Ch. 11 &amp; 12; do the self-study exercises. Check answers.</li> <li>• Review presentation videos on Stellar</li> </ul>
9	15	M	Nov 1	<ul style="list-style-type: none"> <li>• Interactive Teaching (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Read Torch &amp; Firehose (T &amp; F)</li> <li>• Active Language Journal 6</li> <li>• <b>Audio Recording #4</b></li> </ul>
	16	W	Nov 3	<ul style="list-style-type: none"> <li>• Interactive Teaching (3)</li> <li>• Sign up for Teaching Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare lesson plan</li> </ul>
10	17	M	Nov 8	<ul style="list-style-type: none"> <li>• Teaching Lab</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final mini-lesson group A</b></li> <li>• Active Language Journal 7</li> </ul>
	18	W	Nov 10	<ul style="list-style-type: none"> <li>• Teaching Lab</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final mini-lesson group B</b></li> </ul>
11	19	M	Nov 15	<ul style="list-style-type: none"> <li>• Presenting research</li> <li>• Brainstorming final presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Readings and videos on research presentations</li> <li>• Self-evaluations of Interaction Teaching Lab sessions</li> <li>• Active Language Journal 8</li> </ul>

	20	W	Nov 17	<ul style="list-style-type: none"> <li>Presenting research</li> <li>Designing &amp; using visual aids</li> </ul>	<ul style="list-style-type: none"> <li>Stellar: Readings and ppt review</li> <li>Read Alley 4 &amp; 5</li> </ul>
12	21	M	Nov 22	<ul style="list-style-type: none"> <li>Making the Most of Visual Aids</li> </ul>	<ul style="list-style-type: none"> <li><b>Assignment:</b> Slide design and explanation. Design two sequential slides that demonstrate “best practice.”</li> <li>Active Language Journal 9</li> </ul>
	22	W	Nov 24	<ul style="list-style-type: none"> <li>Research storyboards: Strategy for preparing presentation</li> </ul>	<ul style="list-style-type: none"> <li>Bring laptop and/or printouts of final presentation to class, where you will deliver mini-presentations informally in small groups.</li> </ul>
13	23	M	Nov 29	<ul style="list-style-type: none"> <li>Research Presentations A</li> </ul>	<ul style="list-style-type: none"> <li><b>Audio Recording #5 (Exit)</b></li> <li>Active Language Journal 10</li> <li><b>Group A:</b> Research presentations</li> </ul>
	24	W	Dec 2	<ul style="list-style-type: none"> <li>Research Presentations B</li> </ul>	<ul style="list-style-type: none"> <li><b>Group B:</b> Research presentations</li> <li><b>Group A:</b> Final self-evaluation</li> <li><b>Memo # 3:</b> Progress report</li> </ul>
14	25	M	Dec 7	<ul style="list-style-type: none"> <li>Review and Active Language Journal Activity. Impromptus?</li> </ul>	<ul style="list-style-type: none"> <li><b>Group B:</b> Final self-evaluation</li> </ul>
	26	W	Dec 9	<ul style="list-style-type: none"> <li>Student-led course wrap-up</li> </ul>	<ul style="list-style-type: none"> <li><i>Review materials &amp; topics covered this semester</i></li> </ul>