

ELI 168: 3 hours, non-credit

## **CLASSROOM COMMUNICATION FOR INTERNATIONAL GRADUATE TEACHING ASSISTANTS (IGTAs)**

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### **COURSE DESCRIPTION**

The goal of this course is to enhance the effectiveness of communication between IGTAs and American university students. The course focuses on three interacting elements: oral presentations, language, and intercultural communication. Discussion will center on how these factors operate in the American university setting. In order to apply the language and intercultural communication skills learned in the class, IGTAs will be assigned to make oral presentations. This class will be primarily online on Blackboard, with 4 or 5 in-class meetings during the term.

**IN-CLASS MEETINGS** 4-4:50 pm on Wednesdays: October 8 (first class), October 22 (4-6pm), and November 19 (4-6pm). Final exam (in class): December 1 and 3.

**INSTRUCTOR** Dr. Deborah Healey, English Language Institute 311 Snell Hall, 737-6985, [deborah.healey@oregonstate.edu](mailto:deborah.healey@oregonstate.edu)  
Office hours: Friday 12:30-1:30 or by appointment. Please contact me if you would like to meet with me at another time.

**REQUIRED TEXT** *Success with Presentations* by Colleen Meyers & Sheryl Holt

**MATERIALS** Blackboard course site - ELI 168  
Videotape or digital video cassette (see instructor for details)  
(optional) Digital recording device for mp3 files

### **COURSE REQUIREMENTS**

1. Attend all in-class sessions on time and participate
2. Participate in course discussions and activities on Blackboard by the deadline
3. Submit assignments on time (prepare speeches, pronunciation exercises, observations, laboratory work, readings)
4. Attend conferences with instructor when scheduled
5. Present 2 teaching simulations in class
6. Submit 2-3 additional teaching simulations online
7. Do at least two written critiques of your own videos
8. Final exam presentation: this will be rated by outside observers

### **EVALUATION**

All teaching simulations will be critiqued and graded. Major factors considered in grading will be overall linguistic competence and general communication skills (as listed on ITA score sheet). At the end of the term, an assessment and a recommendation will be given. The recommendation will address whether the student needs further linguistic work before assuming full teaching duties.

Participation in discussions in class and online	5%
Assignments - exercises, readings	10%
Teaching simulations and critiques	35%
Final exam	50%

## **OBJECTIVES**

- Given a list of English sounds, you will be able to identify the three most difficult individual sounds for you and list four strategies you are using to improve in those areas.
- Given a list of twenty words in English, you will be able to apply word stress rules correctly for at least sixteen of the words.
- You will develop compensating strategies to clarify words that you know you do not pronounce clearly.
- You will be able to list at least three ways that pronunciation problems affect your ability to get your point across in the classroom.
- You will be able to identify at least two cultural issues that affect your teaching in an American classroom.
- In a short speech, you will be able to use visuals and organizational cues to provide your listener with a clear message
- In discussions on the topics listed below with classmates and your instructor, you will demonstrate your understanding of the concept and offer suggestions for applications in your classroom situation.

## **TOPICS**

### 1. Language

#### Pronunciation

- clarity (sentence focus)
- fluency (reduced forms & linking)
- strategies to compensate for pronunciation problems

#### Listening

- comprehension of reduced forms
- ear training
- strategies for self-monitoring

#### Language of classroom interactions

- asking and answering questions
- paraphrasing & restating
- summarizing
- giving directions & examples

### 2. Presentations

#### Delivery

- voice: volume, rate, and variation
- body language, especially eye contact
- effective use of visual aids

#### Content

- organization, especially cohesion
- relating topic to audience and time

### 3. Intercultural factors

#### Background of American educational system

- structure of system
- roles & expectations of teacher and student

#### Effect of cultural factors on communication

#### Difficulties of IGTA as suggested by class members