

Beers, Martin 2007
TESOL 2007

SPEAK 50+ Correcting Mistaken Information

PART I:

1. The following dialogues were taken from real discussion sections and office hours at the University of Michigan. [Adapted from MICASE: R. C. Simpson, S. L. Briggs, J. Ovens, and J. M. Swales. (2002) The Michigan Corpus of Academic Spoken English. Ann Arbor, MI: The Regents of the University of Michigan.] Practice the dialogue with a partner. Then you will perform it for the group.
2. Could/should anything be changed to soften the correction? If so, what?

Example #1 - Intro biology discussion section DIS175JU081:

Student: Do cells either have to like, go through mitosis or meiosis one and two?

Instructor: If you're a germ cell and you're gonna become a sex cell, you undergo meiosis. If you're another type of cell in the body you undergo mitosis.

Student: Right, so they never go through, like all three?

Instructor: Um germ cells do.

Example #2 - Philosophy discussion section DIS475MU012:

Student: Do you have my paper?

Instructor: No, ... you know what? Did you gave it to Cheryl and then she gave it to me?

Student: Um no I didn't. When I emailed you I didn't realize that I couldn't come on Friday morning, so I had my roommate bring it to class and she said she didn't stay for the class. She gave it to someone in class... and I assumed that you had gotten it.

Example #3 - Computer Science office hours OFC270MG048

Instructor: Does that help?

Student: No it doesn't. ... Yeah it makes this independent of that.

Example #4: Astronomy Discussion DIS150JU130

Instructor: east to west. okay if I start here, and I draw a line, all the way around the base of the dome, what's that line going to represent?

Student 1: the equator?

Instructor: um, no.

Student 1: damn

Student 2: the horizon?

Instructor : Nope and that's because the celestial equator is about here so farther up in the sky. And I'll tell you in a minute why I know that. So what would we be seeing?

Student 3: horizon

PART II:

1. Look at the original, complete dialogues below. Do these feel any different to you?
2. How does intonation work with “actually”?
3. Record these dialogues with “actually”.

Example #1 Intro biology discussion section DIS175JU081:

Student: Do cells either have to like, go through mitosis or meiosis one and two?

Instructor: If you're a germ cell and you're gonna become a sex cell, you undergo meiosis. If you're another type of cell in the body you undergo mitosis.

Student: Right, so they never go through, like all three?

Instructor: Um **actually** germ cells do.

Example #2 Philosophy discussion section DIS475MU012:

Student: Do you have my paper?

Instructor: No, you know what? Did you gave it to Cheryl and then she gave it to me?

Student: Um no **actually** I didn't. When I emailed you I didn't realize that I couldn't come on Friday morning, so I had my roommate bring it to class and she said she didn't stay for the class. She gave it to someone in class... and I assumed that you had gotten it.

Example #3 – Computer Science office hours OFC270MG048

Instructor: Does that help?

Student: no it doesn't. **actually** Yeah it makes this independent of that.

Example #4: Astronomy Discussion DIS150JU130

Instructor: Okay if I start here, and I draw a line, all the way around the base of the dome, what's that line going to represent?

Student 1: the equator?

Instructor: um **actually**, no.

Student 1: damn

Student 2: the horizon?

Instructor : **Nope** and that's because the celestial equator is about here so farther up in the sky. And I'll tell you in a minute why I know that. So what would we be seeing?

Student 3: horizon

SPEAK <45 Correcting Mistaken Information

PART I:

The following dialogues were taken from real discussion sections and office hours at the University of Michigan. [Adapted from MICASE: R. C. Simpson, S. L. Briggs, J. Ovens, and J. M. Swales. (2002) The Michigan Corpus of Academic Spoken English. Ann Arbor, MI: The Regents of the University of Michigan.]

1. Practice the dialogue with a partner, then record it on PRAAT and save it in your class folder. Later, you will perform it for the group.
2. What is the students' attitude in dialogue #1? How do you know?
3. In dialogue #2, how does the TA correct the students?
3. What changes might be made to soften the "no" or the correction?

Dialogue #1 – Computer Science office hours OFC270MG048

Instructor: [after giving an explanation] Does that help?

Student: No, it doesn't.

Dialogue #2 – Astronomy Discussion DIS150JU130

Instructor: east to west. okay if i start here, and i draw a line, all the way around the base of the dome, what's that line going to represent?

Student 1: the equator?

Instructor: um, no.

Student 1: damn

Student 2: the horizon?

Instructor : No, and that's because the celestial equator is about here so farther up in the sky.

SPEAK <45 Correcting Mistaken Information

PART II:

1. Practice the dialogues again with a partner, then record it on PRAAT. Notice that “actually” and “nope” have been added where they originally occurred.
2. What intonation patterns can you use with “actually” and “nope” to soften the speaker’s intent? Record yourself on Praat using intonation that softens the negative message.
3. Are there any intonation patterns that would *fail* to soften the message? Try recording some. We’ll discuss this as a class.

Dialogue #1 – Computer Science office hours OFC270MG048

Instructor: [after giving an explanation] Does that help?

Student: No, it doesn't. Actually, yeah. It makes this independent of that.

Dialogue #2 – Astronomy Discussion DIS150JU130

Instructor: east to west. okay if i start here, and i draw a line, all the way around the base of the dome, what's that line going to represent?

Student 1: the equator?

Instructor: um, actually no.

Student 1: damn

Student 2: the horizon?

Instructor : Nope, and that's because the celestial equator is about here so farther up in the sky.

Searching MiCASE

1. Homepage: <http://www.lsa.umich.edu/eli/micase/index.htm>
2. Choose “Browse/Search the On-line Version of the Corpus”
3. Choose “Search MiCASE”
4. Type in the word/phrase you are looking for
5. You can choose “attributes” on the right side of the screen to narrow your search (I did 3 searches – “Discussion Sections”, “Lab Section”, “Office Hours”)
6. Click “Submit search” at the bottom left of the screen.
7. Determine which of the phrases returned might yield your pragmatic function
8. Click on the transcript number on the left.
9. Click on “View entire transcript in HTML”
10. Scroll down, looking for the RED instances of your requested word/phrase

To hear what you have found on MiCASE

1. You should know what class you want to hear. This includes what kind of speech event you are looking for (e.g. Lab Sections) and then the specific class within that event (e.g. Philosophy Discussion Section). This can be found at the top of the page for each transcript.
2. From the home page, choose “Sound Files On-line”
3. If you have a PC, you can listen to the files and read the transcript at the same time. If you have a Mac like mine, you can only hear the sound file.

Praat Speech Analysis Software

To Download Praat:

1. Go to: <http://www.fon.hum.uva.nl/praat/>
2. Choose the appropriate platform.
 - *Macintosh
 - *Windows
 - *Linux, FreeBSD
 - *SGI, Solaris, HPUX
 - *the source code

Tutorial to learn to use Praat: <http://praatlanguage.com>

Using Praat:

To record brief samples:

1. Open PRAAT “Objects window”
2. Click “New” and go to the drop down menu
3. Select “Record mono Sound” (A new window, “Sound Recorder,” will open)
4. Click “Record” and speak into microphone
5. Click “Stop” when finished.

To view files from sound recorder:

1. Name file
2. Click “Save to List”
3. File will appear in the “Objects” list.

To view previously recorded files:

1. In the Praat Objects window click on “Read”
2. Select “read from file”
3. Navigate to your file.

To analyze files (see the intonation etc.):

1. Highlight File Name in Praat objects
2. Click on “edit” to see file
3. Deselect “show spectrogram” in the spectrum menu
4. Deselect “show intensity” in the intensity menu.
5. Deselect “show formants”...
6. Deselect “show pulses” ...
7. Click on bar immediately below pitch graph to play language sample (or use “tab”)

To save files:

1. Highlight File Name in Praat objects
2. Click on “Write”; select “Write to WAV file” from drop down window
3. Navigate to location where you want to save the file.

To record longer samples:

1. The default for analysis is a 10-second sample.
2. To analyze a longer sample, go to “View”
3. In the drop down menu, click on “show analyses”
4. Set the “longest analysis” to the length desired
5. Click “ok” to set change

To select a segment of a long recording:

1. Click and drag over the section you want to hear.
2. In the view menu, click on zoom to selection.
3. To return to original long recording, in the view menu click “show all”.

