



UNIVERSIDAD DE COSTA RICA  
FACULTAD DE LETRAS  
ESCUELA DE LENGUAS MODERNAS  
RECINTO DE GOLFITO  
BACHILLERATO EN INGLÉS  
Course Syllabus

**RGo** Recinto de  
Golfito

<b>Course:</b> Communication and Pronunciation Techniques I	<b>Requisites:</b> LM-1240; LM-1244; LM-1245
<b>Code:</b> LM-1351	<b>Cycle:</b> I <b>Year:</b> 2018
<b>Credits:</b> 5	<b>Professor:</b> M.A. Viviana M. Fallas Gabuardi <b>email:</b> vivi.gabuardi@hotmail.com
<b>Hours:</b> 6 hours/ week in-class work 9 hours/ week out-of-class work	<b>Office hours:</b> Wednesday from 5:00 pm to 9:00 pm and Thursday from 5:00 pm to 8: 30 pm
<b>Level:</b> Third year	<b>Classroom:</b> 25
<b>Class schedule:</b> Tuesday from 5:00 pm to 8:00 pm and Thursday from 1:00 pm to 4: 00 pm	

### I. Course description

This is a third year oral course intended for intermediate students of English. It focuses on informative speeches and group discussions, their modalities and techniques. At the end of the course, the students will be able to present informative speeches and participate in group discussions by applying public speaking skills and communicating accurately and fluently in English at a high intermediate level.

### II. Specific objectives

In this course, the students will:

- A. develop a topic orally and support their ideas with up-to-date, reliable information.
- B. use a variety of sources to develop a topic for oral presentations.
- C. present informative speeches and group discussions using proper pronunciation of segmentals (vowels and consonants) and suprasegmentals (word and sentence stress).
- D. use appropriate lexicon and structures for the topic and the audience.
- E. use strategies to develop public speaking skills.
- F. be effective interlocutors by becoming active participants and attentive listeners.
- G. evaluate their own work and that of their classmates.
- H. pronounce consonants accurately.

- I. transcribe high-frequency and topic-related words using the International Phonetic Alphabet (IPA, 2005) to improve their language skills.
- J. improve their listening comprehension skills through exposure to audio materials.

### **III. Contents**

#### **A. Public Speaking**

- 1. The basics of public speaking
- 2. Informative speeches
- 3. Group discussions

#### **B. Topics for discussion**

- 1. Violence
- 2. World and regional conflicts
- 3. Violation of human rights
- 4. Resource exploitation
- 5. Social responsibility

#### **C. Pronunciation Contents**

##### **1. An overview of the consonant sounds of American English**

- The 24 consonant sounds
- Voiced and voiceless consonants
- Pronouncing consonant sounds
- Practice of /θ/, /ʃ/, and /v/

##### **2. Consonant substitutions**

- /θ/, /t/, and /s/; /ð/, /d/, and /z/, /dʒ/ and /j/, /ʃ/ and /tʃ/, /b/, /v/, /w/, and /hw/, /f/
- Final /m/, /n/, /ŋ/, and /ŋk/
- /h/

##### **3. Stress in words**

##### **4. Phonetic transcriptions**

### **IV. Methodology**

Students are required to work individually and in groups to carry out different tasks. Class time is divided into the theory and practice of public speaking, pronunciation topics, and listening comprehension exercises. Students will transcribe and read transcriptions of key words and topic-related phrases. Class time is also allotted to the discussion of topics about social and ethical issues.

**ATTENDANCE, RESPONSIBILITY, SERIOUSNESS, AND TEAM WORK ARE NECESSARY.**

**V. Evaluation**

1. Quizzes (at least 4)	20%
2. Prepared informative speech	15%
3. Impromptu informative speech	10%
4. Exam I	20%
5. Prepared group discussion	15%
6. Exam II	20%

\* **All oral presentations will be recorded.**

**VI. Evaluation description**

**Quizzes:** They may cover readings and/or listening activities about topics discussed in class, public speaking and pronunciation principles, oral assignments, vocabulary, transcriptions, and any other content studied in class or assigned by the professor. Students who are absent during the administration of quizzes cannot take them unless appropriate written documentation is presented.

**Prepared informative speech:** Speeches will be given in pairs and will last 20 minutes. Speeches could be related to any of the following topics: violence and political, social and ethical issues. In case there are not enough students to make pairs, a student will have to present individually. However, this student's speech will last 10 minutes. The students have to hand in an outline a week before the speech; this will be evaluated with the scale attached. **NO SPEECHES ON THE TOPICS OF BIOETHICS, ENVIRONMENT, HEALTH, MEDIA AND / OR TECHNOLOGY WILL BE ACCEPTED.**

**Impromptu informative speech:** This will be carried out in pairs. The professor will provide students with five different topics; students have to choose one randomly. Then, they will be given 20 minutes to organize the 10 minute speech.

**Exams:** The *first exam* will be a 15 minute informative speech in pairs. Students will choose their partner. Each pair of students will choose a topic and present their outlines to their professor for approval a week

before their presentation. The *second exam* will be a **30 minute** prepared group discussion with 4-5 members. **The topic will be chosen by the students and must be approved by the professor** a week before presentation date. Students will not be allowed to be group leaders twice. In both cases, students will have to present an appropriate outline which includes a list of reliable academic references and key word transcriptions. In addition, they will have to hand in a final and revised copy of the outline to each professor the day of their presentation.

**Prepared group discussion:** Groups for group discussions will have 4-5 members and discussions will last from 25-30 minutes. Each group member is responsible for his/her own participation and his/her group performance.

**Notes:**

**A. NO READING AND / OR MEMORIZATION WILL BE ACCEPTED.** Students who read or memorize their presentations will be told to stop. They will then be allowed to go on with their presentation as long as they comply with the guidelines. Otherwise, **THEY WILL AUTOMATICALLY OBTAIN A 5.0.** Students may **ONLY** use index cards and/or a copy of the **outline**. These index cards and/or outline will be checked by the professor before the presentations and may only include: key words, sources, transcriptions of difficult key words, and quotations. Students who do not comply with this requirement may continue with their presentation without their index cards and/or outline.

**B.** If a student is absent or late for his/her appointment, he/she will not be allowed to present and the other student will have to present alone from 5 to 6 minutes.

**C.** Topics used for informative speeches and group discussions **cannot** be recycled for the midterm and final exams.

**D.** Students who are absent during the execution of this speaking task cannot present it unless **appropriate written documentation** is handed in.

**The following guidelines apply to both group discussions and speeches:**

1. All group members will be responsible for and assessed on the correct organization of oral assignments, namely, discussions and speeches. Even though students will be evaluated individually in terms of language use and delivery-related aspects, all group members will be equally penalized should any of them fail to include any of the sections required such as attention-getter, introduction, conclusion, etc.
2. Outlines must be complete and comply with formal format requirements (APA) (see sample outline included in the course packet). Those outlines that are incomplete or do not follow the guidelines will not

be accepted, and thus students will not be allowed to present. Outlines must include the transcriptions of at least 10 key words per group.

3. Once the time allotted to an oral task is over, presenters will be asked to stop and points will be taken off for those parts that were not included.

### CLASS RULES

1. Students who are absent during the speeches and the group discussions ***will not*** be allowed to give the assigned oral presentation unless appropriate documentation is presented.

#### **2. NO LATE PRESENTATIONS WILL BE ACCEPTED.**

3. Students must bring to class the reading and pronunciation booklets and a good monolingual English dictionary **at all times**.

4. Cell phones and any other electronic device **must always be kept off and put away** as mandated by the University regulations.

5. No interruptions or late arrivals will be permitted during presentations. The door will be locked during presentations. Students will be asked to wait outside the classroom until the presentation is over out of respect to their classmates.

### VII. BIBLIOGRAPHY

A course packet prepared by the instructors. This packet includes the topics of: pronunciation, public speaking and readings (first part of the semester) and group discussions and readings (second part of the semester).

Grant, L. (2000). *Well said: pronunciation for clear communication*. MA: Heinle&Heinle.

Lucas, S. (2007). *The art of public speaking* (9th ed.). New York: McGraw-Hill.

Porter, P., & Grant, M. (1992). *Communicating effectively in English*. Boston, MA: Heinle&Heinle Publishers.

Practor, C. H., & Robinett, B. J. (1985). *Manual of American English Pronunciation*(4th ed.). New York: Holt, Rinehart, & Winston.

Reed, M. & Michaud, C. (2005). *Sound concepts: An integrated pronunciation course*. New York: McGraw-Hill.

\* Readings, video and listening activities from different sources

## **REGLAMENTO DE ORDEN Y DISCIPLINA DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE COSTA RICA**

**ARTICULO 4.** Son faltas muy graves:

- a) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.
- b) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.
- c) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

**ARTICULO 5.** Son faltas graves:

- c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

**ARTICULO 9.** Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

- a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.
- b) Las graves con suspensión de quince días lectivos a seis meses calendario

Según la Oficina Jurídica de la Universidad de Costa Rica, el **plagio** es un tipo de **fraude** considerado **muy grave**, por lo tanto para su sanción se debe aplicar el Artículo 4, inciso g) del Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica y los procedimientos establecidos en los artículos del 11 al 20.

### **REGLAMENTO DE REGIMEN ACADÉMICO ESTUDIANTIL**

**ARTÍCULO 22.** Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

- a) El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar diez días **hábiles** después de haberse efectuado las evaluaciones y haber recibido los documentos.

**ARTÍCULO 24.** Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días

hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

Universidad de Costa Rica

Facultad de Letras

Escuela de Lenguas Modernas

Técnicas de Comunicación y Pronunciación I LM-1351

Professor: M.A. Viviana M. Fallas Gabuardi

**Part I: Informative Speeches**

<b>WEEK 1</b> March 13-15	Introduction to the course Course outline & syllabus <b>Assign pairs and dates for prepared informative speech</b> Review of IPA & phonetic transcriptions <b>Reading:</b> <i>Public Speaking Skills</i>
<b>WEEK 2</b> March 20-22	<b>Reading:</b> <i>Public Speaking Skills</i> Pronunciation practice
<b>WEEK 3</b> March 27-29	<b>HOLY WEEK</b>
<b>WEEK 4</b> April 3-5	<b>Reading:</b> <i>Conceptual understandings and prevalence of sexual harassment and street harassment</i> <b>Hand in outline for informative speech: April 5th</b> <b>Quiz 1: April 5th</b>
<b>WEEK 5</b> April 10-12	Pronunciation Practice <i>New campaign targets sexual harassment in public places (plus complementary reading: Acoso callejero no respeta genero ni edad)</i> <b>Practice impromptu speeches</b> <b>Quiz 2: April 12th</b>
<b>WEEK 6</b> April 17-19	<b>Prepared Informative Speeches</b>
<b>WEEK 7</b> April 24-26	<b>SEMANA UNIVERSITARIA</b> <b>Feedback on prepared informative speech</b>
<b>WEEK 8</b> May 1-3	<b>Readings:</b> <i>When Bullying Turns Deadly: Can It Be Stopped?</i> <i>Accusations of Bullying After Death of Teenager / Gun violence and police abuse are creating a vicious cycle</i> <b>Impromptu speeches: May 3rd</b>
<b>WEEK 9</b> May 8-10	<b>EXAM I</b>



## Part II: Group Discussions

<b>WEEK 10</b> May 15-17	Feedback on midterm exam <b>Reading:</b> <i>Participating in Group Discussions</i> <b>Group formation (one group leader + four team participants)</b>
<b>WEEK 11</b> May 22-24	Pronunciation practice <b>Reading:</b> The lone seven-year-olds leaving home and country behind <i>Europe's immigration crisis is just beginning</i> Pronunciation practice
<b>WEEK 12</b> May 29-31	Pronunciation practice <b>Quiz 3: May 29th</b> <b>Hand in outlines for group discussions: May 31st</b>
<b>WEEK 13</b> May 5-7	<b>Reading:</b> Why are Eritreans leaving home? Pronunciation practice
<b>WEEK 14</b> June 12-14	<b>GROUP DISCUSSIONS</b>
<b>WEEK 15</b> June 19-21	<b>Reading:</b> <i>Death toll among Qatar's 2022 World Cup workers revealed</i>
<b>WEEK 16</b> June 26-28	Pronunciation practice <b>Quiz 4: June 28th</b> <i>Migrant workers suffer 'appalling treatment' in Qatar World Cup stadiums, says Amnesty</i>
<b>WEEK 17</b> July 3-5	<b>Last day of classes</b> <b>Hand in outline for exam II: July 3rd</b> <b>Practice</b>
<b>WEEK 18</b> July 10-12	<b>Exam II</b> <b>Grades</b>
<b>WEEK 19</b> July 17	<b>Re-test</b>

*This schedule is tentative and subject to changes as deemed appropriate by the instructor.*

CATEGORY	10	9	8	7	6	5 or less
<b>Content 15%</b>	Highly-effective and creative attention getter	Good attention-getter	Somehow ineffective or unoriginal	Attention-getter is not creative and	Attention-getter is nonexistent or	Not introduction or attention getter.
<b>a) Organization</b>	The introduction clearly states the topic and specific purpose of the speech. Very effective conclusion. Main points and supporting details are clear and organized effectively. Student has studied topic in depth and considers all sides of the Issue. Student establishes credibility to speak on the topic.	Introduction gets the audience's attention and clearly presents the purpose of the speech. Conclusion is adequate. Most main points are clear and organized effectively. Supporting ideas are organized, developed, and supported enough to achieve the speech's purpose,, which is somehow clear. Students demonstrates adequate amount of	Average introduction and conclusion, which might be poor or not-engaging Some main points are not clear. Main idea is evident, but the organizational structure needs to be strengthened; ideas are not clearly developed or do not flow smoothly and the purpose is not clearly stated. Transitions may be awkward or repetitive.	fails to engage the audience. The introduction is poor and not engaging. Main points are difficult to identify. Ideas are not focused or developed; the main purpose is not clear. Transitions are needed or their use or choice should be improved. Audience has difficulty understanding the presentation because there is no	extremely poor and nonsense. Ineffective, mechanical, incoherent conclusion. Ideas are somewhat disorganized or there is lack or misuse of transitions. Audience does not seem to understand the presentation.	The topic is not clearly stated. Speech is inappropriate. Disorganized, lacking introduction, conclusion development, or support.

		knowledge of the topic and speech structure.	Audience has difficulty understanding the presentation because the sequence of information is unclear.	logical sequence of information. If may not be clear that the presentation has concluded. Conclusion does not tie back to the introduction.		
<b>b) Supporting evidence</b>	Plenty of reliable evidence. Citation are introduced and attributed appropriately and accurately. Excellent use of the information gathered.	Enough reliable evidence to prove points. Most citations are introduced and attributed appropriately and accurately. Appropriate use of information gathered.	Good research job. Clear grasp of the information. Supporting material may lack in development. Only some citations are introduced and attributed appropriately and accurately.	Meets minimal research standards. Student has a partial grasp of the information. Few sources are acknowledged. Only some citations are introduced, and if so they might not have been appropriately attributed.	Insufficient research leaves many questions unanswered. No grasp of information. Superficial treatment of issues. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting materials used.	Topic not research. Uniformed. Insufficient evidence to evaluate or irrelevant to topic and/or purpose of speech.

<b>c) Visual Aids</b>	Clear neat, and relevant visual aids with no spelling or grammar mistakes are well explained and linked to the speech's topic and purpose. Correct use of visual aids adds meaning and emphasis to what is being said.	Mostly clear, neat. And relevant visual and with few mistakes. Relation to speech's topic and purpose not clear.	Clear, neat, and relevant visual aids with few mistakes but falls to use them accurately or purposely. Good visuals but were not used correctly.	Few clear, neat and relevant visual aids with some spelling or grammar mistakes. Failure to use visual aids appropriately. Limited use of visual aids is observed.	Visual aids use, if any, are not clear, neat and relevant and have many spelling or grammar mistakes that distract the audience. Visual aids not proofread or illegible. Over dependance on visuals.	Not visual aids used or unrelated and irrelevant to the topic. Visual aids lacking when needed or do not support speech.
<b>DELIVERY 10%</b>	Professional and academic-like public speaking skills. Excellent used of note cards and / or outline.	Appropriate public speaking skills. Very good use of note cards and / or outline.	Appropriate public speaking skills but stiff and awkward at times. Good use of note cards and/or outline.	Weak or poor speaking skills that need work. There is some distracting reading or inadequate use of note cards.	Lack of adequate speaking skills hinders effective communication of message. Inadequate use of note cards if at all.	Aparent lack of speaking skills. No note cards or misuse of this.
<b>A) Body language and speaking dynamics</b>	Maintains a commanding posture. Eye contact, gestures, volume of voice, posture, and movement show contagious enthusiasm	Maintains a very good commanding posture. Eye contact, gestures, volume of voice, posture, and movement show	Tends to maintain and relatively good commanding posture. Eye contact, gestures, volume of voice, posture, and	Face and gestures reveal insecurity at times. The vocal tone and delivery style are barely consistent with the	Insecurity is manifest in all kinesics. The delivery generally seems effective; however, some	The delivery detracts from the message; aye contact may be very limited; the presenter may tend to look at the floor mumble, speak

	and confidence. The vocal tone and delivery style consistent with the message.	contagious enthusiasm and confidence. The vocal tone and delivery style consistent with the message.	movement show contagious enthusiasm and confidence. The vocal tone and delivery style consistent with the message.	message. Gesture and face often support verbal message. Posture, aye contact, smooth gestures, facial expressions, volume, pace, etc. indicate some level of confidence.	hesitancy may be observed. Vocal tone, facial expressions and other non-verbal expressions do not distract significantly from the message.	inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. Facial expressions/inappropriate for content or lacking entirely.
<b>b) Natural speaking</b>	Speaker has no or few breakdowns which are overcome efficiently. Excellent pace and volume. No reading or memorization.	Very good pace and volume. No reading or memorization. Speaker is able to overcome communication breakdowns.	Good pace and volume. No reading or memorization. Speaker is able to overcome communication breakdowns.	Some irregular pacing. Most comfortable volume but some audience members cannot hear the presentation. Some reading or memorization is evident. Fillers such as “umms” are used sometimes to overcome communication	Some use of Spanish. Most audience members can hear the presentation. Reading or memorization is evident and distracting. Fillers such as “umms” are constantly used to overcome communication breakdowns. Rate	Uses Spanish at times. Audience members have difficulty hearing the presentation. Speech is evidently memorized or read. Fillers such as “umms” are used excessively. Voice of composure is lost during any distractions. Pacing highly irregular. Volume level blocks communication.

				breakdowns.	interferences with message.	
<b>Structure 40%</b>	The speaker uses language in highly effective ways to emphasize or enhance the meaning of the message. No grammar errors. Grammar is appropriate and helps convey the message. Language structures are varied, formal, topic-related, accurate. Elaborate, with adequate monitoring.	Errors in articles and prepositions, except the most basic. Use of complex structures such as SVA, clauses and sentences structures, verb tenses and voice, article use, word order, modifiers, among others is correct most of the time. The speaker makes very few grammatical mistakes.	Uses complex structures, but make errors sometimes. Appropriate use of perfect tenses, embedded sentences, conditionals and modals. The speaker makes some grammatical mistakes that somehow affect communication.	Simple grammatical constructions usually correct: basic tenses, correct basic word order, especially questions. Errors still common in complex syntactical structures. The speaker uses simplistic, bland language.	Some control of basic grammar. Simple structures. Errors in past tenses, agreement, and pronouns are frequent. Frequent word order for omission errors. The speaker uses very simplistic, bland language.	Errors interfere with communication. Speaks in telegraph form. Major repeated errors in three of the following: tense, pronouns, basic word order, comparatives, possessives, and agreement.
<b>Pronunciation 35%</b>	Native-like pronunciation, stress and intonation are appropriate at all times. Vowels and consonants	Few pronunciation errors and rather effective use of suprasegmental. Does not use	Two pronunciation errors, but accuracy is the rule. Response time is short when asked questions.	Three basic sound substitution areas. Tense/lax vowels usually under control. Self-	Rate interferes with message. Calls for repetition. Lack of vowel lengthening. Confusion on	Lack of lax vowels. No lengthening. Absence of final consonants. No reduction of unstressed vowels. Word by word

	<p>are pronounced correctly at all times. The rate, fluency and pauses are almost as natural as those of a native speaker.</p>	<p>language fillers. Excellent use of consonant substitutions. The rate, fluency and pauses are natural as those of a native speaker. The rate, fluency, pauses, fillers, choppiness, intonation, stress, aspiration, vowel lengthening, monitoring, articulation</p>	<p>Speech flows naturally. Occasionally uses language fillers. Only occasionally uses consonant substitutions. Has some difficulties with the rate, fluency, and fillers, choppiness, intonation, stress, aspiration, vowel lengthening, monitoring, articulation.</p>	<p>monitoring aids communication. Speaks in thought groups. Consonants are sometimes used incorrectly (consonant substitutions).</p>	<p>tense/lax vowels. Unnatural pauses. Self-monitoring distracts from communication. Consonant are incorrectly used in place of another (consonant substitutions).</p>	<p>rather than English rhythm. Hesitant. No self-monitoring. Blocked communication. Consonants are incorrectly used in place of another (consonant substitutions). Is unintelligible and poorly-articulated and contains poor stress, rhythm and intonation. Lacks pauses which would contribute to the objective.</p>
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Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Evaluation form for Prepared Informative Speech**

Content 15 %			Delivery 10 %		
Organization 10%	Supporting evidence 3%	Visual aids 2%	Body language and speaking dynamics 5%	Natural speaking 4%	Time limit 1%
<p><b>Introduction:</b> Attention getter, preview, transition</p> <p><b>Body:</b> Main points, supporting details, use and variety of transitions</p> <p><b>Conclusion:</b> Restatement of main points, appropriate conclusion (concluding remarks, powerful ending)</p>	<p>Sources are: reliable _____ undated _____ relevant _____</p> <p>variety of sources, speaker cited sources clearly and appropriately</p> <p>number of sources quoted explicitly: _____ (at least 3 should be mentioned)</p>	<p>Clear, neat, and relevant visuals</p> <p>Visual aids have no spelling or grammar mistakes</p> <p>Writing is easy to be read by the audience</p> <p>Speaker used visuals appropriately</p>	<p>Eye contact</p> <p>gestures</p> <p>volume of voice</p> <p>posture</p> <p>movements</p> <p>enthusiasm</p> <p>confidence</p>	<p>No reading</p> <p>No memorization</p> <p>use of note cards and outline</p> <p>Speaker is able to overcome communication breakdowns</p>	<p>Adherence to time limit</p> <p>Speaker uses time wisely</p>
<b>Language Skills 75%</b>			<b>Pronunciation and fluency 35%</b>		
<b>Grammar and vocabulary 40%</b>					
<p>Varied formal, topic-related, accurate, elaborate, monitoring, poor content affected language use</p>			<p>Rate, fluency, pause, fillers, choppiness, intonation, stress, aspiration, vowel lengthening, monitoring, articulation, poor content affected pronunciation and fluency</p>		



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Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Evaluation form for Prepared Group Discussion: Leader**

<b>Content 15 %</b>		<b>Delivery 10 %</b>		
<b>Organization 7%</b>	<b>Supporting evidence 8%</b>	<b>Body language 4%</b>	<b>Natural speaking 4%</b>	<b>Time limit 2%</b>
<p><b>Introduction:</b> Appropriate introduction, attention getter, clear plan, introduction of group members, topic is clearly stated</p> <p><b>Body:</b> problem, causes, effects, solutions</p> <p><b>Conclusion:</b> use variety of transitions between his or her parts and the previous ones.</p>	<p>Evidence of research</p> <p>Explicitly mentions at least three sources</p> <p>Reliable, updated, and relevant sources</p> <p>Speaker cited sources appropriately</p> <p>Leader used sources appropriately</p> <p>Valid/meaningful/enough contributions.</p>	<p>Eye contact with group members and audience</p> <p>Gestures</p> <p>Volume of voice</p> <p>Posture</p> <p>Movements</p> <p>Enthusiasm</p> <p>Confidence</p>	<p>Good use of questions</p> <p>Ability to encourage equal participation to keep participation on track and to control monopolizing speakers</p> <p>No reading, no memorization</p> <p>Use of note cards and outline</p> <p>Speaker is able to overcome communication breakdowns</p> <p>Ability to communicate, clarify, summarize, and restate information</p>	<p>Adherence to time limit</p> <p>Time management</p>
<b>Language Skills 75%</b>				
<b>Grammar and vocabulary 40%</b>		<b>Pronunciation and fluency 35%</b>		
<p>Varied formal, topic-related, accurate, elaborate, monitoring, poor content affected language use</p>		<p>Rate, fluency, pause, fillers, choppiness, intonation, stress, aspiration, vowel lengthening, monitoring, articulation, poor content affected pronunciation and fluency</p>		

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Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

**Evaluation form for Prepared Group Discussion: Participants**

<b>Content 15 %</b>		<b>Delivery 10 %</b>		
<b>Organization 7%</b>	<b>Supporting evidence 8%</b>	<b>Body language 4%</b>	<b>Natural speaking 4%</b>	<b>Time limit 2%</b>
<b>Body:</b> problem, causes, effects, solutions  <b>Transitions:</b> Use/variety of transitions between his or her parts and the previous ones.	Evidence of research Explicitly mentions at least three sources Reliable, updated, and relevant sources Speaker cited sources appropriately Leader used sources appropriately Valid/meaningful/enough contributions.	Eye contact with group members and audience Gestures Volume of voice Posture Movements Enthusiasm Confidence	No reading, no memorization Use of note cards and outline Speaker is able to overcome communication breakdowns Ability to communicate, clarify, summarize, and restate information Speaker asked and answered questions	Adherence to time limit  Time management
<b>Language Skills 75%</b>				
<b>Grammar and vocabulary 40%</b>		<b>Pronunciation and fluency 35%</b>		
Varied formal, topic-related, accurate, elaborate, monitoring, poor content affected language use		Rate, fluency, pause, fillers, choppiness, intonation, stress, aspiration, vowel lengthening, monitoring, articulation, poor content affected pronunciation and fluency		

**Elaborated by R Chevez, I, Marín, and C. Gonzáles**