

Handout 6: Oral presentations – Expert presenters

Background

The English Language Institute (University of Michigan) has made the full transcripts of the John Swales Conference Corpus freely available for students, instructors, and researchers interested in academic discourse. The JSCC corpus contains the transcribed presentations and Q&A sessions of the John Swales conference held in 2006 (see <http://jsc.elicorpora.info/download> for further information).

In the framework of our EAP course, we have been working mainly on written EAP language so far. We will now shift to **oral EAP**. Last week, you had the opportunity to listen to some of the oral presentations made by last year's students. Thanks to the JSCC corpus, you can now access the transcription of oral presentations made by academics.

Handout 6 provides the transcription of Jane Freeman's presentation. She is the director of the *writing in English language support services* of Toronto University.

Some sections have been highlighted in the transcription:

- yellow: context
- blue: main topic
- **green: discourse organizing features - presentation**
- red: potential transcription errors
- violet: discourse organizing features - Q&A

Task

Please read the transcription carefully before coming to class (start from the middle of page 3 and read up to the beginning of page 11). The topic is highly relevant for this EAP course! I would also like you to focus on the **green sections** which illustrate some organizing features of oral academic discourse. I have highlighted some of those sections only - I am not claiming exhaustiveness - to help you discover organizing patterns but you may of course find additional discourse organizing features in the transcription. We will discuss those sections in class.

Transcription

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 University of Michigan, who hold the copyright. The conference was videotaped
 by Begona Bellés-Fortuno, Inmaculada Fortanet-Gómez and Christine Räisänen,
 and the videotapes are held in the English Language Institute, where they may
 be consulted by bona fide researchers under special arrangements. The
 transcripts were made at the ELI using MICASE transcription conventions.
 These transcripts are freely available at this website for study, research and
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 our second speaker of this morning is **Jane Freeman** who is um, director of the writing in English language support services of University of Toronto, uh, she has the best EAP website in the world
 <EVENT DESC="laugh" WHO="su-f" />
 and uh so i'm very pleased that she's able to come back and talk to us again
 Jane
 </U>
 - <U WHO="s2" PID="JF">
 thank you. i'm pleased to be here it's maybe the first time in the history of conference presentations that a speaker gets to go early instead of late.
 <EVENT DESC="laugh" />
 uh **i'm talking about making the tacit explicit helping graduates students to enter discourse community as experts with other experts.** now clearly in this room **i don't need to persuade anyone that** concepts of effective academic writing and speaking vary from one discourse community to another. and in the increasingly multicultural interdisciplinary world of our grad- of our graduate schools graduate students frequently encounter both professors and colleagues whose tacit culturally shaped assumptions are different from their own. when **students** enter grad school in a new country or in a new discipline, they anticipate they'll have to learn certain linguistic and discourse level conventions in order to demonstrate competence in the discourse community of graduate disciplines. but there's often a significant gap **i'm discovering** between perceived competence the set of **_competences_** they believe they need and already have and situated competence the competences they'll actually need and may not have, **i posed that** the gap between perceived and situated competence in grad school is exacerbated by **what i'm gonna call** academic doxa i'm picking at that last term from Bourdieu a set of practices so fundamental to members of a community they never discussed questioned or explained. **i'd like to acknowledge too** that the terms perceived and situated competence are terms i first used in a paper i co-wrote with Dr Li Xi Huan and presented last fall um at the TESOL conference and there we were looking specifically at the problems of perceived and situated competence in academic conversation skills for graduate students. **today i wanna connect three ideas, i'll begin ex- by**

examining the role of consciousness in the development of competence, and then i'd like to link that examination of the stages of competence development um to situation to discourse communities uh and my goal in connecting these two is to consider what happens when people who are very expert in their fields connect. so rather than focusing on people who are just entering uh a discourse community i'm looking at people who've been in for a long time but _the_ fact of being experts and moving as experts might cause complications for them. now i'd like to start um with one possible mechanism through which a problematic gap develops between perceived and situated competence...um, many years ago Louis Robert Robinson vice-president of industrial training for international correspondence schools described competence as something that develops in four stages, the first stage is uncompe unconscious incompetence

<EVENT DESC="laugh" />

then conscious incompetence, conscious competence and unconscious competence so let's use playing the piano as an example a child smashes hand on the piano is unconscious and income- _unaware_ of that incompetence so doesn't even know he's doing it wrong then there's a painful moment at which the child realizes he's trying to play a song and he can't so he tries to play the song and he's still making mistakes so he's still incompetent but he is now conscious of his own incompetence. the next step after some scale practice and starting with easy songs is to play every note absolutely correctly and that is conscious competence there is no grace there is no ease there are no mistakes.

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and then the final stage for which students of course are aiming is unconscious competence at which they can focus on things other than just um whether they are getting all right and they're able to move their mind outwards to think of other things. now i've found these levels extremely useful in my work as a teacher and curricular designer in discussing employee training _Robinson_ worked in a business context he notes the best trainers are usually those who are conscious of their competence so they're at level three because those are the people who are p- able to provide the procedural analysis of their own task. so if we think for example i'll just take non writing ones for the moment of swimming, someone who might be an Olympic swimmer might no longer be aware of the exact moment he turns his head to take a breath uh might have to go back down and really think about exactly how he became so graceful, um or elegant in the mathematical term so efficient uh whereas somebody who is able to dip down into the conscious competence more might be better able to reproduce the development of that skill for someone who doesn't yet have it. i'd like to apply these concepts to an academic context and extend them. unlike some of you i don't work primarily with stu- grad students in applied linguistics or second language pedagogy i run a unit that teaches writing and speaking to graduate students from all departments and last year we saw students from seventy-nine different PhD programs cuz U of T has as a very big graduate school. most of these students know nothing about situated learning theory or sociolinguistic or strategic competence, they know they have a presentation to give or a proposal to write and whether they're in engineering or music or pathobiology they feel they need for help. they are not required to take the courses in our unit our courses are completely non-credit and completely optional so they must choose to take them and they take them i believe because they are at level two. they have become conscious of their own incompetence and i should say we have lines up for above eighty-five per cent of the courses so there's a great uh motivation in graduate school because they are becoming aware of what they don't know and they're very motivated to address those. now as i've counseled students in course selection i've become aware of several features of each of Robinson's stages that are useful for teachers and curricular designers to consider. the first is that students move from one to two is vital because it defines a student's moment of need as a learner moves from

unconscious incompetence to conscious incompetence she becomes aware of the desire to know. the **movement from one to two** is also a vulnerable step, because students become aware of how much they don't know and they may initially feel they're gonna go

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they're going backwards they may've feel overwhelmed wow i knew i didn't know how to use the article but i didn't know that i was making mistakes in fourteen other things too i'll never learn English so that's a moment in which they can feel they're going backwards their confidence can be shaken and so i've um come to **_believe_** that it's important as curricular designers to recognize that **_confidence_** can be an issue there to build curricular activity that has as its learning outcome confidence building. to help students at that stage realize there's a lot to learn but you're actually moving forward in your competence as you learn what you don't know you're now already way ahead of where you were when you didn't know, rather than further behind. now as we know the combination of fear and desire they may be anxious they can't do this they are still motivated to learn is a powerful combination for affective factors like motivation self-esteem and anxiety have been **_identified_** as among the most important influences on language learning success or failure. the **movement from two to three** from conscious incompetence to conscious competence can be discouraging because it can take a long time. **a student whose learning** to give an effective presentation in North America for example might feel she'll never be able to enjoy presenting because she'll always have to be aware of the many things she didn't even know she was doing wrong before she took this class

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but such students are often comforted to know that with practice and familiarity **_they_** will stop thinking about these things they will just stop turning their back to their audience quite so often and they will stop um being conscious of every little element as they develop more **_grace_** and familiarity. **the movement from three to four** to conscious competence to conscious um

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from conscious competence to unconscious competence is freeing but it's also i believe pedagogically problematic. **two of Robinson's points are of use to us here. he notes that** companies too often pick advanced employees to train others and these very advanced folks may no longer be conscious of the step by step process behind the successful completion of a task they do with unconscious ease. **and secondly** employees who have attained a level of unconscious competence sometimes slip backward to the first stage without being aware they're doing so enough thus a system of continuous training and re-training is necessary

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now that brings me to what i'm gonna call situated competence cuz if you've achieve expertise elsewhere you've given a wonderful academic presentation in Turkey and you think of yourself as a fabulous presenter so you no longer really trying to learn how to present and you come to North America and some of the audience members have not have not got your assumptions that they're expert in their own environment and they're also unconscious of some their assumptions so nobody talks about anything and everybody feels kind of discouraged

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because they are not working on the same wave length. these stages have specific implications for grad students who've newly arrive from other countries i meet many extremely capable grad students who've achieved academic excellence elsewhere when they arrive in North America they've usually formed opinions about the level of their speaking and writing competence in English.

they know for example that they spoke the best English in their class at home or that their listening part of the TOEFL was hard for them. when they arrive they believe they're competent in particularly aspects of spoken and written academic discourse a view that was formed in a different context and it is accurate to that context. but while they may be unconscious of cer- they maybe unconscious of certain assumptions specific to their new context. while students are busy trying to improve in areas in which they perceive themselves to be incompetent, they may be undermined ironically enough by their competence in other areas. um learners and teachers often _if_ they've achieved the level of unconscious competence are not conscious, of what they're expecting and that therein lies the problem. um so what happens when to if expertise and familiarity leads to in some ways a level of unconscious incompetence what happens when experts change discourse communities. we know that competence is situated what's competence communication in China may not be here what's competent communication in Japanese may not be in English what is considered competence communication in electrical engineering may not be _in philosophy_ the specific requirements of competence change every time the student moves to a new country or language or discipline or genre or role or level of work or task or possibly even every interlocutor, who may come from a different country and may have different assumptions

<PAUSE DUR=":09" />

and what happens when expert graduate students meet expert faculty. when our international graduate students arrives these advanced student need advanced faculty members and most faculty members who teach graduate students are so advanced in their own disciplinary knowledge their no longer conscious of certain parts of their competence. um, and when this when these groups uh meet uh predictable forms of miscommunication can occur. clearly much has been written ba- about uh situated learning and i believe we'll be soon hearing about situated genre analysis in our next paper this morning i'm looking forward to that. in a paper called language learning as a matter of learning of social languages within discourses James (Gee) wrote of social languages the following. each social language offers speakers or writers distinctive grammatical resources within which they can _design_ their oral or written utterances to accomplish two interrelated things, to get recognized by others and themselves as enacting specific socially situated identity that is to come off as a particular kind of person, and to get recognized by others and themselves as engaging in a specifically socially situated activity. each distinctive social language thus allow speaker or writer to get recognized as a socially situated who doing what end of quote. but these accomplishments are conscious goals of newcomers in a discourse community and what i'm talking about here is the problems that expert members face as a result of unconscious competence. as students were to enact a socially situated identity and as teachers were to help them they'll only work on the things they're conscious of and many important aspects of their work may be invisible to them ironically while familiarity within a community is necessary to participate as a member that very familiarity with time can also cause problems because we cease to be aware of our own assumptions. and Bourdieu calls such question unquestioned beliefs doxa. so you'll see here i try to give a conceptual form the notion that we're all busy working on what we think we need to do to enter new discourse communities but but how do we access what we aren't thinking about.

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now Bourdieu um, i'm shifting

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Bourdieu writes of two universes of information. the universe of discursal argument in which all of the beliefs and practices in a society that are consciously adhered or unconsciously rejected. Bourdieu suggests that both orthodoxy and heterodoxy exist in this realm. um just as an example of that i'm

gonna talk about methodology i find my graduate students don't get confused about methodological assumptions because they discuss those things, they know they need to discuss them they're all up for grabs they know they might not agree they might they might agree but there's no miscommunication there across for experts across uh disciplinary boundaries because they know methodology is something that needs to be examined and and tried and and defended. but **what i'm interested in here is** what Bourdieu call the universe of the undiscussed or undisputed doxa which he defines as beliefs and practices that are so fundamental so self-evident to the members of a society they're never discussed never questioned never consciously accepted or rejected. Bourdieu applies the term doxa to these unanimously held beliefs and unanimously uh practiced behaviors now some of the examples of of academic doxa i see and i've tried blend here because obviously some are caused by cross cultural uh multi-lingual uh changes but some are caused also by disciplinary shifts. um, things like methods of examination. we know that you have to write an exam but does writing a good exam mean taking on an authority and disagreeing with that authority? or does writing a good exam mean proving the premise of the question true. so what constitutes successful exam writing we know we have to participate in seminar, seminars but what does effective seminars mean. does it mean you disagree with the authority. does it mean you nod and you listen and you are ready to answer a question how is effective seminar participation defined. the faculty members that i'm meeting and the students that i'm meeting aren't having these conversations and they aren't sharing the same assumptions. so faculty will sometimes express frustration that a graduate student isn't improving and a student uh may not be improving i had a very strange um conversation with an electrical engineering professor on this point who had a very very um skilled post doctoral fellow from China and he was frustrated because this this post-doc was just standing in the lab waiting for instructions. and um _the_ faculty member was thinking come on you know get to it and i and i said well he respects you and he _maybe a_ strategy of deference. have you instructed him to take initiative. well no, he just assumed he would take initiative well that's doxa **that's what i mean by** doxa are we all sharing the same

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are we swimming in the same water or uh are we swimming in different waters. and there are many things we could about as doxa **i'm gonna rush through a list of quick samples...and if people have particular interest in some of these i'm happy to talk about them in the question period but i'm just gonna one or two extended examples later.** so we can talk about uh proxemics and (kineisics) personal space size of personal space eye contact, um physical contact length of inter-turn pause in conversations back-channelling that's an enormous, problem for my students i have a lot of students who just make no sound when they're speaking to native speakers one of the assignments i give them this is my vengeance against cell phone users who are rude is i i have them in our academic conversation skills course on a street car is somewhere they're held captive by a cell phone user who's a native speaker to watch the cell phone user and and report back and what they see is of course is uh hm yeah? no way yeah? **and my question is** what is the function of the nod on the cell phone what's the function of the facial expression. **and the point is** if the native speaker knew that she were doing it she would stop because it's on the phone but it's so deeply unconscious she's not aware. but when those kinds of speakers meet international graduate students whose _response_ to conversation might be this

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they get nervous they stop talking they begin to feel i'm boring you or do you have somewhere to go. do you understand me. **so these are the kind of things that i am talking about.** attitudes toward time rhetorical constructions inductive

versus deductive patterns in written documents digressions regarding the science of sophistication uh rather than rambling, long paragraphs what i wanna um talk about in a minute is nature of critical stance and that's the one i'm going to talk about a little bit of more fully because **i know the time is short and i, really i'm here for interaction and and uh opportunity to learn from you as well _hopefully_ giving you some ideas.** i wanna talk about two clusters of causes of doxa that i come to believe are multi-variant and problematic. and i'm sure you're familiar with both of them but **i just want us to think about them together in this context...**and those um two features are high low power distance communication and high low context communication so these deep preferences. so power distance how powers uh cultures distribute power rank and status among their members their power distance preference influences the way people communicate with each other some people come from cultures that value equality and even legislative equality a low power distance culture others come from high power distance culture in which um status differences and social hierarchies are greatly valued. my first tip of the iceberg sign of whether i'm dealing with a a low context or a power distance or high power distance preference, in a student and i focus on the preferences not the countries of origin because in my experience, people from one country can can range across this so i try to help the students identify and diagnose their own preferences not relative to what might be most likely in their country but to their own preferred style. so students who call me Jane quickly i say you know call me Jane and some won't doctor Freeman professor Freeman sometimes i get a good hybrid Dr Jane

<EVENT DESC="laugh" />

which i like cuz it for me that sort of captures where we're trying to go, is a hybrid of what's comfortable for both us silence is a form of respect the post-doc who wouldn't uh take initiative and and was showing deference to this famous engineering professor by waiting for instructions and saying i'm at your disposal. um unwillingness to criticize authority uncomfortable expressing their own opinions if those are different from the teacher in a class discussion or an exam. a more accepting of the authority of the written text at least face to face there may be disagreements later um, uh if a faculty member is giving a piece of writing then then a **_high_ power distance student may not wanna disagree with a piece of writing that faculty member has provided.** um familiar with uh um, oh sorry **_uncomfortable_ with the idea of criticizing teachers course evaluation are likely to be positive as a demonstration of respect that's a question i have for you is uh have any of you done examinations of course evaluations for students from varying countries because i see a lot of them and i'm really coming to believe that for our non-native speakers of English, it's much more likely to use the course evaluation as a method of giving gratitude and uh for native speakers is much more likely to use it as a way of showing they belong in the discourse community well my standards are pretty high and this teacher's doing her best, you know here's **_how_ i can help her versus thank you very very much you know this was wonderful thank you i am grateful.** um and there can be there, in our native and non-native speaking courses there are mathematical differences in uh in the **_and_ it's across teachers it doesn't even matter who the teacher is i've come to believe that it's a deeper assumption than that.** **now i wanna to give one detailed example or more detailed not very of the nature of critical stance. and i've picked this one for reasons that you'll soon see.** and it it requires a bit of a a self-indulgent anecdote uh to begin uh i first met John Swales because he came to be the external examiner three years ago of the program i direct and when i was asked who would be your first choice of of external reviewer i said John Swales but i didn't really think he would agree to come**

<EVENT DESC="laugh" />

and so when he agreed to come we were all delighted and i actually sent an e-mail to our teachers saying polish your shoes and put on your Sunday best John Swales has agreed to come and be our external examiner. and everyone was very excited and my boss knew this the vice dean of the graduate school, and after the review was all over um he told me a funny story about a conversation he had with John. he said uh you know our teachers were very excited that you agreed to come. and John apparently said oh yes i'm a BFG and my boss said what's a BFG well a big famous guy

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so of course that's why you get the conference cuz you're a big famous guy but it also makes you susceptible to researchers who are looking for pre- the authority incarnate and so the example i've chosen for critical stance is one from a article some of you may know

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um the article in case you can 't see it at the bottom is how critical can you get in sociocultural issues in English for Academic Purposes, by Keith Richard and John Skelton what they did is they got a group of students some British some Jordanian from Somali from Sudan um and their their hypothesis was as followed

<SEG TYPE="READING">British students are more ready to criticize recognized authorities than their overseas counterparts who are brought up in perhaps more conservative traditions, traditions where education's more likely to be viewed as the process whereby a body of information is transferred from teacher to student and assimilated without comment</SEG>

. so you can see that the British students averaged fourteen evaluations each of a highly regarded text and that's uh they, the researcher used the text by Swales as the example, um and there were evaluations fourteen each eight broadly critical um six broadly supportive was the uh average, and the overseas students only averaged eight evaluations each and far more of those were supportive than critical and let me just show what a few of them looked like

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the the text had uh raised the question, about Swales' genre theory and so the students were troubled because they were having to figure out where they stood on this uh match of the titans in these ideas so the first student, i shall now summarize the value of this type of research

<SEG TYPE="READING">my summary will be based mainly on Swales' ideas and his ideas on the same topic which were published later on. also i shall try to benefit from the related ideas of some other researchers and writers</SEG>

so instead of criticizing Swales' idea in the later art- he he actually uses Swales' own authority _to summarize_ um as a way of trying to avoid the question...second

<SEG TYPE="READING">i do agree to what (xx) has explained but Swales himself did not claim his foremost scheme as fixed _and_ to prove that he made an amendment of conflating or combining moves one in two into one move</SEG> so here again we get Swales' authority

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<SEG TYPE="READING">though Swales' analysis of article introduction has proved to be _influential_, it's inapplicable in certain fields in which a research tradition doesn't exist</SEG>

this example is almost a quotation both from the course notes and paper referred to in them. so for this one the student has appropriated some of the authority of the course professor to try all these negotiations. the professor's name is Aston and he and Swales are both gonna get it in this next one so just keep in mind that who Aston is

<SEG TYPE="READING">the four part and the subconsequent three part schema offer little new and radical</SEG>

oh by the way the first three were by non-native speakers of English this is the British student's version

- <SEG TYPE="READING">

the four part and subsequent three part schema offer little new and radical unconscious abusing of four part schema for writing testimonials it's a fairly superficial observation and indeed when one considers the number of articles excluded from the research project and the rare precise matching of the scheme of the observation becomes even less exciting

<EVENT DESC="laugh" />

. Swales has hardly discovered a new generalizable occurrence upon which the to found a school of genre analysis on balance i suggest Swales' article lacks the substance to warrant the status and enjoys in the Aston course

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<EVENT DESC="laugh" />

so this guy is trying to earn his own um authority by taking on the recognized authorities and weighing in against them and we can see that it's an absolutely different strategy it's got a very different sense of what constitutes a critical stance. **now i'm getting the fl- the the _info_ that i've just got just a couple minutes left so i'm gonna go quickly through my last stage which is** high context communication and low context uh that is low context to preference for in- um explicit communication i'm gonna do these things here's how i'm gonna do it in North America we tend to be very low context we get it out there plain speech versus high context communication which uh relies on implicit, context non-verbal communication have sharing a context that allows us to um to understand each other's meaning without having to be so juvenile as to make everything explicit um just, it's a, implicit versus explicit is is a very weak summary but it gives you the idea. so science of a high context preference more emphasis on what's left unspoken so more need for non-verbal communication more reliance on shared knowledge and experience more need for silence because the responsibility for clarity rests with the listener rather than the speaker so i hear your point of view and i have to mull it over and really put it in context to consider it, uh maybe longer inter-turn pauses as a result, it's a theory i have

<EVENT DESC="laugh" WHO="s2" />

uh preference for inductive rather than deductive patterns because we have to set up all the background in order to get to the main point rather than saying here's what i propose to do and here's how i'm gonna do it, um, lots of opportunities for miscommunication through unconscious competence or incompetence with high context communication. tacitly held unacknowledged assumptions here called academic doxa are particularly problematic for students whose culturally shaped preference for high power distance and high context communication, prevent them from not from asking for explicit guidance from authorities such as professors. a critical strategy that helps to address miscommunication, is to lower the functional level of competence uh that is to lower it from the co- unconscious to the conscious level um to encourage students, who at an unconscious competence level to make explicit their assumptions to encourage the faculty who were with them to make explicit. being explicit um uh through course outlines through lab instructions in grading expectations, to question each other to explore with each other uh i tried to help our graduates students to recognize questioning not just as an activity of beginners who don't know but as an activity of experts who want to ensure that their expertise is serving others. so being sure that they are clarifying their own assumptions so people can get the help from them at the very um clearly want...so um i've begun to think how is high high low context communication influenced by time and familiarity. they're not the same but there is a parallel um, movement i think from low context behavior which is

explicit situated behavior which gradually with time and familiarity can become uh high context behavior and conscious competence with time and familiarity can result in unconscious competence. so in closing let me just say this the more we learn the more situated we become the more our competence rises to a level of unconscious competence while that level may serve us well in many tasks it does not always serve those who wish to learn from us. our students benefit when we take the time to become conscious of the nature and implications of our own competences and i hope i've helped to foster that consciousness among experts today, thanks

</U>

</DIV>

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- <U WHO="s3" PID="CHAIR">

so we still have about seven minutes for questions

- <U WHO="s2" PID="JF">

<OVERLAP>seven minutes for questions and comments</OVERLAP>

</U>

</U>

<U WHO="s4" PID="AMJ">um have you read Deborah Tannen's agonism in academia for instance?</U>

<U WHO="s2" PID="JF">uh no i haven't</U>

- <U WHO="s4" PID="AMJ">

well the reason i'm asking is because, the function of questions can i mean questions can be multifaceted among graduate students and right? i mean one is to demonstrate your own competence but i just, mentioned something you don't know

<U WHO="s2" PID="JF">yes yeah, yeah</U>

<EVENT DESC="laugh" />

but you don't have to

<EVENT DESC="laugh" />

but then that's often done but in addition what she argues is particularly in humanities is that we have to

<STRUNC />

the student that must learn to do a certain kind of critique, or they are not respected by faculty

<U WHO="s2" PID="JF">yes</U>

so we say oh he's an outstanding graduate student because he really focused on this kind of critique and i wondered whether you first of all whether you'd noticed this but second whether you've done any research on whether this crosses disciplines or whether there is just (xx) about the humanities

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- <U WHO="s2" PID="JF">

um well i'm i'm just sort of awakening to this i'm trying to become conscious because i'm seeing so many students who are, are fundamentally miscommunicating with their professors about what they believe the goal is. and people are failing comprehensive exams even, because they're proving the premise of the question true. they're not problematizing the question so when you ask these multilingual geniuses who failed their comps for the second time uh i ask such a student um the example i gave which horrifies me because i came up with the simplest thing i could was if you had a question like this what would you do. Hamlet is the greatest tragedy ever written discuss. and she said i prove the premise true, and i thought well i say what's the tragedy what's greatest you know i _problematize_ the key terms so our our first way in was

different and there is a it's a high-low power distance thing but how do you attain power in a discourse community you take on the auth- the BFGs

<EVENT DESC="laugh" WHO="s2" />

you know you see somebody who's got power and you you wrestle, uh rather than deferring and saying i've read that. but yes i i absolutely i'll i've written it down i'm glad for the reference because i'm very interested

<U WHO="s4" PID="AMJ">uhuh</U>

thank you mhm?

</U>

- <U WHO="s5" PID="DG">

uh going back to the first part of the presentation i wanted to ask you, seem to make a distinction between uh good formed consciousness and the bad ones. like you know consciousness as awareness and consciousness as self consciousness when you do things too deliberately in

- <U WHO="s2" PID="JF">

<OVERLAP>yes</OVERLAP>

</U>

is that so?

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- <U WHO="s2" PID="JF">

oh that's a very good question that's a great question. um yeah, awareness and self consciousness might be better descriptions cuz they are very different in my understanding of them and i i should say that i don't think unconscious competence is a problem if you're not a teacher

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it's it's when you're trying to help people come along the pathway that you need to be able to dip down and articulate and be able to describe the procedure. um but i think that self consciousness _it's_ not unrelated to this movement because _students_ sense they're not meeting expectations but they don't know why so i think there can be anxiety caused from the wrong kind of unconsciousness uh the wrong kind of unconsciousness can lead to the wrong kind of consciousness so what we're aiming for is is um a sense of power of having students feel they know what the task at hand is and they know how to attain their own goals. because their competence will always be situated they can get as good as they want at presenting or writing here but it's not going to mean, _they_ can take that back and have that competence at home so they need to be to become multi competent, mhm?

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- <U WHO="s6" PID="GG">

i think that's a very good observation

<U WHO="s2" PID="JF">yes</U>

and it helps me to figure out to solve the problem that i've been wrestling with which is does this thing about unconscious competence mean that we can't allow the BFGs to teach.

<EVENT DESC="laugh" />

<U WHO="s2" PID="JF">no no it just means, sorry</U>

yeah right so i think that if one practices a discipline but also teaches that discipline there's sort of that more orthogonal type of competence which is competence as a teacher, which in and of itself requires a great degree of consciousness of the methods and practices involved so, i think that being good at something and being a good teacher of that thing, well i don't know exactly how do you draw it but it seems

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(xx) to me

<U WHO="s2" PID="JF">aha</U>

you see what i mean? otherwise it would be that the junior faculty will always be the best teachers

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<U WHO="s2" PID="JF">**no i don't agree that with that for a moment.** i think um in fact often junior faculty if their writing is any indication as they're coming out of graduate school are often trying to achieve the higher level so they're often launching themselves into the nominalizations ya know the the multi-syllabic nouns and the isms instead of the process because they're they're just beginning but uh there're a lot of variables that i didn't have time to talk about today obviously a B a BFG in the field of discourse analysis, um has a kind of consciousness that is content driven in the expertise. um a BFG in electrical engineering doesn't necessarily even know he has assumptions about what constitutes effective, an ineffective meaning. he just knows that student and he don't get along so he just doesn't hire the postdoc to come back. because he doesn't see that discourse is part of his job so the the content _expertise_ is important but uh i i would like to ask more about that cuz i know that, that there are complexities i'm not taking into consideration and i certainly don't mean that the uh the highest achievers should not teach, but that they should be encouraged to recognize that the need to be able to access what's what they once didn't know...mhm?</U>

- <U WHO="s7" PID="MA">

um is there any training or any work being done with the faculty because you just mentioned you are doing that

<U WHO="s2" PID="JF">mhm</U>

with foreign students coming in

</U>

<U WHO="s2" PID="JF">some we have an office of teaching advancement i regularly run facilitating cross cultural communication workshops for them i've presented some of these ideas here i work with some faculty on proposal writing we're sort of getting that started, um that's an example that that's in was in proposal writing an example that comes to mind was working with a team of electric or civil engineering profs who in the third paragraph of a proposal were talking about servo valves because in their way of even though the proposal had said the grant said you have to write for a multidisciplinary audience their way of demonstrating expertise is we know exactly what we're gonna buy. so that because our needs are that precise we're we're that far along in our planning but for for the medical practitioners who were reading the document and having to decide that particular choice didn't serve the needs so, last question i think and then i have no time Rita?</U>

<U WHO="s8" PID="RSV">**to what extent do you think** to the to the extent that a lot of these unconscious competences in the doxa that you're talking about are so different cross culturally and so embedded in our unconscious, to what extent do you think they actually can be taught versus to what extend to you see your role as um, sort of educating in rhetorical consciousness raising among the people in the dominant culture to sort of i mean where where do you?</U>

- <U WHO="s2" PID="JF">

i see one of my big jobs is asking questions. is sort of helping people to be aware of what they're assuming that they're never challenging. both graduate students and faculty sadly it's often rely

<STRUNC />

is dependent on the students because the faculty if they are not motivated to learn, they will just continue to supervise their normal means, and the people who come to the workshops we run for faculty are often the people who are already very keen to be aware. um and sometimes the people who most need to come to those are not the ones who show up. so sadly it often uh stays with the graduate students and what we try to do is help them to evaluate in situation,

are your communicative strategies working for you here with your interlocutors here. and if you are not meeting your own goals let me try to extend help you extend your _strategy_ opportunities so that you can better achieve your own goals but but the goals of the student remain their own

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<U WHO="s3" PID="CHAIR">thank you Jane</U>

<U WHO="s2" PID="JF">thanks</U>

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