

English Coaching Session: Toward ICMPC 10

Just in case the floor has nothing to say...

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Focus

✧ Quality of Content

✧ Communicability

Elements for Communicability

✧ Style in Writing/Speech

- Vocabulary
- Idiom
- Grammar
- Structure
 - Sentence
 - Paragraph (organizing sentences)
 - Section (organizing paragraphs)

✧ Pronunciation/Phrasing/Timing

✧ Listening Comprehension

✧ Reading Comprehension

Strunk, Jr., W., & White, E. B. (2000).
The elements of style (4th ed.).
New York: Longman.

- I. Elementary rules of usage
- II. Elementary principles of composition
- III. A few matters of form
- IV. Words and expressions commonly misused
- V. An approach to style (with a list of reminders)

Elementary Principles of Composition

The simpler, the better!

Rule 14: Use the active voice.

Rule 15: Put statements in positive form.

Rule 16: Use definite, specific, concrete language.

Rule 17: Omit needless words.

Rule 18: Avoid a succession of loose sentences.

Rule 19: Express coordinate ideas in similar form
(= Parallel structure).

Rule 20: Keep related words together.

The simpler, the better!

Ex. 1: The ACE is explained in terms of the modality appropriateness hypothesis, which expresses that the ACE occurs because a temporal processing of audition is more accurate than that of vision (p. 59, “Background” lines 2-4).

Option 1: The ACE is explained in terms of the modality appropriateness hypothesis: The ACE is resulted from a temporal processing of audition being more accurate than that of vision.

Option 2: The ACE occurs due to a temporal processing of audition being more accurate than that of vision. This is called the modality appropriateness hypothesis.

Rule 14: the active voice. Rule 15: positive form. Rule 16: definite, specific, concrete language. Rule 17: Omit needless words.

Rule 18: loose sentences. Rule 19: Parallel structure. Rule 20: related words together.

The simpler, the better!

Ex. 2: In this paper, the psychologically meaningful model was constructed **and** also the model predictability of the fluctuation of taps was investigated (p. 59, “Background” lines 1-3 from the bottom).

Option 1: The purpose of this paper was to construct a psychologically meaningful model. The predictability of the fluctuation of taps was also investigated.

Rule 14: **the active voice**. Rule 15: **positive form**. Rule 16: **definite, specific, concrete language**. Rule 17: **Omit needless words**. Rule 18: **loose sentences**. Rule 19: **Parallel structure**. Rule 20: **related words together**.

The simpler, the better!

Ex. 3: Past studies have been investigated FS of modulated pure tones and/or broad-band noise, and it has been clarified that FS for amplitude-modulated pure tone (AM SIN) with a modulation frequency among 4-8 Hz is large compared to those more/less fluctuated (p. 65, “Background” lines 2-5).

Option: Past studies investigated FS of modulated pure tones (Ref.) and broad-band noise (Ref.). These studies clarified that .. within 4-8 Hz is large compared to the range outside of 4-8 Hz.

Rule 14: the active voice. Rule 15: positive form. Rule 16: definite, specific, concrete language. Rule 17: Omit needless words. Rule 18: loose sentences. Rule 19: Parallel structure. Rule 20: related words together.

The simpler, the better!

Ex. 4: An evaluation experiment using the 2AFC method is conducted to evaluate performance proficiency for tremolo using other seven mandolin players who have experienced over a half year as listeners (p. 65, “Method” lines 3-5).

Option: The other seven mandolin players with a half year of experience listened to the experts and evaluated their performance proficiency of tremolo by means of the 2AFC method.??

Rule 14: the active voice. Rule 15: positive form. Rule 16: definite, specific, concrete language. Rule 17: Omit needless words. Rule 18: loose sentences. Rule 19: Parallel structure. Rule 20: related words together.

The simpler, the better!

Ex. 5: **Although** these experiments were already reported in JSMPC, the model fitting for the response time data was investigated this time (p. 59, “Abstract,” lines 4-5).

Option 1: These experiments were already reported in JSMPC; this time, the model fitting for the response time data was investigated.

Option 2: Based on the experiments already reported in JSMPC, the model fitting for the response time data was investigated this time.

Rule 14: **the active voice.** Rule 15: **positive form.** Rule 16: **definite, specific, concrete language.** Rule 17: **Omit needless words.**

Rule 18: **loose sentences.** Rule 19: **Parallel structure.** Rule 20: **related words together.**

The simpler, the better!

Ex. 6: Aesthetic performances of tremolo are said to be “smooth or not fluctuated” by trained players, so the amount of FS for tremolo is originally calculated, by extracting the fluctuation component of about 4-8 Hz from acoustic data (p. 65, “Method,” lines 6-8).

Option: Aesthetic performances of tremolo were described as “smooth, not fluctuated” by trained players. The amount of FS for tremolo was originally calculated by extracting the fluctuation component of about 4-8 Hz from acoustic data.

Rule 14: the active voice. Rule 15: positive form. Rule 16: definite, specific, concrete language. Rule 17: Omit needless words. Rule 18: loose sentences. Rule 19: Parallel structure. Rule 20: related words together.

The simpler, the better!

Ex. 7: **Infant sound** in a social context **has been shown** to be an important factor in mother-infant interaction and in the development of infants, **although** few study investigated infant sound production **without** any responses from others (p. 68, “Background” lines 1-3).

Option: Infant’s vocalization in a social context is an important factor in the mother-infant interaction and in the infant development. Infants tend to produce vocal sound regardless of others’ reactions to their sound. To date, few studies have investigated the infant’s autonomous vocal production.

Rule 14: **the active voice**. Rule 15: **positive form**. Rule 16: **definite, specific, concrete language**. Rule 17: **Omit needless words**.
Rule 18: **loose sentences**. Rule 19: **Parallel structure**. Rule 20: **related words together**.

Basic Principles in Writing

- The simpler, the better!
- Use appropriate tense
 - Proposal: present, future
 - Report of the conducted study: past (already done), present (discussion, interpretation, conclusion), future research.
- And, So, However, But, Although, etc.
 - Do not use them too much. Use them in a logical manner.
- Therefore, In other words, Thus, etc.
 - Do not use them too much. Reserve these expressions for when they are absolutely appropriate

Elements for Communicability

✧ Style in Writing/Speech

- Vocabulary --> **Word choice**
- Idiom
- Grammar
- Structure
 - Sentence
 - Paragraph (organizing sentences)
 - Section (organizing paragraphs)



Dr. Kamekawa

✧ Execution of Speech

- Eye contact
- Preciseness of word production (phoneme/accent)
- Intonation/ Phrasing/ Timing (Rhythm)
- Concordance between Q and A



Dr. Sugano

Intonation/ Phrasing/ Timing (Rhythm)

✧ Let's practice with Dr. Sugano's material:

Synchronous tapping with visual sequences /
is more attracted by concurrently presented
auditory sequences than the reverse.

Intonation/ Phrasing/ Timing (Rhythm)

✧ Let's practice with Dr. Kamekawa's material

✧ Phrasing of "which/that" clause

- It has been clarified/that/..
- It shows/that/..

Example: Marking for Phrasing



In 1890 William James, the American philosopher and physician and one of the founders of modern psychology, defined psychology as 'the science of mental life' and this definition provides a good starting point for our understanding even today. We all have a mental life and therefore have some idea about what this means, even though it can be studied in rats or monkeys as well as in people and the concept remains an elusive one. ...

(Butler & McManus, 1998, p. 1)

Butler, G., & McManus, F. (1998). Psychology: A very short introduction. New York: Oxford University Press.

Word Choice

Examples:

- "Realizing"

→ Developing/ Constructing/ Proposing ..

- "cadenza"

→ Cadence

c.f. Note names in English-speaking conferences should be identified in English, not German.

Word Production: Accent

✧ Accent: stress, pitch, & duration

✧ Position of accent

- appropriately / appropriate / appropriateness
- symmetrical
- tremolo
- [responses] --> check

Word Production: Phoneme

✧ Difficult phonemes for Japanese

- "s" vs. "sh": symmetrical; Gaussian; frequency; associate; proficiency
- "l" vs. "r": analyze; localize; visual; gradual; well; slide; tremolo; intelligently; melody; imply; place; scale;
- "w" vs. "u": {woman}
- "dz" vs. "j" / "s" / "sh": inversion; noise; musician; {internalize}
- "d" / "t" / "k": rate;
- "f" / "h" / "p" / "v" / "b": fingering; playing; vibrate; evaluate [注: この "l"はsoft];
- "m" / "n"

Concordance between Q & A

✧ Do not "explain" unnecessarily!

- "Yes-No" Question

→ First, answer "Yes" or "No."

→ Only if you are comfortable in elaborating your answer, continue on to further explanation.

✧ Do not hesitate to ask to repeat/rephrase the question!

- "I could not hear your question. Could you repeat that?"

- "My English is not so good. Could you rephrase or simplify your question for me?"

Basic Principles in Speech

- Make eye contacts
- Speak slowly and **CLEARLY** such that you can pay attention to word production and sentence phrasing.
- Have a handful of easy sentence structures that you can use comfortably during Q & A.
 - > Start with 5 or 6 structures, then expand your repertoires gradually .

Toward greater communicability...

	Written Paper		Oral Presnt.		Poster Presnt.	
	1990	2006	1990	2006	1990	2006
vocabulary	?	√	?	√		√
idioms	?	√	??	√		√
grammar	√	√	?	√		√
sentence structure	?	√	?	√		√
paragraph structr	?	√	?	√		√
section structr	??	√	??	√		√
Pronunciation, etc.			???	√		√
Listening comp.			?	√		√
Reading comp.	?	√	?	√		√

Final Recommendations

	Written Paper	Oral Presnt.	Poster Presnt.
	5/27/07	5/27/07	5/27/07
vocabulary			
idioms			
grammar			
sentence structure			
paragraph structr			
section structr			
Pronunciation, etc.			
Listening comp.			
Reading comp.			

1. Find out where you are by evaluating your own English communicability.
2. Set one or two goals that can be achieved by the next evaluation time.
3. Choose English exercises suitable for you, and try doing them **constantly**.

The End.