

# SPEECH NEW ZEALAND – TEACHER ALERT:

OCTOBER 2013

## New in 2014:

### Advanced Associate Diploma in both Public Speaking and Speech and Drama.

This means the current Advanced Certificate will be replaced with an Associate Diploma (ASB) and the current Associate Diploma will become an Advanced Associate Diploma (Adv ASB Teaching or Adv ASB Performance).

Yes, the syllabuses for these are ready.

The full 2014 Public Speaking syllabus is being printed as I write.

It will be on the website [www.speechnz.co.nz](http://www.speechnz.co.nz) any day now.

The new 2014 Associate Diploma section of the Speech and Drama syllabus will also be available on the website and in hard copy **by the end of November**.

Check the accompanying information sheet for full details of the changeover process and, importantly, how those who currently hold an Advanced Certificate or an Associate Diploma can have these cross-credited to an Associate Diploma [ASB] or an Advanced Associate Diploma [Adv ASB].

### The new 2014 Public Speaking Syllabus:

With the new syllabus there are inevitably some changes to bring it up to date. Many of them in the Senior grades involve stair-casing of skills to build knowledge towards the diploma level. Some of the changes or additions are listed below. Do read the full syllabus and the learning criteria to assist you in teaching these.

#### **Grade 5 Mod 2:**

A point of view on a letter to the Editor OR a media blog or on-line forum on a current issue.

A fiction or non-fiction book.

#### **Grade 6 Mod 2:**

Outline a talk and tell a story to illustrate a point.

Discuss: Processes and structures in storytelling and techniques of delivery for narrative or informative reading.

#### **Mod 3:**

A tribute OR a talk to a peer group to prepare them for their first formal interview e.g. a job.

Discuss structures for impromptu speaking.

#### **Grade 7: Mod 1:**

Discuss choice and use of visual aids in public speaking (electronic and non-electronic are combined)

**Mod 2:** Discuss: Audience analysis

**Mod 3:**

Discuss: The importance of vowel and consonant sounds in speaking.  
The role of the Team Leader in debating.

**Grade 8: Mod 2:**

Current Affairs publication defined: 'Should be no more than 2 – 3 months old and contain at least 2 or 3 articles of an informative, controversial, debatable or persuasive nature. The articles should be clearly marked.' The examiner will choose reading from these.

**Mod 3:**

Discuss: The use of non-verbal communication and body-language in Public Speaking.

## Speech and Drama Associate and Advanced Associate Diplomas:

This section is currently in the final stages of being proof read and we expect it to be one-line and available in hard copy booklet by the end of November.

There are some changes to the content of the Performance modules. Modules 1 and 3 are substantially the same, however Module 2 focusses on a Shakespearian characterisation, an impromptu talk on a drama theorist (of candidate's choice), and then discussion on the characterisation, voice in performance of Shakespeare's plays and aspects of the impromptu talk. Again, please read the learning criteria in the syllabus carefully to assist you with understanding and teaching the skills required.

## Your questions are always welcome:

As you read the new syllabuses over the holiday period and prepare for teaching in 2014, there will no doubt be questions you may have that will require responses. Speech New Zealand welcomes these as they point out to us a) aspects that may need clarification and b) aspects that may need further resources on our website.

However, please bear the following in mind:

With a query about the syllabus, or teaching towards the syllabus, contact National Office who will ensure your query gains the quickest response.

When there is an exam tour and you need to get information to the examiner, or at any time you have a query about examinations, please remember to always go through the Local Secretary or National Office.

In a small country like New Zealand where we all wear so many 'hats' following a prescribed process ensures contact is totally professional and ethical.

## Keeping to time in exams:

Examiners are human and do sometimes run a little late. However there are several things that teachers and candidates can do to help:

- Ensure candidates in each group know who is going first and the order of their performances. Coach them to assist each other between sections where ever necessary.
- A programme sheet for students giving the order of students, listing the talk topics, types of talk and the planned audience saves a great deal of time. This can be extended for each

section with names of poems & poets, books and authors, plays & playwrights and, for groups, who is playing which role. This also means the examiner has the correct spelling for titles and writers.

- For demonstrations have gear organised on a tray, trolley or small table that can be readily moved into place.

### **A word on extempore speaking:**

Speech New Zealand glossary describes extempore talks as: “Prepared, planned, practised and delivered in the candidate’s own words in a conversational manner and with appropriate formality.”

As we all know many schools often differ in expecting and encouraging written speeches which is a different style and does not match with SNZ’s learning criteria.

Examiner’s face a real dilemma when faced with what appear to be memorised speeches. It is this **impression** of ‘memorised’ speaking that causes real problems, either with junior students whose enthusiastic parents have over rehearsed them, or, frequently, with more senior students who are very fluent which often makes them sound over-rehearsed or memorised.

I had some problems with this myself with some of my own students some time ago. Eventually we pinned it down to the fact that while they were using different words each time, they were speaking to the headings and using their visual aids, they were not actually ‘connecting’ with their audience.

That connection is the absolute key. If students are very fluent they are often highly intelligent and thus very quick thinkers and it follows that they tend to speak more quickly. Frequently too quickly. They omit to give the audience that time they need to keep up with their ideas, to assimilate what is being said. This is not just the need for the speaker to pause, but also to slow the rate of speaking – and also to take in the whole audience (and/or imagined specified audience) as they speak.

This was extremely well illustrated in a recent TedTalk link:

*What makes a great talk, great:* Chris Anderson at TEDxGlobal 2013:

[http://m.youtube.com/watch?v=hhbvUZOLTQY&desktop\\_uri=%2Fwatch%3Fv%3DhhbvUZOLTQY](http://m.youtube.com/watch?v=hhbvUZOLTQY&desktop_uri=%2Fwatch%3Fv%3DhhbvUZOLTQY)

If you watch this, or have already seen it, you will note the rate of speech and how the speaker truly connects with and talks directly to each and every one in that audience. As teachers we may not expect quite this professional level but it is certainly what students can be aiming towards.

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*So enjoy exploring ‘connection’ with audiences in everything you do with your students before the end of year. Be it with poetry, prose, drama or in talks. Make it fun, make it real, and everyone will reap the benefits – most of all the audiences at your end of year functions!*

*Thank you all for your support throughout the year.*

*Pam*