

## Module III. Speaking and listening strategies (oral communication)

### 1. Communication strategies proposed by Bulgarian team

*One of the fundamentals to the development of literacy is oral communication, which is a complex process incorporating two major skill areas - listening and speaking. Due to the high degree of overlapping between these areas, the teaching of the two needs to be integrated. This means linking them together in such way that the skills and knowledge which students acquire and develop through the exercising of listening skills can be applied and extended in speaking tasks.*

*The following activities present some of the means by which teachers provoke students to learn and develop different listening and speaking skills in order to be able to apply them in real-life situations; (the basic purpose of the listening being to accurately receive and interpret messages in the communication process, and the purpose of speaking- to give appropriate responses orally.)*

#### Activity 1

Topic: Agreeing, disagreeing and making suggestions.

Aim: to introduce the students to functional language through listening and speaking practice

Target: Upper-Intermediate students

Description:

- *Pre-Listening activity (Speaking):* Students are provided with headlines from newspapers or watch parts of films/videos which present different controversial topics or situations and are asked to comment on them. The aim is to provoke a discussion on the issues which are illustrated and create a background for the following listening exercise.
- *Listening activities:* Students watch and listen to a conversation in the following video:

<https://www.youtube.com/watch?v=WsViEcgk8vI>-Agreeing-disagreeing

After the video the teacher asks some general questions in order to check students' understanding of the conversation. Then the teacher introduces some functional language phrases for expressing agreement and disagreement, and for making suggestions. The phrases may differ according to students' level. For easier acquisition the phrases may be presented in a table: Mild Agreement, Strong agreement, Mild disagreement, Strong disagreement, Making Suggestions. The teacher plays the video again asking the students to mark which of the phrases in the table were used in the conversation.

- *Post-Listening activity (Speaking):* Students work in pairs. Each pair is given two statements. They prepare arguments for and against and then discuss the two issues- student A supports the first statement and student B disagrees; then they change their roles and discuss the second statement- with student B supporting it and student A disagreeing, using as many different phrases as possible.

Time: 40 45 minutes

Assessment: The teacher evaluates whether the students have achieved the listening comprehension goals and are able to reproduce the topical language in the roleplay task.

**Skills:**

- *Listening skills:* identifying relevant points; rejecting irrelevant information; retaining relevant points (note-taking, summarizing); recognizing discourse markers; guessing at unknown words or phrases without panic;
- understanding inferred information (speaker's attitude or intentions); understanding different intonation patterns and uses of stress
- *Speaking skills:* fluency, interaction, communication, pronunciation, vocabulary, grammar accuracy.

**Activity 2:**

Topic: Presentation skills: Emphasis

Aim: to teach students how to use emphasis to make their presentation more dynamic and memorable

Target: Upper-Intermediate students

**Description:**

- *Pre-Listening activity (Speaking):* Students look at some pictures/videos and describe what they can see in each. Then the teacher asks them to brainstorm adjectives describing people's appearance, personality traits, feelings, which were seen and then discuss them justifying their opinions.
- *Listening activities:* Students watch/listen to a person giving a presentation on some topic. The teacher asks them to make notes about how this person justifies his/her opinion. The teacher checks the notes with the whole class.  
After that the teacher introduces some phrases used in presentations to emphasise, pointing out that some adverbs are used with normal adjectives, some are used with 'strong' adjectives and some are used with both. The phrases may be put in a table divided in categories. Then students listen to the presentation again and mark which of the phrases were used by the speaker.
- *Post-Listening activity (Speaking):* Students are asked to choose a topic they are very passionate about and prepare a short presentation, using the learned phrases to give emphasis. They have about 5 minutes to prepare their talk and then they practice in pairs. The teacher asks them to listen carefully to their partner and helps them with any errors they made or ideas they did not think of.  
Some of the students may give their presentations to the class.

Time: 40-45 minutes

Assessment: The teacher evaluates whether the students have achieved the listening comprehension goals and are able to reproduce the topical language in their presentations.

**Skills:**

- *Listening skills:* identifying relevant points; rejecting irrelevant information; retaining relevant points (note-taking, summarizing);
- recognizing discourse markers; guessing at unknown words or phrases without panic;

- understanding inferred information (speaker's attitude or intentions); understanding different
- intonation patterns and uses of stress
- *Speaking skills*: fluency, interaction, communication, pronunciation, vocabulary, grammar accuracy

Sources:

- You Tube: <https://www.youtube.com/watch?v=WsViEcgk8vI>
- Success Upper Intermediate: Teacher's Support Book *by* Rod Fricker, Pearson Education Limited
- Success Upper Intermediate: Students' Book *by* Jane Comyns Carr and Jennifer Parsons, Pearson Education Limited