

Module III. Speaking and listening strategies (oral communication)

3. Communication strategies proposed by Turkish team

3.1. ORAL COMMUNICATION STRATEGIES

What is Oral Communication?

- Communication skills – both speaking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding.
- It is a word based communication system but in oral form. Most of the time we use oral communication in face to face conversations, group discussions, pair work, presentations, counseling, interview, radio, television, telephone calls etc. is used to express meaning in oral communication.

Communicating Strategy 1

Pair Work



What is Pair work strategy?

- Working in pairs provides students with an opportunity to “think aloud” about what they know, and a process for acquiring and reflecting on information. For many students, pair work is a comfortable starting point to practise the skills they will need to participate in larger groups.

What is the Purpose of Pair work?

- Encouraging students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

What are the goals of Pair work strategy?

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Where can we use Pair work strategy?

- You can use Pair Work Strategy in all subject areas for almost any topic.

How do we use Pair Work Strategy?

- You can use it to help students with their in-class reading.
- You can increase the amount of time devoted to Pair Work, depending on the complexity of the reading or question being considered.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Pair Work, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.



Procedure

Before

- Have students read a selection or prepare a topic, question, or prompt for a planned Pair Work activity.
- Consider the social and academic goals for the Pair Work activity, and plan for pairing of particular learners that would further those goals.

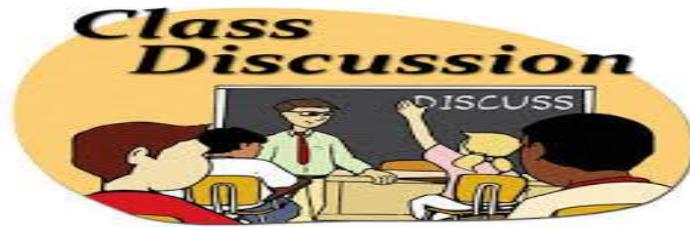
During

- Ask students to spend several minutes thinking about and writing down ideas.
- Set clear expectations regarding the focus of thinking and sharing to be done.
- Put students in pairs to share and clarify their ideas and understanding.
- Monitor students' dialogue by circulating and listening.
- Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner.
- Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.

After

- Call upon some pairs to share their learning and ideas with the whole class.

- Possibly extend the Pair Work with a further partner trade, where students swap partners and exchange ideas again.
- Consider adding a journal writing activity as a productive follow-up to a Pair Work activity.



Communicating Strategy 2

Small-group discussions

Small-group discussions: Group Roles

What is Small-group discussion: Group Roles strategy?

- As with pair work, the strategies for small-group discussion give students the opportunity to develop critical thinking skills, build positive relationships, work cooperatively, and participate actively in their learning. You can put your students at ease by modelling effective skills for small-group discussion and by providing many opportunities to practise these skills in a safe environment.
- Students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion.

What is the Purpose of Small-group discussion: Group Roles strategy?

- Encourage active participation by all group members.
- Foster awareness of the various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

What are the goals of Small-group discussion: Group Roles ?

Students will:

- all speak in small groups.
- have specific roles to fulfil, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

How do we use Small-group discussion: Group Roles?

- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interests, backgrounds, home languages, and other characteristics.
- It is a good idea to repeat this activity throughout the year. This will allow students the opportunity to experience different roles and to improve their skills.
- Time the exercise to keep students focused on the task.
- If research is required, involve all students in the process, regardless of their role. This activity provides an excellent way for students to share research and come to a consensus about important information.
- For role ideas, use *Sample Role Cards*.¹
- To encourage students to reflect on their learning, use *Small-group Discussion Reflection Sheet*.²

Procedure

Before

- Choose the task or topic for discussion.
- Decide how many students will be in each group.
- Decide on the roles for each group member.
- Prepare role cards for each student.

For example:

- **Leader:** defines the task, keeps the group on task, and suggests a new way of looking at things.
- **Manager:** gathers and summarizes materials the group will need, keeps track of time, and collects materials the group used.
- **Note maker:** records ideas generated by the group, and clarifies the ideas with the group before recording.
- **Reporter:** reports the group's ideas to the class.
- **Supporter:** provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour.

1

Sample Role Cards

LEADER <ul style="list-style-type: none">✚ Does everyone understand what we're doing?✚ Have you thought about this in another way?✚ We're getting off topic; let's get back to the task.
MANAGER <ul style="list-style-type: none">✚ Here are the materials we'll need. This is what I think we should look at.✚ We have _____ minutes left.✚ Now that we're finished, let me gather the materials.
NOTE MAKER <ul style="list-style-type: none">✚ Would you repeat that so I can write it all down?✚ What do you mean by that?✚ Let me read to you what I've written so far.
REPORTER <ul style="list-style-type: none">✚ Let's review the secretary's notes.✚ Does anyone have anything to add before I report to the class?✚ Does anyone have any suggestions on how to report to the class?
SUPPORTER <ul style="list-style-type: none">✚ Really good point.✚ We haven't heard from _____ yet.✚ Please don't interrupt; you'll get a turn.

Small-group Discussion Reflection Sheet

Name: _____

Role: _____

Topic: _____

Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.

✚ What are your group's strengths?

✚ What are your group's areas for improvement?

✚ Comment on **your own ability** to work in a positive manner. Consider cooperation, listening, and organization.

✚ What are your strengths?

✚ What are your areas for improvement?

✚ Comment on your success in fulfilling the role you were assigned.

3.2. TYPES OF ORAL STRATEGIES

Oral communicative strategies:

- strategies which help us to keep the conversation going.

Oral negotiation strategies:

- strategies which help us to focus on form and meaning, so that real communication is possible.

STRATEGIES

1. Time-gaining strategies
2. Maintenance strategies
3. Help-seeking strategies

1. Time gaining strategies:

Ehm, I like golf.

Oh, really?

Time gaining expressions: (Using filler expressions to gain time to think)

- * really ?
- * uhm, let me see...
- * well
- * sure

2. Maintenance strategies

a) make positive remarks/comments b) shadow

a) Make a positive comment or a remark

_ make a comment to keep the conversation going

I don't have a dog.

Oh, how sad.

Comments or remarks show interest and keep the conversation going

- I understand
- I see/I see what you mean
- Sounds good
- Very good

b) shadow

by partially repeating what the parter has said

I'm from Kenya, and my family is very big.

Oh! Kenya !

3. Help-seeking strategies

a) Ask for help

- I don't understand
- What? What does xxx mean?
- How do you say xxx?

b) Ask for repetition

- Please repeat/can you repeat please?

c) Indicate there is a problem

- louder please
- I can't hear you well.

ORAL NEGOTIATION STRATEGIES

a) **Clarification requests:** one partner does not understand well and requests an explanation.

- What? What did you say?

b) **Confirmation checks:** the listener checks that he/she has understood his partner correctly.

- Did you say XXX?

I have many friends

You have many friends?

c) **Comprehension checks:** to be sure our partner has understood us.

- Do you understand?
- Is it clear?
- Do you agree?

I have been to this new store LIBRO with my father, a new store.. Do you understand ?

Yes, the store is LIBRO.

d) **Negotiation strategies, which focus on form:**

* **recast:** your partner corrects your language.

Me like golf.

I like golf

Yeah, I like golf.

* **explicit correction:** you correct your partner by explaining what is wrong.

You get up early?

You need DO YOU
before GET UP

DO YOU get up early?

BENEFITS

1. **BETTER LISTENERS**
2. **MAINTAIN A CONVERSATION in the target language**

3. **TO FOCUS ON MEANING**, to achieve a coherent conversation in the target language.
4. **TO FOCUS ON FORM** and achieve modified output.

COMMENTS FROM THE LITERATURE

Knowing about communicative and negotiation strategies may dispose the students to work in a more collaborative way, where both more proficient and less proficient students share more equally the role of expert. Students participate in constructing knowledge together with the teacher and other peers (Wells, 1999). Language learners are frequently and increasingly each other's resources for language learning. (Pica et al. (1996).

3.3. COMMUNICATION SKILLS

LEARNING OBJECTIVES

- What is Communication?
- What is a skill?
- The Communication Cycle
- Types Of Communication
- Impact of a message
- Proper voice modulation
- Styles of Communication

What is Communication?

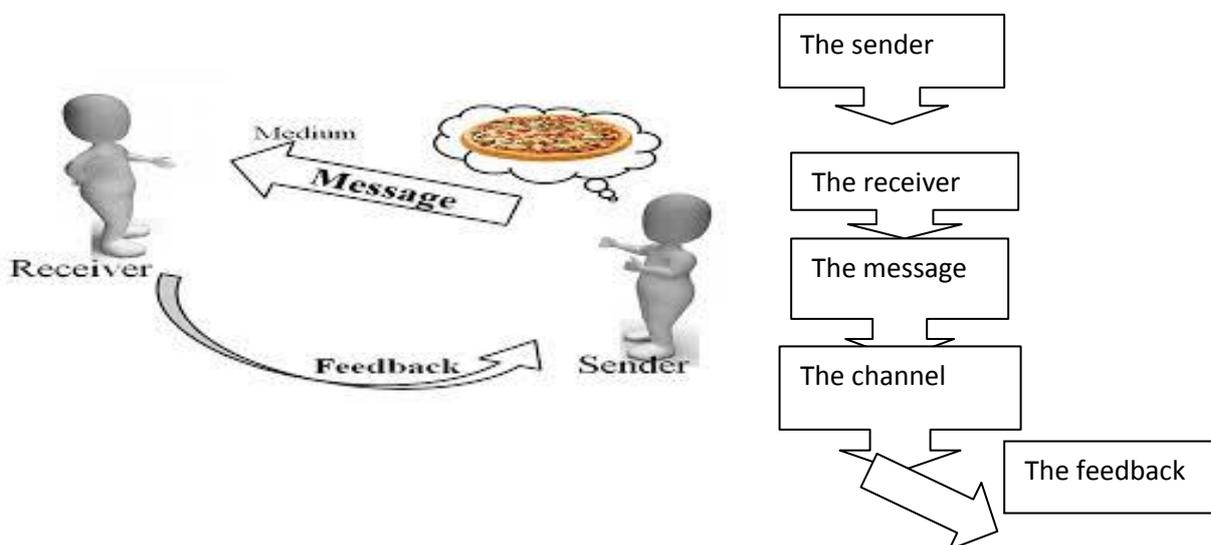
- The dictionary defines communication as a process by which information is exchanged between individuals through a common system of symbols, signs or behaviors.

What is a Skill?:

- Skill is defined as a learned power of doing something competently. It is a developed aptitude or ability.

The Communication Cycle

- A communication system normally goes through a cycle involving:



Impact of a Message:

FACE TO FACE

BODY LANGUAGE	WORDS	TONE OF VOICE
% 55	% 7	VOICE

VOICE CONVERSATION

WORDS	TONE OF VOICE
% 14	% 86

Communication types:

- Communication is of 2 types.

Verbal Communication

- Words
- Voice Modulation

Non -Verbal Communication

- Posture & Movement Gestures
- Facial Expressions

Verbal Communication



Words

- Use Simple Language (avoid jargon)
- Grammatically correct
- Avoid slang
- Be precise (avoid redundancy)

Don't	Do
I can't do this...	I'll check it for you...
I can't help you...	
I don't know...	

You don't understand... You are wrong...	Let me explain...
I think...	I suggest...
Please listen to me..	I recommend...
You will have to...	In order to complete the process we will need to...
Just a second... Hold on...	May I place you on hold...
"No" in the beginning of the sentence	I am afraid... I would love to do it however...
What? What did u say?	Pardon Me... Could you please repeat ...
But	However
We can't do...	What we can do is

Voice Modulation

- Diction
- Tone
- Pitch
- Volume
- Rate



Non -Verbal Communication

Posture and Movement

- Stand Tall.
- The difference between towering and cowering is totally a matter of inner posture.
- It's got nothing to do with height, it costs nothing and its more fun.

Gestures

- Are you aware how you look to others?
- Find out your habits.
- Find your nervous gestures.

Facial Expressions

- Eye Communication. 90% of our personal communication calls for involvement. Look at people for 5 to 10 seconds before looking away, it shows involvement.
- Smile.

Styles of Communication

- Aggressive communication.
- Submissive communication.
- Assertive communication.



Listening Skills

An open ear is the only believable sign of an open heart.
(David Augsburger)

Types of Listening

Listening are of 3 types:

- Hearing
- Passive listening
- Active listening

Important Details

- Be calm and collected at all times
- Be loud enough to be easily heard
- Use words with accurate diction & correct pronunciation
- Speak slowly and make use of pauses to stress important ideas.
- Use a confident tone and a level pitch.
- Be vibrant and enthusiastic – avoid a dull, monotonous tone.
- Know what you are talking about and accept the limitations of your knowledge

Finally, remember that interpersonal communication is a multitude of skills.
Also remember that skills can be learned and practiced.

3.4. Communicating Strategy: Triangle Debate

Whole-class Discussions: Triangle Debate

What is a Whole-class Discussion: Triangle Debate?

- Students learn more readily in a class where they experience cooperation and a sense of belonging. By involving the whole class in shared activities, and by teaching students how to be good listeners, to respect each other and to participate without fear, you can maximize participation and minimize anxiety for all students.
- In this strategy, all students are involved in an informal, whole-class debate. It is a flexible tool that allows students to debate in a comfortable setting.

What is the Purpose of Whole-class Discussion: Triangle Debate?

- Encourage students to get involved in whole-class discussion.
- Create a comfortable atmosphere for students to share ideas and debate.

What are the goals of Whole-class Discussion: Triangle Debate?

Students will:

- participate in an informal debate.
- practise cognitively-demanding speaking skills in a comfortable environment.
- benefit from the research process.
- learn to process ideas and reach conclusions.

How do we use Whole-class Discussion: Triangle Debate?

- This is not a formal debate - it is intended to facilitate whole-class discussion and critical thinking. Make clear of *Triangle Debating Tips*.¹
- It may be appropriate to divide the class in half, create two different questions, and prepare for two presentation days.
- The *Triangle Debate Organizer*², has space for up to 15 students per group; the maximum number of students suggested to ensure that there will be enough time for the presentation of the debate.
- It may be beneficial to do Triangle Debate three times in order to allow students the opportunity to work in all three groups.
- Spread debating over the term/semester/year to give students time to improve.
- If time is an issue, simplify the exercise by creating easier questions that do not require research.

Procedure

Before

- Decide on the topic or issue for the Debate.
- Brainstorm with students to arrive at a statement that can be debated.
- Divide students into three groups: group 1 will argue for the issue, group 2 will argue against the issue, and group 3 will prepare comments and questions about the issue.
- Give students ample time to prepare - this will vary and may or may not include research.
- Review procedures for the debate so that students may properly prepare. *Triangle Debate Procedures*.¹
- After all research is complete and students are prepared to present arguments, make a final draft of the *Triangle Debate Organizer*² and photocopy for students.

During

- Arrange chairs in the classroom to reflect the three-group structure, enabling all members to see each other (a triangular shape works well).
- Act as timer or choose a student from group 3 to perform this function.
- Act as moderator, calling on students to speak.
- Act as judge, ensuring that students avoid negative comments.

After

- Photocopy *Triangle Debate Groups 1 and 2-Reflections*³ and *Group 3 – Observations*⁴. Distribute to each student, according to his/her group.
- Give students ample time to reflect on their experience.
- Lead whole-class debriefing session about the experience.

Triangle Debating Tips

Here are some questions to think about while you prepare to present your ideas.

1. **Make sure you gather enough evidence to back up your argument:**
 - ✚ Do I have proof to back up what I want to say?
2. **Organize your thoughts clearly and logically:**
 - ✚ Will my audience be really clear about what I have said?
3. **Use strong, convincing language:**
 - ✚ Do I sound confident?
 - ✚ Have I used too many over-used words like *good, very, really, like,* etc.?
4. **Repeat, rephrase key ideas:**
 - ✚ Will my audience hear what I want to say?
 - ✚ Will my main points stick with them?
5. **Make eye contact with *everyone* in the room:**
 - ✚ Do I make everyone in my audience feel as if I am talking directly to them?
6. **Vary your voice:**
 - ✚ Do I sound monotonous?
 - ✚ Have I varied the pace?
 - ✚ Have I varied the volume, saving my loudest voice for the points I really want to drive home?
7. **Use appropriate gestures:**
 - ✚ Does my body language emphasize what I want to say?
8. **Prepare for rebuttal:**
 - ✚ Have I considered what the opposition will say; am I prepared to argue against it?
9. **Prepare for questions:**
 - ✚ Have I considered what questions will be asked of me?
 - ✚ Am I prepared to answer them convincingly?
10. **Practise, practise, practise:**
 - ✚ Am I really prepared?

WORK TOGETHER TO ENSURE YOUR ENTIRE GROUP'S SUCCESS!

Triangle Debating Procedures¹

Topic: _____

These procedures are intended to act as a guide. Refer to them throughout the process to ensure that you are on the right track.

STEP ONE: The class is divided into three groups

STEP TWO: Each group is given a different task to complete:

Group 1 will argue in favour.
 Group 2 will argue against.
 Group 3 will comment on remarks made by a speaker and pose questions to groups 1 and 2.

STEP THREE: Groups will get together to create a plan of attack, decide on their main argument and how they will organize their speeches. It is important, at this stage, to refer to the *Triangle Debate Organizer* handout and begin to make choices concerning the order of speakers.

STEP FOUR: Students work individually to prepare speeches. Everyone in groups 1 and 2 is required to speak for 2 minutes. Everyone in group 3 is required to comment for one minute on points made by the two previous speakers and to prepare two insightful questions to ask of group 2 and two insightful questions to ask of group 1.

STEP FIVE: When all individuals have created their speeches, each group comes together to listen to their arguments as a whole. It is important to follow the order set in the *Triangle Debate Organizer* so that they have a clear impression as to how their argument will sound. At this point, groups may offer suggestions, make changes and polish their arguments.

STEP SIX: Practise, practise, practise and be ready to go.
 Remember - you are a team! Stay positive and support each other throughout the process.

Triangle Debate Organizer²		
The following is the order in which each speaker will speak. Simply follow the numbers to see when it is your turn.		
Group 1 Speaks for 2 min. 1. _____ 4. _____ 7. _____ 10. _____ 13. _____	Group 2 Speaks for 2 min. 2. _____ 5. _____ 8. _____ 11. _____ 14. _____	Group 3 Comments on last two speakers for 1 min. 3. _____ 6. _____ 9. _____ 12. _____ 15. _____
<p>When this is finished, each member of group 3 will pose one question to group 1 and one question to group 2.</p> <p>These questions may be answered by anyone in groups 1 and 2.</p>		

Triangle Debate Groups 1 and 2 – Reflections³

Name: _____ Group: 1 2 (circle one)

Topic: _____

- ✚ Comment on your group’s ability to work together in a positive manner. Consider cooperation, listening, and organization.
- ✚ What are your group’s strengths?
- ✚ What are your group’s areas for improvement?
- ✚ Comment on your own ability to work in a positive manner. Consider cooperation, listening, and organization.
- ✚ What are your strengths?
- ✚ What are your areas for improvement?

Triangle Debate Group 3 – Observations⁴

Name _____

Debate Observed _____

- ✚ What were the strongest arguments made by group 1? Why?
- ✚ What were the strongest arguments made by group 2? Why?
- ✚ Identify some of the excellent debating strategies used by the debaters.
- ✚ List some ideas that you learned about this topic.
- ✚ What skills will you try to remember to use when it is your turn to debate?