



Fundamentals of English

Module B: Oral communication skills Sample program I

**Subject:
Stage 6 English**

**Class group:
Year 11**

Syllabus statement:

This module develops students' skills in oral communication in a range of formal and informal situations. Students develop their skills, knowledge and understanding of the oral mode of responding to and composing texts. They develop skills in speaking and listening effectively in formal and informal contexts, using both verbal and nonverbal cues. Students undertake a variety of activities designed to develop their oral and aural skills, knowledge and understanding.

(Board of Studies NSW, 1999, *Stage 6 English syllabus*, Sydney, p. 99)



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Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>1. A student recognises some of the relationships between context and meaning.</p> <p>3. A student understands how the responder interacts with text and context to shape meaning.</p> <p>4. A student develops language relevant to the field of English.</p>	<p>1. Students are divided into groups and complete the following focus questions:</p> <ul style="list-style-type: none"> • What types of jobs require good oral communication skills? e.g. teacher, school captain, radio personality, sports club president etc. • In what sorts of situations do these jobs use these oral communications skills? e.g. teaching a lesson, speaking on assembly, an interview for a talkback program, sports club function etc. <p>Teacher debriefs class and raises issues of context, tone, register and purpose, then distributes student handout and reads with class.</p>	<p>Student handout 1</p>	<p>Teacher should listen for preliminary understanding and ideas.</p>
<p>1. A student recognises some of the relationships between context and meaning.</p> <p>3. A student understands how the responder interacts with text and context to shape meaning</p> <p>7. A student interprets key language patterns and structural features.</p>	<p>2. Students complete informal and formal identification exercise on page 129. Teacher debriefs exercise with class.</p> <p>Students finish activities on pages 131–134 for homework.</p>	<p>Dodan, 1992, p. 129–134.</p>	<p>Listen to students' responses. Mark the homework.</p>
<p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p> <p>7. A student interprets key language patterns and structural features.</p>	<p>3. Teacher reads through notes on situation, audience and purpose and discusses with class. Students rewrite chart so that the speaker matches the situation, purpose and audience.</p>	<p>Dodan, 1992, p. 130.</p>	<p>Mark written responses.</p>



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p> <p>6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.</p>	<p>4. Teacher explains the following activity: <i>Imagine you are a coach addressing your players at half-time in an important football match. The team is losing. What would be your purpose in speaking to the players? What tone would you adopt? Which register would be most appropriate?</i></p>		<p>Listen to students' responses.</p>
<p>3. A student understands how the responder interacts with text and context to shape meaning.</p> <p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p> <p>7. A student interprets key language patterns and structural features.</p>	<p>5. Teacher distributes student handout and discusses with class. Students summarise the information by organising it under the following headings:</p> <ul style="list-style-type: none"> • Name of aspect of voice • What you should do • What you should not do 	<p>Student handout 2</p>	<p>Mark written responses.</p>
<p>3. A student understands how the responder interacts with text and context to shape meaning.</p> <p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p>	<p>6. Teacher selects two segments from the news and uses the list of factors discussed in class to analyse the way a journalist or newsreader uses his or her voice.</p>	<p>TV news broadcast.</p>	<p>Listen to students' responses.</p>



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
1. A student recognises some of the relationships between context and meaning. 6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	7. Teacher issues Student handout 3 and class completes the body language exercise. Debriefing with class.	Student handout 3	Teacher should listen for preliminary understanding and ideas.
1. A student recognises some of the relationships between context and meaning. 8. A student uses a range of appropriate processes and technologies to investigate.	8. Students visit one of the web sites listed and summarise the gestures given and what they might mean.	Internet web sites http://www.deltabravo.net/custody/body.htm or http://www.johnmole.com/articles/18a.htm	Mark written responses.
1. A student recognises some of the relationships between context and meaning. 2. A student recognises the ways in which changes in context require changes in form. 6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	9. Students view a selection of segments from Alan Pease's <i>The Body Language Package</i> . Teacher stops at various points and discusses and elaborates on techniques raised in the video.	Video: Alan Pease's <i>The Body Language Package</i> .	Listen to students' responses.



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<ol style="list-style-type: none"> 1. A student recognises some of the relationships between context and meaning. 3. A student understands how the responder interacts with text and context to shape meaning. 5. A student communicates ideas effectively using appropriate language forms, features and structures. 	<p>10. Students view a few minutes of one of the Mr Bean episodes. Students analyse his body language and what he is trying to communicate through his actions and use of movement.</p>	<p>Mr Bean in Room 426 (1992) or Back to School, Mr Bean (1992).</p>	<p>Listen to students' responses.</p>
<ol style="list-style-type: none"> 1. A student recognises some of the relationships between context and meaning. 2. A student recognises the ways in which changes in context require changes in form. 3. A student understands how the responder interacts with text and context to shape meaning. 5. A student communicates ideas effectively using appropriate language forms, features and structures. 	<p>11. Students view the section of <i>Braveheart</i> where William Wallace is motivating his troops for battle. Teacher helps students to analyse section, examining the way he uses his voice, gestures, facial expressions and emotive language. Students imagine they are a soldier in William Wallace's army and describe their reaction to his speech.</p>	<p>Film: <i>Braveheart</i>.</p>	<p>Mark written responses.</p>



Outcomes	Teaching and learning strategies	Resources	Possible approaches for assessment
<p>1. A student recognises some of the relationships between context and meaning.</p> <p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p> <p>7. A student interprets key language patterns and structural features.</p>	<p>12. Students complete a language analysis task on one of the newspaper articles listed for study.</p>	<p>Newspaper articles: How to master Public Speaking? by John Dagge, <i>Sun Herald</i>, 27/5/2001 Public Speaking by Brownyn Donaghy, <i>Sydney Morning Herald</i>, 12/2/95 or Now You're Talking by Brigid Delaney, <i>Sydney Morning Herald</i>, 17/11/2001.</p>	
<p>1. A student recognises some of the relationships between context and meaning.</p> <p>5. A student communicates ideas effectively using appropriate language forms, features and structures.</p>	<p>13. Students listen to or read one or more of the famous speeches selected. Teacher explains context and class discuss audience, purpose and techniques employed.</p>	<p>Selected famous speeches: Roosevelt, <i>Declaration of War</i> Earl Spencer, <i>Funeral Address</i> Nelson Mandela, <i>Inaugural Address</i> Gough Whitlam, <i>The Dissolution</i> Ronald Reagan, <i>On the Challenger Disaster</i>.</p>	<p>Question the students about the texts' language and techniques used.</p>



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<p>6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.</p>	<p>15–16. Teacher distributes Contemporary English Unit 8, <i>What Next?</i> p. 62–64 on <i>The gentle art of persuasion – interviews</i>. Reads through with class and debriefs. Students, using page 62, listen to audio tape and imagine they are the interviewer and fill in the form.</p>	<p>Contemporary English Unit 8, <i>What Next?</i> p. 62–66 and audio tape.</p>	<p>Listen to students' responses and lead discussion.</p>
<p>9. A student uses effective work practices.</p> <p>11. A student reflects on and assesses own processes of responding and composing.</p>	<p>17. Students then imagine they are the person interviewed on the teaching tape they have just heard. Students write responses to the following focus questions:</p> <ul style="list-style-type: none"> • <i>Comment on the areas which you thought you handled well and also on those parts of the interview where you felt you could have done better.</i> • <i>Suggest ways of improving the weaker areas.</i> 	<p>Contemporary English Unit 8, <i>What Next?</i> p. 62–66 and audio tape.</p>	<p>Listen to students' responses and discussion.</p>



1

Handout

Student handout 1 **Oral communication**

We negotiate our way through life by speaking. Every day, we use speech in all aspects of our lives to question, explain, apologise, complain, instruct, inform and entertain. In our working lives, whether still at school or on the job, we also use speech to achieve a variety of purposes. Whether we like it or not — some of us don't like it, because we lack confidence — we have to speak, in both formal and informal settings. The development of good oral communication skills is therefore important not only to us as students but to our performance in the workforce, as well as in many aspects of our social lives.

Because speaking usually has a context (that is, we are speaking to others, in a given situation), an awareness of audience and purpose is essential. Just as audience and purpose influence the form and way in which we write, so too do they influence the tone and register in which we speak. Tone refers to the emotion expressed by the voice: anger, amusement, sadness, respect, or assertiveness. Register refers to the kind of language that we use — formal, informal, slang or jargon. The tone and register that we adopt when speaking depend on our audience and purpose.



2

Handout

Student handout 2 Using your voice

When you are playing sport, your body is an instrument that you use in order to achieve particular effects. You know from experience and practice that holding your arm in a special way, turning at a particular point, or kicking a ball with a certain amount of force will mean that it will travel so far. Your voice, too, is an instrument that will perform effectively if used properly. Actors and singers, newsreaders and radio announcers have all taken lessons on how to use their voices properly. In our own everyday lives, as we interact with other people in order to communicate our ideas, to ask for information and to complain and so on, the effective use of our voices is very important.

Pronunciation

Pronouncing words distinctly and accurately will increase effective communication of your ideas. People may speak with varied accents and still have accurate pronunciation of words. Be careful to avoid slurring your words, or dropping the *g* from *ing* words or mispronouncing words, although this is more important in a formal situation than if we are talking with friends.

Pitch

Pitch refers to the level of your voice: high, medium or low. A monotone is the result when you fail to vary the pitch of your voice. Attempting to vary the pitch of your voice makes it easier for others to listen to you, and can be used to emphasise those parts of your speech that you regard as important.

Volume

When we talk about volume in relation to the voice, we are referring to how loudly or softly a person speaks. A loud voice commands attention, but only if it is not loud constantly. If it is too loud, your audience will tend to switch off. Speaking softly can make your audience listen more attentively, as well as make what you have to say sound special or secretive. Your audience will miss some or all of your message if your voice is too soft.

Fluency

Ums, *ahs*, pauses and backtracking distract the audience and result in communication breakdowns. Avoiding these distractions means your speech will sound fluent and you will ensure the effective communication of your message.

Pace

When we are nervous we often tend to speak quickly, hoping to get the speech over fast, but an effective speech should be delivered at an appropriate pace for an audience to follow your ideas. Pausing after making a point or before moving on to the next part of your speech is often a useful strategy to help with the pace of delivery.



3

Student handout 3 **Body language**

Handout

Imagine you were part of an audience listening to a series of speakers. How would you interpret the following examples of body language?

- The speaker makes no eye contact with the audience and instead looks down or off to the side.
- The speaker is neatly groomed.
- The speaker has his shirt out, his pants are slipping down because he has no belt and he has different matching socks.
- The speaker stands close to the audience and leans towards them as he or she speaks.
- The speaker stands with arms tightly folded across his or her chest.
- The speaker smiles in a smug manner and laughs a lot.
- The speaker constantly scratches his head.
- The speaker constantly pushes back her glasses.
- The speaker stands with his hands in his pockets.
- The speaker uses a number of hand gestures.
- The speaker wanders around as he or she speaks.



4

Handout

Student handout 4 Assessment task

2 unit Fundamentals of English

Task number:

Date of issue:

Due date:

Topic: Module B: Oral communication skills

Weighting:

Language modes: Speaking, writing

Outcomes

1. A student recognises some of the relationships between context and meaning.
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6. A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.

Task:

Prepare a three-minute speaking task on a topic of general interest to your peers. The speech could be inspired by one of the responses you have studied in this course and may be serious or humorous.

When composing your speech you should be aware of the nature of the audience to be assured of maximising interest level. You will also need to vary the tone and content of your speech while delivering an energetic presentation that expresses your ideas.

Assessment criteria

You will be assessed on how well you:

- research and prepare your speech
- use correct tone and language appropriate to purpose and audience
- organise your speech into a logical response, including an effective opening and closing, by making connections and drawing personal conclusions
- deliver the speech, speaking in an engaging manner, making contact with the audience by using your eyes, voice technique, etc.



5

**Student handout 5
Assessment task**

Handout

Name:

2 unit Fundamentals of English

Task number:

Due date:

Topic: Module B: Oral communication skills

Weighting:

Language modes: Speaking and writing

Criteria:	Level achieved:					
	Excellent	Good	Average	Below average	Limited	Not attempted
The expected outcomes will be observed by:						
• Effective research in preparation of the speech.						
• Appropriateness of speech for the target audience.						
• Effectiveness of tone and language.						
• Organisation of information into a logical response, including effective opening and closing.						
• Making connections and drawing personal conclusions.						
• Effectiveness as a speech: speaking in an engaging manner, making audience contact and using language appropriate to purpose and audience.						

Comments:

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Teacher: Total: /20