MUNI CJV

Speaking 3

Main aims

- Presenting your argument
- Body language focus - turn taking
- Panel discussion

Presenting your Argument

Aim: to agree/disagree, make suggestions, give reasons and present arguments and counter-arguments using very natural language

Making Suggestions Language: language search: Listen to this making suggestions video and make notes. Is there any other suggestion language we can add? (e.g. This page)

Giving reasons / presenting arguments: Use this handout to practice quick examples from some typical classroom problems (e.g. The teacher gets angry... , the students are bored…, Students complain about …, the seminar is too early/late in the day …)

Process:

1. Given our topic, look at the sheet page 1 in teams and come up with a sentence for each language point.
2. Try out the different patterns on page 2 also.
3. Just using page 1-2 and your agree/disagree of yesterday, have a panel discussion on the given topic.

Topic / Problem: Our students are going to graduate into a very different world than we did; *a 21st Century world*. How can we adapt our lessons and syllabi to include 21st Century skills to help enable their future?

Listening for turn-taking strategies (pg. 45)

Aim: To gain awareness of turn-taking strategies (for use later in the course).

Preparation: Have a recording of a panel discussion/debate between 2-3 people (on an academic topic) with turn-taking signals. https://www.youtube.com/watch?v=n7IHU28aR2E [0:00-3:30].

Process:

1. With the same panel discussion/debate, students brainstorm with what they remember of how speakers obtained a turn, retained a turn, relinquished a turn and shifted the topic (by filling in the table).

Own panel discussion

With:

- vocal features,
- taking your thoughts straight to words,
- describing unknown vocabulary,
- using agree/disagree,
- presenting your argument and
- using your body language effectively,

have your own panel discussion!

Topic of your choice, e.g.

- What is the solution to disengaged students?

- What are the problems of incorporating 21st education into your classroom?

(not used) Clarification Continuum

Main aim: Persuasive speech; incorporate vocal features and body language.

Outline: Students put themselves in a continuum from strongly disagree to strongly agree and try to persuade each other to change positions. Afterwards, the class brainstorms pros and cons.

Topic: All phones should be banned from use in the classroom.

Handout: Persuasive Language

Procedure

1 Introduce the topic for debate. Ask students to talk about examples from their personal experience or from prior reading or listening. This step is not meant to explore the pros and cons, but to allow the students to draw on their prior knowledge and experience of the topic before the debate begins.
2 Divide the class into small groups and ask the students to discuss the pros and cons of the issue.
3 Ask the students to stand up. Create an imaginary line from one end of the classroom to the other. Students are invited to place themselves along the imaginary line. At one end are the students who strongly agree and at the other end are the students who strongly disagree.
4 As students decide where they want to stand, encourage them to ask each other to give reasons for choosing to stand in a particular place along the continuum. They should give examples to back up their opinions. Some students may want to try to convince others to change their mind about where to stand. They will need to be quite persuasive to do this. Have some examples of persuasive speech on the board so that students can draw on these expressions during the activity. See Box 1.18a.
5 At the end of the exercise, ask the students to record the pros and cons in a table. See an example in Box 1.18b.

Box 1.18b: Pros and cons of blogging

Debate question: Does 'blogging' contribute positively to public discussion?

Pros	Cons
• Blogs create connection and communities of people with similar interests. • Blogs encourage a two-way interaction – unlike newspapers or other printed formats. • Blogs allow people to be 'independent journalists'. • Only a small number of people have letters to the editor published in newspapers, but anyone can express an opinion in a blog. • Bloggers generate the content of the blog: they have the freedom to say whatever they like. • Businesses can advertise and build their customer base through blogs. • Political parties can explain their policies and reach a wider audience in a blog. • Blogging is an instrument for democratic activity. • Travellers can communicate with friends and family at home through a blog.	• Some bloggers are poor writers, so the quality of the text is inadequate. • Some bloggers use the internet to discriminate against others, e.g. racial vilification. • Some bloggers can damage the reputation of people or companies, e.g. defamation. • Bloggers may reveal company secrets. • Bloggers are not held accountable for their contributions. • Some bloggers write about irrelevant and boring personal material. • Potential employers may access your blogs, and this could result in missing out on a job. • A blogger's opinions are in the public arena for anyone to read. There is no control over who reads the blog. • Blogs are easy to start and difficult to maintain.

Follow-up

- Other topics for this kind of debate could include:
  - Are video games addictive?
  - Should children have mobile phones?
  - Should governments censor the internet?
  - Should employers have access to employees' emails?
  - Has television been replaced by online entertainment?
- The students' summary tables could be used as a basis for writing an argumentative essay on the topic.

Discourse Markers (turn-taking)

Aim: to have a conversation using turn-taking and cause and effect language that is recorded and analysed.

Materials: Brainstorm Turn-taking strategies (see below for more ideas) and a decision with short, medium and long-term effects.

Topic / Decision: The campus will shut down completely and all teaching will be online from next term onwards.

Box 1.14a: Turn-taking strategies

Strategies for obtaining a turn	Strategies for retaining a turn	Strategies for relinquishing a turn	Strategies to shift the topic
• Respond to a question or statement • Expand on the current speaker's theme • Complete the speaker's sentence during a pause • Fill a silence • Use facial and body movements, e.g. leaning forward, maintaining direct eye contact	• Increase speed and volume • Pause within a sentence rather than at the end • Use markers like *firstly, on the one hand* to indicate that you have more to say • Disregard an interruption by returning to the topic with expressions like *that's a good point, but …*	• Direct a question to another participant • Use tag questions, e.g. *Don't you? Can't you?* • Slow your rate of delivery towards the end of a sentence and lower the pitch of your voice • Use body language, e.g. direct your eyes to another in the group	• Use introductory expressions: *There's another way of looking at this. That's one consequence, but what about …? Yes, and what about …? I'd like to make a comment at this point. We haven't considered …* • Intonation – the proceeding utterance begins on a very high pitch

Procedure

1 Before you start, find out if the class has background knowledge of the topic you have chosen. If so, they will be equipped with the concepts for discussion, but if not, then this activity should be preceded by either a reading or listening activity where students have opportunities to explore the concepts before they talk.

2 Point out to the class the importance of being involved in group discussion in academic settings. Note, however, that all participants, and non-native speakers in particular, need strategies to assist their participation. Refer to the strategies on the handout and allow time for students to read and ask questions about the strategies. See Box 1.14a.

3 At this stage you could use the model discussion in Box 1.14b to illustrate the turn-taking strategies. Ask three students to read aloud from the model, and then invite the class to identify the turn-taking strategies as they occur.

4 Distribute your topic cards to the groups and allow time for them to discuss the immediate, short-term and long-term consequences.

5 Now ask the groups to rehearse their discussion and apply the turn-taking strategies from Box 1.14a. This is in preparation for a performance which you will video. Make sure that students do not simply take turns around the circle, but that they participate in an animated discussion. See an example in Box 1.14b.

6 Take note of the language of cause and effect which you observe going from group to group and write these language features on the board. Then ask the students to add to this list of discourse markers. See the words highlighted in bold in Box 1.14b. Encourage the use of this language as groups rehearse.

7 When the groups are ready, film their presentations with the class acting as an audience.

8 When the groups have completed their performances, you could play back the videoed material to demonstrate where groups were successful in achieving the aims of the activity and invite the class to make suggestions on how they could improve their communication. Another option would be for individual groups to play back their material and evaluate their own work in private.

Follow-up
- Following this activity, students could debate the effectiveness of the policies.
- In their discussions, students could explore the immediate, short-term and long-term consequences of government decisions in areas such as health, education, infrastructure, immigration and foreign policy.
- Notes from this discussion could form the basis of an analytical essay.

Record them having a conversation

- analyse it - where the conversation could have gone (questions to ask, topics to relate)