

Semester III- Linguistic and Behavioural Skills

to Develop through Discussion & conversation

I. Objectives and requirements in performing « Discussion & Conversation» in the oral expression course in Third year university classrooms.

1. Impact of discussing & Conversing on the language aspects of the students' communication skills.
2. The extent 'Talking' helps in enhancing the various aspects of communication.
3. promoting Students' oral language proficiency.
4. Leading students to "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".
5. Bringing learners to use the oral language as the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it.

Other advantages of using 'Discussion & Conversaton' in the classroom

Discussing/conversing and other types of using oral speech :

- Promote a feeling of well-being and relaxation
- Increase children's willingness to communicate thoughts and feelings
- Encourage active participation
- Increase verbal proficiency
- Encourage use of imagination and creativity
- Encourage cooperation between students
- Enhance listening skills

As discussed and explained in this semester (III), students are meant not only to apply/practice the framework, but to respect it. The framework consists of developing :

- a. The linguistic skills (grammar, vocabulary, idiomatic expression, etc.)
- b. The intonation, rhythm, & stress (Voice)
- c. The behavioural skill (facial, expression, eye contact, gestures, body movement, etc.)

In addition to that : learners are required to put into practice their **performance skills** :

Thus, remember to :

- vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)
- use your face, body and gestures (let your body speak)
- make your body and face respond to the tale
- have a clear focus and maintain concentration
- maintain engaging eye contact with the audience/ individual listeners
- create a charismatic presence (make the audience believe in you)
- use different, exaggerated character voices

- use your space/ be dynamic
- remember to pace yourself
- always remember to regain your style as a narrator
- use silence and pauses to add dramatic effect

Peadagogical requirements :

- Students are required to choose a topic/subject/theme to discuss, and which does not go over 10 minutes, therefore avoid long ones.
- Students are also required to respect the framework that we agreed on since the theoretical introduction the instructor has made while ‘talking’, students are required to exhibit the various skills of the framework mainly :
 - **a.**the linguistic/verbal skills
 - **b.**the vocal/the voice skills
 - **c.**the behavioural/visual skills
- The choice/selection of the topic ought to be rigourous and exhibits **relevance** and **interest**. These two criteria would play an important role in attracting the audience’s attention and raise their interest and curiosity.

The following are some more objectives when using discussion/conversation in the classroom :

- • To enable the students to learn English language skills
- • To enhance their confidence and speaking skill
- • To increase the student’s knowledge of vocabulary, structure, context and grammar
- • To create interest and develop listening comprehension
- • To improve pronunciation and intonation
- • To enhance the skills of connecting to content, connecting to learners and modeling
- • To create fluency in speaking and to think about narration in writing
- • To encourage interaction and share culture

Gestures that should be used while talking

- Watch a group of people talk. You can tell who's talking by watching each person's hands. The hands of the talker will be in motion. **Gestures** are a natural part of all oral communication.
- Gestures therefore:
 - • Add a sense of natural comfort
 - •Add tremendous amounts of energy to a storytelling performance
 - • Provide an important form of detailed, visual information
 - • Make the teller appear more confident, comfortable, and natural
 - • Contribute to how a story is told
- It is fine to say, "Create detailed images of each scene and character and gestures will take care of themselves." gestures are typically the first victim of nervousness. A talker’s hands always want to run and hide at the first sign of stress and discomfort. The more one knows about gestures, the less likely his hands will be to succumb to their own cowardly urges.
- **What are gestures?**
- They are movements by hand, body, or face intended to provide information to an audience. This definition excludes nervous gestures, ticks, mannerisms, and habitual movements, which provide either no information or counterproductive information to a listener.
- • As visual elements, gestures pack far more information into each second of story time than do words*gestures communicate efficiently.*

- Being visual, gestures translate more directly into specific, powerful images in the listener's mind than do words *gestures communicate effectively*.
- Gestures engage different sensory organs than words and can be transmitted simultaneously with words to create a complementary cacophony of densely packed information to flood the listener with imagery and energy *gestures communicate powerfully*.

There are **five ways** a talker can use gestures:

- **1. Information gestures** provide basic descriptive information (size, place, shape, position, direction, etc.).
Information gestures are the result of detailed images in the mind of the talker.
- **2. Character-related gestures** show how a character moves, postures, thinks, and acts and provide powerful character personality and sensory information for listeners. Character gestures spring from vivid images of story characters in the talker's mind.
- **3. Action gestures** depict the action and events of a story. Action gestures arise from the talker's detailed images of the settings and events of the story.
- **4. Emphasis gestures** add emphasis to specific moments in a discussion/conversation.
- **5. Audience asides** are gestures and facial expressions talkers use to convey their own feelings and reactions to listeners outside the context of the story. It is as if the teller steps outside of the story for a moment and visually comments on the discussion to listeners.

Watch how you and others naturally weave these five types of gestures into everyday speech. Pay particular notice to which of these categories of gestures you use extensively and which you tend to omit from your own speech. It is important to know if you naturally shy away from one or more types of gestures so that you can plan around them during discussion preparation. Also watch to see if you frequently use gestures that do not fit into one of these five categories. Such gestures are probably counterproductive nervous habits and worth breaking.