

Speaking for General Communication Learning Module

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Acknowledgment

All praise and gratitude are due to Allah SWT for His blessings and guidance, which have enabled the completion of this Speaking for General Communication module. This module is developed as a learning resource for the Speaking course under the English Education Study Program, Faculty of Teacher Training and Education, Universitas Samudra, specifically designed for second-semester students. Its main goal is to enhance students' speaking skills in English, particularly in everyday communication contexts. We would like to express our sincere appreciation to all individuals who have contributed to the preparation of this module, including lecturers, colleagues, and students who have provided valuable feedback and input. Special thanks also go to the Faculty of Teacher Training and Education at Universitas Samudra for the continuous support and resources during the development of this material. This module adopts the Communicative Language Teaching (CLT) and Task-Based Learning (TBL) approaches, with the hope that it will serve as an effective and engaging learning tool for students. We acknowledge that this module is not without its flaws; therefore, constructive feedback for future improvement is highly welcomed. Finally, we hope that this module will bring great benefit to learners and all those involved in developing English speaking skills.

Module Description

The **Speaking for General Communication** module is designed to equip learners with the foundational and functional speaking skills needed to navigate everyday communication in English. Whether learners are preparing for real-world interactions in social, academic, or professional contexts, this module aims to foster both confidence and competence in spoken English.

In a globalized world where English functions as a lingua franca, being able to speak clearly, appropriately, and effectively is more important than ever. This module addresses that need by focusing on practical communication skills through the integration of language functions, socio-cultural norms, and real-life scenarios. Learners are encouraged to engage in interactive tasks that mimic authentic conversation, helping them to become active participants in various communication settings.

The module adopts a **Communicative Language Teaching (CLT)** and **Task-Based Learning (TBL)** approach, which emphasizes interaction, fluency, and the use of language for meaningful purposes rather than rote memorization. Each unit in the module targets a specific area of speaking, from making introductions and engaging in small talk to expressing opinions, making polite requests, participating in discussions, and narrating experiences. The module also includes activities that help learners practice telephone conversations and develop cross-cultural communication awareness.

Introduction

Oral communication is an indispensable skill in modern life. Whether engaging in daily conversations, making phone calls, or participating in group discussions, the ability to speak clearly and effectively in English is vital for academic, professional, and social success. This module focuses on general communication contexts, equipping learners with the linguistic tools and strategic competence to navigate real-life interactions with confidence and fluency.

With the rise of globalization, English has become the lingua franca in many parts of the world. Therefore, learners of English as a second or foreign language must be equipped not only with grammatical knowledge but also with pragmatic and sociolinguistic competence. This module is anchored in communicative language teaching (CLT) and task-based learning approaches, promoting meaningful interaction and learner-centered practices.

Learning Objectives

By the end of this module, learners will be able to:

1. Use common expressions and strategies for greetings, introductions, and small talk.
2. Express opinions, agree or disagree politely, and support their views.
3. Make polite requests, offers, and suggestions.
4. Engage effectively in telephone conversations.
5. Participate in group discussions using appropriate turn-taking strategies.
6. Share personal experiences and narrate stories fluently.
7. Demonstrate increased fluency, coherence, and pronunciation in spoken English.

Teaching Methodology

This module employs Communicative Language Teaching (CLT) and Task-Based Learning (TBL) principles, emphasizing interaction and learner autonomy. Lessons include:

- Pair and group work
- Role-plays and simulations
- Listening and speaking tasks
- Reflection and feedback

Learners will engage in authentic communication tasks designed to mirror real-life scenarios. Peer and teacher feedback will be incorporated to enhance performance and self-awareness.

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Chapter 1

Greetings and Introductions

Definition

Greetings and introductions are essential elements in spoken communication, especially in general and social interactions.

A **greeting** is a way of acknowledging someone's presence or arrival, while an **introduction** is a means of presenting oneself or others in a social or professional setting.

Greetings help to establish a friendly tone, open conversations, and create a comfortable atmosphere. Introductions, on the other hand, provide necessary information such as names, roles, and sometimes affiliations or intentions, which help in forming relationships and understanding social contexts.

According to Holmes (2013), greetings are part of **phatic communication**, which serves a social function rather than conveying information. Introductions, meanwhile, are crucial in **interpersonal communication** and often follow culturally accepted norms and conventions.

Functions of Greetings and Introductions

1. **Initiating contact:** Signals readiness to begin a conversation.
2. **Establishing social connection:** Creates a sense of politeness and respect.
3. **Setting the tone:** A warm greeting and confident introduction can set a positive tone for the interaction.
4. **Providing context:** Helps others understand who is speaking and why.

Objectives:

- To use appropriate greetings in formal and informal contexts
- To introduce oneself and others
- To initiate and close a conversation politely

Key Vocabulary and Phrases:

- "Hello, how are you?"
- "Nice to meet you."
- "May I introduce...?"
- "This is my colleague/friend..."
- "Let me introduce myself."

- "Good morning/afternoon/evening."
- "See you later/Take care."

Activities:

- Role-play meeting someone at a party vs. a business meeting
- Listening practice with dialogues from different settings
- Writing and performing a short dialogue
- Matching formal and informal greetings to appropriate scenarios
- Group game: Greeting bingo or introduction speed networking

Cultural Awareness Component:

Understanding cultural differences in greetings is crucial. For instance, in Western cultures, a firm handshake and direct eye contact are standard, while in some Asian cultures, a bow or a slight nod is more appropriate. Learners should also explore how age, status, and context influence language use during introductions. Politeness strategies such as the use of titles (Mr., Ms., Dr.) and gestures are culturally embedded and should be taught explicitly.

Linguistic Focus:

- Stress and intonation when greeting someone
- The use of contractions in informal settings (e.g., "How's it going?")
- Formal vs. informal vocabulary

Communicative Competence Focus: Learners will practice both strategic competence (knowing how to open or close a conversation when uncertain) and sociolinguistic competence (choosing appropriate language based on the setting and social relationship).

Sample Dialogue:

Common Introductions

- **Self-introduction (formal):**
 - "Good morning. My name is Dr. Ardiansyah, and I'm here to discuss the new training program."

- **Self-introduction (informal):**
 - "Hey, I'm Rina. I just joined the class yesterday."
- **Introducing others:**
 - "This is my colleague, Mr. Budi. He's in charge of the project."
 - "Meet my friend, Sarah. She's visiting from Canada."

Example Conversations

1. Formal Setting – Workplace or Meeting

Anna: Good morning. My name is Anna Wijaya.

Mr. James: Good morning, Ms. Wijaya. I'm James Thompson. It's a pleasure to meet you.

Anna: Likewise. I look forward to working with you.

2. Informal Setting – Among Friends

Rina: Hey! I'm Rina.

Dina: Hi Rina, I'm Dina. Nice to meet you!

Rina: Nice to meet you too! Are you new here?

Dina: Yeah, just moved in last week.

3. Introducing Others

Budi: Lisa, this is my friend Andi. Andi, this is Lisa.

Andi: Hi Lisa, nice to meet you.

Lisa: Nice to meet you too, Andi!

Cultural Considerations

Greetings and introductions can vary significantly across cultures. In some countries, handshakes, bows, or even cheek kisses accompany greetings. Understanding these differences helps prevent miscommunication and promotes cultural sensitivity.

For example:

- In **Japan**, a bow is a respectful greeting.
- In **France**, a kiss on each cheek may be a common informal greeting.
- In **Indonesia**, a smile and polite verbal greeting like "Selamat pagi" is widely used.

Formal Setting:

A: Good afternoon. My name is Sarah Lee. I'm the new marketing manager.

B: Good afternoon, Ms. Lee. I'm David Wong. It's a pleasure to meet you.

Informal Setting:

A: Hey! I'm Jake. Are you new here?

B: Yeah, I just moved in next door. I'm Emma. Nice to meet you!

Discussion: Practice recognizing and using greetings that suit the context. Encourage students to reflect on how they greet people in their own language and how it compares with English. Provide a range of models and reinforce through repetition and recycling of phrases in other modules.

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- Jones, L. (2007). *Let's Talk 1: Speaking and Listening for Communication*. Cambridge University Press.
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Chapter II

Small Talk and Casual Conversation

Definition and Importance:

Small talk refers to light, informal conversation typically used to break the ice, establish rapport, and fill silences in social or professional interactions. It often revolves around safe and non-controversial topics such as the weather, current events, entertainment, or shared experiences. Casual conversation, on the other hand, extends beyond small talk and involves relaxed discussions between acquaintances or friends, allowing for more in-depth topics without formal structure. According to Laver (1975), small talk serves a phatic function—it helps to maintain social relationships rather than convey information. Holmes (2013) highlights that small talk plays a crucial role in building interpersonal connections, particularly in multicultural settings where social norms vary.

Objectives:

- To sustain a conversation using small talk strategies
- To ask and answer personal questions appropriately
- To build confidence in casual conversational exchanges

Key Vocabulary and Phrases:

- "What do you do for fun?"
- "Did you watch the game last night?"
- "How was your weekend?"
- "That's interesting!"
- "I've heard that's a great place to visit."

Sample Small Talk Topics:

- Weather: "It's been raining a lot lately, hasn't it?"
- Entertainment: "Have you seen the new movie on Netflix?"
- Events: "Did you go to the music festival downtown?"

- Hobbies: "I just started learning guitar. What about you?"

Sample Dialogue: A: Hi, I don't think we've met before. I'm Jason. B: Hi Jason, I'm Mei. Are you new to this club? A: Yeah, I joined last week. So, what made you join? B: I've always enjoyed photography. How about you?

Activities:

- Pair practice: Discuss weekend plans or favorite activities
- Class mingle: Find someone who... (e.g., likes sushi, went hiking last weekend)
- Watching and analyzing video conversations for tone and topic selection

Discussion: Small talk serves as the starting point of many relationships and can help learners navigate unfamiliar social settings. Learners should be taught how to initiate, maintain, and end conversations tactfully. Teachers should highlight cultural nuances and provide corrective feedback on appropriateness and politeness levels.

Linguistic Focus:

- Intonation and sentence stress in casual speech
- Question formation (Yes/No and Wh- questions)
- Use of discourse markers ("actually," "by the way," "anyway")

Communicative Competence Focus: Learners will develop sociolinguistic competence by understanding culturally appropriate topics and strategic competence through practicing how to keep a conversation flowing even when unsure what to say.

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Chapter 3:

Expressing Opinions and Preferences

Definition and Importance:

The ability to express opinions and preferences is a key component of interactive communication. It allows individuals to share ideas, participate in discussions, and make their voices heard in both casual and formal contexts. Being able to express an opinion clearly—and respond to others' opinions appropriately—is essential for academic discussions, workplace meetings, and everyday conversations.

According to Richards & Schmidt (2010), opinion expression in conversation not only reflects individual identity but also fosters social interaction by negotiating agreement or disagreement. Learners must develop linguistic tools and strategies to express viewpoints politely and persuasively.

Objectives:

- To express personal opinions and preferences clearly and politely
- To agree and disagree respectfully
- To support opinions with reasons and examples

Key Vocabulary and Phrases:

- Expressing opinions:
 - "In my opinion..."
 - "I believe that..."
 - "From my perspective..."
- Agreeing:
 - "I totally agree."
 - "That's a good point."
 - "Exactly!"
- Disagreeing politely:

- "I see your point, but I think..."
- "I'm not sure I agree with that."
- "That's interesting, but don't you think...?"
- Giving reasons:
 - "One reason I think that is..."
 - "The main reason is..."
 - "It's because..."

Sample Dialogue:

A: I think social media has done more harm than good.

B: That's interesting. I agree that it can be harmful, but I also believe it helps people stay connected.

A: True, but it's also distracting, especially for students.

B: I can see your point. Maybe it depends on how people use it.

Activities:

- Opinion polls: Learners answer prompts like "Is it better to study online or in person?" and discuss in groups.
- Debate club: Small teams debate topics like "Technology makes life better."
- Agree/disagree line: Learners stand on a line to show how much they agree or disagree with a statement, then explain their reasoning.

Discussion:

In multilingual and multicultural environments, agreeing and disagreeing politely is especially important. Learners must be guided in softening their language using hedging (e.g., "perhaps," "it seems to me") and maintaining a respectful tone. Intonation, facial expressions, and posture also influence how an opinion is perceived.

Linguistic Focus:

- Modal verbs (e.g., might, could) for softening opinions

- Complex sentence structures for giving reasons
- Discourse markers ("however," "on the other hand")

Communicative Competence Focus:

Learners will develop discourse competence (organizing spoken arguments), strategic competence (managing disagreement), and sociolinguistic competence (choosing language suitable for audience and context).

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Chapter IV

Making Requests and Offers

Definition and Importance:

Making requests and offers is a crucial communicative function that facilitates cooperation, politeness, and social harmony. These expressions are frequently used in both formal and informal contexts, including academic, workplace, and everyday interactions. Requests involve asking someone to do something, while offers involve volunteering to do something for someone else. The ability to make and respond to requests and offers appropriately is essential for effective communication.

According to Blum-Kulka and Olshtain (1984), the level of politeness in a request depends on factors such as social distance, power relations, and the level of imposition. Learners should be trained to adjust their language accordingly using modal verbs, indirect speech, and polite expressions.

Objectives:

- To make polite and appropriate requests
- To offer help or service in various contexts
- To accept and decline requests and offers politely

Key Vocabulary and Phrases:

- Making requests:
 - "Could you help me with this?"
 - "Would you mind opening the window?"
 - "I was wondering if you could..."
- Making offers:
 - "Would you like some help?"
 - "Can I get you something to drink?"
 - "Let me help you with that."

- Responding:
 - Accepting: "Sure, I'd be happy to."
 - Declining: "I'm sorry, but I can't right now."
 - Polite hesitation: "I'd love to, but I'm a bit busy at the moment."

Sample Dialogues:

Dialogue 1 – Request

A: Excuse me, would you mind showing me where the library is?

B: Not at all. It's just down the hall on the left.

Dialogue 2 – Offer

A: That looks heavy. Can I help you carry it?

B: Thanks a lot! That's very kind of you.

Dialogue 3 – Refusing Politely

A: Could you help me move these boxes this afternoon?

B: I'd really like to, but I have a meeting at that time. Maybe later?

Activities:

- Politeness ranking: Learners rank different request and offer expressions from least to most polite.
- Role-play: Making requests in a restaurant, classroom, or office.
- Matching: Match scenarios with appropriate requests or offers.
- Real-life task: Ask for and offer help during classroom activities (e.g., setting up equipment).

Discussion: The formality of a request or offer can vary significantly depending on context and relationship. Teachers should draw attention to tone, word choice, and non-verbal communication. Learners should also practice managing refusal without offense and how to negotiate alternatives.

Linguistic Focus:

- Modal verbs (could, would, can) for politeness
- Indirect speech patterns ("I was wondering if...")

- Conditional structures ("If you need help, I can...")

Communicative Competence Focus: Learners will build sociolinguistic competence by choosing appropriate levels of politeness, and strategic competence by learning how to manage communication breakdowns, refusals, and negotiations.

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Chapter V

Telephone Conversations

Definition and Importance:

Telephone conversations are a vital form of spoken communication that differ from face-to-face interaction in several important ways. Without visual cues such as facial expressions and body language, speakers must rely solely on their voice, intonation, and word choice to convey meaning. Effective telephone communication is essential in various contexts such as making appointments, handling inquiries, resolving issues, or engaging in casual chats.

Mastering telephone English requires clarity, politeness, active listening, and confidence. Learners must be familiar with both scripted expressions and spontaneous strategies to navigate different scenarios.

Objectives:

- To initiate and close a phone conversation appropriately
- To take and leave messages accurately
- To request and provide information clearly
- To handle unexpected situations politely and effectively

Key Vocabulary and Phrases:

- Starting a call:
 - "Hello, this is [Name] speaking."
 - "May I speak to [Name], please?"
 - "Is this a good time to talk?"
- Taking/Leaving messages:
 - "Can I take a message?"
 - "Would you like to leave a message?"
 - "I'll make sure they get your message."
- Clarifying and checking:

- "Could you repeat that, please?"
- "Did you say Tuesday or Thursday?"
- Ending a call:
 - "Thank you for calling. Have a great day."
 - "Talk to you soon. Bye."

Sample Dialogues:

Dialogue 1 – Business Call

Receptionist : Good morning. Anderson & Co. How may I help you?

Caller : Hello, this is Maria Lopez. I'd like to speak to Mr. Anderson regarding a meeting schedule.

Receptionist : I'm afraid he's in a meeting at the moment. Would you like to leave a message?

Caller : Yes, please. Could you tell him that I'm confirming the 2 p.m. appointment? for Thursday?

Receptionist : Got it. I'll pass the message along. Thank you for calling.

Caller : Thank you. Goodbye.

Dialogue 2 – Informal Call

A: Hi, Jenny? It's Sam. Are you free to talk?

B: Hey Sam! Yeah, I've got a few minutes. What's up?

A: I was wondering if you're free this weekend. Maybe we can catch a movie?

B: That sounds great. How about Saturday afternoon?

A: Perfect. I'll text you the details. See you then!

B: Cool. Take care!

Activities:

- Role-play different call scenarios: calling a hotel to make a reservation, calling a friend to invite them to an event, calling a company to ask about a product
- Listening and note-taking: Students listen to recorded phone calls and jot down key details (names, times, actions)

- Fill-in-the-blank scripts: Practice using appropriate phrases to complete dialogues
- Pronunciation drill: Focus on stress and intonation for polite telephone language

Discussion:

Highlight the importance of clear enunciation and pacing, especially when exchanging information like numbers, dates, and names. Introduce the phonetic alphabet for spelling over the phone. Emphasize cultural expectations (e.g., directness vs. indirectness) in professional vs. casual calls.

Linguistic Focus:

- Question formation for inquiries
- Using modal verbs ("could," "would") for politeness
- Paraphrasing and summarizing for clarification

Communicative Competence Focus: Learners will enhance strategic competence by managing misunderstandings and sociolinguistic competence through awareness of tone and context-specific language use.

References:

- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. Heinle & Heinle.
- Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge University Press.
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Chapter VI

Participating in Discussions

Participating in discussions is a crucial component of effective communication, especially in both academic and professional contexts. It involves more than just speaking; it requires active listening, critical thinking, turn-taking, expressing opinions clearly, asking relevant questions, and responding appropriately to others' viewpoints.

Definition and Purpose

A discussion is a form of interactive communication where two or more people exchange ideas about a particular topic. Participating in discussions helps individuals:

- Improve their speaking fluency.
- Develop interpersonal and negotiation skills.
- Learn to express and support opinions logically.
- Practice agreeing or disagreeing politely.
- Engage in collaborative problem-solving.

According to Lynch and Anderson (2013), participation in discussion fosters *critical engagement* with ideas and supports the development of communicative competence in real-life contexts.

Key Skills in Participating in Discussions

1. **Active Listening:** Paying full attention to the speaker without interrupting. It includes nodding, maintaining eye contact, and giving verbal cues like "I see," or "That's interesting."
2. **Turn-taking:** Respecting conversational flow by knowing when to speak and when to listen. Using phrases such as "Can I add something here?" or "I'd like to respond to that point..." can facilitate smooth interaction.
3. **Expressing Opinions:** Clearly stating your ideas or beliefs using structured phrases, for example:
 - "In my opinion,..."

- “I believe that...”
 - “From my perspective,...”
4. **Agreeing and Disagreeing Politely:**
- *Agreeing*: “That’s a good point,” “I completely agree with you.”
 - *Disagreeing*: “I see what you mean, but...”, “I’m not sure I agree with that because...”
5. **Supporting Arguments:** Giving reasons, evidence, or examples to back up your views:
- “For example,...”
 - “According to research,...”
 - “One reason is that...”
6. **Asking for Clarification or Opinions:**
- “What do you think about...?”
 - “Could you explain what you meant by...?”

Types of Discussion Contexts

- **Formal Discussions:** Academic seminars, meetings, or panel discussions with structured turn-taking.
- **Informal Discussions:** Casual conversations among friends or coworkers about shared interests.
- **Debates:** Structured discussions where participants take opposing sides on an issue.
- **Group Projects:** Collaborative tasks requiring negotiation, compromise, and decision-making.

Example of a Discussion Interaction

Topic: Should social media be banned in schools?

A: "Personally, I think banning social media in schools is necessary. It distracts students from learning."

B: "I understand your point, but I believe it's about how social media is used. It can be an educational tool if managed properly."

C: "That's a valid argument. For instance, some teachers use platforms like YouTube or Instagram to share learning materials."

A: "That's true, but do students always use it for learning purposes?"

B: "Good question. Maybe we need digital literacy programs instead of outright bans."

This sample illustrates how participants express and support their views, agree/disagree politely, and ask thoughtful questions to advance the discussion.

Classroom Activities

1. **Fishbowl Discussion:** A small group discusses in the center while others observe, then switch roles.
2. **Role-play Debate:** Assign roles on an issue and have students present differing viewpoints.
3. **Think-Pair-Share:** Students think individually, discuss with a partner, then share with the class.
4. **Roundtable Discussion:** Each participant contributes in turn to build on the previous ideas.

Useful Language for Discussions

Function	Phrases
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Starting a point	"I'd like to begin by saying..." / "My main point is..."
------------------	--

Adding a point	"In addition..." / "Another thing is..."
----------------	--

Agreeing	"Absolutely." / "I couldn't agree more."
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Disagreeing	"I'm not so sure about that." / "I see it differently."
-------------	---

Clarifying	"What do you mean by...?" / "Could you explain that again?"
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Summarizing	"To sum up..." / "Overall, I think..."
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Conclusion

Effective participation in discussions fosters mutual understanding, respect for diverse perspectives, and collaborative decision-making. Mastering this skill helps learners communicate more confidently and appropriately in academic, social, and professional settings.

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Unit VII

Describing Experiences and Telling Stories

Describing Experiences and Telling Stories

Describing personal experiences and telling stories are essential speaking skills that help individuals connect, express emotions, and share cultural and personal knowledge in meaningful ways. In both formal and informal communication settings, the ability to narrate past events effectively enhances interpersonal interactions, builds rapport, and allows speakers to organize ideas in a coherent, engaging manner.

Definition and Purpose

Describing experiences refers to recounting real events from one's life, while **telling stories** may involve fictional or real narratives organized in a structured format. These functions develop fluency, vocabulary, and narrative skills. As McCarthy (1991) notes, storytelling is a key part of conversational discourse and is central to how we structure and remember personal and social experiences.

According to Thornbury and Slade (2006), the act of storytelling in conversation is a *social performance* that involves sharing, entertaining, teaching, or persuading listeners.

Why It Matters in Communication

- Helps build social relationships.
- Encourages the use of past tense and descriptive language.
- Enhances confidence in speaking.
- Develops narrative sequencing skills (beginning, middle, end).
- Engages the audience emotionally and cognitively.

Key Language Features

1. Verb Tenses:

- *Simple past* for completed actions.
- *Past continuous* to describe background actions.
- *Present perfect* for life experiences.

2. Time Expressions:

- “Last year,” “When I was a child,” “A few weeks ago,” “Once upon a time...”

3. Sequencing Words:

- “First,” “Then,” “After that,” “Suddenly,” “Finally,” “In the end...”

4. Descriptive Language:

- Use of adjectives and adverbs to add detail.
- “It was a beautiful sunny day,” “She walked nervously,” etc.

5. Emotional Language:

- Expressions like “I was so excited,” “It scared me,” “I’ll never forget that day...”

Structure of a Personal Story

1. **Introduction:** Set the scene (time, place, people involved).
2. **Event Development:** Explain what happened step-by-step.
3. **Climax:** The most intense or emotional part of the experience.
4. **Resolution:** What happened afterward.
5. **Reflection:** What was learned or how it felt.

Examples

Describing an Experience:

"Last summer, I traveled to Bali with my family. We stayed in a small villa near the beach. Every morning, we watched the sunrise while eating breakfast. One day, we took a boat trip and saw dolphins. It was one of the best trips of my life!"

Telling a Personal Story:

"When I was in high school, I once got lost in a forest during a camping trip. It was raining heavily, and I couldn't find my group. I tried to stay calm and followed a trail until I reached a small cabin. Luckily, the park ranger found me there. That day taught me to always stay prepared."

Classroom Activities

1. **Story Circles:** Students sit in a circle and take turns adding a sentence to a story.
2. **Photo Prompts:** Use a picture to inspire a personal story.
3. **Two Truths and a Lie:** Each student tells two true experiences and one false one; classmates guess which is the lie.
4. **Experience Interviews:** Pair students to interview each other about a life experience and report to the class.
5. **Timeline Narratives:** Students draw a timeline of a past event and describe each point in sequence.

Tips for Learners

- Focus on clarity over complexity—don't worry about telling a "perfect" story.
- Use pauses and intonation to create drama and interest.
- Practice using past tenses accurately.
- Plan your story: jot down key points before speaking.
- Practice storytelling in front of a mirror or with a friend to build confidence.

Useful Phrases

Function	Examples
Starting a story	"Let me tell you about a time when..." / "This happened a few years ago..."
Adding detail	"The weather was..." / "There were so many people..."
Building suspense	"Suddenly..." / "Out of nowhere..."
Showing emotions	"I felt so relieved/scared/excited..."
Ending	"In the end..." / "I'll never forget that day."

References

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