

Contexts for Speaking and listening Entry 1 Literacy

Some possible contexts for teaching

Listen and respond SLIr/E1.1

Some possible contexts to use for teaching

- Listen for gist in short dialogues from everyday situations, which could be recordings, or live role plays set up by the teacher and learners. E.g. someone asking for travel information, or about a product in a shop, or a local service in a library, sports centre or study centre.
- Focus the listeners on the non-verbal communication that takes place in face-to-face dialogues by asking them to identify eye contact, body language, and facial expressions.

Whatever the context, consider:

- How interesting and relevant this will be for the particular learners.
- How you will prepare learners for listening to these situations.
- What instructions you will give them before they listen.
- How you can relate it to real-life listening outside the class.
- How many times they will listen and whether there will be opportunities to ask for clarification.

Listen and respond SLIr/E1.2

Some possible contexts to use for teaching

- Listen for information in everyday situations, e.g. to someone providing travel information, or information about a product in a shop, a local service in a library, a sports centre, or a study centre, and follow it up with a response.
- Listen for information in a situation where a teacher and classmates are talking about themselves, and follow it up with a response.
- Listen to a friend, workmate or classmate telling a story about something that happened to them, and follow it up with a response.
- Listen for information about a course from a teacher or someone giving advice and guidance.
- Listen to travel information, e.g. in a bus station, train station, or airport.

Whatever the context, consider:

- How interesting and relevant this will be for the particular learners.
- How you will prepare learners for listening to these situations.
- What instructions you will give them before they listen.
- How you can relate it to real-life listening outside the class.
- How many times they will listen and whether there will be opportunities to ask for clarification.

Listen and respond SLIr/E1.3

Some possible contexts to use for teaching

- Listen to someone giving directions to a place in the local area and check back.
- Listen to someone giving directions within a building, e.g. to a specific department in a hospital, and check back.
- Listen to a demonstration of someone explaining how to switch on a computer.
- Listen to a demonstration of someone explaining how to find a particular page on the local council's website.

Whatever the context, consider:

- How the activity relates to the learners' lives outside the class.
- How you will prepare learners for listening to these directions or instructions.
- What instructions you will give them before they listen.
- Whether learners need support to read maps and plans, if you want to use them while working on directions. (See also numeracy MSS2/E1.2 follow directions using everyday positional language.)
- What opportunities they will have to talk about the text and the topic in general.
- How many times they will listen and whether there will be opportunities to ask for clarification.

Listen and respond SLIr/E1.4

Some possible contexts to use for teaching

- Listen and respond in the learning environment to classmates asking for personal information, e.g. learners asking how to spell each others' names.
- Listen and respond to personal introductions within role-play situations in the classroom, e.g. being introduced to a new member of staff at work, being introduced to their son's new girlfriend.

Whatever the context, consider:

- How you will link the listening with learning relevant to the learners' needs and aspirations.
- How the situation relates to the learners' lives outside the class.
- Whether they will listen to a number of examples or only one.

Listen and respond SLIr/E1.5

Some possible contexts to use for teaching

- Listen to classmates talking about television programmes and films.
- Listen to people talking about their friends and families.
- Watch some short video or DVD clips (from dramas, documentaries or soaps) where a person expresses feelings or opinions. Discuss what feelings or opinions are conveyed and how, i.e. by language, gesture, or facial expression.

Whatever the context, consider:

- How the spoken topic relates to the learners' lives outside the class.
- How you will draw on their experience of the topic or of the situation.
- What instructions you will give them before they listen.
- What opportunities they will have to talk about the topic in general.
- How you will link the listening with work on speaking.

Listen and respond SLIr/E1.6

Some possible contexts to use for teaching

- In pairs learners role play a situation where questions are asked, e.g. answer questions from a friend about a holiday, answer questions when booking into a hotel.
- Listen to a recording of questions with different structures and intonations, e.g. *where, why, when, who, what* questions, as well as *have you, did you, are you, will you, so you will/won't/might/can't*. Ask learners to identify some patterns and see which invite open responses and which invite closed responses. Review which are more likely to occur in certain situations.

Whatever the context, consider:

- How the situation relates to the learners' lives outside the class.
- Whether they will listen to a number of examples or only one.
- How you will link the listening with work on speaking.

Speak to communicate SLc/E1.1

Some possible contexts to use for teaching

- Set up some role-play situations, e.g. in pairs, learners provide personal details when buying a product or service; in pairs, learners ask each other for directions to a place in the local area, using a polite tone to encourage a positive response; in pairs, learners make an appointment (with a doctor, dentist or solicitor) using intonation to indicate politeness.
- Learners talk about their skills, distinguishing clearly between what they can and cannot do.
- Learners make a request in a learning situation, e.g. in the classroom context, using intonation to indicate politeness.

Whatever the context, consider:

- How you will introduce some principles for effective one-to-one communication.
- How you will draw on the learners' life experience.
- How your chosen topic relates to its use outside the learning environment.

Speak to communicate SLc/E1.2

Some possible contexts to use for teaching

- In pairs, applying *dos and don'ts*, learners experiment with making the same request in different ways, distinguishing requests from commands and using appropriate politeness terms, e.g. asking a classmate to lend a pen or open the window.
- Set up role play situations in pairs or groups of three where learners
 - order food and drink in a café
 - ask to leave early or have time off work for personal reasons

Whatever the context, consider:

- How you will introduce some principles for effective communication.
- How you will draw on the learners' life experience.
- How your chosen topic relates to its use outside the learning environment.

Speak to communicate SLc/E1.3

Some possible contexts to use for teaching

- Set up role play situations in pairs where learners:
 - ask for travel information, e.g. in a bus or train station
 - ask for directions to a place in the local area
 - ask for clarification in any of the above situations, e.g. for someone to repeat what they have said or speak more slowly.

Whatever the context, consider:

- How you will introduce some principles for effective one-to-one communication.
- How you will draw on the learners' life experience.
- How your chosen topic relates to its use outside the learning environment.

Speak to communicate SLc/E1.4

Some possible contexts to use for teaching

- In pairs, learners make and record statements about themselves, e.g. where they live, where they were born, their family, current or previous work/education training. These recordings can be made and used for self-analysis of speaking skills. This can allow learners to decide where they wish to develop, e.g. pace, variety of vocabulary, intonation and clarity of expression.
- In pairs, learners experiment with making statements of fact in different contexts, e.g. tell a work colleague that they forgot to put some valuable equipment away, tell an acquaintance about an important event they missed.

Whatever the context, consider:

- How you will draw on the learners' life experience.
- How your chosen topic relates to its use outside class.
- How you will prepare your learners to record themselves.
- That some learners will be very hesitant about recording themselves and sensitivity may be required both from the teacher and from other learners.
- How learners may initially require privacy when listening back to themselves.

Engage in discussion SLd/E1.1

Some possible contexts for teaching

Set up some role play situations where learners can:

- Introduce a friend to their neighbour.
- Offer a friend a drink in a social situation.
- Greet and say goodbye to colleagues.
- Decline an offer of a particular item of food or drink in a social situation, and explain that they don't eat or drink it.
- Introduce themselves to their child's teacher.
- Talk to a doctor, giving personal information and describing a problem.
- Talk to friends about food they like.
- Talk to friends about their views of the local area, and what they like and don't like about it.

Whatever the context, consider:

- Whether the contexts relate to the learners' real life situations.
- That learners will need space to control the topic, letting it range fairly freely in social conversation.
- That learners will need to consider the way more formal interactions are structured.