

UNIT – X

Oral Communication Plan

10.0 Introduction

In unit 9 we have discussed important aspect of a composition lesson. In this unit we will discuss how a prose lesson can lend itself to a speech / oral communication lesson. This unit also deals with the why of oral-communication plan, steps involved in its planning, model lesson plan, preparation and presentation of the lesson by the trainees, reflective questions, etc.

10.1 Why Oral Communication Plan?

We all know that a teacher should have good communication skills. If you do not have good communication skills you cannot perform well in the classroom. A teacher can be judged by his communication skills. You are aware of the fact that mere knowledge of some grammatical patterns alone will not enable you to communicate. You need not only language patterns but also language functions. We can plan an oral communication lesson for teaching language functions.

10.2 Steps Involved in the Plan

An oral-communication lesson has four stages, namely, Pre-task, main task, follow up task and Home task.

(i) *Pre-task*

In the pre-task we could revise some useful patterns and expressions which will be helpful for doing the task. For example,

this lesson can lend itself to a speech lesson, for using language function, namely, collecting information. For such a language function, use of the simple present will be useful. The main technique that could be used here is questioning.

(ii) *Main Task*

The second stage in this type of lesson is the main task. For the main task you could include pair work, where A will collect information regarding B's routine activities and B will collect information regarding A's routine activities.

(iii) *Follow up Task*

The next stage is Follow-up task and in this stage we could include activities like Role play. Students could play different roles and collect information.

(iv) *Home Work*

Fourth and the last stage is the Home Task stage where you could give them some assignment to be done at home, namely, complete the incomplete dialogue.

10.3 Model of Oral-Communication Lesson Plan

Basic skills / Type of Lesson

Aural – oral / Oral Communication

Topic : Collecting information – Lesson 3 – Onam

Previous knowledge Assumed

They are familiar with some basic English patterns

They are familiar with some vocabulary and language functions.

❖ **Overall Aims**

To enable them to develop their aural-oral skills.

To enable them to understand and use various language function.

❖ **Specific Aims**

To enable them to understand the use of the language function, collecting information and use it in various communication situation.

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
<u>Stage 1 : Pre-task</u>			
➤ To enable them to revise some patterns and expressions.	➤ They will listen to the teacher. ➤ They will answer his questions.	➤ What is your name? ➤ Who is your friend? ➤ Do you like him? ➤ Do you ask him anything? ➤ Do you know the expressions good morning, excuse me, sorry, etc.	Questioning Pair work
<u>Stage 2 : Main-Task</u>			
➤ To enable the pupils to work in pair and collect information from the partner.	➤ They will listen to the teacher. ➤ They will work in pairs. ➤ They will collect information	A : ➤ What is your name? ➤ When do you get up? ➤ What do you do in the morning? B : ➤ What is your name? ➤ Where do you live? ➤ When do you get up?	Pair work

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
Stage 3 : Follow Up			
To enable the learners to gather more information by conducting interview.	➤ They will play different roles like Amitabachen, Sharukhan, etc.	Interview – Amitabachan · I – A ➤ Do you like your profession? ➤ In how many films did you act?	Pair work
Stage 4 : Home Work			
➤ To enable the pupils to do some independent written work at home.	➤ They will do the task at home.	➤ You could interview people in your locality and submit a brief report.	Assignment

10.4 Preparation and Presentation

You have got adequate exposure to the various aspects of an oral-communication lesson plan. This exposure will facilitate you to plan and give an oral-communication lesson. As you know oral-communication lesson has four stages. The first stage is pre-task. For purposes of planning and presenting this type of lesson you could chose a topic based on lesson 3 – Onam, Class IX. The topic for the lesson is collecting information. In the first stage, namely, pre-task, you could revise the simple present and some language functions, namely, excuse me, thanks, will you please, it's alright, etc. Such expressions could be used when they do the main task.

(ii) *Main Task*

The second stage is the Main Task stage. In this stage you could divide the class into pairs and members of each pair can be given names, like, A, B, C, D, etc. Then you could ask them to work in pairs and collect information about each other's routine activities. After the completion of the task, members of each pair could present the information collected about their partners. Now you could move on to the third stage, namely, the Follow up Task.

(iii) *Follow up Task*

In this stage pupils could be asked to do role play. Each one could play the roles of difficult personalities and conduct interview. One could be a press reporter and another could be an Actor. Press reporter could interview the Actor. Similar roles can be played in the class.

(iv) *Home Task*

Finally you could give the class home task. The home task could be identifying important personalities in every locality where the students live. Then they can be asked to interview such people and prepare reports.

10.5 Reflective Questions

By this time you are familiar with the steps of an oral communication plan, the model lesson plan and the preparation and presentation of such a plan. After the completion of the actual presentation you could sit down quietly and reflect on the lesson given. You could ask a number of questions of yourself. You could ask a friend of yours to observe your lesson.

- 1) What did I set out to teach?
- 2) Did I choose the appropriate language function?
- 3) Did something amusing happen in my class?
- 4) Did I motivate my class well?
- 5) Did the pupils do the task independently?
- 6) Were they interested in doing the task?
- 7) Was my speech correct?
- 8) Did I use correct intonation?
- 9) Was my follow up task relevant?
- 10) Did my students understand my instruction well?
- 11) Had they any problem in communicating?
- 12) Were some students dominating?
- 13) Were the students enthusiastic?
- 14) Was the task interesting?
- 15) Had they problem in preparing the follow up task?

10.6 Afterthoughts

As a result of reflection over what happen in the class some afterthoughts may follow as below. Time was a problem. I should have planned my lesson in such a way that I would be able to complete it within the stipulated time. I should have given the learners more help so that they could do the task with ease. My continuous use of English was a problems for my students. I should have used some Gujarati words for giving instructions. I should have paid more attention to individual problems.

10.7 Conclusion

In this unit we discussed an Oral Communication lesson. You must have become familiar with this type of plan and as a result, now you are in a position to plan and give the lesson in the classroom with confidence. You have also learnt how to reflect on an Oral Communication lesson. In the next unit we will discuss a poetry lesson.