الجمهوريـــة الجزائريـــة الديمقراطيـــة الشعبيـــة
People's Democratic Republic of Algeria
وزارة التعليـــــم العالـــي و البحـــث العلـــمي
Ministry of Higher Education and Scientific Research

Ammar Telidji University of Laghouat
Faculty of Lettres & Languages
Department of : English

جامعة عمار ثليجي بالأغواط
كلية الآداب و اللغات
قسم : الإنجليزية

عنوان المطبوعة

Comprehension and Oral Expression Handout

المقياس :

التخصص: **English**

المستوى: **2nd Year LMD**

اسم و لقب المؤلف

شرفاوي سامية

السنة الجامعية

2026-2025

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GENERAL COURSE INFORMATION

- **Course Title:** Comprehension and Oral Expression
- **Teaching Unit:** Fundamental Module (LMD Curriculum)
- **Semester:** 03 & 04
- **Target Audience:** Second-Year LMD Students (English Studies)
- **Credits:** 04
- **Coefficient:** 02
- **Teaching Load:** 45 hours (15 weeks)
- **Session Frequency:** 1 session per week
- **Delivery Mode:** TD (Tutorial-based interactive sessions)
- **Assessment Mode:** Continuous assessment (formative and summative components)
- **Assessment Components:**
    - In-class oral and listening tasks
    - Individual speaking assignments
    - Participation in interaction activities
    - Continuous performance evaluation
- **Academic Year:** 2025–2026

1. COURSE DESCRIPTION

This module is designed to develop advanced competence in listening comprehension and oral expression in English within academic and real-world contexts. It moves beyond basic language use to focus on interpreting spoken discourse, analyzing meaning in real time, and producing structured oral communication.

In contemporary communication, listening is not a passive activity but an interpretive cognitive process involving inference, contextual understanding, and recognition of speaker intention. Similarly, speaking is not limited to sentence production but involves interaction, negotiation of meaning, and coherent discourse organization.

The course therefore integrates both receptive and productive skills through authentic listening materials and guided speaking tasks. These tasks simulate real communicative situations such as interviews, debates, academic presentations, storytelling, and media discourse.

2. GENERAL COURSE OBJECTIVES

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

- Develop advanced listening comprehension across diverse spoken genres
- Understand spoken English in academic, professional, and media contexts
- Improve oral fluency and communicative accuracy
- Recognize different English accents and speech patterns
- Produce coherent and structured spoken discourse
- Participate effectively in interactional and argumentative communication
- Develop critical awareness of spoken communication strategies

3. LEARNING OUTCOMES

By the end of the course, students will be able to:

- Interpret spoken English in both formal and informal contexts
- Identify main ideas, details, and implied meanings in spoken discourse
- Analyze speaker intention, tone, and pragmatic meaning
- Engage in structured oral communication (opinions, debates, presentations)
- Use appropriate discourse markers and cohesive devices in speech
- Recognize phonological variation (accent, stress, intonation, connected speech)
- Demonstrate interactional competence in real-time communication

4. PREREQUISITES

Students are expected to have:

- Intermediate to upper-intermediate English proficiency
- Ability to understand and summarize spoken and written texts
- Basic oral communication skills
- Foundational grammatical and lexical competence

5. STRUCTURE OF THE BOOK

This textbook is organized into two integrated developmental axes:

AXIS 1: LISTENING COMPREHENSION DEVELOPMENT

This axis focuses on developing the ability to understand spoken English in academic and real-life contexts.

Skills targeted:

- global listening
- selective listening

- inferential comprehension
- discourse recognition
- contextual interpretation

AXIS 2: ORAL EXPRESSION DEVELOPMENT

This axis focuses on producing structured, fluent, and meaningful spoken discourse.

Skills targeted:

- structured speaking
- interactional communication
- argumentation and debate
- academic presentation skills
- discourse organization

6. PEDAGOGICAL APPROACH

This handout adopts:

- Communicative Language Teaching (CLT)
- Task-Based Language Learning (TBLT)
- Interaction-centered methodology
- Student-centered learning approach

Learning is achieved through:

- meaningful communication tasks
- guided interaction
- structured speaking practice
- reflective listening activities

7. ASSESSMENT APPROACH

Students are evaluated through:

- Listening comprehension tests
- Oral presentations
- Debate and interaction tasks
- Continuous speaking performance assessment
- Participation in classroom activities

8. EXPECTED LEARNING OUTCOMES

By the end of the module, students will be able to:

- Understand spoken English in academic and real-life contexts
- Communicate orally with fluency and clarity
- Participate in structured interaction (debates, interviews, discussions)
- Recognize accent and pronunciation variation
- Produce coherent spoken discourse in different genres

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Introduction

Welcome to this handout which is designed for second-year LMD students of English. This is not a traditional language manual focused on mechanical listening or sentence-level speaking. It is a structured academic training tool aimed at developing advanced competence in listening comprehension and oral expression as integrated communicative skills.

In contemporary communication, understanding spoken English goes far beyond recognizing vocabulary or grammatical structures. It involves interpreting meaning in real time, processing different accents and speech patterns, and analyzing how speakers construct discourse, express attitudes, and interact within specific contexts. Listening is therefore an active cognitive process requiring inference, prediction, and contextual interpretation.

Similarly, speaking is not the simple production of sentences. It is a dynamic process of interaction, negotiation of meaning, and structured discourse construction. Learners are expected to organize ideas coherently, respond appropriately in interactional settings, and adapt language to different communicative situations.

Throughout this book, students will engage with authentic and semi-authentic spoken materials drawn from real-life contexts such as interviews, news reports, academic lectures, debates, storytelling, and media discourse. Each lesson is designed to develop specific listening and speaking competencies, including global comprehension, selective listening, discourse interpretation, fluency development, and interactional competence.

This book also emphasizes the relationship between comprehension and production. Students are encouraged not only to understand spoken input but also to respond, reformulate, summarize, and participate actively in spoken interaction. The ultimate objective is to develop learners who can operate effectively in both academic and real-world communicative environments.

By the end of the course, students will not only achieve improved fluency and comprehension but will also develop the ability to analyze spoken discourse critically, recognize communicative strategies, and express themselves with clarity and confidence.

This learning process requires active participation, analytical thinking, and continuous practice. Each unit invites learners to engage with spoken language as a system of meaning-making rather than as isolated linguistic forms.

LESSON1: LISTENING COMPREHENSION DEVELOPMENT

Lesson 1: Understanding Spoken Discourse

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main idea in spoken discourse
- Recognize speaker intention (inform, explain, persuade)
- Understand tone, stress, and contextual meaning
- Develop global listening comprehension strategies

2. Introduction

Spoken discourse is dynamic and interactive. Unlike written texts, spoken language is produced in real time and often includes hesitations, repetition, tone variation, and incomplete structures.

According to Crystal (2003), spoken English is highly dependent on context and prosody (stress, rhythm, and intonation), which means meaning is not only carried by words but also by how they are spoken.

Understanding spoken discourse therefore requires learners to move beyond word recognition and focus on meaning construction in context.

3. Listening Script (Audio Text)

"In today's fast-changing world, communication is no longer limited to face-to-face interaction. People now listen to online lectures, podcasts, and news reports every day. To understand spoken English effectively, listeners must focus on meaning, tone, and key ideas rather than every single word."

4. Key Concepts

- **Main idea:** central message of spoken text
- **Speaker intention:** purpose of communication
- **Tone:** speaker's attitude
- **Global listening:** understanding overall meaning

5. Classroom Tasks

Task 1: Global Understanding

Answer the following:

1. What is the main idea of the text?
2. What are three types of spoken media mentioned?
3. What should listeners focus on?

Task 2: Speaker Intention

1. Is the speaker informing, persuading, or criticizing?
2. Justify your answer in one sentence.

Task 3: Detail Identification

List two elements important for understanding spoken English.

6. Model Answers

Task 1

1. Communication and listening comprehension in modern life
2. Lectures, podcasts, news reports
3. Meaning, tone, key ideas

Task 2

1. Informing

2. The speaker explains how listening works in modern communication

Task 3

- Tone
- Key ideas / context

7. Teacher Notes

Common difficulty:

- Students focus on every word instead of global meaning

  Solution:
- Train skimming listening strategies

8. References

- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Rost, M. (2011). *Teaching and Researching Listening*. Routledge.

LESSON 2: LISTENING TO NEWS REPORTS

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify key information in news reports
- Distinguish between main ideas and supporting details
- Understand factual spoken discourse
- Extract specific information from short audio texts
- Recognize the structure of news reporting

2. Introduction

News reports are one of the most common forms of spoken English in everyday life. They are designed to deliver **clear, factual, and structured information** about current events.

According to Thornbury (2005), news discourse is characterized by clarity, brevity, and informational density. Unlike conversational speech, news reports follow a structured pattern where the most important information is presented first.

Understanding news reports requires learners to focus on:

- Key facts (who, what, where, when, why)
- Reduced attention to non-essential details
- Recognition of formal spoken register

3. Listening Script (Audio Text)

"Good evening. Heavy rainfall has been reported in the northern region of the country. Local authorities have issued a warning asking citizens to avoid unnecessary travel during the evening hours. Emergency services are on high alert to respond to possible flooding situations."

4. Key Concepts

- **Factual information:** objective and verifiable data
- **News structure:** headline → key facts → details
- **Emergency warning language:** used in urgent situations
- **Listening for detail:** identifying specific information

5. Classroom Tasks

Task 1: Global Understanding

Answer the following questions:

1. What is the main topic of the news report?
2. Where is the event taking place?
3. What type of weather is mentioned?

Task 2: Information Extraction

Complete the table:

Element	**Information**
Event	?
Location	?
Advice given	?

Task 3: True / False

1. The weather is sunny.
2. Authorities issued a warning.

3. People are advised to travel more.
4. Emergency services are active.

Task 4: Listening Interpretation

Answer in 3–4 lines:

- Why is this report important for citizens?

6. Model Answers

Task 1

1. Heavy rainfall and warning
2. Northern region
3. Heavy rainfall / flooding risk

Task 2

Element	**Information**
Event	Heavy rainfall
Location	Northern region
Advice given	Avoid unnecessary travel

Task 3

1. False
2. True
3. False
4. True

Task 4 (Model Answer)

The report is important because it warns citizens about heavy rainfall and possible flooding. It helps people take precautions and avoid dangerous travel. It also informs the public about emergency readiness.

7. Teacher Notes

Common difficulty:

- Students miss key facts due to focus on every word

Strategy:

- Train selective listening (WHO / WHERE / WHAT technique)

8. References

- Thornbury, S. (2005). *How to Teach Speaking*. Pearson.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.

Lesson 3: Listening to Interviews

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify speaker roles in an interview (interviewer / interviewee)
- Extract specific information from spoken interaction
- Understand question–answer structure in real communication
- Recognize intention and attitude in spoken dialogue
- Develop selective listening skills in interactive discourse

2. Introduction

Interviews are structured spoken interactions where one person asks questions and another provides answers. They are widely used in media, education, and professional contexts.

According to Goffman (1981), interviews are "institutional interactions" where roles are predefined and speech is guided by social structure. This means speakers do not interact freely; instead, they follow a controlled question–answer format.

In listening comprehension, interviews help learners develop:

- turn-based listening skills
- attention to detail
- understanding of spoken coherence
- recognition of speaker intention

3. Listening Script (Audio Text)

Interviewer: "What inspired you to become a teacher?"

Guest: "I believe education is the most powerful tool to change society. My own teachers inspired me to follow this path."

Interviewer: “What challenges do you face in your job?”

Guest: “The main challenge is managing different student needs, but it is also the most rewarding part of my work.”

4. Key Concepts

- **Turn-taking:** alternation between speakers
- **Interview structure:** question → response pattern
- **Speaker intention:** interviewer seeks information
- **Coherence:** logical flow of answers
- **Attitude markers:** expressions of opinion or feeling

5. Classroom Tasks

Task 1: Global Understanding

Answer the questions:

1. What is the topic of the interview?
2. Who is being interviewed?
3. What profession is discussed?

Task 2: Speaker Identification

Who says what?

1. “What inspired you to become a teacher?” → _____
2. “Education is the most powerful tool.” → _____
3. “What challenges do you face?” → _____

Task 3: Information Extraction

Complete the table:

Question	**Answer**
Inspiration for career	?
Main challenge	?
Reward of job	?

Task 4: Listening Interpretation

Answer in 4–5 lines:

- What values does the guest associate with teaching?

6. Model Answers

Task 1

1. Teaching and motivation
2. A teacher / educator
3. Education and teaching profession

Task 2

1. Interviewer
2. Guest / interviewee
3. Interviewer

Task 3

Question	**Answer**
Inspiration for career	Teachers and education system
Main challenge	Managing different student needs
Reward of job	Helping students and impact on society

Task 4 (Model Answer)

The guest associates teaching with social impact, inspiration, and personal fulfillment. Education is seen as a powerful tool for change. Despite challenges, the profession is considered meaningful and rewarding.

7. Teacher Notes

Common difficulty:

- Students confuse interviewer and interviewee roles

Strategy:

- Train role labeling before listening
- Use pause-and-predict method during audio

8. References

- Goffman, E. (1981). *Forms of Talk*. University of Pennsylvania Press.
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.

LESSON 4: ACADEMIC LISTENING (LECTURES & EXPLANATIONS)

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify main ideas and supporting details in academic spoken discourse
- Recognize lecture structure (introduction, development, conclusion)
- Distinguish between claims, explanations, and examples
- Take basic structured notes from spoken input
- Understand formal academic spoken language

2. Introduction

Academic listening refers to understanding structured spoken input such as lectures, seminars, and presentations. Unlike casual conversation, academic speech is organized, information-heavy, and often includes complex vocabulary.

According to Flowerdew (1994), academic listening requires learners to process information at multiple levels: understanding content, recognizing structure, and interpreting speaker intention.

Students often face difficulty because academic speech:

- is dense with information
- includes abstract concepts
- contains long sentences
- uses formal vocabulary

Developing academic listening skills is essential for success in university learning environments.

3. Listening Script (Lecture Extract)

"Today we will discuss the impact of technology on education. Technology has changed how students learn by providing access to online resources, digital platforms, and interactive tools. However, research also shows that excessive use of technology may reduce attention span.

Therefore, educators must balance digital learning with traditional teaching methods to ensure effective education."

4. Key Concepts

- **Lecture structure:** introduction → explanation → conclusion
- **Main idea:** central argument of the lecture
- **Supporting details:** examples and explanations
- **Academic tone:** formal and objective language
- **Signposting language:** "today we will…", "however…", "therefore…"

5. Classroom Tasks

Task 1: Global Understanding

Answer:

1. What is the main topic of the lecture?
2. What are two advantages of technology?
3. What is one disadvantage mentioned?

Task 2: Structure Identification

Identify parts of the lecture:

Part	**Sentence**
Introduction	?
Development	?
Conclusion	?

Task 3: Note-Taking Task

Complete the notes:

- Topic: _____
- Positive effect: _____
- Negative effect: _____
- Recommendation: _____

Task 4: Critical Listening

Answer in 4–5 lines:

- What is the lecturer's final recommendation? Do you agree?

6. Model Answers

Task 1

1. Technology in education
2. Access to resources, interactive tools
3. Reduced attention span

Task 2

Part	**Sentence**
Introduction	Today we will discuss the impact of technology on education.
Development	Technology has changed how students learn…
Conclusion	Therefore, educators must balance digital learning…

Task 3

- Topic: Technology in education
- Positive effect: Access to online resources
- Negative effect: Reduced attention span
- Recommendation: Balance digital and traditional teaching

Task 4 (Model Answer)

The lecturer recommends balancing technology with traditional teaching methods. This ensures that students benefit from digital tools without losing focus. I agree because technology is useful but should not replace direct learning.

7. Teacher Notes

Common difficulties:

- Students focus on vocabulary instead of structure
- Difficulty identifying transitions ("however", "therefore")

Teaching strategy:

- Train students to listen for **signposting words**

- Use pause-and-map lecture structure technique

8. References

- Flowerdew, J. (1994). *Academic Listening*. Cambridge University Press.
- Lynch, T. (2004). *Study Listening*. Cambridge University Press.
- Rost, M. (2011). *Teaching and Researching Listening*. Routledge.

Lesson 5: Listening to Short Stories

1. Learning Objectives

By the end of this lesson, students will be able to:

- Understand narrative structure in spoken texts
- Identify main events and sequence of actions
- Recognize implicit meaning in stories
- Distinguish between explicit and implied information
- Develop inferential listening skills

2. Introduction

Short stories in listening practice help learners understand how meaning is constructed over time. Unlike news or academic texts, narratives involve characters, events, problems, and resolutions.

According to Labov (1972), narratives typically follow a structure composed of:

- Orientation (setting and characters)
- Complication (problem)
- Resolution (solution)
- Evaluation (lesson or meaning)

Understanding this structure helps learners predict meaning and follow spoken discourse more effectively.

3. Listening Script (Short Story)

"Sarah left home early in the morning to take her final exam. On the way, she noticed that the bus was delayed due to traffic. Worried about being late, she decided to walk quickly to university. Despite arriving tired, she reached the exam room just in time and successfully completed her test."

4. Key Concepts

- **Narrative structure:** sequence of events in a story
- **Complication:** problem in the story
- **Resolution:** how the problem is solved
- **Inference:** meaning not directly stated
- **Chronology:** order of events

5. Classroom Tasks

Task 1: Global Understanding

Answer:

1. Who is the main character?
2. What is the main problem?
3. What is the final outcome?

Task 2: Sequencing Events

Put in correct order:

a. Sarah walked to university

b. Bus was delayed

c. Sarah left home

d. Sarah took the exam

Task 3: True / False

1. Sarah missed her exam.
2. The bus was on time.
3. She decided to walk.
4. She completed her exam.

Task 4: Inference Question

Answer in 4–5 lines:

- What lesson can be learned from the story?

6. Model Answers

Task 1

1. Sarah
2. Bus delay / fear of being late
3. She arrived on time and passed exam

Task 2

Correct order:

c → b → a → d

Task 3

1. False
2. False
3. True
4. True

Task 4 (Model Answer)

The story teaches that determination and quick decision-making can help overcome unexpected problems. Even when faced with difficulties, Sarah adapted and succeeded. It also highlights the importance of not giving up under pressure.

7. Teacher Notes

Common difficulty:

- Students focus only on isolated sentences instead of narrative flow

Teaching strategy:

- Use "story mapping" (beginning → problem → solution → ending)
- Encourage prediction before listening

8. References

- Labov, W. (1972). *Language in the Inner City*. University of Pennsylvania Press.
- Rost, M. (2011). *Teaching and Researching Listening*. Routledge.
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.

Lesson 6: British vs American English (Pronunciation & Vocabulary Differences)

1. Learning Objectives

By the end of this lesson, students will be able to:

- Distinguish between British and American English pronunciation
- Identify key vocabulary differences between both varieties
- Recognize rhotic and non-rhotic accents
- Improve listening discrimination skills
- Understand how accent affects meaning and comprehension

2. Introduction

English is a global language with multiple standard varieties. The two most influential are **British English (BrE)** and **American English (AmE)**.

Although they share the same grammar system, they differ in:

- pronunciation
- vocabulary
- rhythm and intonation

According to Crystal (2003), exposure to different English varieties is essential for global comprehension because learners are increasingly exposed to mixed accents in media, education, and professional contexts.

Understanding these differences improves listening comprehension and prevents misunderstanding in real communication.

3. Listening Input (Audio Script)

"In British English, the word 'water' is pronounced without a strong 'r' sound at the end. In American English, however, the 'r' is clearly pronounced. Similarly, British speakers say 'lorry' while American speakers say 'truck'. These differences do not affect meaning but can affect listening comprehension for learners."

4. Key Concepts

- **Rhotic accent:** pronunciation of "r" at the end of words (American English)
- **Non-rhotic accent:** dropping final "r" (British English)
- **Accent variation:** differences in pronunciation across regions
- **Vocabulary variation:** different words for the same concept
- **Listening discrimination:** ability to distinguish sounds

5. Comparative Table

Feature	British English	American English
Car	/kɑː/	/kɑːr/
Water	/ˈwɔːtə/	/ˈwɔːtər/
Truck	Lorry	truck
Flat	Flat	apartment
Lift	Lift	elevator

6. Classroom Tasks

Task 1: Global Understanding

Answer:

1. What are the two varieties discussed?
2. What is the main difference in pronunciation?
3. Do these differences change meaning?

Task 2: Listening Discrimination

Decide British or American:

1. /ˈwɔːtər/ → _____
2. /ˈwɔːtə/ → _____
3. “truck” → _____
4. “lorry” → _____

Task 3: Vocabulary Matching

Match:

British English	American English
flat	?
lift	?
lorry	?
petrol	?

Options: apartment – elevator – truck – gas

Task 4: Critical Listening

Answer in 4–5 lines:

- Why is it important for learners to understand both accents?

7. Model Answers

Task 1

1. British and American English
2. Pronunciation of "r" sound
3. No, meaning stays the same

Task 2

1. American
2. British
3. American
4. British

Task 3

British English	American English
Flat	Apartment
Lift	Elevator
Lorry	Truck
Petrol	Gas

Task 4 (Model Answer)

It is important because English is spoken globally with different accents. Understanding both British and American pronunciation helps avoid confusion in listening. It also prepares learners for real-life communication in media and international contexts.

8. Teacher Notes

Common difficulty:

- Students expect one "correct" accent

Strategy:

- Emphasize intelligibility over perfection
- Use minimal pair listening exercises

9. References

- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.

LESSON 7: STRESS AND INTONATION IN SPOKEN ENGLISH

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify word stress and sentence stress in spoken English
- Understand how intonation changes meaning
- Recognize rising and falling tone patterns
- Improve listening comprehension through prosodic awareness
- Apply stress and intonation in oral expression

2. Introduction

Stress and intonation are essential components of spoken English. They belong to what linguists call **prosody**, which refers to the rhythm and melody of speech.

According to Roach (2009), meaning in spoken language is not only carried by words but also by how those words are pronounced. A change in stress or intonation can completely change the meaning of a sentence.

For example:

- "I didn't *say* he stole the money." (stress changes meaning depending on word emphasis)

Understanding stress and intonation helps learners:

- avoid misunderstandings
- improve listening comprehension
- sound more natural in speech

3. Listening Input (Audio Script)

“I didn’t say he stole the money.”

Depending on which word is stressed, the meaning changes:

- I didn’t say he stole the money (someone else said it)
- I didn’t say he stole the money (I deny saying it)
- I didn’t say he stole the money (I implied it but did not say it)
- I didn’t say he stole the money (he may have borrowed it)

4. Key Concepts

- **Word stress:** emphasis on a specific word in a sentence
- **Sentence stress:** highlighting important information
- **Rising intonation (↗):** questions, uncertainty
- **Falling intonation (↘):** statements, certainty
- **Prosody:** rhythm and melody of speech

5. Stress Patterns Table

Pattern	**Example**	**Meaning**
Stress on “didn’t”	I **didn’t** say it	Denial of action
Stress on “say”	I didn’t **say** it	Maybe I implied it
Stress on “he”	I didn’t say **he** stole it	Someone else
Stress on “steal”	I didn’t say he **stole** it	Maybe borrowed

6. Classroom Tasks

Task 1: Listening Comprehension

Answer:

1. What changes the meaning of the sentence?
2. What is prosody?
3. Give one example from the script.

Task 2: Stress Identification

Read and identify the stressed word:

1. I didn’t say he stole the money.
2. She only gave him the book.
3. They are going to the cinema.

Task 3: Intonation Practice (Rising / Falling)

Decide the tone:

1. Are you coming?
2. He is a student.
3. What are you doing?
4. I will help you.

Task 4: Interpretation

Answer in 4–5 lines:

- Why is stress important in spoken communication?

7. Model Answers

Task 1

1. Word stress changes meaning
2. Prosody = rhythm and melody of speech
3. Any stress variation from examples

Task 2

1. depends on meaning (didn't / say / he / stole)
2. only / gave / book (possible emphasis)
3. going / cinema

Task 3

1. Rising ↗
2. Falling ↘
3. Rising ↗
4. Falling ↘

Task 4 (Model Answer)

Stress is important because it changes the meaning of sentences in spoken English. Without correct stress, communication can be misunderstood. It also helps speakers emphasize important information and sound more natural.

8. Teacher Notes

Common difficulty:

- Students treat English as flat, word-by-word reading

Strategy:

- Use repetition drills with shifting stress
- Use "same sentence, different meaning" exercises

9. References

- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Cruttenden, A. (2014). *Gimson's Pronunciation of English*. Routledge.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.

LESSON 8: CONNECTED SPEECH IN NATURAL ENGLISH

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify features of connected speech in natural spoken English
- Recognize common reductions and contractions
- Understand linking sounds between words
- Improve listening comprehension of fast speech
- Produce more fluent spoken English using natural patterns

2. Introduction

In natural spoken English, words are rarely pronounced in isolation. Instead, speakers link words together, reduce sounds, and simplify pronunciation to achieve fluency.

According to Celce-Murcia et al. (2010), connected speech is a fundamental feature of fluent communication, allowing speech to sound natural and rhythmical. Learners often struggle with listening because they expect "dictionary pronunciation," which is not how real speech works.

Understanding connected speech helps learners:

- improve listening comprehension of native speakers
- reduce misunderstanding in fast speech
- develop natural pronunciation

3. Listening Input (Audio Script)

"I am going to visit my friend this afternoon."

In natural speech, this becomes:

"I'm gonna visit my friend this afternoon."

Other examples:

- "What are you doing?" → "Whatcha doing?"
- "Do you want to go?" → "D'ya wanna go?"
- "Got to" → "Gotta"

4. Key Concepts

- **Connected speech:** linking words in natural speech
- **Reduction:** shortening sounds (going to → gonna)
- **Assimilation:** sounds change due to neighboring sounds
- **Elision:** omission of sounds in fast speech
- **Linking:** joining final and initial sounds

5. Types of Connected Speech

Feature	**Example**	**Explanation**
Reduction	gonna	going to → reduced form
Contraction	I'm	I am → shortened
Elision	next day → nex day	sound disappears
Linking	go‿on	sounds connected

6. Classroom Tasks

Task 1: Listening Recognition

Answer:

1. What is connected speech?
2. Why do speakers use it?
3. Give one example from the script.

Task 2: Match the Forms

Match standard → spoken form:

Standard English	Connected Speech
going to	?
want to	?
got to	?
do you	?

Options: gotta – d'ya – wanna – gonna

Task 3: True / False

1. Connected speech makes English slower.
2. "Gonna" is formal English.
3. Native speakers use reductions frequently.
4. Connected speech affects listening comprehension.

Task 4: Interpretation

Answer in 4–5 lines:

- Why is connected speech difficult for learners?

7. Model Answers

Task 1

1. Natural linking and reduction of words in speech
2. To speak faster and more naturally
3. "I'm gonna visit my friend…"

Task 2

Standard English	Answer
going to	gonna
want to	wanna
got to	gotta

Standard English	Answer
do you	d’ya

Task 3

1. False
2. False
3. True
4. True

Task 4 (Model Answer)

Connected speech is difficult because learners are usually trained using isolated word pronunciation. In real speech, words are reduced and linked, making them harder to recognize. This creates a gap between classroom English and natural spoken English.

8. Teacher Notes

Common difficulty:

- Students fail to recognize known words in fast speech

Teaching strategy:

- Use slow → normal → fast repetition drills
- Train recognition of reduced forms in listening exercises

9. References

- Celce-Murcia, M. et al. (2010). *Teaching Pronunciation*. Cambridge University Press.
- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.

Lesson 9: Expressing Opinions in Spoken English

1. Learning Objectives

By the end of this lesson, students will be able to:

- Express personal opinions clearly in spoken English
- Structure arguments using opinion + reason + example
- Use linking expressions for coherence
- Participate in short discussions and oral exchanges

- Develop fluency in spontaneous speaking tasks

2. Introduction

Expressing opinions is a central skill in oral communication. In academic and real-life contexts, speakers are often required to give their viewpoint, justify it, and support it with examples.

According to Thornbury (2005), effective speaking is not only about grammatical accuracy but also about the ability to organize ideas and express meaning fluently in real time.

Opinion expression typically follows a simple structure:

- Opinion → Reason → Example → Conclusion

This structure helps speakers sound clear, logical, and confident.

3. Listening / Speaking Model Text

"In my opinion, social media is both useful and risky. I believe it is useful because it allows people to communicate instantly and access information easily. For example, students can use social platforms to learn new skills and share knowledge. However, it can also be harmful if used excessively, leading to distraction and loss of focus."

4. Key Language Expressions

Giving Opinion

- In my opinion…
- I think that…
- I believe that…
- From my point of view…

Giving Reasons

- Because…
- This is due to…
- The reason is that…

Giving Examples

- For example…
- Such as…
- A clear example is…

Concluding

- Therefore…

- So…
- That is why…

5. Classroom Tasks

Task 1: Global Understanding

Answer:

1. What is the main topic?
2. What is the speaker's opinion?
3. Mention one advantage of social media.

Task 2: Structure Identification

Identify parts:

Element	**Sentence**
Opinion	?
Reason	?
Example	?
Conclusion	?

Task 3: True / False

1. The speaker thinks social media is only bad.
2. Social media helps communication.
3. The speaker gives an example.
4. No disadvantages are mentioned.

Task 4: Guided Speaking

Speak or write 6–8 lines on:

"Is technology useful for students?"

You must include:

- 1 opinion phrase
- 1 reason
- 1 example
- 1 conclusion

6. Model Answers

Task 1

1. Social media use
2. It is both useful and risky
3. Communication and learning opportunities

Task 2

Element	Sentence
Opinion	In my opinion, social media is both useful and risky.
Reason	It allows people to communicate instantly.
Example	Students can use platforms to learn skills.
Conclusion	It can also be harmful if overused.

Task 3

1. False
2. True
3. True
4. False

Task 4 (Model Answer)

Technology is very useful for students in modern education. I believe it helps learners access information easily and improve their skills. For example, students can use online platforms to watch lectures and practice exercises. Therefore, technology is an important tool for learning if used properly.

7. Teacher Notes

Common difficulty:

- Students give opinions without justification

Strategy:

- Enforce O-R-E-C structure (Opinion–Reason–Example–Conclusion)
- Use pair work speaking drills

8. References

- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford University Press.

Lesson 10: Debate Skills in Spoken English

1. Learning Objectives

By the end of this lesson, students will be able to:

- Present arguments for and against a given topic
- Use appropriate discourse markers in debate situations
- Take turns effectively in structured oral interaction
- Support ideas with reasons and examples
- Develop fluency and confidence in argumentative speaking

2. Introduction

Debating is a structured form of spoken interaction where two or more speakers present opposing viewpoints. It is widely used in academic settings to develop critical thinking, reasoning, and oral fluency.

According to Walton (2008), argumentative discourse requires clarity of claims, relevance of evidence, and logical organization. In spoken debates, speakers must also manage turn-taking and respond to opposing views in real time.

A typical debate structure includes:

- Opening statement
- Arguments for and against
- Rebuttal
- Conclusion

3. Listening / Debate Model Text

Topic: Should social media be banned for students?

Speaker A:

“I believe social media should not be banned for students. It helps them communicate, learn, and access educational content. For example, many students use online groups to share study materials.”

Speaker B:

“I disagree. Social media is a major distraction. Students spend too much time on entertainment instead of studying, which negatively affects their performance.”

4. Useful Debate Expressions

Giving Opinion

- I strongly believe that…
- In my view…
- I disagree with this idea because…

Adding Arguments

- Firstly…
- Moreover…
- Another point is that…

Rebuttal (Responding)

- However…
- I do not agree because…
- This argument is not valid because…

Concluding

- To conclude…
- In summary…
- Therefore…

5. Classroom Tasks

Task 1: Global Understanding

Answer:

1. What is the topic of the debate?
2. What is Speaker A’s opinion?
3. What is Speaker B’s opinion?

Task 2: Identify Arguments

Complete the table:

Speaker	Argument
A	?
B	?

Task 3: True / False

1. Both speakers agree on the topic.
2. Speaker A supports social media use.
3. Speaker B sees social media as a distraction.
4. Debate requires only one opinion.

Task 4: Rebuttal Practice

Rewrite the response:

Statement: "Social media helps students learn."

Write a disagreement using:

- "However…"
- One reason
- One example

Task 5: Guided Debate Writing

Write 6–8 lines on:

"Should students use smartphones in class?"

You must include:

- 1 argument for
- 1 argument against
- 1 personal conclusion

6. Model Answers

Task 1

1. Social media and students
2. It should not be banned
3. It is harmful and distracting

Task 2

Speaker	Argument
A	Social media helps communication and learning
B	Social media is distracting and harmful to study performance

Task 3

1. False
2. True
3. True
4. False

Task 4 (Model Answer)

However, I disagree because social media can also distract students from their studies. For example, many students spend hours on entertainment platforms instead of focusing on academic tasks.

Task 5 (Model Answer)

Students should be allowed to use smartphones in class because they can access learning resources quickly. However, smartphones can also distract students during lessons if not controlled. For example, some students may use them for social media instead of studying. Therefore, smartphone use should be regulated, not completely banned.

7. Teacher Notes

Common difficulty:

- Students repeat ideas without structure

Strategy:

- Train “FOR vs AGAINST” mapping before speaking
- Use timed debates (1 minute per speaker)

8. References

- Walton, D. (2008). *Informal Logic: A Pragmatic Approach*. Cambridge University Press.

- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Bygate, M. (1987). *Speaking*. Oxford University Press.

Lesson 11: Storytelling and Narrative Speaking Skills

1. Learning Objectives

By the end of this lesson, students will be able to:

- Organize a coherent oral narrative (beginning, middle, end)
- Use past tense forms accurately in storytelling
- Apply sequencing connectors (first, then, after that, finally)
- Develop fluency in extended speaking tasks
- Express events, emotions, and reflections in spoken English

2. Introduction

Storytelling is one of the oldest and most effective forms of human communication. In language learning, it helps students develop fluency, coherence, and expressive ability.

According to Labov (1972), narratives are structured sequences of events that allow speakers to organize experience meaningfully. A good story is not only about events but also about how these events are connected and interpreted.

A typical narrative structure includes:

- Orientation (who, where, when)
- Complication (problem)
- Events (what happened)
- Resolution (how it ended)
- Evaluation (lesson learned)

3. Model Story (Listening / Speaking Text)

“Last year, I had an important exam at university. On the morning of the exam, I realized that I had forgotten my ID card at home. I felt very stressed because I was not allowed to enter the exam room without it. I quickly called a friend, and he brought it just in time. Finally, I was able to take the exam and I passed successfully. This experience taught me the importance of preparation.”

4. Key Language Features

Sequencing Expressions

- First / Firstly
- Then / After that
- Suddenly
- Finally

Narrative Tenses

- Past simple (I went, I forgot)
- Past continuous (I was studying)
- Past perfect (I had forgotten)

Expressing Feelings

- I felt nervous / happy / stressed
- It was a difficult experience

5. Classroom Tasks

Task 1: Global Understanding

Answer:

1. What is the story about?
2. What problem did the speaker face?
3. What was the final result?

Task 2: Story Structure Identification

Complete the table:

Element	**Sentence**
Orientation	?
Complication	?

Element	Sentence
Resolution	?
Evaluation	?

Task 3: Sequencing

Put in correct order:

a. The friend brought the ID

b. The speaker realized the ID was missing

c. The speaker passed the exam

d. The speaker called a friend

Task 4: Language Focus

Find:

1. One past simple verb
2. One past perfect form
3. One sequencing word

Task 5: Guided Writing / Speaking

Tell a story (6–8 lines) about:

"A time you solved a problem."

You must include:

- beginning
- problem
- solution
- conclusion

6. Model Answers

Task 1

1. A student forgetting an ID before exam
2. Missing ID card
3. Passed the exam successfully

Task 2

Element	Sentence
Orientation	Last year, I had an important exam at university.
Complication	I had forgotten my ID card at home.
Resolution	A friend brought it just in time.
Evaluation	This experience taught me the importance of preparation.

Task 3

Correct order:

b → d → a → c

Task 4

1. forgot / felt / called / passed
2. had forgotten
3. finally / quickly

Task 5 (Model Answer)

Last month, I had a group project at university. We faced a problem because one member was absent on the presentation day. We quickly reorganized the work and divided his part between us. After that, we practiced together before presenting. Finally, we succeeded and received a good grade. This experience taught me teamwork and responsibility.

7. Teacher Notes

Common difficulty:

- Students list events without logical sequence

Strategy:

- Train narrative mapping (timeline diagrams)
- Encourage use of connectors explicitly

8. References

- Labov, W. (1972). *Language in the Inner City*. University of Pennsylvania Press.
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Bygate, M. (1987). *Speaking*. Oxford University Press.

LESSON 11

STRESS, RHYTHM AND INTONATION IN SPOKEN ENGLISH

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify stress patterns in spoken English at word and sentence level
- Analyse how intonation contributes to meaning construction
- Distinguish between rising and falling tones in discourse
- Understand the role of prosody in communication efficiency
- Apply awareness of stress and intonation in both listening and speaking

2. Theoretical Framework

Prosody refers to the suprasegmental features of speech, including stress, rhythm, and intonation. These features play a crucial role in spoken communication, often carrying more meaning than lexical items themselves.

According to Roach (2009), stress patterns in English are not random but functionally motivated, helping to highlight important information in discourse. Similarly, Cruttenden (2014) emphasizes that intonation is a primary carrier of speaker attitude, intention, and discourse organization.

Stress operates at two levels:

- **Word stress**: emphasis on syllables within words
- **Sentence stress**: emphasis on key lexical items in utterances

Intonation, on the other hand, refers to the pitch movement across phrases and sentences. It is commonly categorized into:

- Rising tone (↗): uncertainty, questions, incompleteness
- Falling tone (↘): certainty, completion, statements
- Fall-rise tone: contrast or hesitation

In spoken discourse, prosody performs several functions:

- Highlighting new information
- Expressing attitudes (surprise, doubt, certainty)
- Structuring discourse flow
- Managing turn-taking in interaction

Failure to interpret prosodic features often leads to misunderstanding even when lexical comprehension is accurate.

3. Listening Input (Audio Script)

Segment A (Neutral reading)

"I didn't say he stole the money."

Segment B (stress variation)

1. I didn't say he stole the money.
2. I didn't say he stole the money.
3. I didn't say he stole the money.
4. I didn't say he stole the money.

Each variation shifts meaning depending on the stressed element.

Segment C (intonation examples)

- Are you coming? ↗
- He is a student. ↘
- What are you doing? ↗
- I will help you. ↘

4. Pre-Listening Stage

Activation Questions:

1. Can stress change meaning in a sentence?
2. How do you recognize a question in spoken English?
3. Do speakers always pronounce sentences in the same way?

5. While-Listening Tasks

Task 1: Conceptual Understanding

Answer the following:

1. What is prosody?
2. What are the two main types of stress?
3. What does intonation express in speech?

Task 2: Stress Identification

Identify the likely focus of meaning:

1. I didn't say he stole the money.

2. She only gave him the book.
3. They are going to the cinema.

Task 3: Intonation Classification

Indicate rising (↗) or falling (↘):

1. Are you ready?
2. He finished his work.
3. Where are you going?
4. It is raining outside.

Task 4: Meaning Interpretation

Explain how meaning changes in the sentence below:

"I didn't say he stole the money."

6. Post-Listening Tasks

1. Why is stress important in spoken communication?
2. How does intonation affect interaction between speakers?
3. Why is English considered a stress-timed language?
4. What difficulties do learners face in perceiving stress patterns?

7. Pedagogical Focus

Learners often transfer written reading habits into spoken comprehension, treating speech as a sequence of equal units. This results in failure to detect emphasis and pragmatic meaning.

The pedagogical objective is to develop **prosodic awareness**, enabling learners to interpret meaning beyond lexical content.

Recommended classroom strategy:

- repetition drills with shifting stress
- minimal pair listening exercises
- contrastive intonation practice
- shadowing activities

8. Conclusion

Stress and intonation are not peripheral features of spoken English but core components of meaning construction. Effective communication depends on the ability to interpret and produce prosodic variation appropriately.

9. References

- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Cruttenden, A. (2014). *Gimson's Pronunciation of English*. Routledge.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.
- Brazil, D. (1997). *The Communicative Value of Intonation in English*. Cambridge University Press.

ANSWER KEY (END OF LESSON)

Task 1

1. Prosody = stress, rhythm, and intonation in speech
2. Word stress and sentence stress
3. Attitude, meaning, emphasis, discourse function

Task 2

1. Focus varies depending on stress (say / deny / imply / etc.)
2. Emphasis on "only" or "gave" depending on meaning
3. Emphasis on "going" or "cinema" depending on focus

Task 3

1. ↗
2. ↘
3. ↗
4. ↘

Task 4 (Key Idea)

Meaning shifts depending on which lexical item receives stress; each variation changes the implicature (denial, implication, attribution, or modification of meaning).

Post-Listening Key Points

- Stress = information structure

- Intonation = speaker attitude
- Prosody = discourse organization tool
- Misinterpretation often results from ignoring pitch and stress

LESSON 12: CONNECTED SPEECH AND FLUENCY DEVELOPMENT

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify main features of connected speech in natural English
- Recognize common reduction, assimilation, and elision patterns
- Understand how connected speech affects listening comprehension
- Improve decoding of fast spontaneous speech
- Apply connected speech patterns to improve oral fluency

2. Theoretical Framework

Connected speech refers to the modifications that occur when words are spoken in continuous sequences rather than in isolation. These modifications are essential for natural fluency in English.

According to Celce-Murcia et al. (2010), connected speech is not optional but constitutive of fluent speech production. Learners who rely only on citation forms (dictionary pronunciation) often experience major difficulties in real listening contexts.

Connected speech operates through several phonological processes:

1. Assimilation

A sound changes due to a neighbouring sound.

Example: *input → impute-like influence in rapid speech*

2. Elision

Omission of sounds in rapid speech.

Example: *next day → nex day*

3. Linking

Connection between final and initial sounds.

Example: *go on → go‿on*

4. Reduction

Weakening of function words.

Example: *going to → gonna*

These processes increase speech efficiency but reduce perceptual clarity for non-native listeners.

3. Listening Input (Audio Script)

Segment A (slow speech)

"I am going to visit my friend this afternoon."

Segment B (natural speech)

"I'm gonna visit my friend this afternoon."

Additional examples:

- What are you doing? → Whatcha doing?
- Did you eat yet? → Jeet yet?
- Going to → gonna
- Want to → wanna
- Got to → gotta

4. Pre-Listening Stage

Activation Questions:

1. Do native speakers pronounce words exactly as written?
2. Why is fast speech difficult for learners?
3. What happens when words are spoken quickly together?

5. While-Listening Tasks

Task 1: Conceptual Understanding

Answer:

1. What is connected speech?
2. Why do speakers use it?
3. What effect does it have on listening comprehension?

Task 2: Matching Exercise

Match standard form with reduced form:

Standard English	**Connected Speech**

Standard English	Connected Speech
going to	?
want to	?
got to	?
do you	?

Options: gonna / wanna / gotta / d'ya

Task 3: Identification

Identify the type of process:

1. next day → nex day
2. going to → gonna
3. do you → d'ya
4. go on → go‿on

Task 4: True / False

1. Connected speech slows down communication.
2. "Gonna" is used in formal academic writing.
3. Native speakers frequently use reductions.
4. Connected speech affects listening comprehension.

6. Post-Listening Tasks

1. Why do learners struggle with connected speech?
2. How does connected speech affect word recognition?
3. Should learners be taught connected speech explicitly? Why?
4. How can listening practice be improved to include natural speech?

7. Pedagogical Focus

Learners trained only on isolated pronunciation often fail to recognize familiar words in fluent speech. This creates a gap between classroom English and authentic spoken English.

The pedagogical goal is to develop **phonological decoding ability in real-time listening**.

Recommended techniques:

- slow → normal → fast speech exposure

- shadowing practice
- reduced form recognition drills
- dictogloss activities
- chunk-based listening

8. Conclusion

Connected speech is a fundamental feature of natural English fluency. It enhances efficiency but reduces transparency for learners. Mastery of these patterns is essential for both comprehension and production.

9. References

- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching Pronunciation*. Cambridge University Press.
- Roach, P. (2009). *English Phonetics and Phonology*. Cambridge University Press.
- Ladefoged, P., & Johnson, K. (2015). *A Course in Phonetics*. Cengage Learning.
- Jenkins, J. (2000). *The Phonology of English as an International Language*. Oxford University Press.

ANSWER KEY (END OF LESSON)

Task 1

1. Natural linking, reduction, and modification of speech in continuous discourse
2. To increase fluency and efficiency
3. It makes word recognition more difficult for learners

Task 2

- going to → gonna
- want to → wanna
- got to → gotta
- do you → d'ya

Task 3

1. Elision
2. Reduction
3. Reduction / contraction

4. Linking

Task 4

1. False
2. False
3. True
4. True

Post-Listening Key Points

- Connected speech is rule-governed
- It increases fluency but reduces clarity
- Learners must train perception of reduced forms
- Listening competence depends on exposure to authentic speech

LESSON 13

EXPRESSING OPINIONS AND ARGUMENTATION IN SPOKEN ENGLISH

1. Learning Objectives

By the end of this lesson, students will be able to:

- Express opinions clearly in structured spoken discourse
- Distinguish between opinion, reason, and example
- Use discourse markers for coherence and argument flow
- Construct short argumentative spoken texts
- Participate in guided discussion tasks

2. Theoretical Framework

Opinion expression is a central component of interactional competence. In spoken discourse, speakers are frequently required to express viewpoints, justify them, and support them with evidence or examples.

According to Thornbury (2005), effective spoken communication depends not only on grammatical accuracy but also on the ability to structure discourse in real time. Argumentative speech typically follows a linear cognitive organization:

Opinion → Reason → Example → Conclusion

From a discourse-pragmatic perspective, Hyland (2005) emphasizes that stance-taking is essential in academic communication, where speakers must position themselves clearly in relation to ideas.

Key linguistic resources for opinion expression include:

- Modal verbs (should, must, might)
- Hedging expressions (I think, it seems, in my view)
- Logical connectors (because, therefore, however)
- Exemplification markers (for example, such as)

3. Listening / Speaking Input

Model Spoken Text

"In my opinion, social media has both positive and negative effects. I believe it is useful because it allows people to communicate instantly and share information quickly. For example, students can use online platforms to collaborate on academic projects. However, excessive use may lead to distraction and reduced concentration. Therefore, it should be used in a balanced way."

4. Pre-Task Stage

Activation Questions:

1. Do you usually express your opinion in English?
2. How do you support your ideas in conversation?
3. What words do you use to introduce opinions?

5. While-Listening Tasks

Task 1: Global Understanding

1. What is the main topic of the passage?
2. Is the speaker for or against social media?
3. What is the final recommendation?

Task 2: Structure Identification

Identify components:

- Opinion
- Reason
- Example
- Conclusion

Task 3: Language Identification

Find expressions for:

a. opinion

b. reason

c. example

d. contrast

Task 4: True / False

1. The speaker only criticizes social media.
2. Examples are used to support ideas.
3. The speaker recommends balanced use.
4. No disadvantages are mentioned.

Task 5: Guided Interpretation

Explain how the speaker organizes their ideas.

6. Post-Listening Tasks

1. Why is structuring opinions important in spoken English?
2. What is the role of examples in argumentation?
3. How do discourse markers improve clarity?
4. What difficulties do learners face in expressing opinions?

7. Pedagogical Focus

Learners often produce unstructured opinions without justification. This results in fragmented discourse and reduced communicative clarity.

The pedagogical objective is to develop **discursive coherence in argumentative speech**, using structured rhetorical patterns.

Recommended classroom techniques:

- O-R-E-C framework (Opinion–Reason–Example–Conclusion)
- timed opinion speaking tasks
- pair argument exchange
- controlled debate scaffolding

8. Conclusion

Opinion expression in spoken English requires structured thinking and explicit discourse marking. Effective speakers do not only express ideas but organize them logically to ensure clarity and persuasion.

9. References

- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Hyland, K. (2005). *Metadiscourse*. Continuum.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking*. Cambridge University Press.

ANSWER KEY

Task 1

1. Social media and its effects
2. Both positive and negative (balanced view)
3. Balanced use

Task 2

- Opinion: In my opinion / I believe
- Reason: because / it allows
- Example: For example / students can
- Contrast: However / but

Task 3

a. In my opinion / I believe

b. because / it allows

c. for example

d. however / but

Task 4

1. False
2. True
3. True
4. False

Task 5 (Expected Idea)

The speaker follows a structured argumentative pattern: introduces opinion, supports it with reasons and examples, contrasts with a negative point, and concludes with a recommendation.

LESSON 14
DEBATE SKILLS AND INTERACTIONAL ARGUMENTATION

1. Learning Objectives

By the end of this lesson, students will be able to:

- Construct coherent arguments for and against a given topic
- Use appropriate discourse markers in argumentative interaction
- Apply turn-taking strategies in structured debate
- Develop rebuttal and counter-argument skills
- Improve fluency in spontaneous spoken interaction

2. Theoretical Framework

Debate is a structured form of argumentative discourse characterized by opposing viewpoints, interactional negotiation, and strategic language use. It is a key component of academic oral competence.

According to Walton (2008), argumentation is not merely the presentation of opinions but a rational process involving claims, evidence, and counter-claims. In spoken interaction, this process becomes dynamic and requires real-time cognitive and linguistic processing.

From an interactional perspective, Long's Interaction Hypothesis (1996) emphasizes that meaning is co-constructed through negotiation between speakers, particularly when disagreement arises.

Key features of spoken debate include:

- Claim-making

- Justification of arguments
- Rebuttal and counter-rebuttal
- Turn management
- Use of discourse markers for coherence

Typical debate structure:

1. Opening statement
2. Arguments for
3. Arguments against
4. Rebuttal phase
5. Conclusion

3. Listening / Debate Input

Debate Topic: Should university students use smartphones in class?

Speaker A:

"I believe students should be allowed to use smartphones in class. Smartphones are useful learning tools that provide instant access to information, dictionaries, and educational platforms. For example, students can quickly search for explanations during lectures."

Speaker B:

"I disagree. Smartphones are a major source of distraction. Many students focus on social media instead of paying attention to the lesson. This reduces concentration and affects academic performance."

4. Pre-Task Stage

Activation Questions:

1. Do you agree with smartphone use in class? Why?
2. What arguments can support your opinion?
3. How do people disagree politely in English?

5. While-Listening Tasks

Task 1: Global Understanding

1. What is the topic of the debate?
2. What is Speaker A's position?
3. What is Speaker B's position?

Task 2: Argument Identification

Complete the table:

Speaker	Argument
A	?
B	?

Task 3: Language Features

Identify expressions used for:

a. opinion

b. disagreement

c. example

d. result/consequence

Task 4: True / False

1. Both speakers agree on smartphone use.
2. Speaker A supports educational use.
3. Speaker B highlights distraction.
4. Debate requires only one viewpoint.

Task 5: Rebuttal Practice

Respond to the statement:

“Smartphones always improve learning.”

Use:

- however
- one reason
- one example

6. Post-Listening Tasks

1. Why is rebuttal important in debate?
2. How do discourse markers structure arguments?
3. What makes an argument persuasive in spoken English?
4. What difficulties do learners face in debates?

7. Pedagogical Focus

Students often struggle in debates due to lack of real-time planning and limited lexical resources for disagreement. This results in repetition or incomplete argumentation.

The pedagogical objective is to develop:

- spontaneous argumentative fluency
- structured rebuttal ability
- interactional competence under pressure

Recommended strategies:

- FOR vs AGAINST mapping
- timed speaking turns
- role-play debates
- argument scaffolding charts
- controlled → semi-controlled → free debate progression

8. Conclusion

Debate is a complex interactional skill requiring linguistic accuracy, cognitive organization, and pragmatic competence. Mastery of debate skills enables learners to participate effectively in academic and professional discourse.

9. References

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ANSWER KEY (END OF LESSON)

Task 1

1. Smartphone use in university classrooms
2. Supports smartphone use for learning
3. Opposes due to distraction

Task 2

Speaker	Argument
A	Smartphones support learning and access to information
B	Smartphones cause distraction and reduce attention

Task 3

a. I believe / I think

b. I disagree / however

c. for example

d. reduces / affects / leads to

Task 4

1. False
2. True
3. True
4. False

Task 5 (Expected Output)

However, I disagree because smartphones can distract students during lectures. For example, many learners use social media instead of focusing on explanations, which reduces learning efficiency.

LESSON 15

ACADEMIC PRESENTATION AND STRUCTURED ORAL PRODUCTION

1. Learning Objectives

By the end of this lesson, students will be able to:

- Produce structured academic oral presentations
- Organize spoken discourse into introduction, development, and conclusion
- Use appropriate academic discourse markers
- Summarize and synthesize spoken information
- Demonstrate fluency and coherence in extended speech

2. Theoretical Framework

Academic speaking is a form of monologic discourse characterized by structured organization, formal register, and coherent argumentation. Unlike conversational speech, it requires planning, logical sequencing, and controlled language use.

According to Goffman (1981), formal speech events involve role management and audience awareness, where speakers must adapt their discourse to institutional expectations. Similarly, Swales (1990) defines academic discourse as goal-oriented communication structured around communicative purposes.

Effective academic presentations typically involve:

- Clear structuring of ideas
- Use of signposting language
- Controlled fluency and accuracy
- Integration of examples and explanations
- Logical progression of ideas

3. Listening / Presentation Input

Model Academic Presentation

"Good morning. Today I will talk about the impact of technology on education.

First, technology has improved access to information through online resources, digital libraries, and learning platforms.

Second, it has increased student engagement through interactive tools and multimedia content.

However, technology also has disadvantages, such as distraction and reduced attention span.

In conclusion, technology is a powerful educational tool, but it must be used in a balanced and controlled way."

4. Pre-Task Stage

Activation Questions:

1. Have you ever given a presentation in English?
2. What difficulties do you face when speaking for a long time?
3. How do you organize your ideas before speaking?

5. While-Listening Tasks

Task 1: Global Understanding

1. What is the topic of the presentation?
2. What are the two advantages mentioned?
3. What is the final conclusion?

Task 2: Structure Identification

Identify the structure:

- Introduction
- Development
- Conclusion

Task 3: Discourse Markers

Identify expressions used for:

a. introducing topic

b. sequencing ideas

c. contrast

d. conclusion

Task 4: True / False

1. The speaker only discusses advantages.
2. The presentation is structured.
3. Technology has no disadvantages.
4. A conclusion is provided.

Task 5: Guided Production Task

Prepare a short presentation (6–8 lines):

"The importance of learning English"

You must include:

- introduction
- two ideas
- one example
- conclusion

6. Post-Listening Tasks

1. Why is structure important in academic speaking?

2. How do signposting words help listeners?
3. What makes a presentation clear and effective?
4. What challenges do learners face in academic speaking?

7. Pedagogical Focus

Academic speaking requires controlled production of extended discourse. Learners often struggle with organization, leading to fragmented or repetitive speech.

The pedagogical objective is to develop:

- discourse planning ability
- formal register control
- sustained fluency
- coherent idea progression

Recommended strategies:

- presentation templates
- outline-based speaking
- timed monologue practice
- peer feedback sessions
- recording and self-correction

8. Conclusion

Academic presentation skills represent the highest level of spoken competence in this module. Mastery of these skills indicates the learner's ability to organize knowledge, express it clearly, and adapt it to formal communicative contexts.

9. References

- Swales, J. (1990). *Genre Analysis*. Cambridge University Press.
- Goffman, E. (1981). *Forms of Talk*. University of Pennsylvania Press.
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ANSWER KEY (END OF LESSON)

Task 1

1. Impact of technology on education

2. Access to information; student engagement
3. Technology is useful but must be balanced

Task 2

- Introduction: topic announcement
- Development: advantages + disadvantages
- Conclusion: balanced evaluation

Task 3

a. Today I will talk about…

b. First / Second

c. However

d. In conclusion

Task 4

1. False
2. True
3. False
4. True

Task 5 (Model Answer – Expected Structure)

English is important for global communication. It allows people to exchange information internationally. For example, students use English to access scientific resources. Therefore, learning English is essential for academic and professional success.

Final Words

This handout is designed to transform learners from passive recipients of spoken input into active interpreters and effective communicators. It emphasizes that listening and speaking are interdependent processes of meaning construction rather than isolated skills.

Through systematic exposure to authentic materials and structured communicative tasks, students will develop the ability to understand spoken English critically and express themselves confidently across diverse communicative situations.

Furthermore, this handout aimed to equip students with the tools they need to become proficient speakers in English. By developing a strong foundation in both skills, students will not only improve their academic performance, but also their ability to communicate in real-world contexts. The strategies outlined here are practical, research-based, and adaptable to various learning styles.

Continuous practice, self-assessment, and reflection on progress are key to mastering these skills. The integration of both listening and speaking in classroom activities ensures that students can reinforce their learning in real-time communication scenarios, which is essential for fluency and comprehension.

With the resources provided in this handout, students can confidently approach their learning journey, knowing that with time, practice, and perseverance, they can achieve a high level of proficiency in English.

This handout has been designed as a structured academic pathway for developing advanced competence in listening comprehension and oral expression in English. Its primary objective is to move learners beyond passive language reception toward active, analytical, and interactive communication.

Throughout this handout**,** listening is treated as a complex cognitive process rather than a simple decoding activity. Students are trained to interpret spoken discourse in real time, identify global meaning, recognize speaker intention, and infer implicit messages. Exposure to a variety of spoken genres—including interviews, narratives, debates, academic presentations, and media discourse—enables learners to develop flexibility in comprehension and adaptability to different communicative contexts.

In parallel, oral expression is approached as a structured form of discourse production. Learners are guided to organize their ideas logically, use appropriate discourse markers, and engage in meaningful interaction. Speaking is not reduced to grammatical accuracy but understood as a process of meaning negotiation, where fluency, coherence, and communicative effectiveness are central.

A key principle of this handout is the integration of listening and speaking skills. These two components are interdependent: listening provides input for spoken production, while speaking consolidates comprehension through active use of language. The tasks included in

each lesson are therefore designed to promote this continuous interaction between reception and production.

Another essential dimension of this work is the development of critical communicative awareness. Students are encouraged to go beyond surface-level understanding and engage with spoken language analytically. This includes recognizing discourse structures, identifying rhetorical strategies, understanding variation in accents and pronunciation, and interpreting meaning within its social and contextual framework.

By the end of this learning process, students are expected to demonstrate not only improved linguistic performance but also greater communicative confidence and autonomy. They should be able to participate effectively in academic discussions, understand diverse spoken inputs, and produce coherent and contextually appropriate oral discourse.

Ultimately, this **handout** positions learners as active users of English rather than passive learners. It emphasizes that mastery of spoken language is achieved through continuous exposure, guided practice, interaction, and reflection. In this sense, the course aims to equip students with transferable communication skills that extend beyond the classroom into academic, professional, and real-world environments.

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Appendices

Activity 1: Self-Assessment of Speaking Skills

Objective: To help students assess their current level of speaking skills.

Instructions:

1. Rate yourself on a scale from 1 (never) to 5 (always) based on the statements below.
2. Reflect on your strengths and areas for improvement.

Statement	**1 (Never)**	**2**	**3**	**4**	**5 (Always)**
I can understand academic lectures in English.	☐	☐	☐	☐	☐
I am able to follow conversations in English, even when they are fast.	☐	☐	☐	☐	☐
I can express my opinions clearly in English during discussions.	☐	☐	☐	☐	☐
I feel confident speaking in English with native speakers.	☐	☐	☐	☐	☐

Reflection: After completing this activity, take note of your strengths and areas for improvement. This self-assessment will guide your practice throughout the rest of the book.

Test Model: Listening Comprehension

Objective: Assess students' ability to understand spoken English through a short audio clip.

Instructions:

- Listen to the following audio clip (this could be an actual podcast or a sample recording of a conversation or lecture).
- Answer the questions based on what you hear.

Audio Clip (Sample Transcript):

"Climate change is one of the most significant challenges of our time. Rising global temperatures are leading to melting ice caps, extreme weather patterns, and threats to biodiversity. Scientists agree that human activities, particularly the burning of fossil fuels, are contributing to these environmental changes. Immediate action is necessary to mitigate these effects."

Questions:

1. What is the main issue discussed in the audio clip?
2. What are the two main consequences of climate change mentioned?
3. According to the speaker, what is the primary cause of climate change?

Answer Key:

1. Climate change.
2. Melting ice caps and extreme weather patterns.
3. Human activities, particularly the burning of fossil fuels.

Examples of exams as the module was considered as Listening and speaking in the old canevas. The test was dome through oral presentations and the exam though listening tasks.

First Semester Exam

Task One: (9 pts)

Listen to an interview with two musicians, Suzie and Guy, from the band "Style". Put S or G in columns 1 and 2. Put [/]or[x] in column 3.

1 What do they do in the band?	**2 Bands they have played with**	**3 Places they have visited**
[ ] guitar [ ] keyboards [ ] drums [ ] harmonica [ ] vocalist	[ ] Lionel Richie [ ] Phil Collins [ ] Genesis [ ] Happy Mondays [ ] BonJovi [ ] Ace	[ ] Holland [ ] Hungary [ ] America [ ] Sweden [ ] Japan [ ] Italy [ ] Australia

Task Two: (7 pts)

Answer the following questions.

1 Why do Suzie and Guy feel tired?

.....

2 What have they done this year?

.....

3 Have they had a good time?

.....

4 What was special about the song *Mean Street?*

.....

5 How many years have they been together?

.....

6 Where do they want to go?

.....

7 What jobs has Guy had? What about Suzie?

.....

Task Three: (4 pts)

Match the sentences in column A with the appropriate last part of the sentence in column B

A	B
They went to Japan and Australia	since 1997
Guy had his first hit record	in 1995
They went to Sweden	in April
They have been together as Style	2 years ago

Good Luck!

Retake Examination in Comprehension and Oral Expression

Task One :

listen to the track and answer the following questions about Diana.

a. Where is Diana from?

……
……

b. What happened when she was 13?

……
……

c. How did she try to get accommodation when she went to Mumbai (then called Bombay)?

……
……

d. What time was it on Diana's watch when she knocked on the lady's door'

……
……

e. Why do you think the lady said 'Come inside"

……
……

f. What lesson does Diana draw from this experience in her life?

……
……

Task Two :

Use the table to make notes as you listen to the second half of Diana's Story.

What Diana was afraid of and why	**A ……**
The number of people watching the second competition	B …….

How she felt when she won her second big competition	C …….
What she did with the thing she won	D …….
What happened immediately after she won	E ……

Task Three :

complete the following extracts with one word for each blank.

• Oooh you feel (a) …….. The you know it's, it's a saturation point. It's (b) ..... much for you to digest that your (c) ……..... is stuck on your face. It was (d) ……..... on my face for weeks. I would (e) …….. that crown in such a way that as (f) …… as I opened my eyes I would (g) …… my crown. I did that for (h) …… It was such a great feeling. You just you're just (i) …….. and you are just numb. If that's what (j) …… is, you know, you you can't speak very (k) .....

• . .. and immediately there was a press (1) …… on stage itself and it's (m) …….. ooh ooh ooh because you go from (n) ……. nobody, a regular person. That's not (0) …… It's not a nobody. You go from being a regular person to being in every (p) …… around the world and everyone (q) …….. .

(a) ……..

(b) ……..

(c) ……

(d) ……

(e) ……

(f) ……

(g) ……

(h) ……

(i) ……

(j) ……..

(k) ……..

(l) ……..

(m) ……

(n) ……..

(o) ……

(p) ……..

Amar Thelidji University
Department of English
First Year LMD
Listening Comprehension
Dr. Samia CHERFAOUI
05/05/2025

Second Semester Exam in Comprehension and Oral Expression

Name: …… Group: A1 **Signature:** ……

Activity 1: (5 pts)

Read the following statements and decide whether they are True (T) or False (F).

1. Maggie is Billy's sister. ……
2. Mr. Jarvis believes Billy has shown improvement in his schoolwork this year. ……
3. Billy was featured in the school newspaper for his art. ……
4. Mr. Jarvis suspects Billy might have dyslexia. ……
5. Maggie disagreed with Mr. Jarvis about sending Billy to see a specialist. ……
6. Billy has always been pretty weak with his spelling ……
7. Dyslexia comes in just one shape and size ……

Activity 2: (5 pts)

Fill in the blanks with the correct words from the dialogue.

1. Maggie introduces herself as _____ Brown.

2. They moved to the area from _____.
3. Billy's work was put in the school newspaper back in _____.
4. Maggie mentions Billy's sister, _____, helps him with spelling.
5. Mr. Jarvis suggests that Billy might have a mild form of _____.

Activity 3: (7.5 pts)

Answer the following questions based on the dialogue.

1. Why does Maggie think Billy didn't do his best work last year?
   .....
   .....
2. What specific improvement does Mr. Jarvis mention about Billy?
   .....
   .....
3. What is Mr. Jarvis' personal connection to the issue of dyslexia?
   .....
   .....
4. What action does Mr. Jarvis propose to help address Billy's difficulties?
   .....
   .....
5. How does Maggie respond to Mr. Jarvis' suggestion regarding seeing a specialist?
   .....
   .....

Name:_____ Group: B2 Mark: _____/20

First Semester Exam in in Comprehension and Oral Expression

Listen to the following tracks and do the activities:

Activity One: (4pts)

Listen to the rack and put the following summary sentences in the appropriate order.

a. A modern view of Watson and Raynor's experiment is that it wasn't very ethical. ……...

b. An example of behaviourist research is the work of Watson and Raynor. ……..

c. Conditioning is not the only way of learning. ……..

d. Behaviourism involves habit formation. ……..

e. Experiments with dogs and rats have shown behaviourism at wotk. ……..

f. The theory of behaviourism has had a big impact on learning. ……..

g. There are different rheories of learning. ……..

h. Watson and Raynor wanted to reverse their experiment. ……...

Activity Two: (6 pts)

Listen to the track again, and put the following in the correct place in the table. Some words can go in more than one column.

Bar	frightened	noise
bell	phobia	
dogs	habit formation	prize
1900-1950	influential	
food	light	

Albert	Behaviourism	Pavlov	Rats

Activity Four: (5.75)

How good is your memory? Complete the following extract from the lecture with one word for each blank.

The theory of behaviourism is (a) …… : if you make someone do something and (b)…… them a prize, a reward when they do it (c) ……..and if you do this again and again and again, (d)…… they will learn to do it every time, and (e) ……they have learnt to do it in this (f) ……it will, in the end, no longer be (g) ……..……..to give them that prize. The whole (h) ……of behaviourism, in other words, (i) ……..on habit formation - that is getting people so (i) ……..……..……to a task that they do it without (k) …….. .

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First Semester Exam in Comprehension and Oral Expression

Full Name: ……..

1 Listen to the track and complete the advisor's notes. (4 pts)

Suzanne Maare - Independent Financial Advice	
Spends now	Ways to save
Spends (a) ….. Per week on food. Goes to (c) …… for times a week. Spends (e) …… on rent. Buys (f) …….. a week. Goes to the movies once a week. Eats in the (h) ……	Shop at (b) ……. Go (d) …… a week. Maybe find somewhere cheaper. Only buy one. Go (g)…….. . Make a sandwich at home.

2 Listen again and complete these sentences with the words you hear. (5 pts)

a) I'm not a big …… , but [just can't seem to make ends meet.
b) I'm an English Lit ,……., so I have a lot of work.
c) Hmm. That's a ……., isn't it?
d) You're going to have to make a …….. .
e) ……. whatever you spend your money on - your …… .
f) And then on the other side, you write down what you could change and…….... on to save money.
g) How much money do you spend on ……. per week?
h) It.. ……..... from one week to the next, but I'd guess about $100.
i) They often have good prices and ……..
..j) …. and try to share the expenses with your …….. .

3 What do these words and expressions you found to complete the sentences in Activity 2 mean? Write your answers below. (5 pts)

A …….
b……..
c …….
d …….
e …….
f ……..

g ……..
h ……
i ……

j ……

4 Very briefly write a paragraph of about 8 to 10 lines in which you talk about the best ways one could know how to spend their money. (6 pts)

……
……
……
……
……
……
……
……
……
……
……

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1st Semester Exam in in Comprehension and Oral Expression

Full Name: …….. Group: ……..

Activity One: (5 pts)

Listen to the track and then answer these questions.

a What woke the girl up?
……
…….
b What did she see?
……
……..

c What did she hear?

……
……..

d Who protected her?

……
……

e What stopped the girl being frightened?

……

Activity Two: (4 pts)

Answer the questions from 1 to 4.

1. What is a quilt and how many are mentioned in the extract?

……
……...

2. Who or what is Jack?

……
……

3. Why does the writer talk about window-holes instead of windows?

……
……...

4. Who is Mary?

……
……...

Activity Three: (3.5 pts)

Listen again to the track and complete the following extracts from the story with between one and five words.

1. Jack ……. his teeth.

2. She wanted to go to Pa, but ……. bother him now.

3. He stood his gun against the wall and ……. to the window-hole.

4. Laura lifted her toes into a crack in the wall and she …….. on the window slab, and she looked and looked at that wolf.

5. Go to sleep. Jack and I will ……..
.

6. She lay and listened to the breathing of the wolves
…….. . the log wall.

Activity Four: (7.5 pts)

In a very short paragraph of about 8 to 10 lines rewrite or summarize the story in your own words.

……
……
……
……
……
……
……
……
……
……

الجمهوريـــة الجزائريـــة الديمقراطيـــة الشعبيـــة
People's Democratic Republic of Algeria
وزارة التعليـــــم العالـــي و البحـــث العلـــمي
Ministry of Higher Education and Scientific Research

Ammar Telidji University of Laghouat
Faculty of Lettres & Languages
Department of : ……..

جامعة عمار ثليجي بالأغواط
كلية الآداب و اللغات
قسم : .....

عنوان المطبوعة

المقياس :.....

التخصص: ..... English

المستوى: .....

A Handbook of Comprehension and Oral Expression

English

2nd Year LMD

Comprehension and Oral Expression
Handout

2nd Year LMD

English

السنة الجامعية

شرفاوي سامية