



13 FOREIGN LANGUAGES

4.13 DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS

- **LO123: Demonstrate the necessary foreign language skills (CEFR level B2) to interact with other people effectively and efficiently in a wide range of non-routine situations.**



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Module Details

Work Area Code:	13
Work area title:	FOREIGN LANGUAGES
Unit Code:	4.13
Unit Title:	DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS
Learning Outcomes Nos:	123
Learning Outcomes titles:	Demonstrate the necessary foreign language skills (CEFR level B2) to interact with to interact with other people effectively and efficiently in a wide range of non-range of non-routine situations.
Recommended Duration:	2 hours
Trainer:	



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- You are at ‘Vantage’ **Upper intermediate** level if you can...
 - Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialisation
 - Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
 - Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options



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- “When you speak a language...many people understand you...but when you speak [their own language], you know you go straight to their hearts.” –Nelson Mandela
- Languages are part of the cultural richness of our society and the world in which we live and work.
- Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment.



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- People learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society.
- The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.



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General Principles of a Foreign Language

- Study again the rules of grammar and syntax
- Learning languages should be a central part of the curriculum at all levels of instruction, from young learners through graduate school and adults
- The purpose of language learning is communication..
- The ability to communicate in the target language is not a goal of foreign language instruction.
- The primary skills to be developed are reading and writing. Little attention is given to speaking and listening and almost none to pronunciation.



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General Principles of a Foreign Language

- Learning is facilitated through attention to similarities between the target language and the native language.
- Learning a foreign language is to be able to read literature written in it. Literary language is superior to spoken language. If students can translate from one language into another, they are considered successful language learners



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Key Work Tasks or Complex Discussions in Foreign Languages

How to have a successful conversation:

- Be prepared and aware of the topic
- Use the correct vocabulary and specific expressions in different contexts
- Be concise
- Speak with correct accent
- Be an active participant
- Be polite and listen carefully to the other participants

*How to have a
successful
language exchange*



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Formal and non-formal language

- We vary the language we use, when speaking and writing, depending on our audience and purpose.
- Formal language is used when:
 - we need to be serious
 - the subject is important
 - we don't know the audience very well
 - the audience/reader is somebody in authority.
- Informal language is used when we feel more relaxed about the topic or the person we are writing/speaking to.



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Style conventions

- Each language style has its own conventions:

INFORMAL language will probably use	FORMAL language will probably use
The active voice	The passive voice
Colloquial language	Standard English
Friendly tone	Reserved/polite tone
Jokes, gossip, cartoons	Longer sentences



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WORKSHEET → What words would you use to describe formal language?

- Looks like

- Standing or sitting straighter than usual

- Sounds like

- “Hello, Mrs. Smith”
- “Please, may I...”
- “Lovely to meet you.”



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- WORKSHEET → What words would you use to describe informal language?

- Looks like

- Standing or sitting in a relaxed position

- Sounds like

- Using slang
 - “Hi”
 - “What are ya doin’?”
 - “What’s up?”



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- The most apparent type of verbal communication is oral, and a number of examples of oral communication are readily available. Speeches, presentations and announcements are all forms of verbal communication, as well as casual conversations between friends.
- In addition to standard verbal communication, most communication models also include verbal feedback from the receiver, which may be in the form of questions or comments, but could be as short as a simple "Yes" or even a nondescript "Uh-huh."
- While specific examples of oral verbal communication are virtually unlimited, any conversation involving at least one receiver and at least one sender using spoken words can be considered an example of verbal communication.



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Do's in group discussion

- Appropriate to the issue
- Make original points & support them by substantial reasoning
- Listen to the other participants actively & carefully
- Whatever you say must be with a logical flow & validate it with an example as far as possible
- Make only accurate statements
- Be considerate to the feelings of the others
- Try to get your turn
- Be an active and dynamic participant by listening
- Talk with confidence and self-assurance



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Practice in speaking

- How to develop speaking skills
 - To develop this skill, the participants need intensive practice.
 - Speaking practice is usually done in pair & group work.
- Types of group activities:
 - Language experts have organized oral skills into four distinctive types:
 - Drills or linguistically structured activities
 - Performance activities
 - Participation activities
 - Observation activities



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- **Drills or linguistically structured activities**

The leader provides a particular structure and the participants practice it by repeating it. For example, Participant 1 to Participant 2: I am James. What's your name?. Then Participant 2 to Participant 3: I am Ann. What's your name?. And so on..

- **Performance activities**

Participants prepare themselves beforehand and deliver a message to a group. e.g. Participant's speech

- **Participation activities**

All participate in some communicative activity "in a natural setting", e.g. Discussions in some topics.

- **Observation activities**

Participant observes something, writes a brief summary and present his finding to the group.



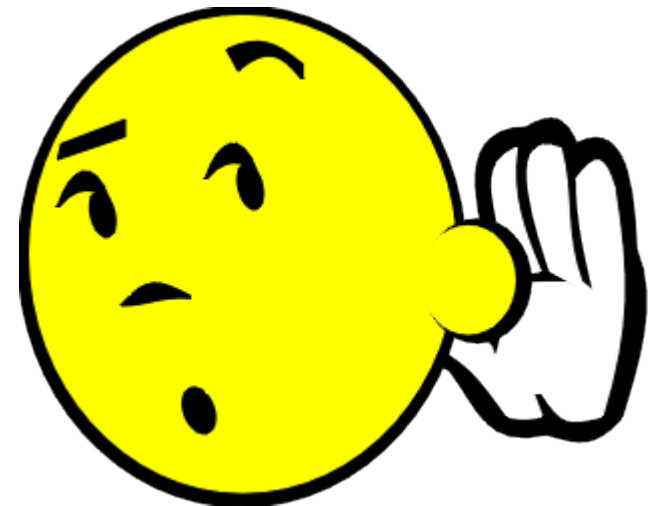
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Why listening skills are important

- Improve relationships
- Improve our knowledge
- Improve our understanding
- Prevent problems escalating
- Save time and energy
- Can save money
- Lead to better results



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- **Simple listening technique**

1. **Listen**

- Don't interrupt
- Let the speaker finish
- Concentrate on what is being said and how it is being said
- Make notes if this helps
- Show the speaker that you are listening

2. **Question**

- Check understanding

3. **Summarise**

- Paraphrase what the speaker has just told you



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Methodological tool

Multiple choice test

EUPANEXT_LO_123_M_01



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Module Review Questions/Activities

- Why is important to learn foreign languages?
- Which are the general principles of a foreign language?
- What we need to know for a successful conversation?



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- Use of foreign language verbally (upper intermediate level)
 - Introduction to foreign languages
 - General principles of a foreign language
- Key work tasks or complex discussions in foreign languages
 - What we need to know for a successful conversation
 - Use proper language
 - Verbally practice



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Well Done!

You have completed this unit



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