

Oral Communication Extensive Conversation Program

The OC extensive conversation program is designed to provide your students with extra opportunities to speak in English with a partner. Below is an explanation of how it has been successfully done at other schools.

Steps:

1. Divide your students into groups of 4 (ideally) or if it doesn't work because of the numbers, then 5, but not more if it can be helped because the more people the less chance each has of speaking. In each group you have 2 pairs or one group of 3 depending on class numbers. These pairs record 10 minutes of conversation week 1.
2. The second week each pair exchanges tapes with the other pair in their group. They then listen to what the other pair had talked about and respond to it for another 10 minutes; ie. They might discuss what was interesting about what they said, their hobbies, holidays, or how they study English or their favourite things or whatever the conversation was about.
3. After the second conversation the second week, each student then fills out the EC Summary Form which includes 2 sections;
 - a. What did you talk about with your partner(s)? (The first week's conversation)
 - b. What did the other group talk about and what did you find interesting/strange/unique about them? (The second week's conversation)

Each step takes 1 week, so you should get the summary by the 3rd week's class, 4 summaries per semester if you start the first week.

Schedule:

Week 1: Tape 10 minutes of conversation with a partner(s)

Week 2: Exchange tapes with other pair in your group, listen to their conversation and respond to what they said on the other pair's tape. Write up the summary.

Week 3: Hand in the summary, exchange partners in your group and record 10 minutes. (It's possible for each group of 4 to change partners 3 times)

Note:

It doesn't matter who has which tape after the summaries have finished. Each pair can record over what the other had done. So, if 10 minutes is what they'll do each week, 2 conversations, a 20 minute tape should do it. From my experience it really saved time, no tapes to handle/store or listen to and a one page summary every three weeks. The students take the responsibility for everything; getting together, buying the tapes, and arranging to meet to talk. I returned the summaries and checked for mistakes and made brief comments. At the beginning it's important to remind them not to cheat and do the summaries themselves, not together.

