

## 1.1.4 Using communication strategies in ELF interactions

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### Activities

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#### Activity 1: Defining communication strategies

Before we begin, watch the video “Communication strategy”. You can find the link in the “Supplementary Materials” part of this Section.

Think about your teaching practices.

- To what extent do you incorporate communication strategies in your own classroom(s)?
- Do you think that your learners may benefit from strategy training in your classes? Why?
- Which of the 7 actions described in this video do you consider more effective to enhance the practice of cross-cultural communication with your learners?

Write your views in the text box below.

## Activity 2: Practicing communication strategies

On the basis of the discussion provided in the video of this Section, can you match each strategy (1-5) below with the corresponding action (a-e)?

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|--|---|
| 1. meaning-expression strategies                     | a) smiling  |
| 2. conversation-management strategies                | b) interrupting                                   |
| 3. meaning-negotiation strategies                    | c) paraphrasing                                   |
| 4. para- and extra-linguistic strategies             | d) checking if your interpretation is correct     |
| 5. (intercultural) interaction-monitoring strategies | e) checking that your interlocutor has understood |

- Can you provide one or two reasons justifying your choices?

Write your views in the text box below.

### Activity 3: Mediation in the CEFR

On the basis of the discussion provided in the video of this Section, can you match each activity below (1-3) with the corresponding mediation scale in the CEFR (a-c)?

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|----------------------------|--|
| a) Mediating a text        | 1. Situation: Your school is organising an international youth meeting. You are attending the first briefing with two representatives of the organising team. One is from Germany, the other one from Russia. React to their questions and comments. |
| b) Mediating concepts      | 2. Situation: Read the article about climate change. Summarize the text, then present the issue to the class and express your opinion.   |
| c) Mediating communication | 3. Situation: In groups, discuss, prepare in two L2s and report to the whole class a plurilingual plan on a day in Paris on a restricted budget, explaining your ideas and viewpoint.  |

- Can you provide one or two reasons justifying your choices?

Write your views in the text box below.

#### Activity 4: Pronunciation teaching

Read the brief dialogue below between a Legal Advisor and a person seeking asylum in that country – the dialogue illustrates the use of various communication strategies.

##### Dialogue

Legal Advisor: *Ok... so I want to this... have you speak with the commission or not?*

Asylum-Seeker: *Commission?*

Legal Advisor: *Commission is an organ who decide about your asylum request then make you ehm a lot of question about the reason why you decide to left your country ehm*

Asylum-Seeker: *Yes... before... before*

Legal Advisor: *Have you spoke with them?*

Asylum-Seeker: *Yes I spoke, I spoke with them... the time before.*

(Authentic data from Sperti, forth.)

- Which communication strategies can you identify?
- Would you ever use such written (or spoken) authentic materials showing real-life ELF interactions in your own classroom(s)? Would that benefit your own learners? Why or why not?

Write your views in the text box below.

[Please see the video of this Sections for the answers of the Activities above.]