

<i>900 exercises in vocational communication</i>	Notes for teachers	A / 24 Level 1
<i>General aim</i>	A: ORAL TECHNIQUE	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	2: BE UNDERSTOOD BY THE OTHER PERSON	
<i>Operational aim</i>	4: Start up and sustain a coherent dialogue; make sure that the message gets across and that the communication is maintained.	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>		
<i>Comments</i>		

Before starting the exercises, the teacher will suggest the following subjects for reflection in order to define the aim of the module. The answers given by the learners will be noted down as they go along and can even be classified or grouped together, so that everyone can see them.

- 1) What is a dialogue?

- 2) What is to start up a dialogue?
 - Is it difficult?
 - Always?
 - What might the difficulty depend on?
 - What might prevent you from starting up a dialogue?

- 3) What is a coherent dialogue?

- 4) What is “to sustain a dialogue”?
 - What might prevent you from sustaining a dialogue?
 - What might help you?

THE EXERCISE CONTINUES ON THE NEXT PAGE

5) What does “make sure the message gets across” mean?

- What does “make sure“ mean?
- What does “the message gets across” mean? “*The message has got across*”?
- How can you ensure that the message is getting across?
- How can you ensure that the message has actually got across?
- How can you make it easier to get a message across? Are there ways of making it easy, of helping?

6) For you, what does “communication is possible” mean?

- What does “communication is impossible” mean?
- Why or in what way can it be impossible?
- Can you find examples of impossible communication?
- Could you make this communication possible in spite of the difficulties? Can you see how? Can you classify the means?

7) What is “maintained” communication?

- What is “non-maintained” communication?
- What might prevent communication from being maintained?
- How, by what means, can you maintain communication?

THE EXERCISE CONTINUES ON THE NEXT PAGE

In the light of what has been said, the learners, with the help of the teacher and of the notes that were taken, will sum up all the elements which might HELP communication:

so that it is easier:

- to start up a dialogue
- to sustain a dialogue
- to make sure that the message gets across
- to make communication possible
- to maintain communication

The learners will then practise dialogue by choosing situations in which they are likely to feel comfortable, first, and then situations which seem more difficult. To do this, we propose a series of situations.

NB. Each learner will feel differently for each situation proposed. They can try to define how any one situation seems easier or, on the contrary, less easy.

Suggestions for work during and after the acting out of the situations:

- For each situation acted out:
 - The learners/actors will take turns to say how they experienced the situation
 - The learners/spectators will then give their comments
- When that is done, the teacher will go over the situations one by one and make a table with two columns which he will fill in with the learners. The following page with a suggested table can be given out to the learners.

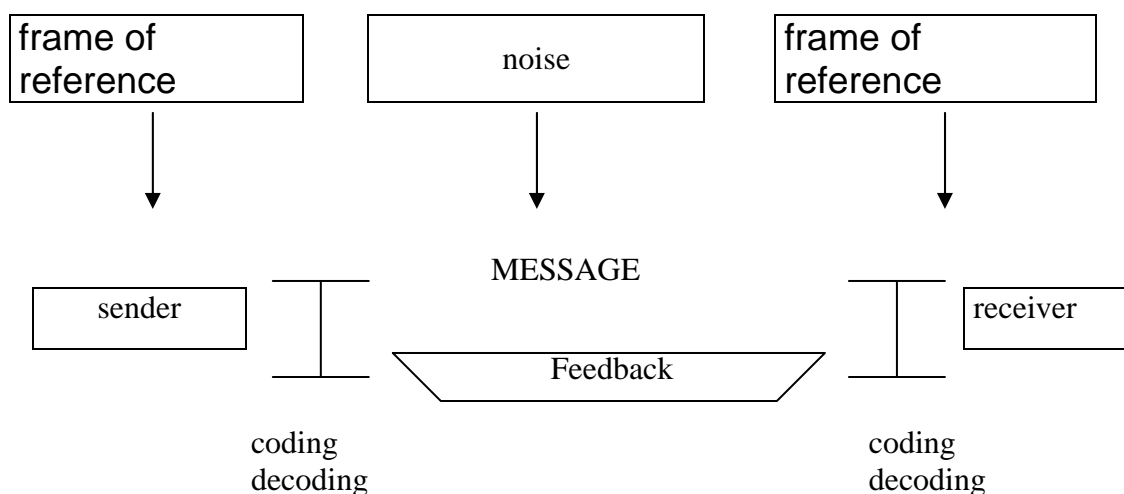
THE EXERCISE CONTINUES ON THE NEXT PAGE

Helps communication

Does not help communication

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This exercise can be an opportunity to present and explain the elementary diagram of communication.



Sender: the person who sends the message

Receiver: the person who receives message

Message: information selected and coded by a sender to the attention of a receiver likely to decode it.

Coding: operation by which the contents of a message are translated into signs or signals or behaviours. This operation implies a code.

Decoding: deciphering a message; it is the opposite of coding.

NB. Both are conditioned by the frame of reference of the receiver or sender.

Noise: any random intervention occurring during the sending of a message.

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The noises can be:

- technical noise: means of transmitting the message : crackling on the loud speaker or telephone

- psychological noise: conduct or attitude of the sender and/or the receiver: feelings, prejudices, preoccupations, etc.

- organisational noise: linked to the context, the place or situation of the sender in relation to the receiver

These noises always make the transmission of a message difficult.

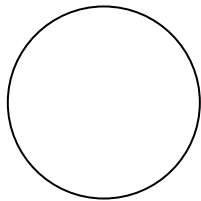
Frame of reference: system of ideas, opinions, values, or feelings specific to one individual (linked to his past) or to a group.

It is according to the frame of reference that an individual or a group will code or decode a message.

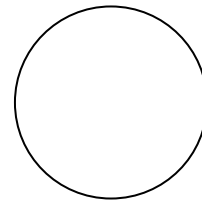
The transmission of a message will be made more or less easy depending on whether the frame of reference of the sender is more or less similar to that of the receiver.

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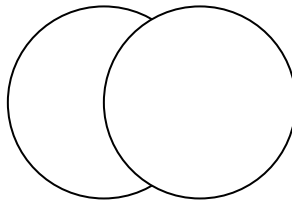
Sender's
frame of reference



Receiver's
frame of reference



Two completely different frames of reference
lead to a dialogue of the deaf.



Two similar frames of reference
lead to potentially successful communication

Communication becomes difficult when two people from different social or cultural backgrounds meet.

Feedback: reaction or message sent by a receiver (who thus becomes a sender) in return to the sender (who becomes a potential receiver). The feedback can be the means of making sure that one's message has been received.

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Suggested situations for
dialogue

There are three different types of situation:

- 1) Dialogues between two people who do not know each other
- 2) Dialogues between two people who know each other a little
- 3) Dialogue between two people who know each other well

Other situations, at the initiative of the learners or the teacher, can of course also be suggested.

The learners will improvise in pairs, on a subject (from those suggested, modified or not, or another suggestion of their choosing).

The improvisation will last about five minutes for each performance.

After each performance the group will comment, with or without the help of the table on page 4.

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1) DIALOGUE SITUATIONS BETWEEN TWO PEOPLE WHO DO NOT KNOW EACH OTHER

- a) You would like to give a nice pen as a present to a person close to you. You go to a stationer's and ask the stationer for his advice.
- b) You are having a drink on the terrace of a café. It's three o'clock, the weather is fine. You are killing time while waiting for an appointment later on. At the next table is a person whom you are attracted to and whom you would like to get to know. You want to start up a conversation with this person but without giving them the impression that you are trying to flirt with them.
- c) In a station waiting room, you are waiting for a train that is very late. The person sitting next to you can't hear the message given over the public address system and asks you to repeat it.

For this situation, the learner playing the role of the person who did not hear the message will have to consult the teacher, so that he can inform him without the others knowing.

NB. The teacher will find details about this on page 12 of this module.

- d) A lift breaks down and stops for five minutes between two floors. Two people who are not neighbours in the building are in this lift. One of them starts up a dialogue.
- e) Two people meet in a café through a marriage bureau.
The teacher will ask for a volunteer for this situation. When the volunteer is chosen, he leaves the room. The second volunteer is found, and the teacher and the learners decide on a sign of recognition and the main characteristics of the person that the second learner is playing. The learners play the role of people sitting at the tables in the café while the teacher goes out to give the sign of recognition to the learner waiting outside. This learner goes into the room as if he were entering a café and tries to recognise, from all the other learners, the person who is waiting for him.
- f) Two people are each leafing through a book in a big bookshop. They are standing next to each other until they notice that they both have the same book in their hands (the subject of the book will be established by the group). They start up a conversation.
- g) Two British people meet by chance in a foreign country.
- h) Two people are sitting on a chairlift going up the ski slope. The machine suddenly stops for no apparent reason. The wind is blowing hard. The two people tell each other how they feel about it.

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1) SITUATIONS BETWEEN TWO PEOPLE WHO KNOW EACH OTHER A LITTLE

- a) You have an account in a bank. You know the person who looks after your account, as you have seen him once or twice a month for the last year. You have 300 euros in this account, and you would like to withdraw 500 euros.
- b) You are in a doctor's waiting room. Another person comes in and sits down. You realise that it is the postman who has been delivering your post for the last five years. You start up a conversation.
- c) At a wedding in the country, you find yourself sitting at a table next to your boss. You are very surprised to see him there, as it is totally unexpected. You start a conversation with him.
- d) You meet the husband of the person who looks after your children (or your little brother) at the market by the vegetable stall. Start up a conversation.
- e) Two childhood friends meet after phoning to fix a date. They have not seen each other for 25 years...
- f) As he is going down to the car park under his block of flats, a person who has recently been attacked in an underground car park meets a neighbour who moved into the building only a few days ago, and asks him to accompany him. This neighbour was in fact just going to go up to his flat.
- g) Two people who know each other vaguely through an association that they both belong to meet at the grocer's on Christmas Eve. They are going to buy a slice of cold meat as they are on their own for Christmas...

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1) DIALOGUES BETWEEN TWO PEOPLE WHO KNOW EACH OTHER WELL

- a) You go to see a relative who lives near you to ask for a favour. This favour could be, for example, to look after something in your flat for a couple of days because you are away on business. Your relative is reluctant...
- b) You meet a close friend of yours in the street and he/she confesses a big problem he/she is having difficulty coming to terms with (for example: their partner wants a divorce, a relative is seriously ill, they have just lost their job, or all their money, etc.)
- c) You have a date with a young woman in a restaurant and you take advantage of the occasion to ask her to marry you.
- d) Two colleagues who have been working with each other for a long time are fairly close. One asks the other to stand surety for a large bank loan (or asks him to lend him a large sum of money).
- e) For the first time ever, two cousins who know each other well broach a conversation subject on which they have diametrically opposed opinions (sports, politics, education, money, happiness, etc...)
- f) Two neighbours have lived on the same floor for several years and see each other regularly. One goes to see the other to tell him something totally out of the ordinary.

The learner playing the role of the person confessing something will ask the teacher separately what he has to tell his neighbour.

NB. The teacher will find details about this on page 12 of this module

INFORMATION FOR THE TEACHER

What the teacher must tell one of the actors for the dialogue situations which are not fully described in the preceding pages:

c) In a station waiting room, you are waiting for a train that is very late. The person sitting next to you can't hear the message given over the public address system and asks you to repeat it.

For this situation, the learner playing the role of the person who did not hear the message will have to consult the teacher, so that he can inform him without the others knowing.

For this particular learner only:

Gradually during the dialogue, he will begin to complain about everything, first the lateness of the train and the consequences, then his situation in general, his unhappy life, etc.

f) Two neighbours have lived on the same floor for several years and see each other regularly. One goes to see the other to tell him something totally out of the ordinary.

The learner playing the role of the person confessing something will ask the teacher separately what he has to tell his neighbour.

For this particular learner only:

The neighbour says that for several weeks he has been witnessing strange phenomena in his flat: objects that move by themselves, noises, objects that disappear, other objects that appear, an unidentifiable object, etc. as the learner's inspiration takes him.