The Importance of Speech and other Techniques that Work

Staci-Anne Ali
Aichi University
Toyohashi, Japan

ARTICLE INFO

Article History
The paper received on: 17/02/2014
Accepted after peer-review on: 10/05/2014
Published on: 01/06/2014

Keywords:
Speech Techniques, ESL Classroom, Power Up Tutorial, Humanistic approach

ABSTRACT

Speaking is an essential part of how we communicate in day to day life. Teaching communication to second language learners requires the knowledge of variety of techniques. By applying a humanistic approach to the classroom, teachers are able to consider the holistic learner and cater to their needs. The present paper elaborates on some of the very useful techniques that may go long way in developing speaking skill of ESL learners. Some samples of different successful techniques and other ideas are also outlined in this paper.

Suggested Citation:
1. Introduction

Communicating effectively is essential to how we live our lives. Whether it is through speech, gestures, or writing, it is universal regardless of the language we speak. We use gestures, body language, and facial expressions to communicate how we feel, think, and to get what we want. No matter where we go, or what we do, communication is a never ending process from birth to death. Communication is used to help us get what we want. As babies grow they learn to speak in order to get their needs fulfilled. They learn to use the tools they have such as: sounds, gestures, and “facial expressions to convey meaning” (Savignon 1997). As we learn, vocabulary increases, we become more effective at communicating clearly and personal opinions and preferences are formed allowing us to develop as individuals. Learning to communicate is essential. For Second Language learners, communicating effectively requires the knowledge of various techniques and knowing how to naturally incorporate them into a conversation while actively engaging the other person. The image of a conversation should be like a tennis match, with a “certain amount of verbal reciprocation as well as exchanging ideas and opinions and personal beliefs” (Brown, 1987, p. 206). In this paper my focus will be on speaking, using a humanistic approach to learning, considering the feelings and thoughts of the student and how it can help the overall learner, examining techniques and looking at what can be used to help stimulate this. I will outline some techniques based on current literature, as well as examining other techniques or methods that might be suitable to help facilitate speech in the class. In the following sections, first I will outline the program I lead, and the structure of the class, then will illustrate what techniques are being used, considering their good and bad points, then, in the next section, I will show what techniques might be suitable and how they can help the learner, taking into account the good and bad points. The last section will conclude this paper reiterating the important points of speech.

2. Background to the Study

2.1 Power Up! Tutorial

I teach in a program called the “Power Up Tutorial” (PUT) at Nagoya University of Foreign Studies (NUFS) in Japan, introduced in April of 2003” (Kindt, 2004). There are three classes taught simultaneously. Each classroom is equipped with five tables suited for 3-4 students and one teacher at each table. The room is equipped with audio visual equipments such as; an entertainment system with a plasma TV, CD player and a white board. “The classroom size allows for tutoring at individual tables ensuring minimal distraction from neighbouring tables” (Kindt 2004), it also allows the students to move to different tables and converse with other partners and teachers with ease. The purpose of the PUT program is to increase the student’s ability to;

1. Communicate orally
2. Have strategic competence
3. Engage actively
4. Have confidence
5. Increase learner autonomy

In each class there is one designated class leader (CL). He or she is “responsible for the class structure, presentation of material, and topics” (Kindt 2002); and also to answer the students’ questions, clarify homework questions, and conduct guided conversations. The CL supposed to oversee the running of the class and ensure that the students get optimum speaking time. It is the native English teacher’s responsibility is to engage the student in topic related conversation, and to “present some of the
material and facilitate conversations” (Kindt 2004). The lessons are taught from the course books “Tools for Increasing Proficiency in Speaking” written by Kindt and Barnard version one and two. Book one is a beginner to intermediate level which covers topics such as: Lifestyles, Hobbies and My family and is used in first semester. Book Two increases in difficulty with themes such as: Local Culture, Things That Really Bug Me, and What Do You Think and used in second semester. There are selected topics with conversation strategies such as: clarification, using follow-up questions, and asking for more information. The students must try to use the conversation strategies with the selected topics each class with support from the required text. Each chapter of the text is complete with vocabulary, native English speakers’ conversations, student conversations, conversation strategies, and helpful hints which instruct the student on how to make the conversation card (Appendix:1); and specific phrases that could be used. Example conversation cards are also included as guidelines of how to make the card. The final page of the chapter consists of questions that might be useful for the student to use during the conversation. Students are also encouraged to think of some of their own questions. This course book is closely related to “Nice talking with you” by Kenny and Woo, which students also use in another oral communication class (OCS).

Each week students make a conversation card as homework (Appendix:2) based on a topic in the text or assigned by the CL (Kindt 2004). A conversation card is a B6 (128mm X 182mm) index card that is to be completed for homework. Based on the topic, the students are instructed to write their main ideas on the topic and use them as a guide during their in-class conversations. They are encouraged to use simple words and phrases to jog the memory and to imitate a natural conversation. The students talk about the topic first with support from their cards and the Native teacher at their table. During the course of the semester, the students are weaned off the text book and eventually the card, thus, promoting a more natural free flowing conversation. In each class the aim is to have at least three 15 minute conversations. The structure is:
1. 10 minutes for the warm-up activities,
2. 15 minutes for teachers to correct the conversation cards, review the useful questions and conversation strategies
3. 3 X 15 minutes (45 minutes) conversations
4. 10 minutes for homework.

Students are given numerical grade every class based on their conversations. Grades are usually in the range of 75 to 90% depending on how well the students speak. However, lower grades have been given to students who refuse to speak. Teachers are ideally given 2-5 minutes between conversations to give students pointers on how to improve their next conversation before moving to another group. After the last conversation the teachers are allotted 2-5 minutes to grade the students based on the fluency of their conversation.

The Native speaker is encouraged whenever possible to allow the students to speak because the class focus is on oral communication, and the aim is to carry on a fluid conversation from start to finish using conversation strategies taught in the class. Teachers are encouraged to gradually change from 15 to 20 minute conversations toward the end of the semester which is good practice for assignments. Throughout the semester, the students examine their language skills every 4 weeks by taking part in recordings. “Recordings give the student the
opportunity to hear their own language production, recognize common errors and make improvements themselves” (Kindt 2004). Students record a conversation with a classmate using the Olympus voice-tek V13 (Appendix: 2) on the topic of the day.

The transcription (Appendix: 3) is a word for word written record of the recorded conversation (Kindt 2003; Lynch, 2001). Students are then asked to examine the transcript for corrections in grammar and sentence order; as well as make improvements in the conversation based on what they should have done as opposed to what they actually did. Students should identify conversation strategies they used during the recording. There are questions on the back of the transcript sheet which students are to answer; it is also a good method for teachers to view the students’ weak and strong points, their opinions and their experience in the program so we can collectively help them improve (Appendix: 4).

3. Techniques Currently Used

3.1 The Humanistic Approach

In the PUT classes there are a number of techniques used to help facilitate the increase of speech. The humanistic approach is defined as numerous techniques that consider the whole person (Candlin 2001 pg. 152). It considers the learner’s feelings, thoughts and current knowledge about what he or she is learning in the target language (Richards and Rogers 2001 P. 90). Using this approach considers all aspects of the individual and what can help stimulate each of their senses taking into consideration how they feel and their thoughts and also by allowing them to express themselves in the target language, like language immersion.

3.2 Silence is Golden!

Silence is key during the conversations in regular PUT classes to maximize student talking time. This allows the student to build up a flow, confidence, as well as forcing them to draw upon the skills they have learned to prolong the conversation in a structured manner. The teacher should ideally talk for 30% of the time, leaving 70% for students. Classes are ninety minutes; teacher talking time is aimed at 20-25 minutes on average 22-20%. By keeping within these time constraints, the students talking time is maximized. The “silent way” has been adapted and is something to work towards, native speakers can use this technique of silence to monitor student errors, grammatical structures and to suggest mindfully other options as well as appropriate corrections (Brown 1987 pg. 207). This can be used during the transcription activities as well as daily conversations. Silence can help in these situations, however, it may sometimes appear as if the teacher is not interested in the conversation and isn’t listening to what the student has to say. Some teachers may not know how to limit their own speaking and being “silent” may be difficult for them to do.

3.3 The Use of Music

Suggestopedia is used in the PUT classes to create an ambiance. It is a well known humanistic method that was developed by Georgi Lozanvo (Richards and Rodgers 2001, P. 100). We make use of music to create a non-threatening environment, which helps to stimulate a mental state that facilitates learning. The target is conversational proficiency in the language being studied (Candlin 2001, P. 154); this is useful for oral communication programs like PUT since the goal is to improve communication. According to Candlin (2001), using suggestopedia, “is 25 times more effective, and improves
conversational proficiency than other methods” although it is not explained what methods they are compared to (p. 152). It takes the attention off the students and makes for a more relaxed environment in which the student can learn with ease. In the PUT classes the students are encouraged to have guided conversations at the tables for 15 to 20 minutes. When the volume of the music increases the students end the conversation naturally using the conversation strategies; move to a new table with a new teacher and talk to a new set of students. Lozanov supports that “suggestopedia directs learners to acts of communication” (Candlin 2001, P.154). One possible down side to using this method is that it can be distracting to students who are paying more attention to the music than the actual conversation. The type of music can help or hinder the absorption of information (Candlin 2001 pg. 154). Candlin points out that creating the right kind of environment is essential for learning to occur. The results of a small survey show that Japanese students agrees that using music in class was good because they didn’t feel embarrassed when talking and they felt that no one could hear them making mistakes.

3.4 The Benefit of Working in Pairs

Co-operative learning is defined as “small groups working together with usually 2 to 4 members” (Richards and Renandya, 2002 P.53). PUT classes generally follow a 15-20-20-15 minute pattern. During these stages the CL would have an introduction or re-introduction, present the activity, followed by 3 consecutive 15 or 20 minute conversation blocks where the students would work in groups of 3 or sometimes even pairs. The focus is always on the ability of the students to speak as fluently as possible to get their meanings across about a given topic. The topics range from simple, such as, “3 things about me”, to more difficult “What do you think.” By having the students in groups and pairs they can have balanced conversations with each other. It is obvious that students talk more openly and freely with the same sex groups. Students call it “Girl Talk” and “Boys Talk”. In the presence of mixed company students can become more reserved and aware of each other, and as a result limiting the progress of the conversation. For example, conversation: 1 is between a female teacher, one male student and two female students. Note the structure. Conversation: 1 follows a structure, it’s on topic, and there is less willingness to get side tracked. Conversation: 2 is between a group of female students and a female teacher. Notice the change in topic content.

Conversation 1

Teacher: Hi, what’s new?
Boy 1: I had my part-time job this weekend.
Girl 2: Oh really?
Girl 3: Where do you work?
Boy 1: I work at café.
Girl 2: O h, busy?
Boy 1: Very busy, Do you have the part-time job?
Girl 3: That’s too bad.
Girl 2: Yes, but I retired, so tired, too busy. Money a little.
Boy 1: That’s too bad. I’m sorry. Fight!

During conversation: 1 all participants were girls. The students revealed more details about feelings, relationships, personal and private information. There is a structure, but unlike conversation 1, conversation 2 is more open and honest and is more natural and relaxed. Although working in groups is
good, if the students are well acquainted, they might talk too much in their mother tongue about other topics and may be distracted easily.

**Conversation 2**
Teacher: Good morning, what’s new?
1. Well, I had a great weekend
2. Really?!
3. Yah, what you doing?
1. (giggling) I had a date.
2. Hmmmm...ooooo
3. With who?
2. Oh, really?
1. A boy at my part-time job
3. What he like?
1. You don’t like him?!
3. I like him but his face not handsome.
2. W hat’s his name?
1. It’s a secret, H e’s in this class!
3. I know, I know.
2. There are two boys in class.
1. I’m embarrassed.
3. You are red!

### 3.5 Memorized Phrases

Formulaic language is something that students use to help them remember, it acts like a mnemonic device (Richards and Renandys, 2002 P. 271). One phrase in the Japanese system is;
Q. Hello, How are you?
A. I’m fine thank you, and you?

Memorized lexical phrases are said to increase the speakers’ fluency and speed. During the introduction of class or the warm-up, almost all students respond with the aforementioned memorized phrase. The second most popular phrase is;
Q. Hello, How are you?
A. I’m sleepy.

Richards and Renandys (2002) illustrate that learning new vocabulary and phrases are important in the continuation of the student’s progress and improvement. When a student is still using very basic phrases to articulate themselves their learning curve probably hasn’t improved. Candlin (2001) calls this fossilization, “when the learner seems to cease to make any visible progress, no matter how many language classes the attend or how actively the continue to use their second language for communicative purposes...they freeze or become stuck at some more or less deviant stage” (P.20). In class when the following phrases are introduced, students have difficulty understanding the meaning and attempt to use their dictionaries for assistance. It is not clear if they understand that the question is asking, “Hi, How are you?” due to the memorization of lexical phrases.

### 3.5 Recognizing Errors and the Transcript

Mistakes are a natural part of learning. Being able to recognize errors allows the student to understand, for themselves, what error was made and where it needs to be placed in the sentence as well as how to correct it (Richards and Renandys, 2002 P. 330). This has proven to be effective because students are able to recognize minimal errors such as; the use of prepositions, verb tenses in the past, present, and future; singular and plurals; adjectives and expressions and phrases in activities like the transcript. During these conversations students can confidently express their knowledge on the topic, and make use of vocabulary used in that chapter that relate to the chosen topic (Appendix: 4). The student can also incorporate other subjects learned in class such as conversation strategies for example; asking for advice, offering advice, responding to advice, clarifying, describing and offering cultural explanations into their work. Transcripts are good for students because it is an opportunity for students to understand some of the corrections and
mistakes for themselves. When asked, some students agreed that hearing themselves talk allowed them to understand their weak points. Consequently, it involves too much writing, doesn’t ensure that the grammar is fully understood, doesn’t completely mimic real life situations, is time consuming and the allotted time is not always adequate for each student.

4. Things to Consider Using

Based on a review of literature for this paper, the techniques mentioned in this section are possibilities that might be useful to the students overall progress. Not particularly in the PUT program but any oral communication program. These techniques might actually help them to increase their language accuracy because it considers different aspects such as: the thoughts and feelings of the humanistic learner. Both the positive and negative aspects of using these techniques are considered.

4.1 Speeches

To recognize errors, students should consider making speeches. This can encourage peer evaluation; increase the student’s ability for public speaking and might help less confident students build their self-esteem in a supportive environment. Speeches are more practical than transcripts for their development. This might be problematic considering the basis of most oral communication programs is geared towards conversations and a certain level of fluency, and the re-structuring of the class content for this might not be feasible. However, over a span of 2 days it is possible if the class is divided into two groups, A and B; A presents their speeches, while B continues with the conversation topics. While the CL, and 1 ALT and two students can evaluate the speeches. Each speech could total three minutes allowing each student enough time to participate in the conversations. This might work well in other oral communication programs if the curriculum allows it.

4.2 Peer Influence

As suggested by Richards and Renandys (2002: 228-229), peer evaluation has been said to be an effective technique. This is a useful addition to any oral communication programs because students are more apt to listen to the advice of their friends than others. If students can relate to each other’s mistakes then it might be easier to improve themselves. Teachers can monitor the peer evaluation system and set some guidelines and rules. For example; be mindful of criticism and improvements. Did the student use conversation strategies? Did the student use follow-up questions and if so, how many? (See Appendix: 5). Using the sample from appendix 5, the students can be observed and receive appropriate feedback. This technique can also be used for the transcriptions because it can give the student some insight from others on what they can improve. Also, if the students can contribute to the class, it might give them more incentive to try harder, and tap into their intrinsic motivation, which takes into consideration the humanistic approach and the learner as a whole.

4.3 Journals

Each learner has different strengths and weaknesses. For some students, speaking may not be their strong point. For the Humanistic learner, keeping a reflective journal might be an ideal task because it considers the student’s ability to think in the target language. It is also useful to log progress over time to show overall improvement throughout the course of the semester (Richards and Renandys, 2002 P. 230). A journal might work best for some of the students who have more introverted
personalities. It can help them to express themselves in ways they feel comfortable. It is unknown if it is suitable especially considering the class size, and the time required to mark each journal. However, this may not be inline with the goals of an oral communication class but it can be done as an extra credit assignment or as regular homework.

4.4 On the Creative Side

Role-play situations, where the students are able to take on different roles, are an excellent way to help students develop their skills (Richards and Renandys, 2002 P. 163). It is fun as well as an exciting evaluation tool in which students are in complete control of increasing their independent learning, and also encouraging learner autonomy. It creates motivation for the individual thoughts of the student. In an annual Summer English Camp, parts of the curriculum were skit creation and presentations. The students have to create a skit based on characters they draw from a hat or box. Working in groups, they have to decide the details of the skit. The non-performing students will then vote for the best skit, evaluate them based on the sample in appendix 5. Consequences of this are that it is time consuming, it's an indirect approach to the target language- the students might use their mother tongue to communicate their thoughts and ideas and introverted learners might have difficulty getting involved and performing.

4.5 Video vs. Audio?

Audio recordings are a part of the PUT curriculum. However, from the second year, video recordings are introduced. It’s the notion of advancing gradually and progressing to second year, so that the students can look forward to something. Richards and Renandys (2002 P. 209) agree that the video gives the best possible feedback because it provides a simultaneous display of contributions, sociolinguistic strategies, group dynamics, language use and accuracy. Video recordings allow more information to be available. “Non-verbal communication is so subtle and subconscious in a native speaker that verbal language seems, by comparison, quite mechanical and systemic. Language becomes distinctly human through its non-verbal dimension, or what Hall (1966) calls the “hidden dimension” (Brown, 1987 P. 209). It might be beneficial for students to have the experience of both audio and video recordings in oral communication programs like PUT, allowing them to hear their mistakes as well and see their body language in a conversation.

4.6 Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching TV (Richards and Renandys, 2002 P. 255). There are many techniques that have been suggested to try and help students learn vocabulary. Vocabulary quizzes were useful at one point but students usually arrived late to avoid it. It was met with some opposition from other teachers who didn’t think quizzes were essential in a communication program. Exercises that proved to be successful were: fill in the blanks (Appendix: 6), fill in the blanks with song lyrics (Appendix: 7), and the crazy story. The crazy story is a story that the students create based on the vocabulary they are familiar with. The left section of the page
is numbered from 1 to 8, and as a group students have to agree on the answers and fill in the numbers. The story is then read aloud and the class can vote on the most creative story.

**Example: The Crazy Story**
1. Name of a person in the class
   And
2. The name of a famous person
   W ent to
3. A place
   By
4. Name of transportation/ vehicle
   So they could
5. A verb
6. A noun

**4.7 Things That Work**
Movie clips and short cartoons work well for any level of student. Watching a short movie clip such as “SpongeBob SquarePants”, “the Simpsons” or YouTube clips, along with fill in the blanks vocabulary sheets or conversation strategies has proven to be effective. They are successful for a number of reasons; the students are able to see the non-verbal gestures, see how the conversation strategies work in near real life situations, hear other native speakers at a natural pace, see cultural humor, and follow the content as well as it being entertaining. It is useful because it engages the student and stimulates the visual audio learner. Audio allows the students to listen to natural English, consequently it needs to be repeated and in real life situations you only get one chance. These types of activities, including the crazy story, are time consuming, they detract from the conversations, and the students use their mother tongue to communicate with each other if they don’t understand something. There is also the possibility of having technical problems, which might delay the class.

**5. Conclusion**

Before starting this research, it was unclear how the techniques used affected the student’s ability to speak better. In oral communication programs like PUT, but not limited to it, using a variety of techniques can increase the efficiency of speech communication while considering the humanistic learner. As stated in this paper, the techniques that are currently being used in the PUT program are; silence, music, working in pairs or groups, adjusting the speed of speech, using memorized phrases, and recognizing errors. These techniques help to increase the level of speech in second language learners. However, it doesn’t consider all aspects of how the student learns, which is known as the humanistic approach. Based on the literature explored in this paper, it is evident that there are various other techniques that engage the student as a whole person, embracing their individualistic thoughts, and emotions in the target language. In order to ensure optimum student success I propose that other techniques such as; speeches, peer influence, journals and role-plays could be implemented into the course curriculum to benefit the whole student. The techniques suggested are not only limited to the PUT program but in fact have proven to be successful in other oral communication programs with similar goals of increasing speech.

**About the Author:**
*Staci-Anne Ali* is a lecturer at Aichi University in Toyohashi, Japan. She is currently teaching communication and practical English courses implementing a creative spin on learning English. She has recently completed her MA in TEFL (teaching English as a foreign language) with the
University of Birmingham, England. Staci has researched and published on sociolinguistics and gender roles in the EFL classroom.

**Works Cited**


**Appendices:**

Appendix 1: What I’m Like
To make a What I’m Like card look at the example cards, the example conversation and the Helpful Hints. List the main ideas and tell us what you are like or what you like to do in your free time. Tell us about it using pictures, words and phrases.

**Appendix 2:** The Olympus USB recorder

**Appendix 3:** Transcript example of how students transcribe them

Appendix 5: Peer evaluation

Name: 
Partner's name: 
Did you use any Japanese? Y. N.
What gestures did you see? (Please list)

3. List the conversation strategies you heard?

4. Did the student speak clearly? Y. N.

5. Which follow-up questions were used? (List as many as you can remember)

Thank you for your time!

Appendix 6: Fill in the blanks conversation

10. What's Important to Me - Example Conversation 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Greeting</td>
<td></td>
</tr>
<tr>
<td>1. Joe</td>
<td>Hey, Emily. How are you?</td>
</tr>
<tr>
<td>2. Emily</td>
<td>Good thanks. How are you?</td>
</tr>
<tr>
<td>3. Joe</td>
<td>I'm okay.</td>
</tr>
</tbody>
</table>

II. Small Talk

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Joe</td>
<td>It's a little hot today, though.</td>
</tr>
<tr>
<td>5. Emily</td>
<td>Hmm... yeah, you're right. It's really ☀️.</td>
</tr>
<tr>
<td>6. Joe</td>
<td>Ah... So, what are you doing this weekend?</td>
</tr>
<tr>
<td>7. Emily</td>
<td>Um, nothing much. I don't have any big plans.</td>
</tr>
</tbody>
</table>

III. Introducing the Topic

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Emily</td>
<td>Um... I'm gonna have to call my mom, I think, on, maybe, Saturday night.</td>
</tr>
<tr>
<td>9. Joe</td>
<td>Hmm, that's nice.</td>
</tr>
<tr>
<td>10. Emily</td>
<td>Yeah, it's been a while since I'd got in touch with her. So I think it's ☑️ that every week, I uh, call her at least once or twice and let her know how I'm doing here.</td>
</tr>
<tr>
<td>11. Joe</td>
<td>I'm sure she's ☑️ about you living so far from home.</td>
</tr>
<tr>
<td>12. Emily</td>
<td>Probably not. I don't think she's worried. I just think it's ☑️ to keep her ☑️ with what I've been doing every year and I'd like to know what they've been up to as well.</td>
</tr>
<tr>
<td>13. Joe</td>
<td>Oh, that's nice. Yeah, I usually try to call my mom once a week, but if I forget, then she gets worried and she calls me.</td>
</tr>
<tr>
<td>14. Emily</td>
<td>Oh, really?</td>
</tr>
<tr>
<td>15. Joe</td>
<td>Yeah.</td>
</tr>
<tr>
<td>16. Emily</td>
<td>So it's ☑️ to you then to make the call to her.</td>
</tr>
<tr>
<td>17. Joe</td>
<td>Yeah, so I wish I could go home and visit more often.</td>
</tr>
<tr>
<td>18. Emily</td>
<td>Hmm.</td>
</tr>
<tr>
<td>19. Joe</td>
<td>But that takes money, so... yeah...</td>
</tr>
<tr>
<td>20. Emily</td>
<td>Money's important.</td>
</tr>
<tr>
<td>21. Joe</td>
<td>Yeah, I'm trying to save money. Money, I think is ☑️ to live a good life... to have some money. Yeah, but flying back home twice a year would be ☑️... so...</td>
</tr>
<tr>
<td>22. Emily</td>
<td>Hmm. That's true.</td>
</tr>
</tbody>
</table>
| 23. Joe | I would like to do that. I would like to fly home and see my

Appendix 7: Song Lyrics

The Power of Goodbye

Written by Madonna and Rick Nowels

Your heart is ____________, so ____________
The spell has been ____________...I _______ you so _______ comes when you learn to let go _______ comes when you learn to say no

You were my _______ I had to _______
I was your _______ you had to _______
Pain is a warning that _______ wrong
I pray to _______ that it won't be long
Do ya wanna go _______?

Chorus:
There's nothing _______ to try
There's _______ left to hide
There's no greater power than _______ _______ _______

_______ is not open, so I must go
The ______ has been broken...I loved you so _______ my lesson I had to learn
I was your _______

Chorus:
There's nothing left to _______
There's no more heart to _______
There's no _______ than the power of good-bye

Bridge:
_______ to say good-bye
I _______ to say good-bye

Chorus:
There's nothing left to _______
There's no more places to _______
There's no greater power than the power of good-bye
There's nothing left to _______
There's no more _______ to bruise

_______ greater power than the power of good-bye

Appendix 8

SpongeBob Squarepants and communication strategies

- Patrick is often used as a communication strategy because he is a fun and engaging character.
- SpongeBob Squarepants is often used as a communication strategy because he is a fun and engaging character.
- Patrick is often used as a communication strategy because he is a fun and engaging character.
- SpongeBob Squarepants is often used as a communication strategy because he is a fun and engaging character.
- Patrick is often used as a communication strategy because he is a fun and engaging character.