

Developing Oral Communication Through Fluency, Interaction and Digital Tools

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Introduction & Research Question

Effective oral communication is not limited to knowing vocabulary and grammar; it also involves speaking with fluency, using clear pronunciation, and interacting meaningfully across different situations. In English teaching, especially at the middle-school level, supporting learners as they build confidence and accuracy in speaking is a central goal.

This essay is based on an eight-lesson playful learning course designed for 7th-grade English learners. The theme of the course, “*Teenagers - and so what!*”, aims to engage students by connecting language learning to topics relevant to their everyday lives and identities.

This profession essay explores how the use of fluency-focused activities, integrated listening and speaking practice, and digital pronunciation tools can contribute to the development of oral communication skills among 7th-grade English learners.

Research question

How can engagement in fluency activities, integrated listening and speaking practice, and the use of digital pronunciation tools support the development of oral communication skills among 7th-grade English learners?

This essay explores how different teaching strategies, supported on theoretical perspectives, help develop students’ oral skills through guided practice, communicative activities, and the use of technology.

Theoretical approach

My theoretical approach is based on four key ideas from literature that together provide a framework for understanding how oral communication skills develop.

- Speaking skills

(Burns, 2019) shows that speaking involves fluency, interaction, and meaningful communication. This helps me understand how students develop oral skills through practice. This perspective highlights that oral skills are developed through active use, rather than passive learning, and that opportunities for real communication are essential. In my lessons, this understanding guides the design of pair work, group tasks, and discussion-based activities that encourage students to speak spontaneously.

- Communication strategies and interaction

(Cook, 2016) explains how learners use strategies such as asking for clarification or rephrasing, to maintain conversations even their language is limited. His ideas support my focus on fluency activities and pair/group work. By engaging in interaction, learners develop confidence and the ability to navigate real-life communicative challenges.

- Pronunciation and digital tools

(Harmer, 2015) underlines the importance of pronunciation and how feedback and repeated practice, including digital tools, such as recording apps or pronunciation software, allow students to hear, practice, and self-correct their speech. Integrating these tools in the classroom maintains engagement and reinforce pronunciation as part of oral fluency development.

- Vocabulary uses in speaking

(Henriksen, 1995) explains what it means to “know a word,” including productive vocabulary. Henriksen distinguishes between breadth, knowing many words, and depth, knowing words well enough to use them productively. This framework is particularly relevant in lessons where students explore slang or idiomatic expressions. To communicate effectively, learners must not only recognize vocabulary but also use it actively in context.

Relevance of the Research question in relation to the Danish National Curriculum (Folkeskolen)

My research question fits well with the goals in the Danish National Curriculum for English. In *Fælles Mål*, students must learn to speak English clearly, understand spoken English, and take part in conversations. The curriculum also emphasizes that students should practice fluency, pronunciation, and vocabulary, and that they should be able to communicate in different situations.

Furthermore, the national curriculum also highlights the importance of using digital tools in language learning “Multimodal and digital competences”. By exploring how fluency activities, integrated listening and speaking practice, and digital pronunciation tools can improve students’ oral communication skills, the research question directly supports these goals. It helps me focus on how classroom activities can help students reach the learning objectives in communication and language use.

It also shows how teaching can combine traditional language skills with modern digital tools, which the curriculum encourages. The research question highlights the importance of active and engaging classroom activities that involve all students. In this way, it demonstrates a clear connection between curriculum goals and everyday English teaching in 7th grade

The relevance of the research question for my teaching subject.

The research question is very relevant for English teaching because speaking is one of the main skills students need to become confident language users. In 7th grade, students are starting to use English more actively, but they still need guidance to improve fluency, pronunciation, and their ability to take part in conversations.

The question allows me to explore how different teaching methods like fluency activities, listening and speaking practice, and digital pronunciation tools can improve students' speaking skills.

In addition, the question reflects authentic classroom challenges: how to help learners communicate naturally, how to integrate technology meaningfully, and how to scaffold vocabulary so students can use new words productively. The research question therefore contributes directly to my professional development as an English teacher and supports my ability to design lessons that foster communicative competence, creativity, and student engagement in spoken English.

This makes the research question useful for everyday teaching, because it connects directly to what students are expected to learn in English. It also supports the teacher's role in creating varied and engaging activities that help all learners speak more confidently. In this way, the research question links both the curriculum goals and the everyday work of teaching English in 7th grade

Planning for my teaching Sequences

Lesson Plan: (8 x 45 minutes)

Teacher: Evelyn Frandsen

School/ website: BillundSkolen/ <https://billundskolen.aula.dk/>

Subject: English

Theme: Playful learning- Teenager and so what!

Student activities before and after the Unit

<p>Preparation (Before the lessons)</p>	<p>Hand-out and introduction activities for <i>“A First Time for Everything”</i> (provided by CFU) – An autobiographical graphic novel by Dan Santat.</p> <p>I will work with the tasks from the pedagogical guide, focusing on “Before Reading 1 and 2” (See the pedagogical guide by CFU).</p> <p>We will take a brief look at the American school system, and then we will read pages 7–25 aloud in class.</p> <p>After that, the students read on their own with a focus on finding:</p> <p>Dan’s firsts (when Dan experiences something for the first time)</p> <p>Cultural differences (when Dan encounters cultural differences)</p> <p>Me too (when students recognize something from their own lives in what Dan goes through)</p> <p>Wow: When students encounter something that surprises them.</p> <p>Oops: Funny or embarrassing situations Dan is in.</p> <p>Students use post-its to mark these places.</p>
<p>After lessons</p>	<p>Students reflect on how their own teen identity and compare with Dan’s, Students collect and organize their findings and discuss cultural encounters.</p> <p>Students complete a small creative product (poster, video, poem, mini speech)</p> <p>These products will be used as assessments in the final lesson.</p>

Lesson plan 1 – Introduction and vocabulary building (2 x 45 minutes)

Sequences	Duration	Indhold	Purpose	Materials	Activities	Evaluering and feedback
1	20 min	Introduction to theme, research questions and graphic novel book	Students understand the lesson's focus on oral communication and fluency; Connect personal experiences to text.	Book hand out	Teacher: presents. Students: Ask questions	Quick oral check of understanding
2	15 min	Brief look at the American school system	Build context for understanding the story	Whiteboard Link	Teacher: Explain Students: Take notes and ask questions	Check comprehension by ask/answer activity
3	10 min	Read aloud pages 7-25	Support listening Comprehension and model fluent reading	Book Graphic novel by Dan Santat	Teacher: Start/reads aloud Student: Follow and mark interesting points/places	Observe engagement, note vocabulary and pronunciation issues.
4	5-7 min	Break				
5	15 min	Activity with post-Its	Presenting what the post-its are about: First, Cult, Me too, Wow, Oops.	Post-Its	Students: Ask questions	Check comprehension by ask/answer
6	15 min	Independent reading with post-its	Encourage active reading, identify Dan's firsts, cultural differences, Me too, Wow, Oops.	Book, post-its	Students: Read independently and mark moments.	Teacher: Check post-its
7	8 min	Review and Feedback	Go quick over the post – Its/ content	Book, Post-its	Students read some of mark moments	Teacher gives feedback and homework

Reflection before the lesson

Where is your plan most vulnerable to changed circumstances?	What can you do?
American school system overview, may take longer timer – Students can have more questions than expected.	Have a backup visual plan B: Pictures, short clip
Read aloud pages 7-25 for 10 minutes may take longer time. There can be interruptions or need for clarification. – The students may ask about vocabulary.	Preselect keywords or vocabulary; make the reading section shorter; ask the students to follow quietly even if the don't understand every word.
-Students perhaps experiences confusion about "Wow, Oops, Me too... Post its", They may not understand the colour categories and probably will need more instruction time.	Model the activity on the whiteboard, provide example-post its; Create a colour chart visible on the board. Reduce the number of categories if needed.

Evaluation after the lesson – For future use

How did the lesson go compared to what you expected?	What possible alternatives could there be?
Overall, the lesson went well and followed the planned structure. Students were engaged during the warm-up and read aloud, and they participated actively.	
The only section that took longer than expected was the post-its activity. The students initially struggled to understand the activity and categories: "Wow, Oops, Me too,..." This delayed the work slightly, but once the categories were clearly on the whiteboard, the students were able to follow successfully. The adjustment actually improved clarity.	<p>A colour-coded chart for the start, so the students immediately know what the post-its colour represent.</p> <p>Reduce the number of categories. Start with 2 instead for 4 types. Introduce more categories later.</p> <p>Pair reading instead of independent reading.</p> <p>Model the activity with an example text from the book and demonstrate where to place a "Wow or a Oops"</p>

Lesson plan 2 – Jacob the teen Cowboy and slang/Memes (1 x 45 minutes)

Sequences	Duration	Indhold	Purpose	Materials	Activities	Evaluering and feedback
1	5 min	Check homework-task from " A first time for everything"	Assure students understood and used the post-it correctly	Book and post-its	Teacher asks: What did you mark? Why? Students: answer	Observes, answer, clarifies misunderstandings,gives positives feedback
2	10 min.	Introduction to " Jacob the teen cowboy"	Introduce a new teen perspective, create context for listening and reading	Alinea portal	Teacher: presents Alinea text " Jacob the teen cowboy"	Students answer a quick question: What would you like to learn about Jacob?

3	15 min	Listening/watching alinea content.	Practice listening comprehension and oral interaction	Computer, Headphones	Students play video/audio from Alinea, listen, pause and take notes	Check understanding by asking questions
4	15 min	Reading comprehension tasks from alinea	Develop reading comprehension and speaking skills	Worksheets and online tasks.	Students work individually or in pairs on assigned task	Teacher asks questions, gives feedback, support oral answers.

Reflection before the lesson

Where is your plan most vulnerable to changed circumstances?	What can you do?
Students may not relate to the theme immediately or may not respond to the warm-up question.	Allow students to think in pairs and share their answers before whole class answers. Use visuals, like a video.
Alinea platform can have technical issues with the sound. Students need extra time to collect their headphones and take notes.	Download the material. Provide a simple note taking template. Have an extra set of headphones
Some students may finish too quickly while others need more time and support.	Provide differentiated tasks: An extra challenge for fast students and pair work for those who need it.

Evaluation after the lesson – For future use

How did the lesson go compared to what you expected?	What possible alternatives could there be?
The lesson went as expected. Students were able to discuss their homework and explain their post its.	
The introduction to <i>Jacob the Teen Cowboy</i> created interest, and students contributed well to the warm-up question.	A video or short image could have been a great idea to activate prior knowledge.
The listening activity worked well, although a few students needed extra time to pause and take notes.	Provide a clearer note-taking scaffold before the listening task. For example, a table with keywords.
The reading comprehension tasks supported understanding and encouraged oral interaction, especially when it is done in pairs.	Prepare an optional challenge task for fast workers.

Lesson plan 3 – Jacob the teen Cowboy and slang/memes (1 x 45 minutes)

Sequence s	Duratio n	Indhold	Purpose	Materials	Activities	Evaluering and feedback
1	10 min	Collect slang, memes and teen language	Begin creative and cultural language collection, encourage interaction	Padlet or digital board	Teacher introduces Padlet and students suggest	Teacher summarizes ideas and encourages contributions
2	20 min	Speak aloud/ pronunciation practice	Improve oral fluency and pronunciation	Computer, pronunciation app Recording app- OneNote	Students read the passage about Jacob while reading students underline any slang words, idiomatic expressions or interesting phrases. After reading: quick comprehension check (Whole class) What is Jacob’s life like? What is his conflict, What makes him teen cowboy, rather than a classic cowboy?	Teacher gives feedback on pronunciation/int onation and clarity. Teacher: Collect students underlined slang/idioms Teacher: Clarifies meaning of difficult phrases and gives feedback
Break						
4	10	Vocabulary/pro nuntiation/slan g focus	Task: Before you go on, let us see how well you know some important words	Online game: https://www.eslactivities.com/old/scramble/sc0072292001764061482.html	Match the English and Danish words.	Teacher: Check students understanding and give feedback Student: Get to know some keywords before reading the text.

Reflection before the lesson

Where is your plan most vulnerable to changed circumstances?	What can you do?
Being creative with a paddle or digital board activity may not work.	Spark ideas with examples of slangs/ idioms.
Pronunciation/ reading passage (20 minutes) may be a challenge for some students specially those who feel insecure about reading aloud. Some may struggle to identify slang/idioms.	Allow voluntary. Show students how to underline slang/idioms.
Technology/ pronunciation app or recordings may fail	Have printed backup if apps fail.

Evaluation after the lesson – For future use

How did the lesson go compared to what you expected?	What possible alternatives could there be?
The lesson went well. Students participate actively in the slang and meme collection.	
Some students needed help before reading aloud.	Prepare a list of slang/meme to help students who struggle to contribute.
Most students were able to underline slang or idiomatic expressions and the comprehension question helped check understanding. The vocabulary/slang game was motivating and worked as a transition to the next reading task.	Having a printed backup of the game just to ensure the activity can continue even if the website fails.
A few students worked faster than expected, while others needed more time with the Danish-English matching.	For the vocabulary game, provide a differentiated version; Extra challenge words for fast students and a simplified list for lower-level students.

Lesson plan 4– Arbejde med Diana the rodeo kid (2 x 45 minuttet)

Sequences	Duration	Indhold	Purpose	Materials	Activities	Evaluering and feedback
1	15	Warm up	Brainstorm Synonyms, the word Rodeo and dangerous sport.	Alinea portal Computer Youtube-video	Before reading the text: Teacher: What is rodeo? Can you come up with 2-3 dangerous sport?	Check students understanding
2	10	Vocabulary/ pronuntiation	To build vocabulary	Alinea portal Computer	Write the right word in each sentence – Online activity	Student: Get to know some keywords before reading the text.
3	15 min	Reading comprehension tasks from alinea	Develop reading comprehension and speaking skills	Worksheets and online tasks.	Students work individually or in pairs on assigned task	Teacher asks questions, gives feedback, support oral answers.
Break						

5	15 min	Running Dictation	Practice listening	Cards	The students work in pairs. One student runs to read the words or sentences on the wall outside the classroom. They then dictate to the other student who writes them down	Teacher: Listen students write down what classmate says
6	18	Read and listen	Practice reading and listening	Alinea portal	Student: Follow the text on their screen while listening to a recording. Then, in pairs look up words they don't understand.	Teacher: Help students make a class list of new words from the text
7	10	Role play	Speaking practise	Copysheet	Student: Finish the dialogue/task and hand it in to the teacher	Student: Shows understanding of the article, creative thinking, and good communication in English.

Reflection before the lesson

Where is your plan most vulnerable to changed circumstances?	What can you do?
Students may not know the word rodeo or may struggle to come up with dangerous sports.	Prepare a back up picture, definition of rodeo. Bring 2-3 examples of dangerous sports to inspire students.
YouTube video or Alinea platform may not load.	Have the video preloaded or use a short explanation if technology fails.
The students may work at different speeds in the reading and comprehension task.	Allow pair work for scaffolding. Prepare guiding questions and an extra activity for those who finish early.
Running dictation may become too noisy	Clear explanation of the rules before starting. Have an inside-classroom version of the activity.
Students may run out of time to complete the dialogue, or some may feel shy performing.	Provide a short template or example dialogue. Pair shy students with supportive partners.

Evaluation after the lesson – For future use

How did the lesson go compared to what you expected?	What possible alternatives could there be?
The warm-up successfully activated prior knowledge, although a few students needed support to understand the concept of <i>rodeo</i> .	Prepare a simplified definition or image of <i>rodeo</i> for quicker warm-up understanding
The vocabulary activity helped build key terms before reading. Some students finished earlier than expected	Offer differentiated vocabulary tasks: a basic version and an extension list.
Running Dictation created engagement and strong listening focus, though the noise level increased slightly.	For Running Dictation, set shorter sentences for weaker learners and longer ones for advanced learners. About the noise: This activity can be fun outside, in an open area.
The final role play showed creativity and good oral communication, but some students needed more time to complete their dialogue and others didn't finish it.	For the role play, provide optional sentence starters or allow extra time in the previous phase by shortening another activity if needed.

Lesson plan 5– product (2 x 45 minutes)

Sequences	Duration	Indhold	Purpose	Materials	Activities	Evaluering and feedback
1	15	Introduction to the topic-product	To create a podcast or video in English	Computer	Interview others about teen slang	Teacher: Getting students ready to their first podcast/video Student: Ask questions
2	15	Choose your format Pick your words Find your interview Partner	Preparation		Student: Follow the instructions: Pick one of the two podcast/video styles. Select enough slang words for 3-5 minutes podcast/video Who can you record? A teacher, parents, older students	
3	13	Word sheet / task	creating a slang dictionary	Copy sheet	Student: Fill out the word sheet	Getting ready before recording

Break						
4	10	Practice the script	To prepare what to say/ask before the interview	Note Script Word sheet	Student: Prepare simple script template. Introduction What to say for each word. Conclusion <i>Example: "For my English lesson, I would like to interview you about teen slang for 3-5 minutes..."</i>	Teacher gives feedback on structure and communication
5	20	Create your Teen Slang Podcast or Video	To build communication skills To develop creativity To explore youth culture and language	Phone or computer/tablet	Interview / Recording	Communication and presentation *Is the podcast or video well structured? Creative thinking *Is there personal style and originality? Language use *Do students speak clear and understandable English?
6	10	Uploading and handing in	To practice digital skills and complete the assignment correctly.	Skoletube Teams/Onenote	Students upload the file and submit the link	Teacher gives verbal or written feedback; students self-evaluate

Reflection before the lesson

Where is your plan most vulnerable to changed circumstances?	What can you do?
Students may feel unsure about creating a podcast or video. They may get nervous about interviewing someone.	Show a short example of a simple podcast or video. Explain step by step how to do.
Working in groups of 2-3 students. They may be unhappy if I choose who they must work with, which could reduce motivation or participation.	Write 6 students names on the whiteboard. They will represent the leaders of the 6 groups, and the rest of the class can choose which leader/group they join. This allow

	“medbestemmelse” student co-determination while keeping groups sizes manageable. Students feel they have some choice and ownership, which increases engagement and reduces potential conflict.
Students may not know how to interview.	Prepare a list of possible interview partners.: Teacher, older students, office...)
Script preparation: Students may struggle to organize their script or may write too much or too little.	Provide a simple template: introduction, question for each slang word, ending. Offer sentence frames for unsure students.
Noise levels, technical issues, or missing devices may interrupt recording	Allow students to record in quieter areas or hallways. Allow audio only podcast if students are uncomfortable filming.
Technical issues with Skoletube, Teams, OneNote, can happen. Students may not know how to upload correctly.	Demonstrate the upload process on the screen. Have a printed step-by-step guide.

Evaluation after the lesson – For future use

How did the lesson go compared to what you expected?	What possible alternatives could there be?
The lesson went well. The students were enthusiastic about creating a podcast or video and quickly understood the goal of interviewing someone about teen slang, but unfortunately two students got upset because they couldn't be in the group they wanted. They refused to take part in the podcast/video product and asked to work separately.	Let students suggest preferred partners and then form balanced groups based on both their wishes and pedagogical considerations. Explain the grouping strategy more clearly in advance so students understand why groups are formed the way they are.
Choosing formats and slang words worked smoothly, although a few students needed help selecting enough slang expressions for a 3 to 5 minute product. The script-writing phase made them more confident	Offer word list with easy and advanced slang options.
Recording the podcast/video was engaging, though some groups needed extra time or a quieter space. Uploading went well!	Consider giving extra time across two lessons if recordings take longer than expected.

Theoretical perspective

This study focuses on how 7th-grade students develop oral communication skills through fluency practice, interaction, and digital pronunciation tools.

The development of oral communication skills in 7th-grade English learners can be understood through the combined influence of fluency activities, integrated listening/speaking practice, and digital pronunciation tools. Speaking is a complex skill that involves linguistic, cognitive, and social processes, and effective instruction should focus on meaningful practice and interaction rather than accuracy alone (Burns, 2019)

Fluency activities, such as role plays and discussions, give students the opportunity to communicate confidently and experiment with new expressions, while also encouraging the use of social and cooperatives strategies (Cook, 2016).

Speaking skills develop alongside listening, and integrated tasks such as interviews, dialogues, and podcasts allow students to interpret input and respond in real time. This kind of activity encourages the students to speak outside their normal vocabulary range (Cook, 2016). Vocabulary knowledge is also central to oral proficiency. According to (Henriksen, 1995) knowing a word involves both depth and breadth, as well as the ability to use it actively. Repeated speaking practice helps students move vocabulary from passive understanding to productive use, supporting their communication.

Pronunciation can be taught within communicative practice, and digital tools such as recording apps or speech visualizers provide immediate feedback, opportunities for repeated practice, and increased awareness of speech features, helping students speak more clearly and confidently (Harmer, 2015). By combining fluency activities, interactive tasks, vocabulary work, and digital tools, teachers can create a supportive learning environment that helps oral communication skills in 7th-grade English learners. Our students' pronunciation don't have to sound exactly like speakers of a prestige variety of English, it can be good enough if they can at least make themselves understood (Harmer, 2015).

Reflection on my investigation

Through this investigation, I gained a good understanding of how fluency activities, integrated listening and speaking tasks, and digital pronunciation tools can support 7th-grade students' oral communication. Across the different lessons, I saw that students became more confident when they had clear instructions, visual support, and enough preparation time before speaking. Activities such as post-it reading, running dictation, pronunciation practice, and especially the teen slang podcast/video task helped students use English in meaningful and engaging ways.

One important learning point was that several activities required more guidance/support than I expected. For example, the post-it strategy took longer because students were confused about the categories and colours. After modelling the process on the whiteboard and creating a colour chart, the activity worked much better. The same happened with the interview task; students needed a script template, examples, and a word sheet before they felt ready to record. This showed me how important modelling and step by step instructions are when students work with new oral tasks.

Another Observation was that technology can both support and challenge learning. Digital tools such as pronunciation apps and recording functions motivated students, but technical issues, missing headphones, or

platform delays could interrupt the flow. Having printed texts, vocabulary lists, or a simplified activity helped maintain continuity. I also learned that group formation influences motivation. When two students became upset about not being in their preferred group, they chose not to participate in the final product. This made me reflect on balancing student choices with teacher planning. Next time, I will communicate grouping strategies more clearly and give students limited but meaningful options to ensure inclusion and engagement.

Overall, most activities supported oral communication effectively. Students responded well to different methods such as listening tasks, reading-speaking integration, digital pronunciation tools, and creative production. I observed that repetition, guided vocabulary preparation, and structured speaking frames helped many learners move from passive to active language use.

There were also limitations. Time pressure was a constant challenge, and some tasks took longer than planned. Fast workers sometimes needed extra challenges, while others required more support. Noise levels during running dictation and recording tasks also needed careful management.

Despite these challenges, the investigation gave me a better understanding of how to support students' oral English. In the future, I will keep using clear models, fluency activities, and both digital and paper-based tools. Most importantly, I will work on creating a safe and engaging classroom where students feel confident speaking English.

Conclusion presents through a DIGI-Talk

The PowerPoint presents my investigation on improving 7th-grade students' oral English. It includes my research question, examples of classroom activities like post-it reading and podcasts, the use of digital tools, challenges I faced, and what I learned for future teaching. Pictures from the lessons and student work are included to illustrate the activities.



Profession Essay -
DIGI-Talk.pptx

[DIGI-Talk](#)

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Appendix:

Students' final product.

Illustration 1. QR Code/Teen Slang Interview Task

This QR-code was created by a group of 3 students for their final oral communication task.

By scanning the code, you access a short video where they interviewed an adult about teen slang.



Password: 2025

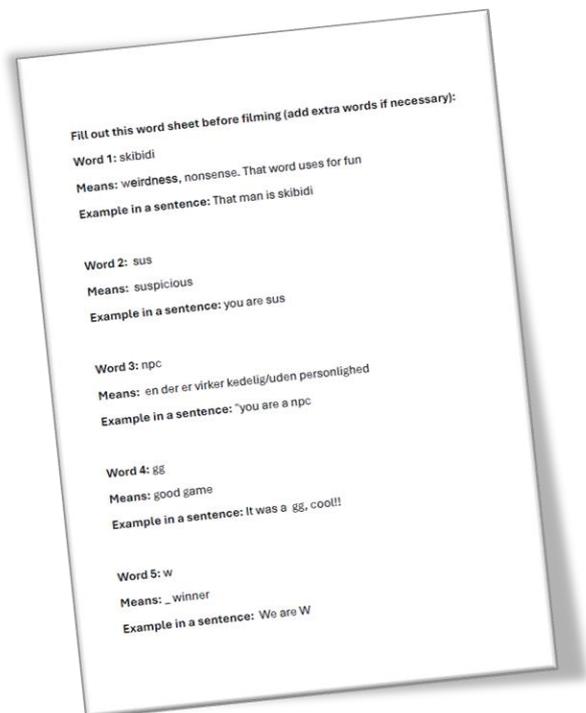


Illustration 2. Word Sheet/Slang Dictionary Preparation

The second picture shows the word sheet students filled out before recording their podcast or video. Here students chose several slang words and wrote short explanations or examples of how the words are used.

Illustration 3. Post-its/Independent Reading Strategy

The third picture shows the post-it notes students used during independent reading. Students were asked to mark different moments in the text with post-its labeled *Me too*, *Wow*, *Oops*, or *Cultural differences*.



Step 4: Write Your Simple Script
 (our Simple Script Template:

Example of an introduction (20 seconds):	You: "Welcome to [podcast/video name]! I'm [your name]. Today I'm testing [guest name] on teen slang. Let's see if they can guess what teenagers are really saying! Let's start!"
Example of what to say for each word (30-40 seconds each):	You: "What do you think [word] means?"
	Guest: [guesses]
	You: "Actually, it means [definition]. For example, [example sentence]."
	Guest: [reacts]
	You: "Can you try using it in a sentence?"
	Guest: [tries]
	You: "Perfect!" OR "Close! Try this..."
Example of what to say for the conclusion (20 seconds):	You: "That's all for today! Thanks for listening. Now you know what teenagers mean!"

Illustration 4. Script Template/Interview Support

This picture shows the script template students used to plan their podcast or video interview.

Fill out this word sheet before filming (add extra words if necessary):

Word 1: _____
 Means: _____
 Example in a sentence: " _____ "

Word 2: _____
 Means: _____
 Example in a sentence: " _____ "

Word 3: _____
 Means: _____
 Example in a sentence: " _____ "

Word 4: _____
 Means: _____
 Example in a sentence: " _____ "

Word 5: _____
 Means: _____
 Example in a sentence: " _____ "

Word 6: _____
 Means: _____
 Example in a sentence: " _____ "

Illustration 5. Word Sheet/Slang Preparation

This last picture shows the word sheet students filled out before recording. Here they wrote each slang word, its meaning, and an example.