

Practical suggestions for scaffolding

1. Individual oral practice (and recording yourself)
2. Making a cheat sheet with key words/phrases before doing the activity
3. Practicing the pronunciation of useful phrases in pairs
4. Switch board with useful phrases (start/end conversation, exchanging personal info, talking about personal preferences– Stepping Stones)



[Stepping Stones, VMBO kgt, year 1 Text/werkboek A + B FLEX, 7th edition, Wolters Noordhoff]

5. Sample dialogue speech bubbles with variations

[Blink Engels PO (Groove me), Blink, 's Hertogenbosch]

6. Watching and noticing useful language (You Tube – small talk)



Easy English Conversations | Small Talk for Beginners

<https://www.youtube.com/watch?v=u57LMno2lcg>

or: Small talk at a party - English phrases for daily use

<https://www.youtube.com/watch?v=bo0cHOR-RLY>

7. Watching tutorial for confidence boost (YouTube):



HOW TO BE SOCIAL - HOW TO NEVER RUN OUT OF THINGS TO SAY

<https://www.youtube.com/watch?v=7fnVcXfPe5c>

or Party Survival Guide for Introverts

<https://www.youtube.com/watch?v=HChusFnyVzE>

Pharrell Williams
Groep 5-8 | Niveau 4 | Song 3 | Lesson 2 Worksheet

3 Happy talking • speak

a. Oefen samen dit gesprekje hardop.

What makes you happy? Eating pizza! And you?

My dog makes me happy. What do you do when you are happy?

I always clap and smile. Haha, so do I!

b. Oefen nu het gesprekje nog eens en kies andere woorden op de stipplijnen. Wissel van rol.

What makes you happy? ... I And you? my dog music my friends a play date

eating ice cream a party doing sports ... makes me happy What do you do when you are happy?

I always ... and ... skip wave dance cheer smile clap

Haha, so do I!

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Other suggestions

Language preparation

Starters and fillers

Ending a conversation

Introducing yourself

Asking personal questions

Giving personal information about yourself

Differentiation

same learning objective, (different learning pathway) and outcome:
open-ended, so automatically differentiated output

different level of scaffolding:

provide a speaking frame with more or less help

offering more or less lexical support

offering more or different preparation for some learners (e.g. different input, more examples, etc.)

General preparation

Work on confidence

Mind inspiration, creativity for some learners!

(conceptualizer? see Levelt's (1989) model of speech production as illustrated in de Ruiter (1998)

Fillers		
Filler Sounds	Filler Phrases	Filler Words
<ul style="list-style-type: none">• um• uh• ah• er• hmm• mhm• uh huh	<ul style="list-style-type: none">• I think that• you know• what I'm trying to say• is• you see• I mean/you know• what I mean?• at the end of the day• believe me• I guess/I suppose• or something• stuff like that• kind of	<ul style="list-style-type: none">wellokaysolikebasicallyactuallyliterallyseriouslyhopefullyprobablypossiblyquiterelativelyreasonablyfairly

[image: <https://images.app.goo.gl/bqNYCwudU9iqvgfB9>]

The language classroom like an all-inclusive holiday trip?

Handout workshop

Conversation

This scale concerns interaction with a primarily social function: the establishment and maintenance of personal relationships. Key concepts operationalised in the scale include the following:

- ▶ setting: from short exchanges, through maintaining a conversation and sustaining relationships, to flexible use for social purposes;
- ▶ topics: from personal news, through familiar topics of personal interest, to most general topics;
- ▶ language functions: from greetings, etc., through offers, invitations and permission, to degrees of emotion and allusive, joking usage.

	Conversation
C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement plus, if appropriate, comments about third parties or shared conditions. Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of their own position.
	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a [audially/visually] noisy environment. Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient language user. Can convey degrees of emotion and highlight the personal significance of events and experiences.
B1	Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects. Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.
	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
A2	Can establish social contact (e.g. greetings and farewells, introductions, giving thanks). Can generally understand clear, standard language on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms, and express thanks. Can ask for a favour (e.g. to borrow something), can offer a favour, and can respond if someone asks them to do a favour for them.
	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the interlocutor will take the trouble. Can use simple, everyday, polite forms of greeting and address. Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. Can make and respond to invitations, suggestions and apologies. Can express how they are feeling, using very basic stock expressions. Can state what they like and dislike.
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor. Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school). Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.
Pre-A1	Can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry". Can recognise simple greetings. Can greet people, state their name and take leave in a simple way.

Kwakernaak's phase model for conversation

11.3 ■ Gespreks- en spreekvaardigheidsmethodiek

fasen	uitvoeringsmogelijkheden	
	mondeling	met behulp van geschreven taal
1 presentatie voorbeelddialoog	als luistertekst: leerlingen luisteren	als leestekst: leerlingen lezen (stil, of lezen mee terwijl de tekst ten gehore gebracht wordt)
2 begripscontrole (globaal en gedetailleerd)	onbekende zinnen of woorden worden mondeling uit de dialoog naar voren gehaald en besproken	onbekende zinnen of woorden worden in geschreven vorm naar voren gehaald en besproken
3 reproductie voorbeelddialoog	leerlingen spreken zin voor zin na (zonder meelesen)	leerlingen spreken zin voor zin na (met meelesen)
	leerlingen spelen voorbeelddialoog uit het hoofd na	leerlingen lezen voor
4 variatie voorbeelddialoog		leerlingen schrijven variant van voorbeelddialoog
		leerlingen lezen zelfgeschreven variant voor
	leerlingen spelen de voorbeelddialoog met variaties na	leerlingen zeggen zelfgeschreven variant op

Schema 11.3 Fasemodel voor gespreksvaardigheid voor sterk geritualiseerde situaties

Het gaat bij deze voorbeelddialogen meestal om min of meer geritualiseerde gesprekken, teruggebracht tot een standaardverloop. Voorbeelden: bestellen in een snackbar of restaurant, een simpel koopgesprek in een kledingwinkel, een eenvoudig wegwijsgesprek. De variaties die in fase 4 ingebouwd worden, betreffen dan andere bestellingen die gedaan worden, andere kledingstukken waarnaar gezocht wordt, andere bestemmingen waarnaar gevraagd en waarheen de weg gewezen wordt, enzovoort.

De uitvoeringsmogelijkheden in de kolommen 2 en 3 van schema 11.3 (zuiver mondeling en met behulp van geschreven taal) kunnen gescheiden gehouden, maar ook gecombineerd worden. De voordelen van kolom 3 zijn duidelijk: meer houvast voor de leerlingen, een langzamer tempo, betere controleerbaarheid voor de docent, schriftelijke toetsing. Maar ook de nadelen vallen op als je denkt aan het doel en de natuurlijke leerweg: luisteren en spreken, via oor en mond. De geschreven dialogen zijn een hulp, als het ware krukken die de leerling moeten helpen om te leren lopen. Maar wanneer leert de leerling dan zelf te lopen, zonder krukken?

Communicative testing (Brown, 2020)

1. Meaningful conversation
2. Authentic situation
3. Unpredictable language input
4. Creative language output
5. Integrated language skills

Theoretical framework

- Biggs, J. 1996. Enhancing teaching through constructive alignment. *Higher Education* 32, no. 3: 347. doi: 10.1007/BF00138871.
- Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.
- Kwakernaak, E. (2015). *Didactiek van het vreemdetalenonderwijs*. Coutinho. p. 235
- Rouffet, C. (2023). *Handleiding communicatief toetsen en formatief handelen*. Hogeschool Utrecht <https://www.hu.nl/onderzoek/publicaties/handleiding-communicatief-toetsen-en-formatief-handelen>

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