

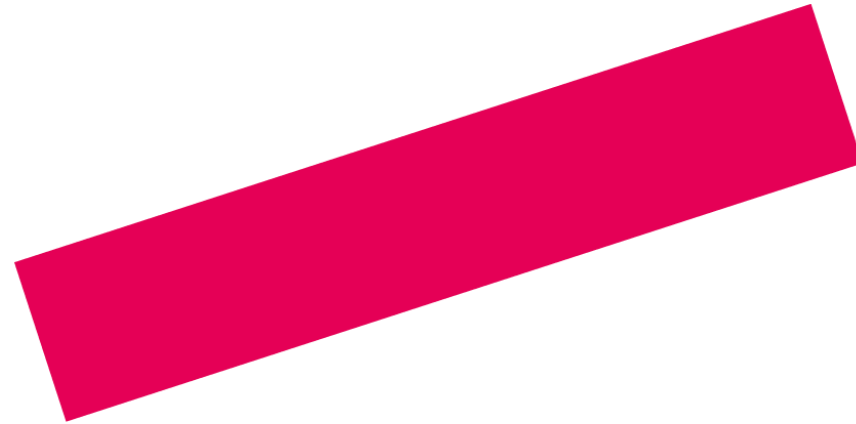
Welcome aboard!

Enjoy your drink and some nibbles while mingling with other passengers.

You can leave your luggage here. The steward will take it to your cabin 😊.



The language classroom like an all-inclusive holiday trip?



Can teachers of English provide better opportunities for personalised interactional speech practice?

Outline

1. Meet & greet
2. Introduction
3. Analysis meet & greet
4. Prep challenge
5. Rationale
6. Follow up

Introduction – ‘The all-inclusive English classroom’



authentic

appetising

digestible

variation

personal choice

Analysis meet & greet

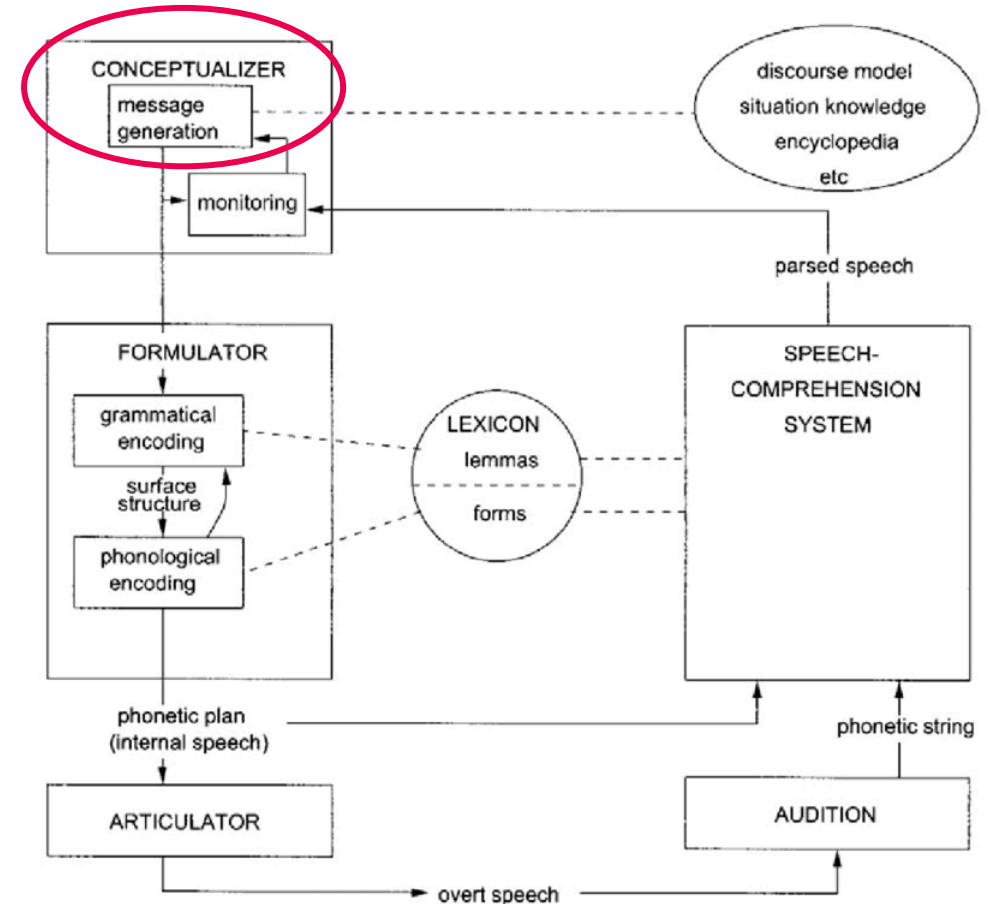


Suitable for your learners?

Level?

Scaffolding?

Learning objectives?



Learning objectives meet & greet

At the end of the session pupils can...

- start and end a social conversation when meeting a new person.
- ask personal questions.
- give personal information about themselves.

ERK doelen A1

Informele gesprekken

GSA1-1a. Kan zichzelf en anderen voorstellen en reageren als iemand voorgesteld wordt. Kan op een eenvoudige manier groeten en afscheid nemen.

Informatie uitwisselen

GSA1-5b. Kan vragen beantwoorden en stellen over zichzelf en over anderen, waar zij wonen, wie zij kennen, wat zij bezitten.

GSA1-5e. Kan om verduidelijking vragen, eventueel met hulp van gebaren.

CEFR for Languages, Learning, Teaching, Assessment - Companion volume

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.

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.

	Conversation
B1	<p>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.</p> <p>Can have relatively long conversations on subjects of common interest, provided the interlocutor makes an effort to support understanding.</p>
	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated language directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
A2	<p>Can establish social contact (e.g. greetings and farewells, introductions, giving thanks).</p> <p>Can generally understand clear, standard language on familiar matters directed at them, provided they can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how they feel in simple terms, and express thanks.</p> <p>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.</p>
	<p>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.</p> <p>Can use simple, everyday, polite forms of greeting and address.</p> <p>Can converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how they are feeling, using very basic stock expressions.</p> <p>Can state what they like and dislike.</p>
A1	<p>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.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school).</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p>
Pre-A1	<p>Can understand and use basic, formulaic expressions such as "Yes", "No", "Excuse me", "Please", "Thank you", "No thank you", "Sorry".</p> <p>Can recognise simple greetings.</p> <p>Can greet people, state their name and take leave in a simple way.</p>

Over to you – prep challenge



If this is what you want all your pupils to be able to do...

How do you prepare all pupils for this?

How can you scaffold the process sufficiently in order to include all learners?

DISCUSS what your learners need and what you need to do before they could do this open-ended activity or test.

SHARE findings on <https://padlet.com/eapmanders/inclusive>



:Padlet

E Manders • minder dan een minuut



The language classroom like an all-inclusive holiday trip?

What do your learners need and what do you need to do so they can do this activity?

My learners need: ⋮

+

I need to do: ⋮

+

Other ideas or
comments ⋮

+

Sectie toevoegen



IDEA

+

Rationale: the all-inclusive English classroom

Same learning objectives for ALL learners, but...

- different learning pathway
- different level of scaffolding, e.g. *more or less lexical support*
- different input to prepare or different approach to the task
- different level of final outcome (typical of open-ended)



Communicative testing – Brown (2020)

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



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Kwakernaak's phase model for conversation

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

S
C
A
F
F
O
L
D
I
N
G

Schema 11.3 Fasemodel voor gespreksvaardigheid voor sterk geritualiseerde situaties

Eye-openers? Take-aways? Questions?



Can we provide
better opportunities for
personalised interactional speech practice?

