Creative Variations for Textbook Conversations
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Starting to listen:
● Listen first, no text (could cover text while looking at picture)
● Listen while reading
● Read first, listen afterwards
● Pre-teach items, then listen

Photos / Videos
● Show photos first to set up the conversation
● After listening, choose which of three photos matches the conversation best
● Show video with no sound; elicit responses based on the video (“How do they feel?”, “What’s happening?”, “What do you think they’re saying?”)

Grammar / Vocabulary:
● Pre-taught
● Drilled before listening
● Drilled before reading
● Explained after reading
● Examined in context

Comprehension questions:
● Open ended (“Tell me what they talked about”)
● Multiple choice
● Hybrid (Pre-listening, ask an open ended question; post-listening, provide multiple choice answers to the open-ended question.)
● Match L1 equivalents
● Choral responses
● Answer after listening, or answer after reading.

Practice:
● Read, speak
● Read, look up, speak
● Substitute words to make own version
● Photo / text hints
● “Kuroko” (a third student with a book is the “helper”)
● Gradual erasing

Follow-up:
● Performance in front of teacher / class / smaller group (see the reverse of this handout for more about performances)
● Re-examine in detail
● Short conversation rally / controlled drill in two lines of students facing each other
Dialog Performances:

Why?
- "Pushed output" (Willis & Willis; Skehan) Students try hard to use the best English they can when speaking publically.
- Pressure to do the task well
- (This pressure leads to) More effort
- Can include gestures, etc.
- Better pronunciation (Marini)

How? (Who is the audience?)
- In front of whole class
- In front of groups (half of the class, one-third of the class, etc.)
- To teacher
- To video (If video: Will the videos be shown to the class? Or only the teacher? If students use own devices, one option for collecting the videos is Send To Dropbox, http://sendtodropbox.com)

What?
- Textbook dialog as-is
- Students’ own variation of the textbook dialog
- Students’ own creation based loosely on the textbook dialog theme, language, or situation

Options
- Students memorize the conversation
- Allow text (Students can hold a paper, but must look up to speak)
- Have photo or text hints available
- Use props, gestures, movement
- "Kuroko" helper (a 3rd student whose job is to offer support, hints, corrections)
- Give a grade (points) to the pair (same grade for both) / to individuals
- Do peer feedback