Controlled production: a key to making unmotivated students speak
with Karolina Kotorowicz-Jasińska

Ways of using dialogue activities for productive use
(based on Billbrough, N. 2011. *Dialogue Activities*. Cambridge: CUP):

- **Reproducing and reconstructing**

  Jumbled lines – shuffle the words in each line of a dialogue; students work in pairs to rearrange the words; (listening to the dialogue can precede or follow the procedure)

  Missing lines – delete some of the lines from the dialogue; students reconstruct the missing parts;

  Listen Again – students listen to the dialogue several times, each time trying to write down more of what they hear;

  Jumbled reconstruction – the teacher dictates some lines to students in a random order, later students try to put the lines into a coherent dialogue

- **Rehearsing and performing**

  Act it out! – students read a dialogue aloud, pretending to be in different situations (in the cinema, at a formal dinner, in a club, playing sport etc.); optional: the teacher can distribute slips of paper with different contexts for each pair of students, who have to act out the dialogue as if they were in the situation, other students in the class guess the context;

- **Co-constructing**

  Half a dialogue – students work in pairs to create every other line of a dialogue, later change their work with a different pair, who has to complete the conversation with missing lines;

  Add up – student work on a model dialogue and add two lines at the beginning and two lines at the end;

- **Creating and personalising**

  Last words – the teacher presents the last words / lines of a dialogue, students write everything that could be said up to that point;

  Picture dialogue – the teacher shows a picture as a basis for a dialogue for students to write (between the people in the picture, on the topic shown, in the place where the photo was taken etc.);

  Dice dialogue – students construct a dialogue line by line, the number of dialogues is determined by roll of a dice (the number on the dice equals the number of word in one line);

Increasing student talking time by repetition:

- Changing the audience
- Changing style and context
- Increase the challenge
- Modify the content
- Expand out

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