



DIALOGUE

Dialogues provide practice in listening and speaking skills in structured conversations. The questions and answers may have all been learned and practiced in a drill-like manner. The dialogue then reinforces this previously learned material. Vocabulary may be taught before using a dialogue or during the demonstration of the dialogue.

OBJECTIVE: To begin to bridge the gap between students' vocabulary and grammar skills and functional and social contexts

MATERIALS:

- Vocabulary flashcards
- Written copies of the dialogue
- Pictures to illustrate the dialogue

DESCRIPTION:

1. Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.
2. Whole class repeats the conversation.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

SUGGESTION: If working with a small group, a circle drill may be used to review and reinforce the dialogue after paired practice.



DIALOGUE VARIATIONS

Learners need a great deal of practice with a dialogue to be able to internalize the language and use it outside the classroom. Sometimes this repetition can become tedious unless learners are offered ways to be creative with the language.

OBJECTIVE: to move toward authentic application of a written dialogue

MATERIALS: Copies of a dialogue (from a textbook, written by learners or teacher)

DESCRIPTION:

1. Begin with the steps outlined in the Dialogue activity on page 71.
2. Identify a word or phrase that could be replaced with a variety of other words or with the learners' personal information.

Hi my name is Jessica Jones. I can't come to work today.

What's the matter?

I have a fever.

I'm sorry to hear that.

3. Learners underline the word or phrase.
4. Class suggests 3-4 substitutions for the underlined portion.
5. Learners practice the dialogue 3 more times with a new partner, this time varying the underlined portion.
6. Repeat steps 3-5 with additional sections of the dialogue, each time changing partners.

SUGGESTIONS: Encourage learners who are ready to try speaking the dialogue without looking at their paper, or only glancing down at it occasionally.