**S8 How to develop classroom talk at KS3 & 4**

**KS3 Framework for languages**

**Exemplification**

**Strand 1 - Listening and speaking**

**1.4 - Talking together**

(First set of objectives)

**Year 7 - Construct and generate language, using a stock of words, phrases and sentences for social communication and to talk about their work**

**Example 1**

Pupils know that producing simple language about work and classroom routines is evaluated as part of their overall progress. In that respect, the department's scheme of work contains clear learning outcomes to be reached by the majority of pupils by the end of Year 7.

Pupils' notes include items for general classroom matters (e.g. *Can I work with...? What page is it? I have finished*) and metalanguage (e.g. *A noun. It's masculine. Does it need an accent?*).

To maximise dialogue about work and classroom routines, the teacher engineers opportunities for pupils to react orally (e.g. *Tom, what is the matter? For homework this evening: ten exercises.*).

From an early stage in the lesson the teacher engineers opportunities for 'normal' conversation (*You look tired. Did you have breakfast this morning? What did you eat?*).

In addition to using memorised phrases or borrowing phrases from a wall display, more advanced pupils are encouraged to construct their own messages (PLTS – creative thinkers). The accent is more on participation than on absolute accuracy and pupils need not always speak in full sentences. When working in groups, they are sometimes challenged not to use any English for a few minutes.

**Example 2**

The teacher models how familiar language can be recycled in order to create new messages for day-to-day communication. For example, the class originally met the phrase *Can I?* in *Can I take my jacket off?* but the teacher now models how it can help create new messages such as *Can I open the window?* or *Can I work with Paul?*

**Example 3**

In this whole-class activity, pupils practise using familiar language to create new meaning. They do so via instant oral translation from English into the target language, gradually constructing a sentence in building-block fashion. For example, the teacher says 'to work' and the class say it in the target language. This continues as the teacher says 'with Tom' – 'to work with Tom' – 'I can' – 'I can't' – 'I can't work with Tom' – 'Can I?' – 'Can I work with Tom?' – 'Can't I work with Tom?' – 'Why?' – 'Why can't I work with Tom?' – 'today' – 'Why can't I work with Tom today?'.

If some pupils don't know a word or lose the thread, they listen to their peers, then catch on with the next part of the sequence. If no pupils know a particular word, the teacher simply says it. If, after a while, the class loses the thread, the teacher backtracks a few steps before proceeding with the sequence.

The teacher keeps up the momentum as much as possible. Any language items pupils need support with during the sequence can always be explained in more detail and written down afterwards.

**Year 8 - Initiate and participate in unrehearsed pupil–teacher and pupil–pupil exchanges**

**Example 1**

Pupils know that their willingness to play an active part in day-to-day classroom communication and to create their own messages – drawing on language learned in a variety of contexts – is evaluated as part of their overall progress in the subject (PLTS – self-managers).

For some activities, the teacher challenges pupils to use nothing but the target language, at least for some of the time. When this happens during small-group work, one monitor in each group ensures that the group adheres to the rule.

Pupils are taught language which can help them respond more authentically when the class is involved in a competitive activity (e.g. *Come on! We're going to win! Too late!*) (PLTS – team workers).

**Example 2**

As part of work on asking questions (substrand 4.6 objective 1), pupils are shown a photo of a street scene and are challenged to produce as many questions as they can about it within a time limit. Pupils are divided into numbered groups and each given 30 seconds in turn to produce a question. A talking frame reminds pupils of key question words and structures. On a later occasion – when working on a different photo – the talking frame is removed.

**Example 3**

Pupils are shown a photo of a person and headings relating to familiar topic areas (e.g. *Family – Personality – Hobbies – Next holiday – etc.*).

1) Pupils don't know anything about the person in question but must build a

subjective portrait in pairs, speaking as much as they can (e.g. *In my opinion,*

*he has many friends. He loves going to the cinema...*). Pupils know that the

emphasis is on participation rather than accuracy but must respond if their

partner seeks clarification (PLTS – creative thinkers and team workers).

2) After a few minutes, pupils repeat the activity in different pairs or in groups

of four. They are encouraged to express agreement or disagreement in

reaction to their peers' oral contributions (substrand 1.3).

3) The teacher gives personal opinions about the person on the photo and

invites pupils to react. At the same time, the teacher may provide personal

information in an informal fashion in order to build more listening practice into

the activity (e.g. *I would like to go hill walking in Madeira next summer, but, in*

*my opinion, next summer this person is going to...*).

If the person on the photo happens to be famous in a country where the target language is spoken, some research work may follow.

**Year 9 - Make extended and/or frequent contributions to classroom talk**

**Example 1**

Pupils know that their willingness and ability to make extended and/or frequent contributions to classroom talk is evaluated as part of their overall progress in the subject (PLTS – self-managers).

In routine communication, the teacher uses language learned via a variety of contexts, encourages pupils to do the same and challenges them to produce extended answers.

**Example 2**

The teacher sometimes asks an open-ended question (e.g. *How are you today?*) and challenges a pupil to keep talking for at least one minute. Pupils know that on such occasions the focus is on fluency and variety of language more than on accuracy as long as they make themselves understood. Hesitations using the appropriate sounds of the language or appropriate ‘time-buying’ phrases (e.g. *Well, you know...*) are accepted. Self-correction is encouraged and other pupils are encouraged to seek clarification if there is anything they do not understand (PLTS – creative thinkers and team workers).