

Scaffold Dialog

The scaffold dialog, sometimes called a "guided conversation" or "guided dialogue", is intended as a series of activities to build conversational skills in the target language.

The activity set begins after students have studied a set of vocabulary associated with a theme (house and home, physical environment, food and drink, etc.) This activity includes a lot of repetition that is necessary to learn longer, more complex phrases.

The Two Listen-Record Tasks Prepare Students

First, the class participates in two "listen-record" activities. Students are given a chart for recording what they hear. It includes one or two incomplete questions and some possible completion words. They also have access to the current theme vocabulary list. In turn, they ask their version of the question, then choose a classmate who improvises a response using the model.

Some of these are complex enough that students may need some preparation time. Students should be discouraged from being "creative" and stick to the current vocabulary list.

Students record selected elements that they hear from each exchange. Typically, the teacher repeats everything everyone says so the class can hear the correct pronunciation.

Once everyone in the class has had a turn, give an open-notes quiz asking who said what.

The model question and responses are derived from portions of the scaffold dialog to come.

Characters: â à ä å è é ë ì í ó ô õ ö ù ç

Environment, Listen-Record 2 Model Quand j'étais dans la forêt, ... C'est ... !	tout d'un coup = suddenly il y a = there is / there are	étonnant = surprising dommage = a shame incroyable = incredible merveilleux = marvelous affreux = awful
Respondant	event	reaction

The Scaffold Dialogue

The scaffold dialogue consists of eight to ten exchanges between the student and the teacher. The student portions consist of commands in English. Students should have some preparation time to generate French for the student portions. This is done as a whole class activity and students are to record elements of each others' conversations.

The teacher typically repeats everything each student says so the class can hear it and its right pronunciation.

The lines of the dialogue are numbered for easy reference in debriefing.

The teacher can give an open-notes quiz on this as for the listen-record or just collect the papers.

Scaffold Dialog, Environment

On fait du camping

You are on a camping trip, sitting around the campfire, talking about your day hiking today with your friend.

- 1. **Votre Ami:** J'avais une aventure incroyable aujourd'hui!
- 2. **Vous:** [get more information]
- 3. **Votre ami:** J'ai monté la montagne. J'ai suivi le chemin vers l'ouest. Tout d'un coup, il y avait un ours!
- 4. **Vous:** [express your feeling about this]
- 5. **Votre ami:** Et toi? Qu'est-ce que tu faisais aujourd'hui?
- 6. **Vous:** [say one thing about your day]
- 7. **Votre ami:** [improvised response to what you said.]
- 8. **Vous:b** [follow up with something else that happened and bring the conversation to a satisfactory close]

Student	Feeling expressed, line 4	the adventure or event	something else that happened

The Test

The quiz is designed like the part 2 in the New York State language Regents examinations of the 1980s. The teacher reads a setting in the target language twice -- the setting matches the scaffold dialogue. For each of five items, the teacher reads a prompt in the target language twice. The prompt ends with an instruction in English describing what to say. For each one, the teacher waits a short time for students to record their response to the prompt.

Education

Scaffold Dialog, Test, Teacher Dictation

To begin, say, "I will now read a setting in French, five dialogue lines in French, and instructions in English for each dialogue line. You may write your responses in the extra space at the bottom of the answer sheet and transfer them later to the top of the answer sheet where they will be scored."

"Teacher talks to Student about school work. Student is in troisième — that is the equivalent of the fourth year in Britain and ninth grade in the US."

1 [French speaker]: Au lycée quelles matières prends-tu? (Say which ones.)

2 [French Speaker]: Quelle est ta leçon préférée? (Say why.)

3 [French Speaker]: Depuis combien de temps apprends tu le français? (Give an appropriate response.)

4 [French Speaker]: Après les cours quelles activités y a-t-il? (Give two.)

5 [French Speaker]: Pourquoi est-ce que tu ne participe pas à la danse moderne après les cours? (Give a reason.)

Scaffold Dialogue Assessment

Name _____ Date _____

Dialogue Title: _____

		For Raters Only		
		C	A	F
1			
2			
3			
4			
5			

 Draft Area:

Scoring the Test:

For the purpose of rating, the rating procedure described below provides for a maximum of 3 credits for each response: 2 credits for comprehensibility, appropriateness and 1 credit for form.

Comprehensibility is determined by reading aloud the student's written response and judging whether it would be comprehensible to a native speaker of French who knows no English. All numbers must be written out. Numerals are to be considered incomprehensible.

Appropriateness refers to the way in which the content of the student's response relates to the stimuli. To be judged as appropriate, the student's response must make sense in the context of the setting, dialogue line, and English instruction line. An incomprehensible or inappropriate response receives 0 credit.

Form refers to the student's use of the writing system to represent speech. This is determined by reading aloud the student's response to judge whether the response contains *audible* errors.

- *Penalize only for errors which can be perceived by the ear.*
- Incorrect use of the familiar or polite form of address is considered an error in form. Sentence fragments as well as complete sentences are acceptable. Questions or commands, if appropriate, are also acceptable.

Procedure:

In the student's answer booklet, 3 columns are provided for rating. The columns are labeled C (Comprehensibility), A (Appropriateness), and F (Form).

- Evaluate the comprehensibility-appropriateness of the first response. If the response is either incomprehensible or inappropriate, leave all 3 boxes blank and go on to the next response.
- If the response is comprehensible and appropriate, place a checkmark [V] in the C and A boxes. Then rate the form by underlining audible errors for which credit is withheld and circling repeated errors which are not penalized.

CHECKPOINT A French 1-2	<ul style="list-style-type: none">● If the response contains 0-2 underlined errors, place a checkmark in the F box.● If the response contains three or more underlined errors, leave the F box blank.
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CHECKPOINT B French 2-3	<ul style="list-style-type: none">● If the response contains no underlined error, place a checkmark in the F box.● If the response contains one or more underlined errors, leave the F box blank.
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After rating responses 1-5, count the number of checkmarks and write that number in the blank next to "Total Checks" below the student's responses. Divide that number by the total and round off the result to the nearest whole number.