

- Before the discussions, students should be afforded a few minutes to collect their thoughts and reflections, as well as to note possible language problems. See also #10 (How to prepare for a conversation).
- Perhaps a short practice round is needed before the discussion, in order to:
 1. clarify language questions (e. g. terms in the first language),
 2. review sentence building blocks or language means, suggested by the instructor, which could be especially useful (phrases, such as “In my opinion ...”, “I find rather that ...”) and
 3. a reminder of important conversation rules, e. g. “I listen attentively”, “No one will be laughed at because of his/her opinion”, “I will not interrupt anyone” etc. (see #9).
- The discussion of the question can first occur in pairs or also directly involve a larger group (group level or entire class).

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Narrating creatively

Goal

Surveys and interviews are forms of information acquisition that are also highly valuable for HLT. They lead to authentic statements and “data”; the quality of which, however, depends strongly on the nature of information gathering. It is therefore well worthwhile to carefully consider the questions. In doing so, the students also learn to apply their first language in a new context and in a differentiated and reflective manner.

3rd–9th grade

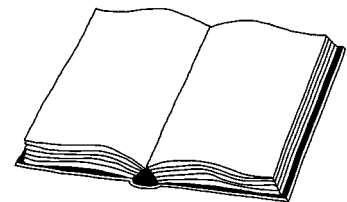
20–40 minutes



Materials:
possibly choice of texts for the students
(Fairy tales, fables, stories...).

Procedure:

- As a possible introduction, the instructor tells a story, e. g. a fairy tale, a legend or another (not very long) story from the students’ heritage culture and literature. The instructor endeavors to create a vivid and lively presentation of the text, observing the tips for a lively presentation, suggested in #22.
- The students are then instructed to practice presenting a story in a similar fashion, either individually or in small groups. The instructor distributes appropriate texts (shorter ones for the weaker students and longer ones for the more advanced students).
- The most important criteria for a lively and vivid narration are gathered and reviewed one more time (see tips in #22); the students should adhere to them.
- The students practice to present their narration (for procedures, see #22).
- The individual narrations are then presented to the class as a whole.
- The exercise concludes with criteria-oriented discussion, as described in #22.



Variants:

- The instructor shows a picture or an artifact as a means of generating a discussion. The whole class then begins to invent a story whereby one student begins and another one continues the story, and so on. The story ends after everyone has contributed their part. The narrations should be rendered as expressively as possible in terms of voice control, gestures and mimicry. This variant is mostly suitable for small groups
- The instructor distributes cards with words about a topic. S/he begins a story with a sentence that contains the word on the card. A student continues the story with a word on his/her card, etc.
- For additional motivation, the narrative texts can be recorded, and made available as CDs or MP3 files.

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Quasi-real play, social role play

Goal

Contrary to the simple role play described in #8, the following type consists of more strongly shaped representations with more detailed guidelines. The aim is to strengthen the ability to argue, the deliberate and designed use of language and nonverbal means (gestures, mimicry) and the skills to present oneself in a convincing manner. Depending on the topic, these scenes also contribute to the expansion of speaking strategies and a theme-specific vocabulary.

3rd–9th grade

30–45 minutes



Materials:
possibly a few props

Procedure:

- The instructor describes a situation that entails a certain potential for conflict or tension. Examples:
 - a) In school, two students quarrel because one of them inadvertently broke the other student's pencil.
 - b) In their spare time, two native children or adolescents mock two migrants.
 - c) While on vacation in her country of origin, a young girl is made fun of by two youths who live there.
 - d) Over dinner at home, a child asks for something that her parents absolutely do not want (e. g. get a dog, or go to the disco).
- Group or class discussions about how the students would react in this situation. Possible questions and prompts: How would you feel in this situation? What thoughts occur to you? How would you conduct yourself concretely? What kinds of realistic solutions are there?
- Perhaps include a round of discussions about language means, if needed. See "remarks" on the following page.
- Engage in a short discussion about which criteria should be observed in the individual presentations (e. g. plausibility of the solution; quality of the language; understandability, etc.). The criteria should be transparent and known by all students. For working with criteria matrices that are appropriate for this case, see chapter 3d in the introduction.

