process of language learning so that they might become integrated eventually into their internal representations or "cognitive structure." It was thought that through extensive practice, subskills would eventually become "automatized."

Gatbonton and Segalowitz (1988), arguing from an information-processing perspective of language acquisition, suggest that fluency in oral skills can be promoted by means of "creative automatization." Following Shiffrin and Schneider (1977), they also maintain that the development of automaticity requires "a great deal of practice" (p. 474). Language use becomes automatic when the speaker does not need to focus attention on producing forms and thus divert his or her attention away from the meaningful communication task at hand. Gatbonton and Segalowitz suggest that students practice a basic repertoire of expressions or phrases that are commonly needed in many communicative situations, and that such practice be incorporated within communicative activities where repetition of such phrases would occur naturally.

One other aspect of focused practice that should be considered when planning instruction at the Novice or Intermediate level is its affective value. Some students are most comfortable with structured learning environments because of either personality variables or cognitive style preferences. Formal practice activities may be most suitable for students who have a low tolerance of ambiguity or who are reluctant to take risks, especially when they are just beginning language study. The linguistic support of "precommunicative" practice allows such students to practice oral skills within a controlled framework and thus build confidence.

The activities described in the next few pages are designed using formats that are common to many first-year language textbooks and that have been used by language teachers for many years. They include sentence builders, contextualized grammar practice activities, personalized either-or questions, word association activities, logical conclusions, and personalized completions.

### SAMPLE 1 (NOVICE)

**Context:** Discussing clothing choices

**Function:** Expressing preferences

**Grammatical Features:** -er verbs in French, faire expressions, aller, jouer à

**Communicative Mode:** Interpersonal Communication

**Student Task:** Students discuss in pairs what they and people they know like to wear when doing certain activities, using the sentence-builder frame below.

**Follow-up:** Students can be asked to write out some of their sentences to share orally with the class in a report-back activity.

**Student Task:** Qu'est-ce que vous portez? Using elements from each of the columns below, make up five sentences that express what you and your friends and family like to wear when doing various activities. The question mark (?) invites you to add other people, clothing items, or activities if you would prefer to do so.
Modèle: Je porte un jean et un tee-shirt quand je fais de la bicyclette.

<table>
<thead>
<tr>
<th>Sujets</th>
<th>Verbe</th>
<th>Vêtements</th>
<th>Activités</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je</td>
<td></td>
<td>une robe</td>
<td>faire du jardinage</td>
</tr>
<tr>
<td>Ma mère</td>
<td></td>
<td>un tee-shirt</td>
<td>aller au cinéma</td>
</tr>
<tr>
<td>Mon père</td>
<td>. . port ...</td>
<td>un costume</td>
<td>faire de la bicyclette</td>
</tr>
<tr>
<td>Mes amis</td>
<td></td>
<td>un jean</td>
<td>dîner dans un restaurant</td>
</tr>
<tr>
<td>Ma sœur</td>
<td></td>
<td>un chapeau</td>
<td>élégant</td>
</tr>
<tr>
<td>Mes amis et moi</td>
<td></td>
<td>un short</td>
<td>aller à la plage</td>
</tr>
<tr>
<td>Mon frère</td>
<td></td>
<td>un maillot de bain</td>
<td>jouer au basketball</td>
</tr>
<tr>
<td>?</td>
<td></td>
<td></td>
<td>aller au bureau</td>
</tr>
</tbody>
</table>

**Contextualized Grammar Practice**

**SAMPLE 2 (INTERMEDIATE)**

Context: Social conventions and rules of behavior

**Function:** Giving advice

**Grammatical Features:** Affirmative and negative imperative

**Communicative Mode:** Interpersonal Communication

**Student Task:** Students in pairs give one another advice about how to be a perfect host/hostess using the directions below.

**Follow-up:** (Listening/Reading/Writing/Culture) Students in small groups make their own lists of things to do and not to do in various contexts: getting together for an informal party, meeting with a professor for an appointment after class, going for the first time to dinner at the home of a new acquaintance, etc. The teacher has previously solicited similar lists from native speakers (colleagues, friends, exchange students) for the same contexts in the target culture. Students compare their own lists to those prepared by native speakers and note any similarities and differences.

**Student Task:** L’hôte (l’hôtesse) parfait(e)! Voici une liste de choses à faire ou à éviter si vous invitez quelqu’un à passer le week-end chez vous. Quels sont vos conseils pour l’hôte ou l’hôtesse parfait(e)? Présentez vos idées à l’impératif, affirmatif ou négatif, selon votre opinion.

1. oublier de faire le lit
2. mettre votre chien de garde dans la salle de bains
3. faire cuire les plats préférés de vos invités
4. acheter de jolies fleurs pour la chambre de vos ami(e)s
5. parler du bon vieux temps
6. être de mauvaise humeur
   etc.

_The Perfect Host (Hostess)! Here is a list of things to do or to avoid doing if you invite someone to your house for the weekend. What is your advice for the perfect host or_
hostess? Put your ideas in the affirmative or negative imperative form, according to your opinion.
1. to forget to make the bed
2. to put your guard dog in the bathroom
3. to make your guests' favorite foods
4. to buy pretty flowers for the guests' rooms
5. to talk about the good old days
6. to be in a bad mood
etc.

**SAMPLE 3 (NOVICE)**

**Context:** Campus life

**Function:** Descriptions

**Communicative Mode:** Interpersonal Communication

**Student Task:** Students think about associations they have with various locations on their campus. They think of as many words as they can for the following places:
1. the library
2. their favorite campus bar or restaurant
3. the classroom
4. the sports arena, etc.

**Follow-up:** (Cultural enrichment) The teacher obtains word associations from a native speaker or several native speakers for these same concepts. Students compare their own lists of words with those of the native speaker(s) and discuss similarities and differences. (See also Kramsch 1983 and Seelye 1984 for ideas for teaching the connotation of words and concepts.)

**SAMPLE 4 (NOVICE)**

**Context:** Leisure-time activities

**Function:** Discussing preferences, pastimes

**Communicative Mode:** Interpersonal Communication

**Student Task:** A set of either/or questions relating to preferences in leisure-time activities is asked, either in a whole-class instructional format or in smaller groups. If students are placed in groups of two or three, one student may be asked to formulate the questions from cues or to read them from cards while the others answer.
1. Preferisce guardare la televisione o leggere?
2. Preferisce passare le serate con gli amici o in famiglia?
3. Preferisce stare zitto o parlare quando ci sono molte persone? etc.

1. *Do you prefer to watch television or read?*
2. *Do you prefer to spend the evening with your friends or with your family?*
3. *Do you prefer to keep quiet or talk when there are a lot of people?* etc.
SAMPLE 5 (NOVICE)

**Context:** Weekend activities

**Function:** Describing daily activities

**Grammatical/Lexical Focus:** Expressions with *faire*

**Communicative Mode:** Interpersonal Communication

**Student Task:** Students react to the sentences by (a) deciding whether or not they form a logical sequence and (b) creating a new sequence if necessary.
1. *Je n'ai plus de vêtements dans l'armoire! Je dois faire la vaisselle!*
2. *Nos placards sont vides et il n'y a rien dans le frigo. Nous devons faire le marché!*
3. *J'ai besoin d'exercice. Allons faire le linge.*
   etc.

1. *I don't have any more clothes in the closet. I need to do the dishes!*
2. *Our cupboards are bare and there's nothing in the refrigerator. We need to go shopping!*
3. *I need some exercise. Let's go do the laundry.*
   etc.

Like the either/or activity explained earlier, this format permits students who are not quite ready for more open-ended exercises to use the structure provided in the model sentences, enabling them to practice making sequences of statements rather than one-sentence utterances. The format allows for some creativity on the part of the student, yet limits the need for such creativity to structures and vocabulary that the Novice can handle.

SAMPLE 6 (INTERMEDIATE/ADVANCED)

**Context:** Making personal decisions, discussing imaginary situations

**Function:** Speculating about events, hypothesizing

**Grammar Topic:** Conditional Sentences/Subjunctive

**Communicative Mode:** Interpersonal Communication

**Student Task:** The class is divided into groups of three or four. Each group receives one or several cards depicted below. Students describe what they would do in the situation(s) described on their card(s). They are given a time limit of 2–3 minutes to come up with several ideas. Each group presents its ideas and the teacher asks the other students what they would do in the same situation. The class can then vote on which ideas are the most creative.

*Source: Golato (2000).*
Conversation Cards

**Sample 7 (Novice/Intermediate)**

Paired interviews and conversation activities are commonly provided in many contemporary beginning and intermediate textbooks to help students learn vocabulary and structures that have been recently presented in class. Such activities can be beneficial in helping students develop their interpersonal communication skills. More than 25 years ago, Bonin and Birkbichler (1975) developed an interview format called a *conversation card* that prompts students to formulate meaningful questions with some attention to accuracy of form. This activity may constitute a type of “pushed output” (Swain 1985, 1995), where students are encouraged to make their language use more precise through the negotiation of both meaning and form as they work in pairs. In the variation given below, students work in groups of three. Two students have question prompts (which can be in either the native or the target language), and the third student serves as a group “monitor,” who is responsible for helping the others formulate their questions accurately. Students answer their partner’s questions, and the third student can be asked to think of follow-up questions to keep the conversation going. As students work on this type of activity (as well as in other small-group and paired activities discussed in this section), teachers should circulate to help and give feedback so that students can derive the full benefits of working on their language skills within this communicative framework.

**Context:** Planning vacations and travel

**Functions:** Asking questions, discussing future plans and goals

**Communicative Mode:** Interpersonal Communication

**Student Task:** The questions below are in English, requiring students who are native speakers of English to formulate the questions in their own words in the target language, which is German.

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**Sample Card**

Stellen Sie sich vor, ...  
... Sie wandern im Himalaja Gebirge. Plötzlich treffen Sie den Yeti. Was würden Sie tun?  
... ein UFO landet in Ihrem Garten. Was würden Sie tun?  
... Sie fliegen mit einem kleinen Flugzeug über den Urwald im Amazonas. Plötzlich stürzt Ihr Flugzeug ab, aber Sie überleben. Was würden Sie tun?  
... Sie werden zum Präsidenten der USA gewählt. Was würden Sie tun?  
... Sie werden plötzlich Lehrer(in) Ihres Deutschkurses. Was würden Sie tun?

Imagine...  
... you are hiking in the Himalayas. Suddenly you encounter Big Foot. What would you do?  
... a UFO has landed in your backyard. What would you do?  
... you are flying a small plane across the jungle in the Amazon region. Suddenly your plane crashes but you survive. What would you do?  
... you are elected President of the United States. What would you do?  
... you are suddenly the teacher of your German class. What would you do?
Follow-up: Group monitors can report the discussion back to the rest of the class.

Card 1
Ask your partner . . .
• where he/she plans to go this summer
• how long he/she will stay
• whether he/she will travel by car, by plane, or by train
• who he/she will travel with

Card 2
Ask your partner . . .
• whether he/she plans to travel to a German-speaking country one day
• what country or countries he/she prefers to visit
• what cities he/she would like to see

Card 3
Help your classmates ask their interview questions by using the cues below. Be careful to correct your partners when necessary, but be flexible and accept any correct form of the questions. Take notes on the answer you hear so you can report the discussion back to the rest of the class. You should also think of additional questions to ask each person once he/she finishes the set.
Student 1:
1. Wohin möchtest du diesen Sommer reisen?
2. Wie lange bleibst du dort?
3. Reist du mit dem Auto, dem Flugzeug oder dem Zug?
4. Mit wem reist du?
Student 2:
1. Reist du eines Tages in ein deutschsprachiges Land?
2. Welches Land oder welche Länder möchtest du lieber besuchen?
3. Welche Städte möchtest du sehen?
4. Wie lange möchtest du in Deutschland bleiben?

In using activities such as those described here and in the following sections, it is important to remember that sequencing activities for practice is almost as important as designing contextualized practice in the first place. It is best to integrate the whole sequence of lesson materials into a single theme, context, or general situation, at least in designing one class day’s work or unit of study, instead of jumping from one content or topic to another. The latter practice is the norm in many language classes in which course materials are not contextually or thematically organized.

COROLLARY 2. Opportunities must be provided for active communicative interaction among students.