

### Agenda

- Oral Language Links to Listening & Speaking
- Teacher Talk – Student Talk
- Bloom’s Taxonomy

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### Oral Language Links Listening and Speaking

- Oral language is not another component but requires an ever present **ongoing consciousness** for educators and parents.
- **Language interactions are the vehicle for learning and thinking.**
- The **adults’ verbal behavior** is the critical element and dimension of language learning.

### Acquisition of Language

- Some children may be late bloomers. About 50% of late bloomers will acquire language on their own, while the other 50% will need support. The late bloomers who need support are at significant risk for later literacy problems.
- The **concept of fast mapping**, where a new concept and vocabulary term can be learned in one exposure, is important in language acquisition.
  - Some children are not able to acquire language as easily as others and this lack of ability to fast map impedes their acquisition of spoken and ultimately written language.

### What are the benefits of listening?

- Allows you to paraphrase and reflect back to the student what you have heard
- Listening makes our questions more effective
- Students take their learning more seriously
- Builds a sense of community

### Listening is an art!

The goal of listening well:

- Is a win-win communication
- creates an atmosphere of trust, honor and respect.
- Listening well is a two-way street – listen with our ears and watch the person talking.
- To understand involves more than just hearing, you must listen!
- One-way listening can be like driving down a one-way street the wrong way.

### Learning to Speak to Speaking to Learn

- **Oral language** is the greatest use of language and is the **basis of communication and engagement** - in fact language is the vehicle to literacy.
- “Before achieving proficiency in reading and writing--and even after proficiency in reading and writing have been achieved--oral language is one of the important means of learning and of acquiring knowledge” (Lemke, 1989).

**How Does Oral Language Grow?**

- Through **direct and planned *interaction*** with **people** and **texts** that introduce:
  - New vocabulary.
  - New concepts.
  - New language structures.
- **Interaction** means that there is **reciprocal, guided use of language**.

**How Will Teachers Scaffold Student's Oral Language?**

- **Model** the use of extended language
- **Restate and expand ideas** using new vocabulary and sentence patterns
- Request **clarification and elaboration**
- **Promote questions** among children
- **Provide feedback** to encourage, explain and evaluate responses
- Facilitate additional **open-ended questions and prompts**

**Adult-Student Talk**  
Andrew Biemiller

- **Amount and quality** of adult talk **WITH** students is highly correlated with language outcomes.
- **Increased exposure** to language and **better adult-student interaction** result in improved student oral language.
- Be a **Verbal Reflector. Clarify for students** when their response is murky or short then ask them to repeat or restate.
  - "I think I know what you are trying to say."  
**Restate.** "Now, tell me again."

**Amount of Teacher Talk**

- Teachers talk about 80% of the time in class.
- Of the remaining time, 10% is spent in nonverbal activities and moving around.
- Only 10% of typical classroom discourse is produced by the students.
  - High school is predominantly lecture
  - Elementary school is either lecture or giving directions.

**Quality Teacher Talk**

- ❑ **Ability to listen** to children and to **extend** their comments
- ❑ Tendency to **engage** children in cognitively challenging talk
- ❑ Promotes emergent literacy & vocabulary & literacy success through middle grades

(Snow et al., 2007)

**Teacher Talk Time vs. Student Talk Time** 70/30

- Rule of thumb for student/teacher
- Some lessons may require longer teacher explanations
- Some lessons may devote 90% or more to conversational activities

### Teacher Talk Time Examples

<p><b>Effective Examples:</b></p> <ul style="list-style-type: none"> <li>✓ Praising students</li> <li>✓ Providing feedback (verbal/non-verbal), correction, possible guidance</li> <li>✓ Presenting information</li> <li>✓ Giving instructions</li> <li>✓ Setting up and/or demonstrating activities</li> </ul>	<p><b>Ineffective Examples:</b></p> <ul style="list-style-type: none"> <li>○ Providing personal anecdotes that do not connect to the lesson</li> <li>○ Speaking too quickly or slowly for the level of your students</li> <li>○ Offering too much correction</li> <li>○ Calling on students one at a time throughout a lesson</li> </ul>
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1<sup>st</sup> example

“When you go out to recess today, be sure to remember to follow the rules for using the equipment, because yesterday some kids got hurt and I’m pretty sure it was because they weren’t following the rules. You were doing really well for a while there, but lately it seems like you’re getting kind of careless, and that’s got to change or we may have to use recess time to review and practice the rules. I know you don’t want that, so let’s have a good recess today.”

2<sup>nd</sup> example

“Who can tell us the rules for using equipment at recess?”

**OR**

“I’ll be waiting to hear about the ways in which you made recess safe for everybody today.”

**Big Idea: Keep it BRIEF!**

**Take home message**

If we want students to develop their oral and written language skills, we have to let them talk!

**Which students talk in your class?**

- About 2/3 of the student talk is produced by a small handful of students.
- Boys talk more than girls
- Those sitting in the front center of the class talk more than others.

**Who gets the attention? - BOYS**

- longer wait time
- more eye contact
- call on boys more than girls
- use student’s name more for boys

Power of Our Words

### Types of Classrooms

- Bracha Alpert has identified three different patterns of classroom discourse:
  - (1) silent (the teacher talks almost all the time and asks only an occasional question)
  - (2) controlled question/answer\*\*\*
  - (3) active (the teacher facilitates while the students talk primarily to each other)

Power of Our Words

### IRE Classrooms

Initiates, Responds, Evaluates

(2) controlled question/answer\*\*\*

- Essentially, a teacher asks a question,
- one or two students answer,
- the teacher comments on the students’ answers (sometimes summarizing what has been said),
- and then asks a further question.

Power of Our Words

### Talking Buddies

- These are partners who are **carefully paired** to support oral language with each other.
  - Each class member might have 2 or 3 talking buddies that the teacher has assigned and you might say – “For this workbook page go and work with your 1st Talking Buddy.”
- ❑ Supports self esteem and confidence.
  - ❑ Develops thinking, speaking, listening and cooperative skills.
  - ❑ INVOLVES ALL students – active engagement!

### Early Predictors

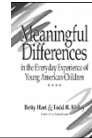
Hart & Risley “Meaningful Differences”

- “The most important aspect to evaluate in child care settings for very young children is the **amount of talk** actually going on, moment by moment, between children and their caregivers.”

*Betty Hart and Todd Risley*

*The Early Catastrophe: The 30 Million Word Gap by Age 3 (Amer. Ed Spr. 03)*

- We can use this as a basis to begin thinking about the **importance of conversation** in the classroom for school-age through secondary students.



### How will YOU develop effective communicators?

- ❖ **Structure and plan meaningful tasks and experiences** within the classroom environment for students’ to acquire effective listening and speaking skills.
- ❖ Provide opportunities to learn how to **‘think critically about what you hear...’** and to ‘Use oral language to gather, process and present information’.
- ❖ Have the capacity to reflect on your own thoughts or new thoughts

### Stimulate the Conversation

- Have **students phrase** the questions starting with: **“if you could . . . what would you . . .”**
- Examples:
  - “If you could be any kind of animal, what animal would you like to be?” or,
  - “If you could be the President, what would you do to be helpful to people?” or,
  - “If you could do something to help the environment, what would you do?” or,
  - “If you could do something to help kids from getting into trouble, what would you do?”
- Now it is your turn... **“if you could . . . what would you . . .”**

### Stretch Their Thinking! “There is always another way!”

- Encourage Flexibility and Generalization
- Solve a problem one way and then ask:
  - **“How else...”**
- Draw attention to multiple connections:
  - **“That’ s like...”**
  - **“What if...?”**
- Give your students ownership of the conversation and/or activity. They will be more likely to work productively if they are continually involved in the conversation.  
*(Engagement-refresh yourself by knowledge)*

### The focus in a language-centered classroom is:

- **Engagement** in extended conversations
- Telling and retelling stories and events
- **Wide range** of targeted **discussion topics** and ongoing focus on word meanings and connections
- Use of new and unusual words
- Use of **open-ended questions and prompts** (cues)
- Opportunities of language play (centers, projects)

### Becoming a Better Listener Can Lead to a Better Communicator

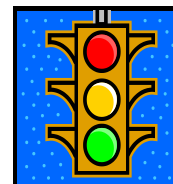
In our busy lives we are often only **half-listening** to others because our minds are off elsewhere thinking of the many things we have yet to attend to, which undermines our ability to effectively listen.

Technique: Repeat all the words that the other person is saying inside you're head; instead of what to say next.

### Support Responsive Engagement

Getting ***all*** students tuned-in and have an active and meaningful role during a conversation!

Listen  
Think  
Speak



### Active Listening

- **Jigsaw** - small groups explore aspects of a topic, and report their findings back to the large group.
- **Bus Stop** - Individuals/small groups discuss questions/statements & record their comments before moving onto the next bus stop.
- **Doughnut** - Students organized into 2 circles, an inner circle and an outer circle, facing each other. They share ideas. Teacher calls out "doughnut" and the outer circle moves one place in a clockwise direction. They will then share with a new partner.
- **Paraphrasing / Summarizing** - speakers must summarize what the previous speaker has said or share part of the discussion
- Passing a **whispered message** around the group.

### 2 Minutes a Day

- \* Focus on activities that develop speaking, listening and conversational skills.
- \* Create opportunities for purposeful talk
- \* Model the use of rich and interesting language

### “Overcoming the Language Gap”

Louisa C. Moats

- “Teachers must immerse (students) in the rich language of books.
- Children need to rehearse the rules of discourse, such as staying on topic, taking turns, and giving enough information so the listener understands.
- Children must learn how to speak in discussions, to question, paraphrase, retell and summarize...
- Teachers must teach directly the form, meaning and use of words, phrases, sentences, and texts.”

### Becoming Multilingual

- In today's classrooms, students AND teachers need to be able to communicate in more than one language.
- They need to communicate in:
  - Conversational English
  - Academic (written) English
  - Emailology
  - Txt msg

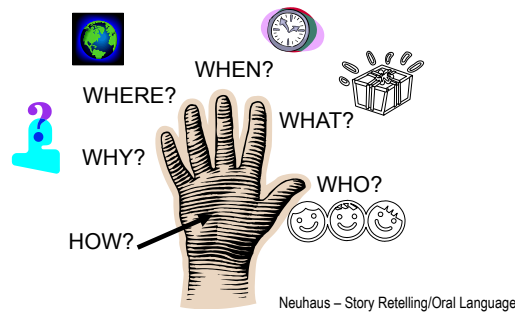
### What Makes Open-Ended Questions so Powerful?

- Support the natural way children learn
- Promote children's engagement
- Encourage self-control and confidence
- They nurture a sense of community among classmates
- Initiate / generate ideas – actively explore, experiment, problem solve – reflect upon the content

### Blooming Questions

- Questioning should be used purposefully to achieve well-defined goals.
- Typically a teacher would vary the level of questions within a single lesson.
- Teach and model questioning with signal words.
- Teach **HOW** to answer questions based on signal words.
- Gradually build the levels of Bloom's.

### The Sharing Hand Planning Guide



### Activity: Language on a Roll!

**Let's Practice:**

- Create questions to go deeper into the picture!



### Supportive Tips for Crafting Open-Ended Questions

- use language to help children envision success
- open-ended questions stretch children's thinking
- listening and using silence skillfully is an art
- the 3 Rs of teacher language: reinforcing, reminding, and redirecting
- give brief, concrete instructions
- offer meaningful, specific encouragement
- Move along the continuum of questions by following the golden rule: "Go as fast as you can, and as slow as you must!"

### Conversation Matters!

Conversation is one of the most powerful tools available to teachers. We use conversation to stretch children's:

- curiosity,**
- reasoning ability,**
- creativity, and**
- independence.**

Remember: there is no single right or wrong answer! Be supportive of predictable answers, allowing students to provide insights and ideas, to build knowledge together.

# Bloom's Revised Taxonomy

## Question Frames

### Questions for Remembering

- What happened after...?
- How many...?
- What is...?
- Who was it that...?
- Can you name...?
- Find the definition of...
- Describe what happened after...
- Who spoke to...?
- Which is true or false...?

### Questions for Understanding

- Can you explain why...?
- Can you write in your own words?
- How would you explain...?
- Can you write a brief outline...?
- What do you think could have happened next...?
- Who do you think...?
- What was the main idea...?
- Can you clarify...?
- Can you illustrate...?
- Does everyone act in the way that ..... does?

### Questions for Applying

- Do you know of another instance where...?
- Can you group by characteristics such as...?
- Which factors would you change if...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?

### Question for Analyzing

- Which events could not have happened?
- If...happened, what might the ending have been?
- How is...similar to...?
- What do you see as other possible outcomes?

- Why did...changes occur?
- Can you explain what must have happened when...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind...?
- What was the turning point?
- What was the problem with...?

### Questions for Evaluating

- Is there a better solution to...?
- Judge the value of... What do you think about...?
- Can you defend your position about...?
- Do you think...is a good or bad thing?
- How would you have handled...?
- What changes to.. would you recommend?
- Do you believe...? How would you feel if...?
- How effective are...?
- What are the consequences..?
- What influence will...have on our lives?
- What are the pros and cons of...?
- Why is...of value?
- What are the alternatives?
- Who will gain & who will lose?

### Questions for Creating

- Can you design a...to...?
- Can you see a possible solution to...?
- If you had access to all resources, how would you deal with...?
- Why don't you devise your own way to...?
- What would happen if...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you develop a proposal which would...?

**86 ways to say  
"Very Good"**

- 1 Good for you!
- 2 Superb.
- 3 You did that very well.
- 4 You've got it made.
- 5 Terrific!
- 6 That's not bad.
- 7 Couldn't have done it better myself.
- 8 Marvelous!
- 9 You're doing fine.
- 10 You're really improving.
- 11 You're on the right track now.
- 12 Now you've figured it out.
- 13 Outstanding!
- 14 That's coming along nicely.
- 15 I knew you could do it.
- 16 Good work.
- 17 You figured that out fast.
- 18 I think you've got it now.
- 19 I'm proud of the way you worked today.
- 20 Tremendous!
- 21 You certainly did it well today.
- 22 Perfect!
- 23 Nice going.
- 24 You've got your brain in gear today.
- 25 Now you've got the hang of it.
- 26 WOW!
- 27 Wonderful!
- 28 You're getting better every day.
- 29 You're learning fast.
- 30 You make it look easy.
- 31 That's a good BOY / GIRL.
- 32 That's very much better.
- 33 Super!
- 34 You did a lot of work today.
- 35 Keep it up!
- 36 You've got that down pat.
- 37 Congratulations!
- 38 Exactly right!
- 39 Nice going.
- 40 Excellent!
- 41 Sensational!
- 42 You're doing beautifully.
- 43 You've just about mastered that!
- 44 That's really nice.
- 45 That's the best ever.
- 46 That's great.
- 47 Way to go!
- 48 That's the way to do it!
- 49 That's quite an improvement.
- 50 Good thinking.
- 51 You're really going to town.
- 52 Keep up the good work.
- 53 That's it!
- 54 That's better.
- 55 You haven't missed a thing.
- 56 Fantastic!
- 57 You out did yourself today!
- 58 You're doing a good job.
- 59 That's the right way to do it.
- 60 That's better.
- 61 Right on!
- 62 Well, look at you go!
- 63 That's the best you've ever done.
- 64 That's RIGHT!
- 65 You must have been practicing!
- 66 Great!
- 67 Keep working on it, you're getting better.
- 68 You remembered!
- 69 That kind of work makes me very happy.
- 70 You're really working hard today.
- 71 That's what I call a fine job!
- 72 I knew you could do it!
- 73 I'm very proud of you.
- 74 One more time and you'll have it.
- 75 Fine!
- 76 That's good!
- 77 Good job.
- 78 You really make this fun.
- 79 Good remembering.
- 80 Nothing can stop you now.
- 81 You are doing much better today.
- 82 Keep on trying.
- 83 You're really learning a lot.
- 84 You've just about got it.
- 85 I've never seen any one do it better.
- 86 You are very good at that.