

Developing Academic Speaking and Conversation Skills in Every Lesson



Jeff Zwiers
Moreland
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jeffzwiers.org/oct21

Overhauling the Teaching of Diverse Students

LESS

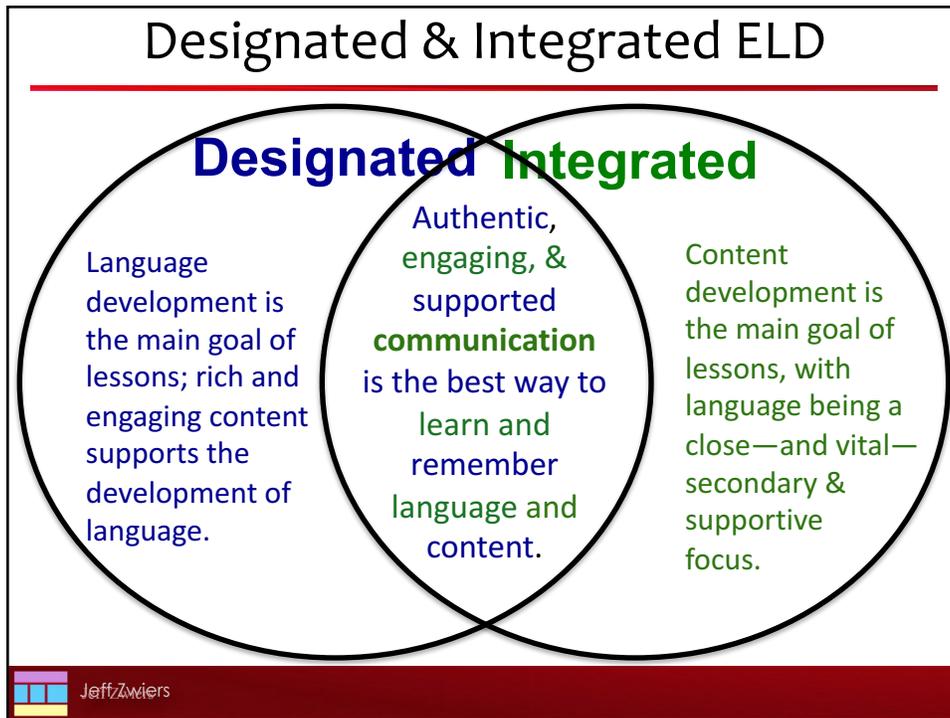
Individual
accumulating of
right answers,
“paying” for points,
& “playing” school



MORE

Collaborating,
understanding,
building, using, &
communicating
whole ideas





Challenges

	 ORAL OUTPUT	 CONVERSING
Increasing Quantity	# of students # of minutes	# of students in back-n-forth conversations
Increasing Quality	Strength Clarity	Co-Construction Collaborative Arguing Conversation Skills

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Developing Academic Language with Oral Output & Conversations



1. **Oral Output** is one-way, one-time, clear & strong communication of ideas & thinking.

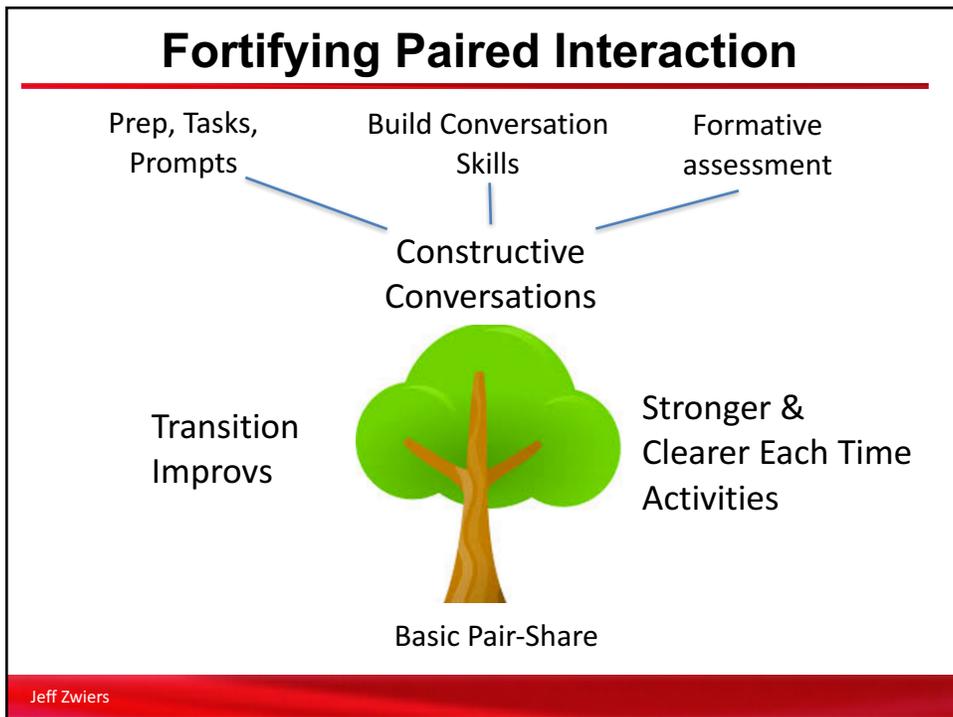
2. **Conversations** are back-and-forth interactions in which participants *build on* one another's ideas to *build up* ideas that weren't in their minds before talking.

Think-pair-shares,
Answering teacher questions, Jigsaws,
Gallery walks,
Oral presentations



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The “Communicativeness Test” for an Activity’s Power for Developing Language

___ **Is there a useful & engaging purpose?** In the activity, do students use language to do something meaningful and engaging (beyond just to answer questions or get points)? Does it prepare students to use language for academic purposes?



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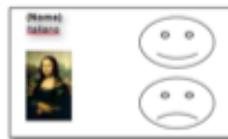
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Info Gap Activities for Listening and Speaking

Information Gap: **DRAW IT FOR ME**



Do these have the three features?

Developing Oral Output
with
TRANSITION IMPROV
Activities



OUTPUT: Transition Improv Activity (Pro-Con)

Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Testing, Internet, Cell phones, Video games, Social Media

Transitions: **However,**
On the other hand,
Then again,

~~but~~

PC Frames: One advantage is ... For example, ...
Another positive of ... is... because...
A negative aspect of ___ is ...
In spite of the positives of _____,

A & B, Lean?

Transition Improv (For-Against)

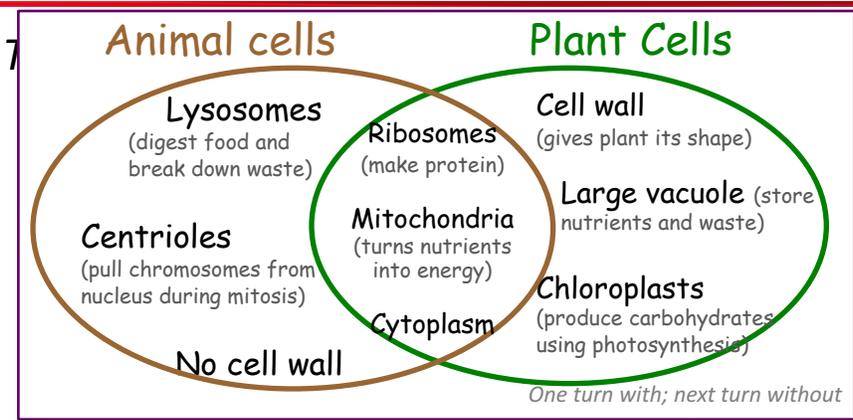
Topics: Fracking, adding lime to soil to lower pH, genetic engineering, nuclear energy, stem cell research, human-caused climate change, wolf reintroduction, de-extinction, zoos, preserving wetlands, corn as fuel, extraterrestrial life, desalination, ...

Transitions: **However,**
On the other hand,
Then again, ~~but~~

PC Frames: One reason for ... is ... For example, ...
 Evidence that supports ... is... because...
 A reason against ... is ... For example, ...
 Evidence that does not support ... is ... because ...

A & B,
 Lean?

OUTPUT: Transition Improv (Similar-Different)



However,
On the other hand,
Then again,

Unlike animal cells, plant cells have ____, which ...
 Plant & animal cells both have ____, which serve to...
 ... are similar to ____ in that they both ____
 Animal cells differ from plant cells in that ____

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The Brain’s Natural Habitat



The social brain is in its natural habitat when we're talking with someone face-to-face in real time.

--Daniel Goleman

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Developing Oral Output
with

**“STRONGER Y CLEARER
EACH TIME” Activities:**

Stronger-Clearer Grid



Designing “Stronger & Clearer Each Time” Activities



1. Prompt for an **original response**
2. Successive partners: **borrow and use the language, ideas, and evidence** each time-->
 - **Stronger** (often longer) with better supporting evidence and examples, and
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Scaffolds **are reduced during** the activity.

“Stronger & Clearer Each Time” Grid (Science)

I think the sun gets further away so it makes it winter.

Switch partners!

I think it's like when the teacher moved that ball around the light. It was tilted and got less light.

I think the sun moves out far in winter and close in summer.



Manuel



1st
Partner

What causes the seasons to change?

“Stronger & Clearer Each Time” Grid (Science)

I think the sun gets further away so it makes it winter.

Switch partners!

I think it's like when the teacher moved that ball around the light. It was tilted and got less light.

Maybe seasons come from the world going around the sun. And we move away in winter and close in summer.

I don't think the earth goes farther away. If we are up on the top, we get winter if we are tilted away. But in Australia its summer.



Manuel



2nd
Partner

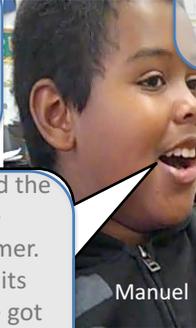
What causes the seasons to change?

“Stronger & Clearer Each Time” Grid (Science)

I think the sun gets further away so it makes it winter.

Maybe seasons come from the world it orbits around the sun. We move away in winter and close in summer.

The earth is tilted and goes ‘round the sun. We are on the top, so we are tilted toward the sun, so it’s summer. But in the south, like in Australia, its opposite. Its’ winter. I thought we got more far away, but we are just tilted.



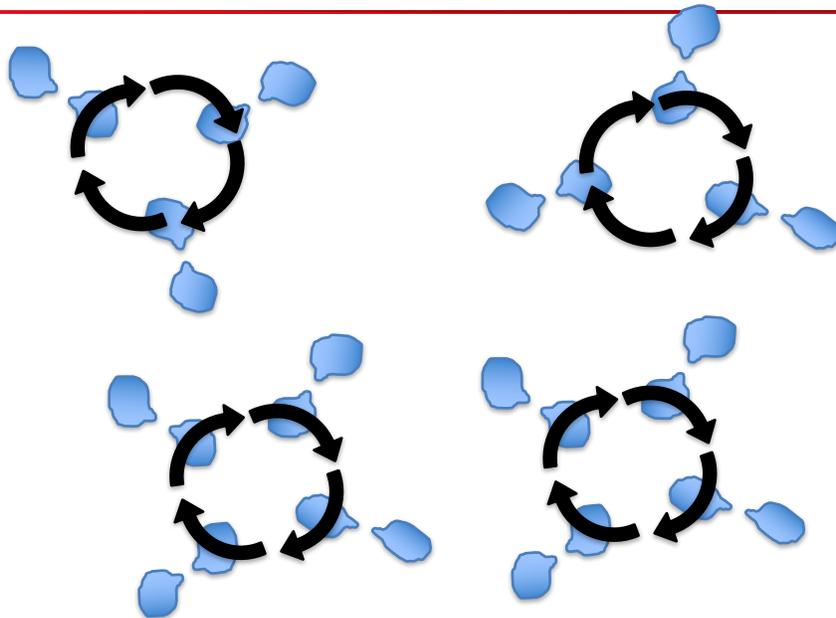
Manuel

I think the sun moves out far away in winter and close in summer.

The earth goes around the sun and it’s tilted. In summer we tilt toward the sun. In winter it’s opposite; we tilt away from the sun so it’s cold.

What causes the seasons to change?

Practically Speaking: Interaction Mini-Circles



Stronger & Clearer Activity

Context

- 4th grade
Science class
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.



This Clip

- Prompt is: What is energy conversion?
- Daniel talks to three different partners
- Look for if and how his response becomes stronger (idea-wise) and clearer (language-wise)
- *Reflect on ways to improve his response and/or the activity.*

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“Stronger & Clearer Each Time” Grid

Name	How do authors of literature use characters, plot, and/or symbols to teach readers how to be better people?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

Authors often use ___ in order to....

Literature is a way to... because authors can...

One powerful way in which authors of literature attempt to change readers is...

(Teacher can have listeners ask clarifying and supporting questions)

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Fostering Constructive Conversations

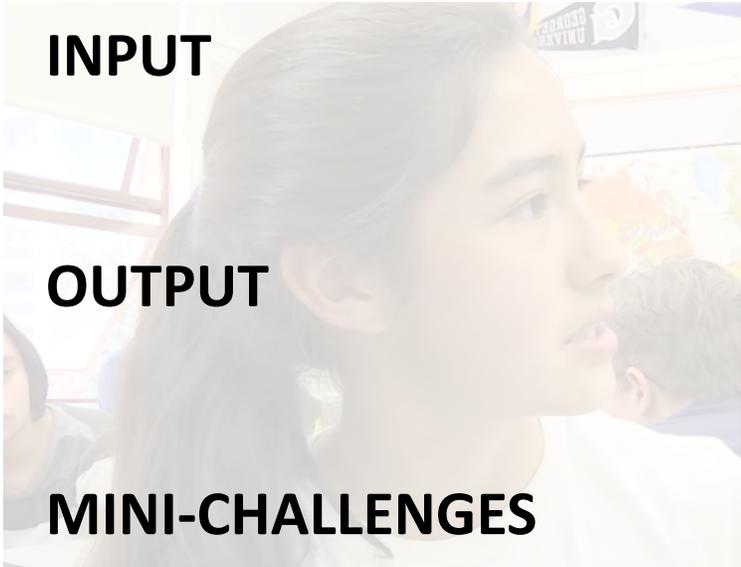


Conversations Develop LANGUAGE w/ Loads of...

INPUT

OUTPUT

MINI-CHALLENGES



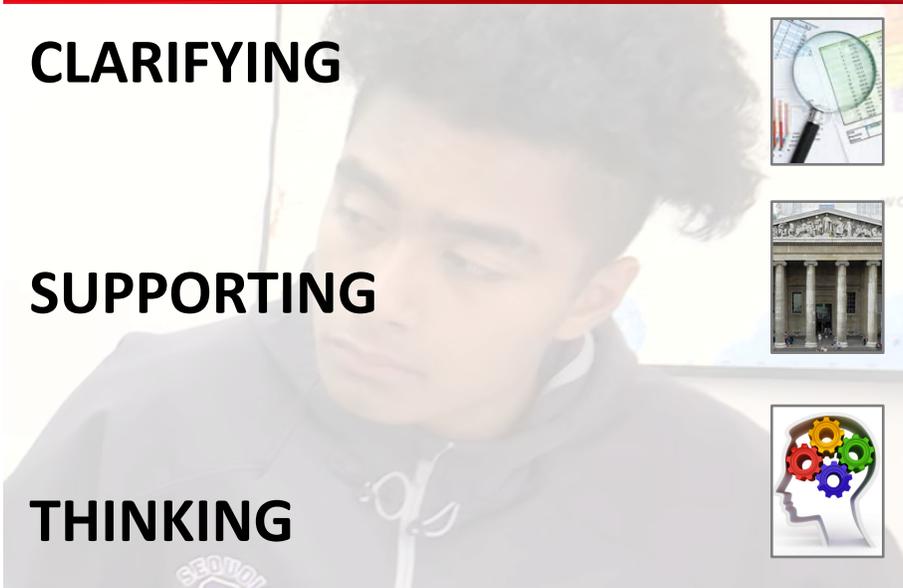
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Conversation Develops CONTENT w/ Loads of...

CLARIFYING

SUPPORTING

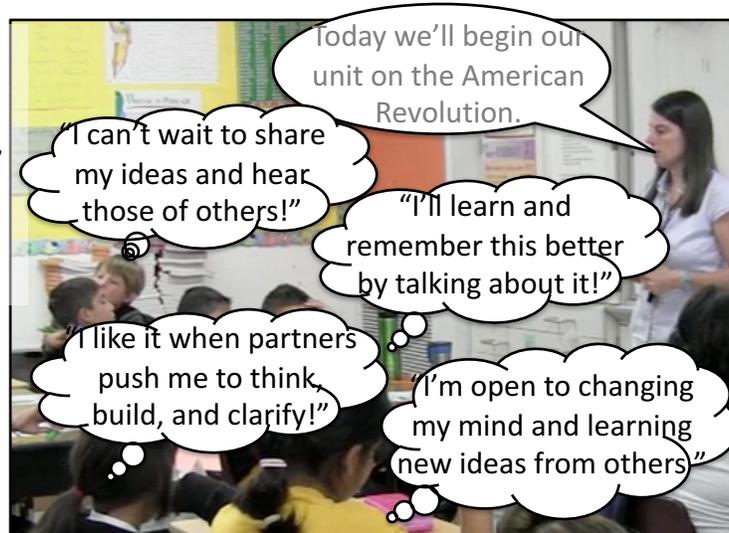
THINKING



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Cultivating a CULTURE of Conversations

Each time a topic is introduced, every student thinks,



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What makes conversations effective?

Laura: I think air has weight. Remember the balloon?

Eli: I disagree.

Laura: Why?

Eli: Cuz I can't feel it. Can you?



Alex: What caused the fall?

Carlos: The book said disease and war.

Alex: It also said crops and politics.

Carlos: What about crops?

Alex: They dried up or something like that.

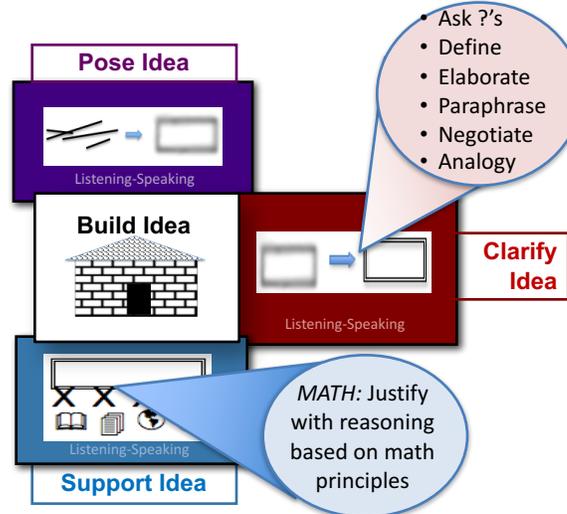


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Constructive Conversation Skills for “Build Up 1” Mode

Goal: Students collaboratively (but w/o teacher) build an idea (e.g., claim, answer, solution, interpretation), **using the following skills:**



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Analyzing Conversations



Context

- ELD class
- Had read The True Story of the Three Little Pigs

This Clip

- After reading The True Story of the Three Little Pigs, students discuss whether the wolf was guilty or not.
- Watch for how they state and support opinions, and how they clarify and argue their sides

Assess a Conversation – Build 1 Example (1st ELA)

A: I think she not share it (bread)

B: Why?

A: Cuz the other animals not work; just lazy.

B: Yeah. I don't think to share, too.

A: Why?

B: Like my dad. He work for money. Not work, no money.

A: Yeah, no es justo.

B: Not fair. But teacher said is good to share.

A: I share when they help. Maybe I paint the school. It's my money, you know?

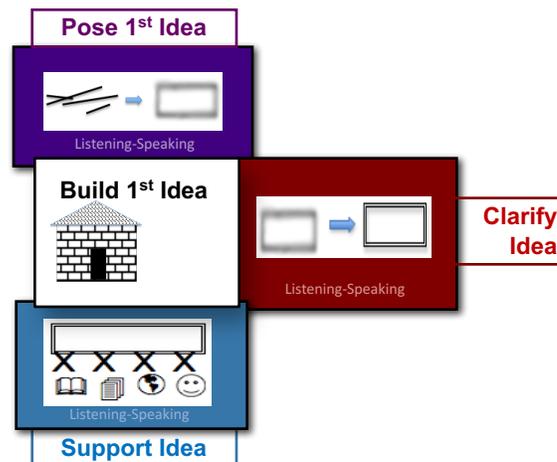
B: No. Maybe if ...no pueden...trabajar (work), like they're sick, maybe. But this story animals are lazy.

A: Is good to share, but not all the time, not with lazies.



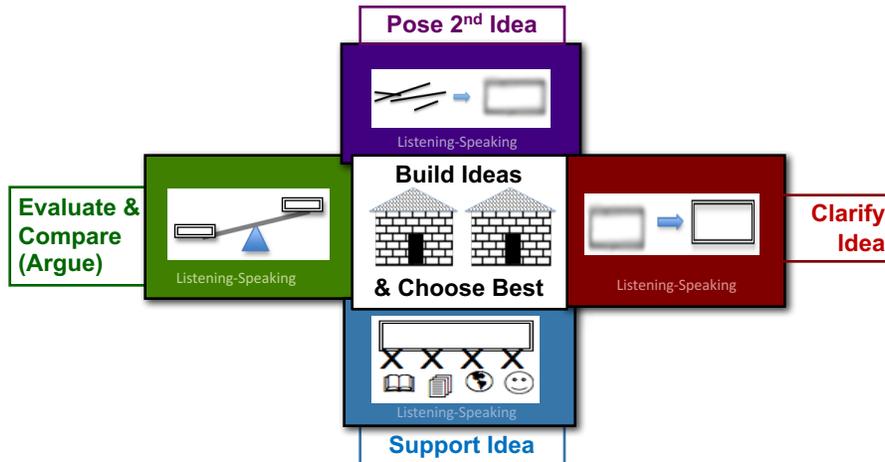
Constructive Conversation Skills for “Argue” Mode

Goal: Students collaboratively (but w/o teacher) build claims & ideas and then choose one of them, using the following skills:



Conversation Skills for “Build >1 & Choose (Argue)” Mode

Goal: Students collaboratively (but w/o teacher) build claims & ideas and then choose one of them, using the following skills:



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Assessing Conversation Skills: Conversation Analysis Tool

Turns build on previous turns to build up a relevant idea(s)

_____ Students create or choose a relevant initial idea(s) that is focused on learning objective(s)

_____ Students clarify idea(s) (by paraphrasing, defining, elaborating)

_____ Students support ideas (using evidence, examples, explanations)

If there are two or more competing ideas (i.e., an argument),

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Conversations in 5th Gr. Language Arts/ELD



Context

- 5th grade Language Arts/ELD class in San Francisco
- Advanced and early intermediate partners.

This Clip

- After reading an allegory for the Holocaust, students discuss what could have happened if the animals had stood together.
- They practice stating opinions, paraphrasing, and clarifying

Fostering Conversations & Their Skills with Argument Balance Scale



Scaffold for Collaborative Argument Conversations: Argument Balance Scale

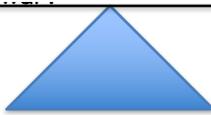
Claim

vs.

**Opposite or
Different Claim**

Which claim's reasons, evidence, and explanations weigh the most?

<p>Claim/Position</p> <p>Good</p>	<p>Are humans good or evil?</p>	<p>Claim/Position</p> <p>Evil</p>
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“Constructive Conversations” Activity for All 4 Skills: Argument Balance Scale

Prevent dropouts & jail costs

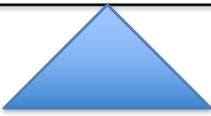
Gets them to read

Kids need to eat

Stay after school

Pizza tastes good

<p>Reason/Evidnc/Exp</p> <p>Kids need to eat</p>	<p>Should pizza be a reward for reading?</p>	<p>Claim/Position</p> <p>No</p>
<p>Reason/Evidnc/Exp</p> <p>Prevents dropouts, crime, jail costs</p>		
<p>Reason/Evidnc/Exp</p> <p>Gets kids to read</p>		
<p>Claim/Position</p> <p>Yes</p>		



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“Constructive Conversations” Activity for All 4 Skills: Argument Balance Scale

Reason/Evidnc/Exp
Kids need to eat

Reason/Evidnc/Exp
Prevents dropouts,
crime, jail costs

Reason/Evidnc/Exp
Gets kids to read

Claim/Position
Yes

Should pizza be a
reward for reading?

Reason/Evidnc/Exp
Expensive

Reason/Evidnc/Exp
Not healthy food

Reason/Evidnc/Exp
Not good motivation

Claim/Position
No

Not healthy food

Expensive to run

Need to exercise

Not good motivation for reading

Some kids don't like pizza

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“Constructive Conversations” Activity for All 4 Skills: Argument Scale

Compare the evidence on both sides (use criteria)

Reason/Evidnc/Exp
Kids need to eat

Reason/Evidnc/Exp
Prevents dropouts,
crime, jail costs

Reason/Evidnc/Exp
Gets kids to read

Claim/Position
Yes

Should pizza be a
reward for reading?

Reason/Evidnc/Exp
Expensive

Reason/Evidnc/Exp
Not healthy food

Reason/Evidnc/Exp
Not good motivation

Claim/Position
No

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Increasing Quality	Strength Clarity	Co-Construction Collaborative Arguing Conversation Skills

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CONTACT INFORMATION

Email: jzwiers@stanford.edu

Website: jeffzwiers.org/oct21

References

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