



Communicating to Cultivate Academic Languages and Rich Content Learning Across Disciplines:
Speaking & Listening

Albuquerque Day 1
jeffzwiers.org/ABQ

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

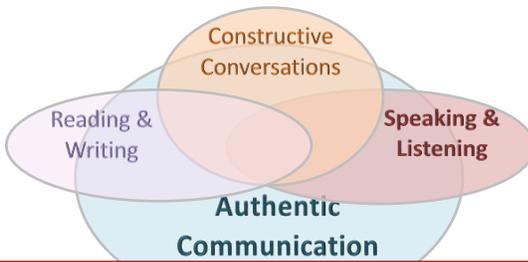
Today's Objectives



1. Develop practical ways to build a more communicative classroom
2. Improve at "squeezing out" as much thinking and language as possible from each activity
3. Develop teacher practices and activities that develop students' language and content by listening and speaking

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

Overview

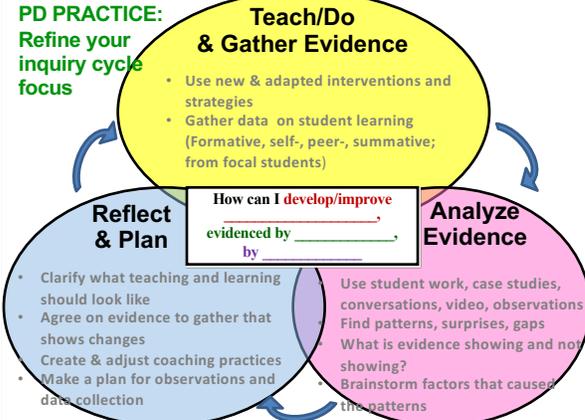


Authentic Communication

ACKNOWLEDGMENTS
Neil Mercer, Courtney Cazden, Lev Vygotsky, John Dewey, Pierre Bourdieu, Jerome Bruner, Michael Long, Lisa Delpit, Michael Halliday, Martin Nystrand, Patricia Gándara, Lily Wong Fillmore, Kenji Hakuta, Diane August, David Pearson, James Gee, Shirley Brice Heath, Guadalupe Valdés, Derek Edwards, Mikhail Bakhtin, Sarah Michaels, Cathy O'Connor

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

PD PRACTICE: Refine your inquiry cycle focus



Teach/Do & Gather Evidence

- Use new & adapted interventions and strategies
- Gather data on student learning (Formative, self-, peer-, summative; from focal students)

Reflect & Plan

- Clarify what teaching and learning should look like
- Agree on evidence to gather that shows changes
- Create & adjust coaching practices
- Make a plan for observations and data collection

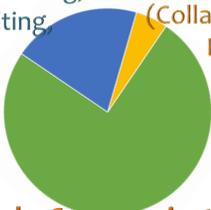
Analyze Evidence

- Use student work, case studies, conversations, video, observations
- Find patterns, surprises, gaps
- What is evidence showing and not showing?
- Brainstorm factors that caused the patterns

How can I develop/improve _____, evidenced by _____, by _____

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

Types of Classroom Communication



One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)
(e.g., 1. Tell your partner your opinion on this issue)

Conversational (Collaborative Building, Exploring, Arguing)
(e.g., 2. With your partner, decide which is the best choice.)

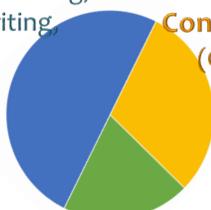
Pseudo-Communication (Shiny, Fake, Indirect, Display, Drills, Games, IRE)
(e.g., Turn to tell your partner the meaning of irony. Can someone tell me when WWII started? Solve this math problem. What is photosynthesis?)



More Authentic Communication

One-way (Productive Speaking, Listening, Reading, Writing, Multimedia)

Conversational (Collaborative Building, Exploring, Arguing)





Pseudo-Communication
(Shiny, Fake, Indirect, Display, Drills, Games, IRE)

Authentic Communication in School is

the use of words
(and/or other meaning-carriers)
to share information
for doing meaningful things (creating, changing, deciding, clarifying, etc.)
that just one person can't do.



Why is it so important?

Understanding Language | Language, Literacy, & Learning in the 21st Century Classroom | Jeff Zwiers

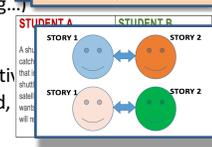
Essential Features for Language Development "Test"

___ **Is there a useful & engaging purpose?** Do students *use* (and *need to use*) language to meaningful and engaging beyond just to answer points? (e.g., language, content, thinking...)
Are there consequences for lack of clarity?

___ **Is there an information gap?** In the activity or give information that they want, need, or want to know.

___ **Is there attention to language in service of communication?** In the activity, is there extra assessment focused on improving how language is used?

Discuss how authors decide how Columbus Co-design an experiment that helps you know how to best grow beans



- Sentence Frames
- Language modeling & scaffolding
- Practice
- Formative feedback

Reduce these Obstacles to Building a Communication-Rich Classroom Culture

- Our desire for "control" over learning (e.g., "I don't know what they're saying back there.")
- Lack of seeing the long-term & learning value of classroom communication (curriculum)
- Teaching to assessments that don't value or inspire communication
- Lack of consequences for unclear language
- Lack of academic conversation assessments, models, supports, and practice time (scrimmages)
- Over-structured "discourse" activities and over-use of sentence frames



How can we reduce these?

Understanding Language | Language, Literacy, & Learning in the 21st Century Classroom | Jeff Zwiers

We *and* our students must avoid the temptation to finish learning tasks as quickly as possible.

Instead, we *and* our students must look at all tasks as opportunities to push thinking and uses of language.



Developing Speaking & Listening with

"INFORMATION GAP" Activities



Info Gap Activities for Listening and Speaking

A: You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Ask your partner for the information that you think you need in order to know how many square meters you will paint in total.

B: 4 walls in each classroom
Each wall is 8 meters long and 3 meters high
The ceiling has an area of 64 meters squared



Tell or read aloud (Listeners...)

- Solve of p
- Liste
- Put
- Follow

Alex is a rebellious teenager who hates to read and ...

Sonia is who only likes to read and never talks to anyone except...

Alex waited for the bus to take him to school. As he waited he thought about how boring all the stories were that teachers made them read. Like the one about birthdays—who cares? Sonia was waiting at the bus stop, too, reading a thick book. They get on the bus and there are only two seats left, next to each other. Sonia keeps reading and, finally, Alex...

What are situations in each discipline in which two people have to share information?

Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Information Gap: A & B (At the Store)

1. Half of students get A & half get form B
2. Model & preview expressions & vocab
3. Students pair up and each play a role (e.g., A starts as customer; B is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Info Gap Activities: A and B Forms

B: Bluz ne kadar?
A: ohn-dohkooz
B: Kitap ne kadar?
A: Ohn-besh lira (switch roles)
A: Fircha ne kadar
B: Sekeez lira.
A: Balik ne kadar?
B: Yeermee yooch lira

1	beer	2	cekke	3	yooch	4	dirt	5	beeh	6	alnh	7	yeheece	A
8	sekeez	9	dohkooz	10	ohn	11	ohn-beer	20	yeer-mee	21	yeermee beer	30	oh-tooz	

6 lira



7



18



1



15



2



2



2



31



5



5



3



Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Math Info Gap Cards - Procedure

1. **READ:** A (Situation card) reads card, visualizes what is happening, and summarizes to B. B paraphrases the problem back to A, for agreement. Partner B reads the data card silently.
2. **QUESTION 1:** B asks, "What specific information do you need?" A needs to ask for specific information. "One thing I need to know is..."
3. **QUESTION 2:** Before answering, B should ask for justification: "Why do you need that information?"
4. **EXPLANATIONS:** A then explains how he or she will use the information to solve the problem. B can paraphrase or critique the justification. B asks for explanations, even if he or she understands what A is doing.
5. Have them switch roles with new cards.
6. **FOLLOW-UP:** As a follow-up step, have both students use blank cards to write their own similar problem card and data card for other pairs to use.

What are situations in which two people have to share math information?

Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Math Info Gap Cards Examples

A: You need to paint the walls and ceiling in a classroom. Your partner went to the school and did some measurements. Ask your partner for the information that you think you need in order to know how many square meters you will paint in total.

B:

- 4 walls in each classroom
- Each wall is 8 meters long and 3 meters high
- The ceiling has an area of 64 meters squared

A:

8 m

10m

18m

15m

15m

15m

B: You need to buy carpet to cover the floors of the classrooms in a small school. Your partner went to the school and made some measurements. Ask your partner for the information that you think you need in order to know how many square meters of carpet to buy.

Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Info Gap Activities

Info Gap Cards Sample Conversation

A: Do you know how fast the shuttle is orbiting?
B: Yes, but why do you want to know that?
A: Cuz I need to know it to figure out how long it takes to catch the satellite.
B: OK, it's going 16,800 miles per hour
A: Thanks. And how fast is the satellite going?
B: Why do you need to know that?
A: I need to know it to know how long it'll take. If it's just a little slower, it'll take longer. And what's the distance between them?
B: That makes sense. The satellite is going 16,000 mph
A: Thanks. And how far are they apart when the shuttle starts its orbit?
B: Why?



A: Model

A shuttle enters an orbital path to catch up to an important satellite that isn't working properly. The shuttle is going faster than the satellite and mission control wants to know when the shuttle will reach it.

B: Model

- Shuttle is orbiting at 16,800 mph
- Satellite orbits at 16,000 mph
- Shuttle enters orbit 1200 miles behind the satellite
- Orbit is 400 miles from the Earth's surface

Understanding Language | Language, Literacy, & Learning in the 21st Century Jeff Zwiers

Info Gap Activity: Describe & Compose

1. Give students in a small group or pair different pieces of information that can fit together into narrative or expository writing. (Character descriptions, ecosystem, historical figures, science data, etc.)
2. Students read their information and clearly describe it to partner(s)
3. Partners then work together to compose a product (written, visual, drama...), combining and filling in extra information, to communicate to others.

Alex is a rebellious teenager who hates to read and

Sonia only likes to read and never talks to anyone except her dog...



Alex waited for the bus to take him to school. As he waited he thought about how boring all the stories were that teachers made them read. Like the one about birthdays—who cares? Sonia was waiting at the bus stop, too, reading a thick book. They get on the bus and there are only two seats left, next to each other. Sonia keeps reading and, finally, Alex...

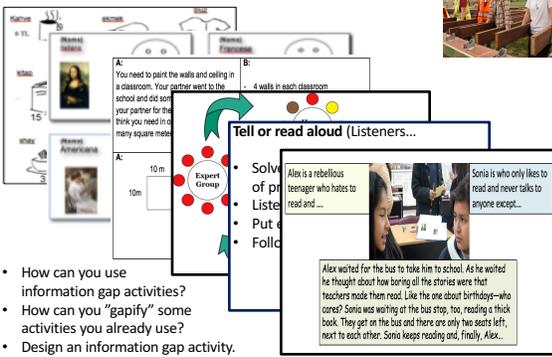
Understanding Language | Language, Literacy, & Learning in the Global World | Jeff Zwiers

Essential Features for Language Development “Test”

- ___ **Is there a useful & engaging purpose?** In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...) Are there consequences for lack of clarity?
- ___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don’t have?
- ___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?



APPLICATION TIME



- How can you use information gap activities?
- How can you “gapify” some activities you already use?
- Design an information gap activity.

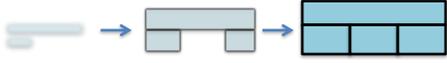
Understanding Language | Language, Literacy, & Learning in the Global World | Jeff Zwiers

“STRONGER Y CLEARER EACH TIME”

Activities:

- Stronger-Clearer Grid
- Opinion Continuum
- Opinion Formation Cards

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.
- Understanding Language | Language, Literacy, & Learning in the Global World | Jeff Zwiers

“Stronger & Clearer Each Time” Grid

I think bad things happen when cultures meet, like wars.

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.



(PRE)
Bad things happen when they meet.
Wars start.

What happens when cultures meet and why?

Understanding Language | Language, Literacy, & Learning in the Global World | Jeff Zwiers

"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

1. Mario	both, learn
2. Juan	religion, Aztecs, Spain
3.	
Me	

Switch partners!
Don't forget to use examples.

I think it's both good and bad. Like you learn from each other, but also you can fight.

When cultures meet each other, it helps us to learn how others live, like their religion. But wars can happen, like the Aztecs and Spain.



What happens when cultures meet and why?

"Stronger & Clearer Each Time" Grid

I think bad things happen when cultures meet, like wars.

Cultures meet and bad things happen like war. But good things, too, like you can learn other language.

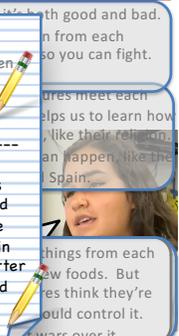
When cultures meet, is bad. Bad cuz they fight wars, like different. Spain thought the better than the Aztecs. And you can learn languages, like and new religion.

Switch partners!

I think it's both good and bad. n from each so you can fight.

ures meet each plps us to learn how, like their religion an happen, like the Spain.

hings from each ew foods. But res think they're ould control it. t wars over it.



What happens when cultures meet and why?

Looking at Student Work (Before & After Grid Partners)

PRE **INTERVIEW TIME!**
(Listen in, Share out, Create together)

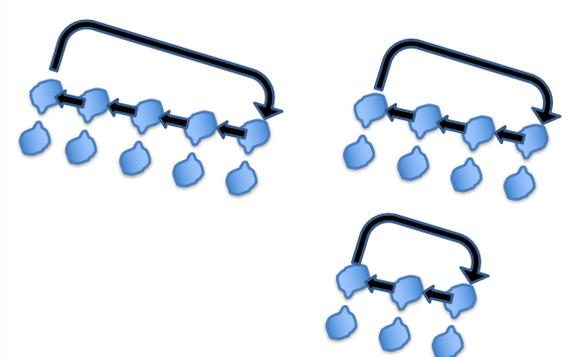
QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

POST

I should care about biodiversity because without the variety of living things there wouldn't be anything to provide for us for example(s) the rosy periwinkle provides a medicine that treats certain cancers including leukemia

Practically Speaking: Interaction Mini-Lines



Jeff Zwiers

"Stronger & Clearer Each Time" Grid

Name	Designing lesson activities to have more authentic communication takes time and energy—and many activities are loud and "messy." So, is it worth it to have students authentically communicate during lessons?	
Me	(just two or three key words, if any)	<p><i>(You will present to your school on the value of having more communication in every lesson)</i></p>
1.		
2.		
3.		
Me		

One powerful way in which communication can help students is...
I think educators need to know that authentic communication means...
Teachers can adapt their lessons in several ways, such as...
I disagree with you...
(Listeners can and should ask clarifying and supporting questions)

"Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence. I am way on the Ban side.

Switch partners!

I'm on the not ban side. In my opinion, video games are kinda good. I know some games you shoot people, but some teach you.



Video Games Banned or Not?

BAN | | | | NOT BAN

Mona

"Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence. I am way on the Ban side.

Switch partners!

I'm on the not ban side. In my opinion, video games are kinda good. I know some

I'm on the ban side, but not all the way. In my opinion, games should be banned because war video games show kids how shoot others. But some teach you about life.

I am on the far right side. Even though some video games fill are violent, many lot are educational. We have a right choose what we play, too.

Silvia 2nd Partner

Me

Video Games Banned or Not?

BAN

|

|

|

NOT

Mona

"Stronger & Clearer Each Time" Opinion Continuum

I think video games are bad cuz they show violence.

In my opinion, video games are bad. Like war games show kids how to shoot other people on the far right side. Even though some video games fill are violent, many lot are educational. We have a right choose what we play, too.

I'm on the ban side, but not all the way. In my opinion, games should be banned because war video games show kids how shoot others. But some teach you about life.

I am just left of middle. Even though some video games are good, violent ones should be banned. Kids' minds fill up with violence. Some games can teach to solve problems and learn, which made me move over toward

Silvia 3rd Partner

Me

Video Games Banned or Not?

BAN

|

|

|

NOT

Mona

I. Stronger and Clearer Each Time Activity: Opinion Continuum

The impact of social media on learning

POSITIVE
NEGATIVE

Me

Luka

Notes: — X — X —

(You will present to your school on recommendations for social media use in school)

You can use frames such as

- In my opinion, using social media is ___ because ___.
- In spite of the reason/advantages/disadvantages of ...
- Given the points that I have heard so far, such as ...
- After talking with (name), I now lean more to the side of ___ because ...

(Teacher can have listeners ask clarifying and supporting questions)

Clearer & Stronger Each Time Activity: Opinion Formation Cards

1. Choose text quotations that support different sides of the issue and put them on small cards or strips.
2. Tell students the topic and have them start forming their own opinions.
3. Have students take turns reading their cards to the class.
4. Students move to the side of the issue they agree with.

Cell phones make cheating much easier for students. They can take tests, text questions and answers, and turn them around from writing something on a piece of paper to find students text messages.

When I was teaching, all too often I turned around from writing something on a piece of paper to find students text messages.

The principal argued: "I don't know a businessperson, lawyer, or doctor out there who doesn't use a cell phone to learn and connect with others in professional ways. Why shouldn't students also learn to learn and communicate with them in schools?"

Should cell phone use be banned in school?

You can use frames such as:

- In my opinion, ___ because ___.
- Despite the advantages of ...
- Given the points that I have heard so far, such as ...
- I think I lean more to the side of ___ because ...

Essential Features for Language Development "Test"

___ **Is there a useful & engaging purpose?** In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...) Are there consequences for lack of clarity?

___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?

___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?

Understanding Language | Language, Literacy, & Learning | Jeff Zwiers

APPLICATION TIME

Think about how you might use **Stronger & Clearer Each Time Activities** in your upcoming lessons.

TRANSITION IMPROV

Activities

- Pro-Con
- For-Against
- Similar-Different
- Two Views
- Math Situations

Transition Improv Activity: Pro-Con

Topics: The influence of school on the hearts and minds of students (You will make recommendations to school leaders on how to improve how your setting serves students)

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

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? Jeff Zwiers

Essential Features for Language Development "Test"

___ **Is there a useful & engaging purpose?** In the activity, do students *use* (and *need to use*) language to do something meaningful and engaging beyond just to answer questions or get points? (e.g., language, content, thinking...) Are there consequences for lack of clarity?

___ **Is there an information gap?** In the activity, do students get or give information that they want, need, or don't have?

___ **Is there attention to language in service of communication?** In the activity, is there extra teaching and assessment focused on improving how language is used?

Understanding Language | [Language Library & Learning](#) | [The Center for Language Acquisition](#) | Jeff Zwiers

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~~

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? Jeff Zwiers

Transition Improv Activity: Positivo-Negativo

Tema: Viaggiare a altri paesi

<p>Positivi Posso... </p> <ul style="list-style-type: none"> - mangiare cibo nuovo. Per esempio, in Peru ho mangiato ceviche... - Imparare la storia del paese - riposare, leggere, nuotare 	<p>Negativi Devo... </p> <ul style="list-style-type: none"> - spendere molti soldi. Per esempio, ... - passare molto tempo in aereo. - Cercare bagni puliti
---	---

D'altra parte, Tuttavia, Nonostante ~~but~~

Nei viaggi, ...
Un vantaggio
Un'altro aspetto positivo e che ... per che...
Un svantaggio e che...

A & B, Lean?

Transition Improv (Similar-Different)

However,
On the other hand,
Then again,

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

Transition Improv: Two Views w/ Evidence

Views: Patriots
Loyalists



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

~~but~~

Frames: The ___ thought that ...
Many ___ believed that...
A different perspective held by ___ was that...
In the eyes of ___...

Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

Transition Improv Activity: Math Situations

Topics: Addition-Subtraction, Area-Perimeter, mm-km
Multiplication-Division, Volume-Surface Area
Fractions-Decimals,

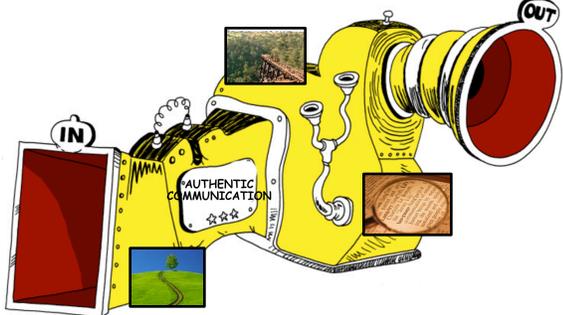
Transitions: However,
On the other hand,
Then again,

~~but~~

Frames: You need to add when ... because...
When you ... you need to subtract because...
You need to calculate volume when... because...
When you ... you need to use decimals because...

Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

Transforming Curriculum, Lessons, Activities



Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

What is a key language development feature of each activity?

Need to share info	Building ideas & visual support	Observing & supporting without intervene
Structured talking & listening with academic language	Jigsaws Gallery Walks Four Corners Discussion Groups Socratic Seminars Teacher "Lecture"	Teacher, peer, & self-assessment of conversation skills
Practicing and pushing for stronger/clearer	Visual scaffolding of argument think	Modeling

Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

Strengthening Communicativeness in every Activity



Write essay, report, letter	Give One, Get One
Read & answer questions	Four Corners
Use graphic organizers	Games (Bingo, Jeopardy, etc.)
Take notes	Oral Presentation
Create a poster	Gallery Walk
Write a lab report	Answer teacher questions
Solve a word problem	Think-Pair-Share
Writers' Workshop	Literature Circles
Simulation/dramatization	Jigsaw
Analyze a painting	Socratic Seminar
Create a story	Video

Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

Sample Lesson(s) Plan: ELA

- Objectives:** Infer and support themes in short stories. Argue the most important theme for students your age.
- Stronger-Clearer Each Time:** Read same story, share theme, support
- Modified Jigsaw:** Think-Pair-Square: Read different stories, share theme and evidence with partner, then w/ other pair.
- Transition Improv:** Two Differing Themes (e.g., 'Two Brothers')
- Academic Conversation Model:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one theme over another.
- Argument Balance Scale Conversations:** 2 Themes






Understanding Language | Language, Literacy, & Learning in the Content Area | Jeff Zwiers

Sample Lesson Plan: History

- I. **Objectives:** Argue a historical claim.
- II. **Opinion Formation Cards:** Read cards and share opinions; read article. 
- III. **Gallery Walk:** Read different articles on same issue, share posters of opinion and evidence about likely causes 
- IV. **Transition Improv:** For-Against on topic
- V. **Academic Conversation Modeling of use of Argument Balance Scale:** Emphasize skills of supporting and evaluating evidence and importance, and arguing for one cause over another. 
- VI. **Creativity Conversations:** Co-Write a final argument article.

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

Sample Lesson Plan: Science

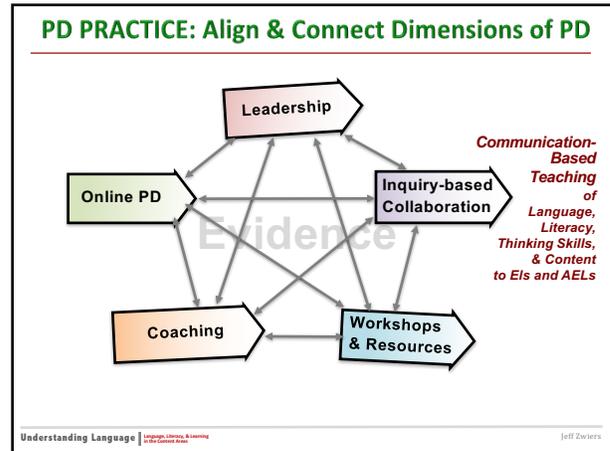
- I. **Objectives:** Describe the circulatory system.
- II. **Activity in pairs:** Heart rate resting and after running. 
- III. **Stronger & Clearer Grid:** (Read text about system and share ideas with each partner; use heart rate activity as an example.
- IV. **"No-Look Write" write a description of the circulatory system** without looking at texts or notes.
- V. **Academic Conversations:** Read articles on the effects of diet and smoking on the circulatory system. Co-create posters that argue for better diet, exercise, and quitting smoking. 

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers

Sample Lesson Plan: Math

- I. **Objective:** Collaborate to solve word problems with multiple solution methods
- II. **Launch Problem in Pairs:** Pairs try to talk through ways to solve a new problem (find the price point) with whole group sharing of strategies and questions. 
- III. **Stronger & Clearer:** Students meet with successive partners to improve, clarify, and expand their solution ideas 
- IV. **Info Gap Problem:** A has situation; B has data
- V. **Math Paired Conversation Protocol:** Emphasize skills of supporting solution ideas with the words of the problem and math principles.
- VI. **Co-Crafting Conversations:** Co-Write a similar but more challenging word problem.

Understanding Language | Language, Literacy, & Learning in the Content Areas | Jeff Zwiers




APPLICATION TIME

Think about how you might use **the activities, their features, and key principles** in your upcoming lessons.

CONTACT INFORMATION

Email: jzwiers@stanford.edu
 Web sites: jeffzwiers.org/ABQ
ell.stanford.edu

