

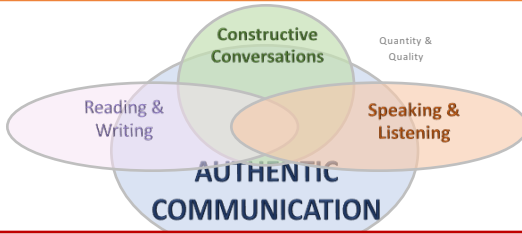


**Improving Oral Language and Conversation Skills Across Disciplines**

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**Overview**



**ACKNOWLEDGMENTS**  
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**If you don't truly use language, you won't truly learn it.**

"Ladies and gentlemen, from the cockpit, this is your airplane mechanic. I was asked to fly the plane today. I have never flown a plane before, nor in this type of weather, but I do know all the names of all the engine parts and how they fit together... So sit back, relax, & enjoy your flight."




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**SHIFT from...**


LESS to MORE

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



How does language use differ between these two?

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




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**Types of Classroom Communication**

**One-way** (Productive Speaking, Listening, Reading, Writing, Multimedia)  
Tell your partner what you think motivates students to learn. Write an article for the school paper. Read a chapter to prepare you for the expert panel we will have...

**Conversational** (Collaborative Building, Exploring, Arguing)  
With your partner, decide whether or not to move west. Co-create an experiment... Jointly come up with several ways to solve this problem...

**Pseudo-Communication** (Shiny, Fake, Indirect, Display, Drills, Games)  
Turn and tell your partner the shift described in the previous slide (without looking). Turn to tell your partner the meaning of irony. Can someone tell me when WWII started? Solve this math problem. Write a response to literature essay (55). Read and answer the questions. Make a poster about photosynthesis




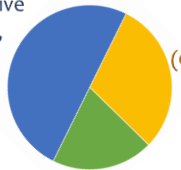
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**More Authentic Communication**

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

**Conversational** (Collaborative Building, Exploring, Arguing)

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

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### Building Communication-Rich Classroom Culture: Reduce these Obstacles

- ❑ Our desire for "control" (e.g., "I don't know what they're saying back there.") (Low agency)
- ❑ Students don't push selves or others for clarity (mini-teachers)
- ❑ Teaching to assessments that don't value or inspire communication
- ❑ Focusing on points and grades → ("Pull to do the bare minimum")
- ❑ 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?**

### Authentic Communication Features for Accelerating Language Development

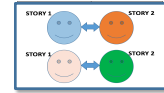
**Useful & engaging purpose.** Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency.

**Decide how Columbus**  
Co-design an experiment that helps you measure gravity



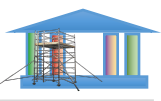
+

**Information gap(s).** Students get or give information that they want, need, or don't have. (natural or created) (students need one another)



**Attention to language in service of communication?** There is extra work on language used.

- Language modeling & scaffolding (e.g., sentence frames)
- Practice
- Formative feedback



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### Building speaking and listening with: TRANSITION IMPROV Activities

### Transition Improv Activity: Pro-Con

**Topics:** Social media's influence on language development

(You will make recommendations to teachers and students about the uses of social media)

**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?

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### Transition Improv: For-Against

**Topics:** Genetic engineering, adding lime to soil to lower pH, 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~~

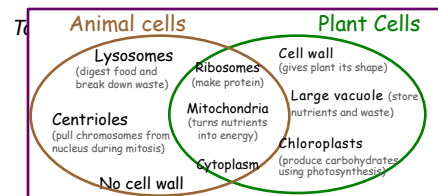
**Frames:** One reason for ... is ... For example, ...  
Evidence that supports ... is ... because...  
A reason against ... is ... For example, ...  
Evidence that does not support ... is ... because ...

A & B,  
Lean?

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### Transition Improv: Similar-Different




**SD Frames:** 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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**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 | TRANSITION IMPROV: TWO VIEWS W/ EVIDENCE | Jeff Zellers

**Transition Improv: Math Situations**

**Topics:** Addition-Subtraction, Area-Perimeter, Multiplication-Division,  
Sine-Cosine, Volume-Surface Area, Linear-Quadratic  
Fractions-Decimals, Integral-Derivative, Constant-Variable


**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...

Director can prompt for clarification and/or spark ideas, if needed.

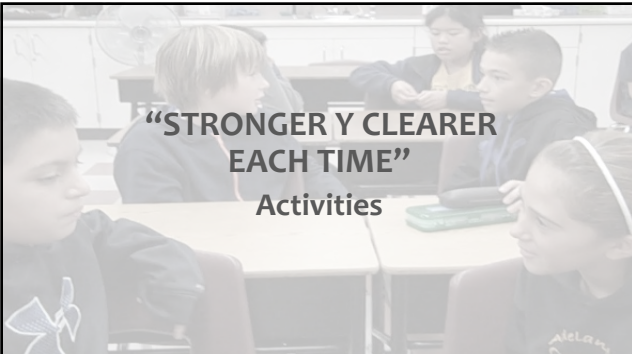
Understanding Language | TRANSITION IMPROV: MATH SITUATIONS | Jeff Zellers

**APPLICATION TIME**




Think about how you might plan using Transition Improv activities (with the three features of language development) in your upcoming units or lessons.

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



**Designing “Stronger & Clearer Each Time” Activities**



- Prompt for an **original response**
- 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.
- Scaffolds are **reduced** during the activity.

Understanding Language | DESIGNING “STRONGER & CLEARER EACH TIME” ACTIVITIES | Jeff Zellers

**“Stronger & Clearer Each Time” Grid**

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

**Switch partners!**  
Don't forget to use examples; Stronger + clearer!

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.

Silvia

Partner

**What happens when cultures meet and why?**

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**"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,
3. Spain	
Me	

**Switch partners!**  
Don't forget to use examples; Stronger + clearer!

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?

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**"Stronger & Clearer Each Time" Grid**

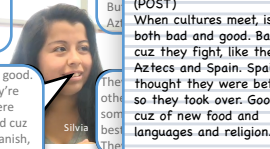
I think bad things happen when cultures meet, like wars.

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

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

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

(POST)  
When cultures meet, is both bad and good. Bad cuz they fight, like the Aztecs and Spain. Spain thought they were better so they took over. Good cuz of new food and languages and religion.



What happens when cultures meet and why?

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**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 rasy periwinkle provides a medicine that treats certain cancers including leukemia

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**Stronger & Clearer Activity**

**Context**

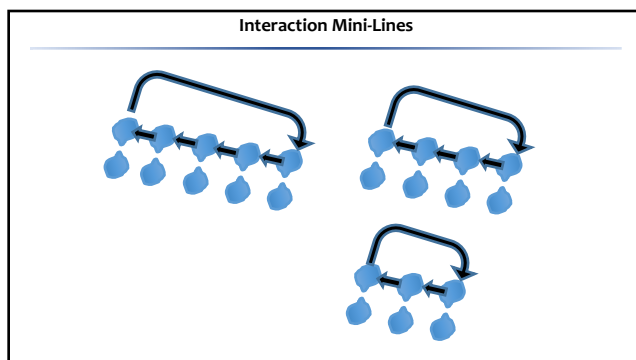
- 4th grade Science class
- Early Advanced speakers.
- Have read and discussed energy conversion
- Focus on stronger and clearer messages using examples.



**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	<b>Why is it important to learn about history through primary source documents?</b>	<b>You are a historian trying to convince a history textbook author to include primary sources.</b>
Me	(Just two or three key words, if any)	
1.		
2.		
3.		
Me		

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**"Stronger & Clearer Each Time" Grid**

<b>Name</b>	<b>Explain the quotation: "We are mistaken when we think that technological advancements equal human progress."</b>	You will write a letter to your local paper on the topic.
<b>Me</b>	(Just two or three key words, if any)	
1.		
2.		
3.		
<b>Me</b>		

One measure of human progress is...because...  
I think we need to realize, value, and assess...  
Even though it is tempting to think that, just because we can...  
I disagree with you.

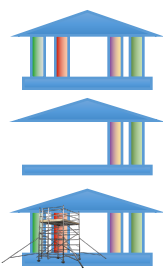
Listeners can & should:  
- Prompt for clarification & support  
- Help with "What about...?"

**Does this Activity Accelerate Language Development?**

\_\_\_ **Is there a useful & engaging purpose?** Students use language to do/build/change something beyond just answering questions for praise or points. Does clarity matter? Do students feel a sense of agency?

\_\_\_ **Are there information gaps?** Students get or give information that they want, need, or don't have. (interdependence)

\_\_\_ **Is there attention to language in service of communication?** There is extra work (modeling, practicing, giving feedback, scaffolds) on language used.



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**Stronger & Clearer Each Time: Opinion Continuum**

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

**Switch partners!**  
Shift your position, if needed. Stronger & Clearer!

**1<sup>st</sup> Partner** | 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** | *Me* | *Partner* | **NOT BAN**

**Stronger & Clearer Each Time: Opinion Continuum**

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

**Switch partners!**  
Shift your position, if needed. Stronger & Clearer!

**1<sup>st</sup> Partner** | 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.

**2<sup>nd</sup> Partner** | I am on the far right side. Even though some video games are violent, a lot teach you. We have a right choose what we play, too.

Video Games Banned or Not?

**BAN** | *Me* | *Partner* | **NOT BAN**

**Stronger & Clearer Each Time: Opinion Continuum**

**Me** | I think video games are bad cuz they show violence.

**1<sup>st</sup> Partner** | 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.

**2<sup>nd</sup> Partner** | I am on the far right side. Even though some video games are violent, a lot teach you. We have a right choose what we play, too.

**3<sup>rd</sup> Partner** | 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 NOT BAN.

Games Banned or Not?

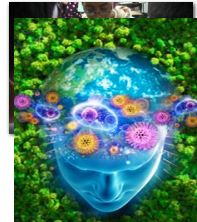
**BAN** | *Me* | *Partner* | **NOT BAN**

**Stronger & Clearer Each Time: Quotation Café**

- Choose key quotations from the text and put them on strips.
- Tell students the title and have them read their own quotation. (They can memorize it, too)
- Students meet with students who have different quotations, read quotes to each other, and both predict what the text will be about. (They can also ask questions.)
- They can use frames such as:

"I predict that the text will be about \_\_\_\_\_ because \_\_\_\_\_"

"Given the clues I have heard so far, such as \_\_\_\_\_, I think the text will \_\_\_\_\_"



Title: *The Human Body as an Ecosystem*

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### APPLICATION TIME



Think about how you might plan using **Stronger & Clearer Activities** (with the three features of language development) in your upcoming units or lessons.

### COLLABORATIVE CONVERSATIONS



### Constructive Conversations



A conversation has a spirit of its own, and the language in which it is conducted bears its own truth within it... That is, it allows something to 'emerge' which hence forth exists.

--Hans Georg Gadamer

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### The Power of Conversation

In the Bantu language, the word **ubuntu** means that a person becomes a person only through other people.

Neuroscientists agree, arguing that our brains and minds are shaped in continuous interaction with other people.

During conversation, participants orient towards the other person's mind, inferring meanings and relevancies, rather than just decoding the verbal messages.



(Hari & Kujala, 2007. *Brain Basis of Human Social Interaction: From Concepts to Brain Imaging*)

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### Speaking & Conversations: Overlap & Differences



**Speaking** is one-way, one-time, clear & strong communication of ideas & thinking.

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



**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.

Idea UNDER construction

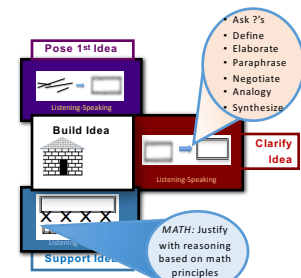
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### WHAT: Constructive Conversation Skills (Build one Idea)

Students (w/o teacher) collaboratively build an idea (e.g., claim, answer, solution, interpretation)—not just answer questions, using the skills on the right:

(Note that these are not "natural" and eventually need to be "automatic"):



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### WHAT to Look For in a Conversation: Conversation Observation & Analysis Tool (COAT)

PROMPT:

☐ Useful & Engaging Purpose   ☐ Need to talk + Unique ideas   ☐ Clear and Helpful Directions

#### QUANTITY

☐ # of Turns   ☐ Length of turns   ☐ Equity

#### QUALITY

Use conversation skills:

☐ Pose   ☐ Clarify   ☐ Support   ☐ Evaluate  
to authentically build and argue useful ideas

#### OTHER KEY SKILLS

☐ Listening   ☐ Speaking   ☐ Thinking   ☐ Content   ☐ Nonverbal   ☐ Valuing Ideas

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### Constructive Conversations in 9<sup>th</sup> ELA

#### Context

- Sheltered 9<sup>th</sup> grade English class
- Intermediate and early advanced speakers.
- Have read *To Kill a Mockingbird* and *Of Mice and Men*
- Focal conversation skill: supporting your ideas with examples from a text.
- Some prompts are on the board



#### This Clip

- Prompt: "What do you think an important theme in this book is?"
- How do they clarify and support ideas? ("What does courage mean?" "Can you elaborate on that?" "Can you give an example from another book? "How does this apply to our life?")

### Constructive Conversations in 8<sup>th</sup> History

#### Context

- 8<sup>th</sup> grade History
- Civil War



#### This Clip

- Prompt: "How did the Civil War change people's ideas?"
- How do they clarify and support ideas?
- What might they work on?

### Analyze a Conversation

Alicia: Rosa Parks. Marcos said all she did was sit down, but I think she was a hero.

Paty: I agree. She has a book about her.

Alicia: Why do you think a whole book?

Paty: She was so brave to go to jail, and it was like just cuz she sat down on a bus.

Alicia: Jail is scary, I think. They put you in the bars with ...ladrones and//

Paty: //Yeah, and I think she knew it would happen. That's a hero cuz she knew they would put her in jail.

Alicia: And she started the...what's that word?

Paty: Boycott. They stopped using the buses.

Alicia: Boycott, so it, it changed those racism rules. All cuz of Rosa! ... Where's Marcos?



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### Your Turn (Triads)

"[...] If you don't want a house built, hide the nails and wood. If you don't want a man unhappy politically, don't give him two sides to a question to worry him; give him one. Better yet, give him none. Let him forget there is such a thing as war. If the government is inefficient, topheavy, and tax-mad, better it be all those than that people worry over it. Peace, Montag. Give the people contests they win by remembering the words to more popular songs or the names of state capitals or how much corn Iowa grew last year. Cram them full of noncombustible data, chock them so damned full of 'facts' they feel stuffed, but absolutely 'brilliant' with information. Then they'll think they're thinking, they'll get a sense of motion without moving. And they'll be happy, because facts of that sort don't change. Don't give them any slippery stuff like philosophy or sociology to tie things up with. That way lies melancholy. (Bradbury, 1953)

Work with a partner to co-construct what you think is an important theme from this text and how it might connect to today. Don't forget to clarify and support your idea.



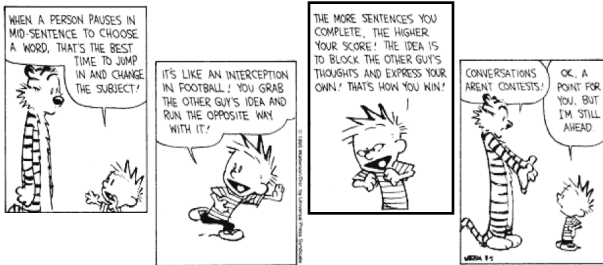
### WHY: The Power of Collaborative Conversations

- ☐ Content: Clarify, Use, & Reinforce
- ☐ Language: Input + Output + Mini-Challenges
- ☐ Formative Assessment
- ☐ Social Skills, Empathy
- ☐ Equity, Agency, & Ownership

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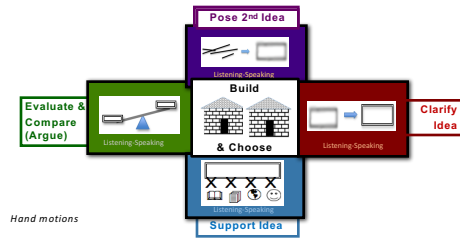
### Collaborative Argumentation



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### Constructive Conversation Skills: Collaborative Argument



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### Improving Conversations

Laura: I think air has weight. Remember the balloon?  
 Eli: I respectfully disagree with you.  
 Laura: Why?  
 Eli: Cuz I can't feel it. Put your hand out. Do you?



Lisa: I think the dog was his best friend in the story.  
 Edgar: I would like to add to your idea. My dog ran away last year and we found him in the park.  
 Lisa: Which park?  
 Edgar: The one by the train station.  
 Lisa: I took a train to San Jose last week.



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### Improving Conversations

Alex: What caused the fall?  
 Carlos: The book said disease and war.  
 Alex: It also said crops and politics.  
 Carlos: All of them, I guess.



Manny: So, what was the article about?  
 Sara: Volcanoes and earthquakes. You read it, too.  
 Manny: The volcanoes, they have lava. It's hot.  
 Sara: And earthquakes shake the land, right? Buildings fall.  
 Manny: Yeah.  
 Sara: OK. That's all I got.



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### Improving Conversations (Math)

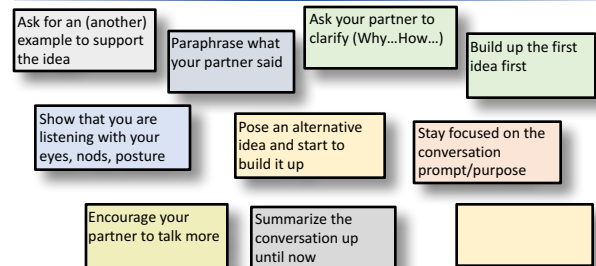
Armando: It works for 1, 2, 3, and 4, so I say it's the equation.  
 Gil: But what about 0, or negative numbers?  
 Armando: What about them?  
 Gil: It needs to work for all numbers.  
 Armando: I don't think so. And besides. We don't have time.

Leah: I think we should use a table, like yesterday.  
 Karla: I hate those things. They're so boring.  
 Leah: So, what should we do?  
 Karla: Maybe just times it.  
 Leah: Why?  
 Karla: Cuz that's what we did yesterday.

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### Silent Support Cards (from the COAT)



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Using the Cards – 9<sup>th</sup> Gr. ELA

- A: So, what do you think the poem is about?  
 B: I think maybe something like, You gotta be yourself. What do you think?  
 A: I think it's about being out in nature, that it's good to see plants...  
 Oh, OK, So, why do you think it's about 'be yourself'?  
 B: Cuz it says he doesn't want to be growing in clusters in the valley, and stand alone, and like not stuck in a pot of dirt.  
 A: I like that. And the title is "Identity"  
 B: Yeah...  
 How does that help our idea?
- Identity** (excerpt, by Julio Noboa Polanco)  
 Let them be as flowers,  
 always watered, fed, guarded, admired,  
 but harnessed to a pot of dirt.  
 I'd rather be a tall, ugly weed,  
 clinging on cliffs, like an eagle  
 wind-wavering above high, jagged rocks.  
 I'd rather be unseen, and if  
 then shunned by everyone,  
 than to be a pleasant-smelling flower,  
 growing in clusters in the fertile valley,  
 where they're praised, handled, and  
 plucked by greedy, human hands.  
 I'd rather stand alone, strong and free,  
 than be a tall, ugly weed.
- Build up the first idea first**  
**How does the title support our idea?**

Using the Cards – 7<sup>th</sup> Gr. Science

- 1 Karla: So, why do squids have ink?  
 2 Maya: For writing.  
 3 Karla: What do you mean?  
 4 Maya: Ink is for writing.  
 5 Karla: Squids can't write...  
 OK, so what do you mean that they write?  
 6 Maya: Not with pens like us, but like maybe on a rock. Like to mark their place.  
 7 Karla: I don't understand that, but I think they escape. Like the picture.  
 8 Maya: OK...  
 How do they escape with ink?  
 9 Karla: They let it out and it makes a cloud so they, you know, can swim away.  
 10 Maya: And maybe it poisons the fish?  
 11 Karla: I don't know; I think jellyfish have poison.  
 12 Maya: I hate jellyfish: the poison ones.  
 13 Karla: People die from their stings, I think.
- Ask your partner to clarify (Why...How...What do you mean by)**  
**Ask your partner to clarify (Why...How...What do you mean by)**  
**Stay focused on the conversation prompt/purpose**

## Using the Silent Support Cards

**PROMPT:** Come to a consensus with your partner on why the painter painted the painting in this way: why he included certain figures, their composition, postures, movements, gazes. Include what the painter wanted the viewer to feel or think, empathize, and learn from the painting. Try to agree on how accurate a depiction you think this is and why.



First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492. (1862) Dióscoro Puebla, Spanish painter

## Conversation Prompts

- ☐ There is an engaging purpose for conversing that (a) connects to lesson objectives, and (b) requires thinking & doing something with ideas  
 (e.g., create, clarify, argue (=>consensus), decide, rank, solve, evaluate, combine, compare, choose, fortify, build, & transform) (+ Agency)
  - ☐ There is a need to talk  
 (info gaps; bring unique ideas)
  - ☐ There are clear directions for how to converse (language use, thinking, content)
- ELA Literature: Collaboratively decide**  
**ELA Expository: Decide whether or not to**  
**Math: Work with your partner to create a**  
**Science: In your conversation, compare**  
**History: You will co-author a letter to a**  
 history journal. Converse with your partner to decide if Lincoln was more interested in abolishing slavery or more interested in preserving the Union. Use evidence to support the claims on each side and evaluate the value of the evidence, along with any bias that might exist in the sources. Use historian language such as "This is strong evidence because..."

Building collaborative argumentation skills with the

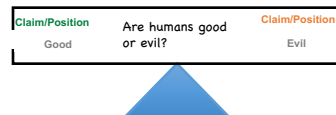
## ARGUMENT BALANCE SCALE



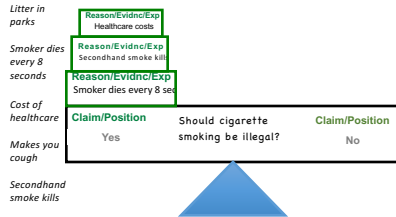
### Structuring Collaborative Argument Conversations: Argument Scale

**Claim** vs. **Opposite or Different Claim**

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

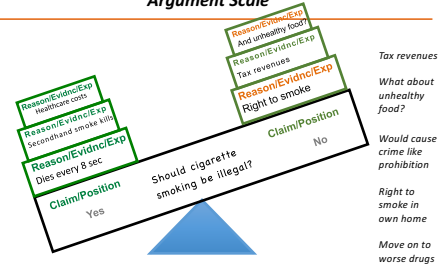


### Structuring Collaborative Argument Conversations: Argument Scale



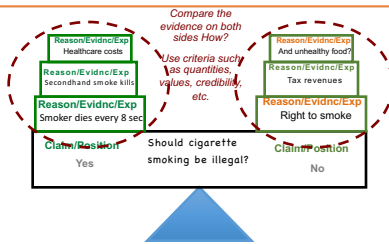
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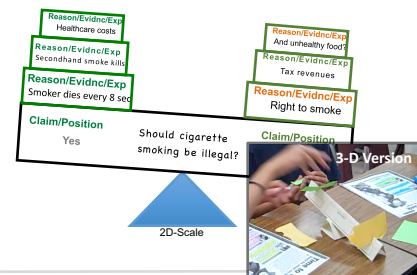
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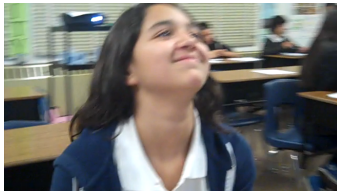


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### Constructive Conversations in 8<sup>th</sup> ELA

#### Context

- 8<sup>th</sup> grade English class
- Early Intermediate to Early Advanced speakers.
- Have read articles on smoking
- Focal conversation skill: supporting your ideas with examples and evaluating them.



#### This Clip

- Each student chose a side to argue on whether or not to ban smoking.
- They use balance scale visual and paper clips to show "weight" of evidence
- They prompt each other to support and evaluate with "Why?" questions

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### 8<sup>th</sup> History – Using the Argument Scale

Mayra: One side is industrialization was bad.

Ben: What do you mean 'bad'?

Mayra: There was crime and it was dangerous. You saw the pictures, right?

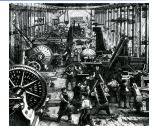
Ben: Yeah, they had sick people, too. And people got hurt and died, in factories.

Mayra: I think a lot of people got sick and some did crime cuz machines took their jobs.

Ben: And there was lots of pollution.

Mayra: Say more about that. Like how did industrialization make pollution more bad?

Ben: The factories just dumped it into rivers.





### 8<sup>th</sup> History – Using the Argument Scale

Mayra: And lots of smoke in the air, too.  
 Ben: Yeah, so what about the good side of it?  
 Mayra: On this card it says it helped people buy cheaper things.  
 Ben: How?  
 Mayra: The factories made lots of things in a day, so they could cost less.  
 For example, cars.  
 Ben: And people got jobs in factories so they got work and got paid.  
 Mayra: And they maybe had better lives at home with inventions they made in factories.  
 Ben: OK, so which side is stronger or heavier?  
 Mayra: I dunno. Like the job thing is on both sides/

### 8<sup>th</sup> History – Using the Argument Scale

Mayra: /Some people lost jobs and some people got jobs. I don't know what was better. And they are the same size card.  
 Ben: Yeah, so maybe they are even. But the pollution got way worse, and it's a big card.  
 Mayra: Yeah. But does pollution weigh more than some of the inventions that made life better? We got cars and airplanes and they pollute.  
 Ben: I think pollution is way more bad. Pollution kills animals and makes people sick. And it lasts forever.  
 Mayra: I agree, but factories also make medicines.  
 Ben: They make bombs, too.  
 Mayra: OK, so let's say it is more on the bad side.  
 Ben: OK.

### Text: Schoolgirl loses veil legal case

A 12-year-old schoolgirl has failed in a legal challenge to her school's ban on a full-face veil. Justice Silber had been told that the girl's three older sisters had attended the same school and had worn the niqab with no problems. But the school told the girl it was not acceptable because teachers believed it would make communication and learning difficult. About 120 of the school's 1,300-plus pupils are Muslims. About half of them wear the hijab headscarf, which is permitted.

In his judgement, Justice Silber stressed that he was dealing with a particular case - not the wider issue of whether the niqab should be worn, in schools or anywhere else. He said the ban was "proportionate" in the light of certain factors:

- the veil prevented teachers from seeing facial expressions - a key element in effective classroom interaction
- the necessity to enforce a school uniform policy under which girls of different faiths would have a sense of equality and identity
- security - the head teacher had said an unwelcome visitor could move around the school incognito
- the need to avoid peer pressure on girls to take up wearing the veil

The girl's lawyer, Shah Qureshi, said: "It's surprising that he decided that the school had not infringed my client's freedom to manifest her religion given the fact that she entered the school on the understanding that the wearing of the veil was allowed when being taught by male teachers." Costs in the case were awarded against the family.

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### APPLICATION TIME

Think about how you might use **Conversation Skills Posters**, **Model/Anti-model Conversations**, **Argument Balance Scale** in your upcoming lessons.

+

Come up with **a sample conversation prompts** that you might use.

### Wrap-Up

Learners must use language in order to learn it!	Shift from solo piling up pieces to co-constructing whole ideas!	Increase authentic speaking, listening, reading, & conversing	Language features include purpose, info gaps, and attention to language	Provide enough motivation so that students want to push selves and others to be clear.

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