

Saturating Instruction with Communication

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If you don't truly use language (+ thinking + content), 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.”




SHIFT from...

LESS

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




to



*How does
language use
differ between
these two?*

MORE

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

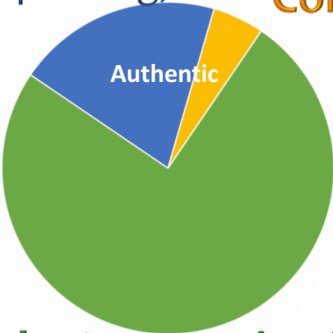


Understanding Language | Language, Literacy, & Learning in the Content Areas Jeff Zwiers

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*)

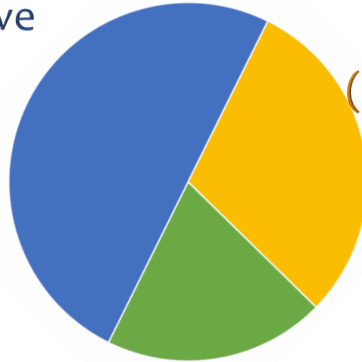
With your partner, decide whether or not to move west.
Co-create an experiment... Jointly come up with several ways to solve this problem...

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 (\$5). Read and answer the questions. Make a poster about photosynthesis)

More Authentic Communication

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



Conversational
(Collaborative Building, Exploring, Arguing)



Pseudo-Communication
(Mostly for show)

How Might These Differ With Respect to Learning?

I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

I think the best route was over land. Even though it had dangers, they were smaller than going by ship. And it was less expensive, too.

(Prompt: "After deciding what you think is the best route west, pair up with a person from another corner & try to convince him or her.")



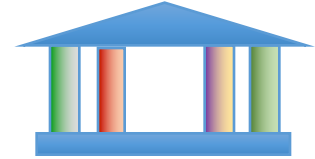
(Whole class prompt: "What do you think was the best route to California? Use evidence from the text to support your idea.")



Authentic Communication: Features for Accelerating Language Development

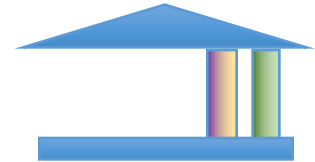
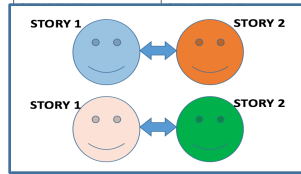
___ **Useful & engaging purpose.** Students use language to do/build/change something beyond just answering questions for praise or points. Clarity matters. Agency.

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



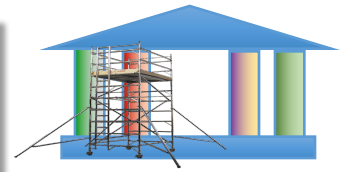
+

___ **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



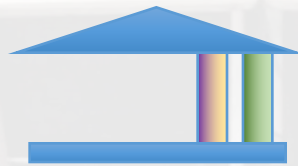
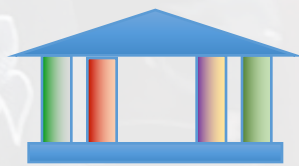
Information Gap Activities

for Fostering Conversation Skills:

- Speaking
- Listening
- Clarifying
- Supporting

↳ BUILDING ‹

& Language Development Features:



Information Gap: A & B Forms (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., B starts as customer; A is store owner)
4. A and B switch roles
5. Optionally, students create their own forms



Info Gap Activities: A and B Forms

B: Merhaba. Nasilsin?

A: Chok Iyiyim. Sen nasilsin?

B: Iyiyim. Muz ne kadar?

A: Eekee lira

B: Shay ne kadar

A: Yooch lira.

B: Elma ne kadar?

A: Besh lira

B: Kitap ne kadar?

A: Ohn-besh lira

1 beer	2 eekee	3 yooch	4 dirt	5 besh	6 altuh	7 yehdee	A
8 sekeez	9 dohkooz	10 ohn	11 ohn-beer	20 yeer-mee	21 yeermee beer	30 oh-tooZ	
Kahve 6 lira		ekmek 7		bluz 19		fircha	
kitap 15		kalem		pil		muz 2	
shay 3		su		elma 5		balik	

Information Gap Cards: If you want to live here,...

1. Model for students how you will respond to the prompt
 - o You are thinking of moving to the habitat where your partner lives. Ask him or her how you need to adapt in order to survive.
2. Act out words they will need
3. Students read own cards and try to remember the information.
4. Have them find all three other animals and learn how you would need to adapt to survive in each of their habitats.



- *How have you adapted to eat what you eat?*
- *Because I eat ____, I have ____*
- *How have you adapted to avoid dangers?*
- *One trait that helps me avoid...*
- *For example, one time I...*

Snowshoe Hare

Habitat: Mountain forests with lots of shrubs

Diet: leaves, grass, bark, buds, twigs

Dangers: Lynx, bobcat, fox, coyote, owl, puma

Adaptations: white fur in winter & brown in summer; big feet for the snow; big ears to hear predators; mostly nocturnal (I come out and look for food at night)



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Most Activities Can Cultivate Conversation Skills

Read & answer questions

Create a group poster

Write a lab report

Take notes

Create a story

Writers' Workshop

Whole class discussion

Simulation/dramatization

Solve a word problem in pairs

**How can
we get students
to push themselves and
peers to clarify and
strengthen their
ideas in other
activities?**

Four Corners

Oral Presentation

Gallery Walk

Think-Pair-Share

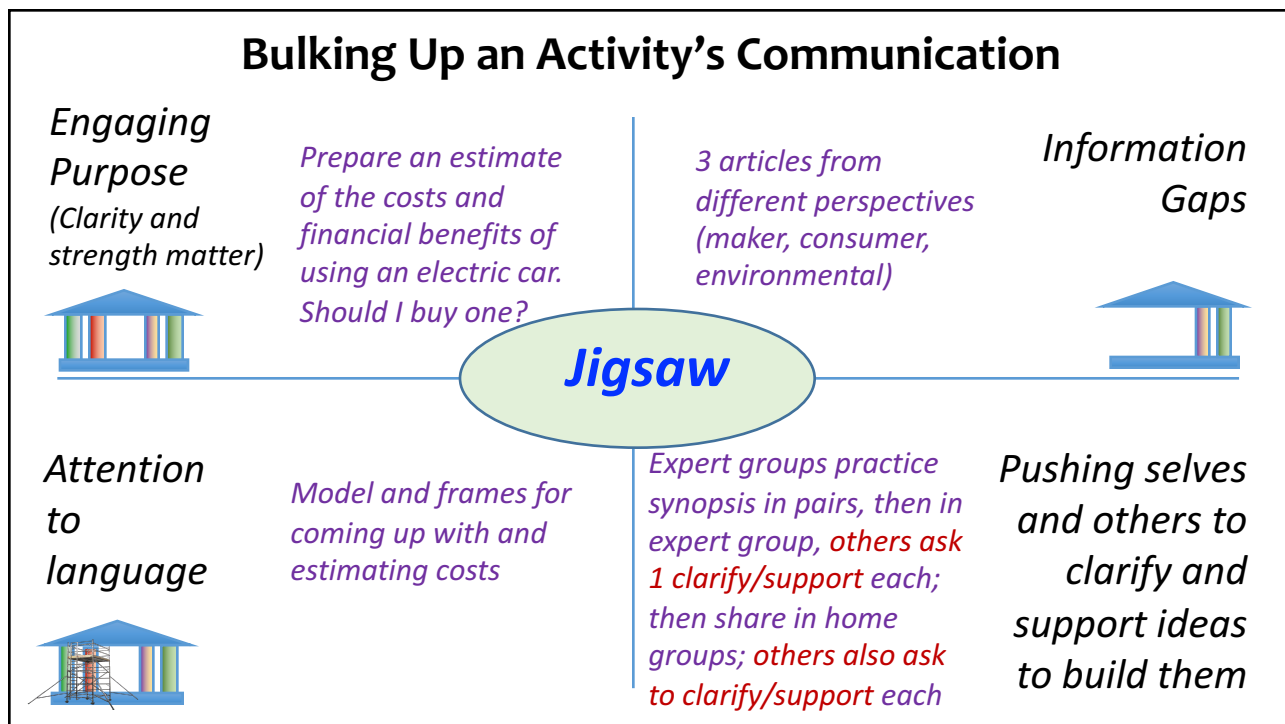
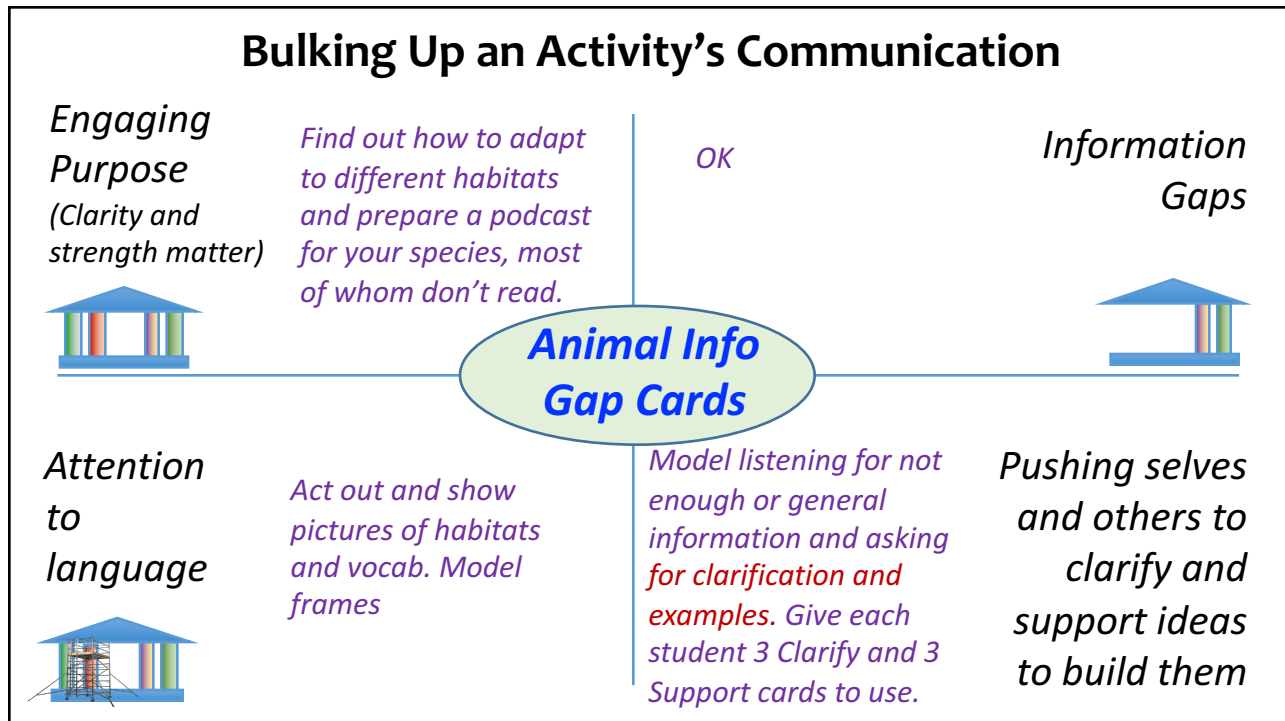
Literature Circles

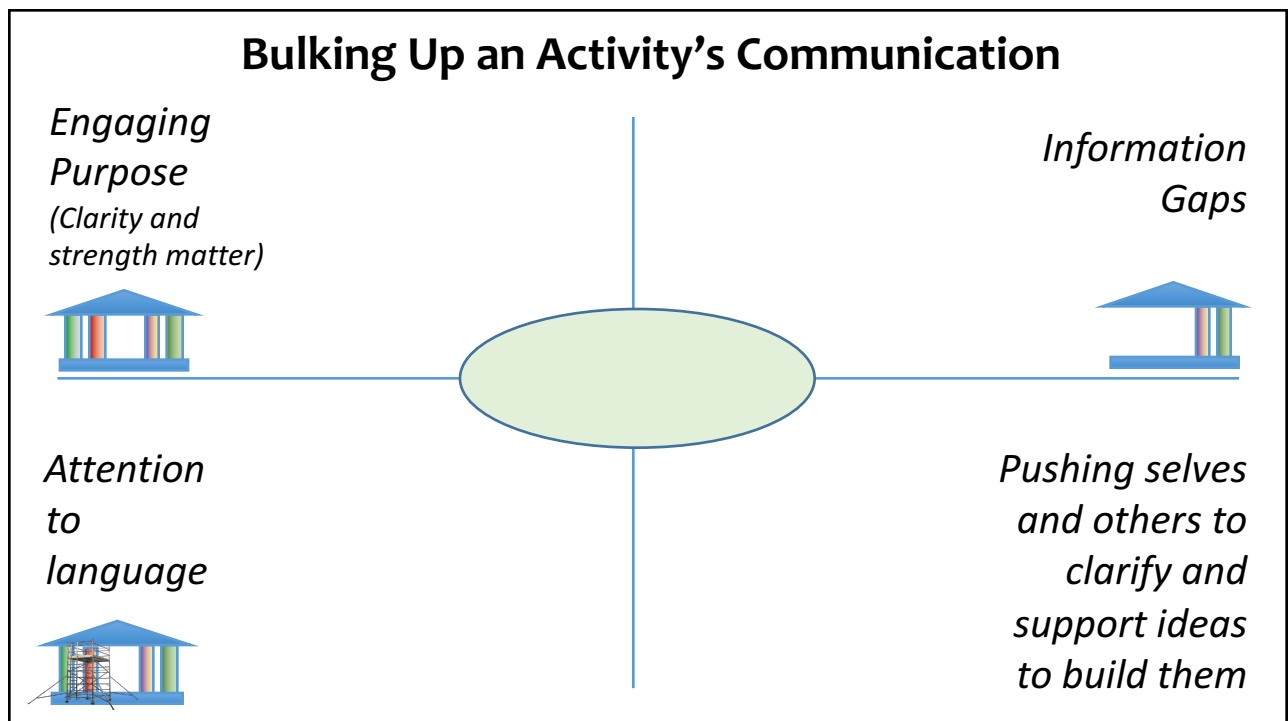
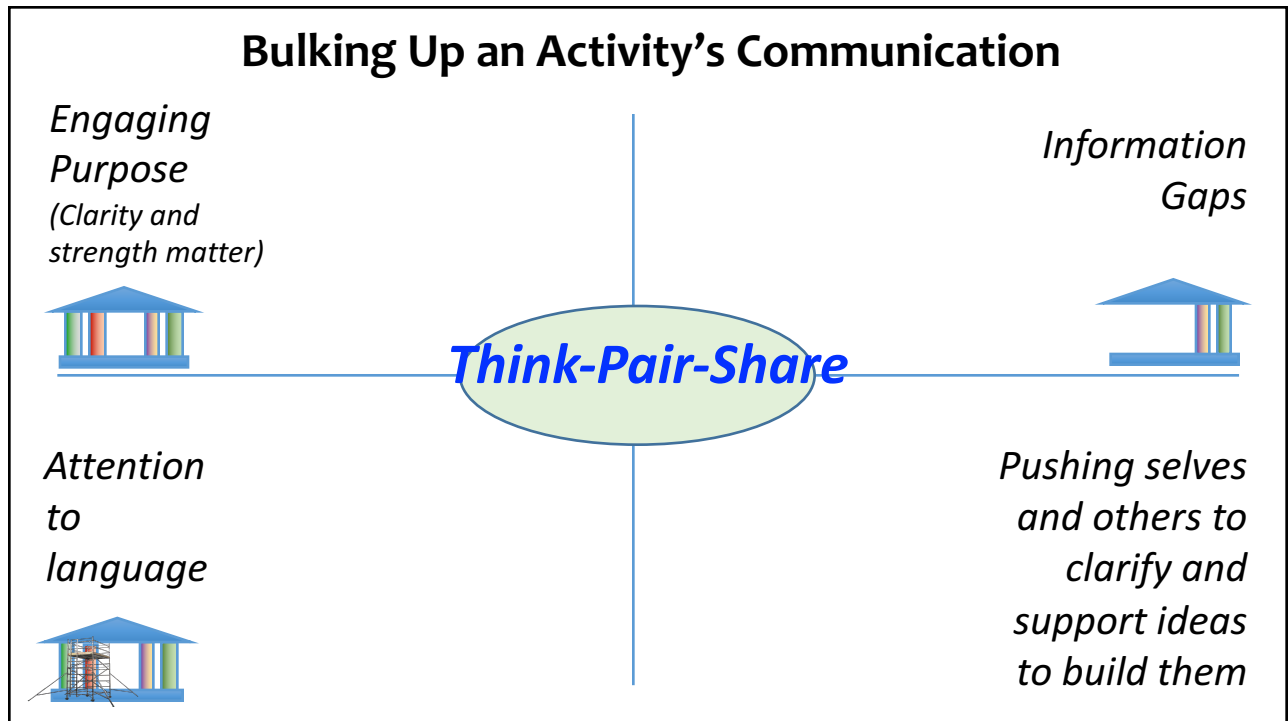
Jigsaw

Socratic Seminar

Watch a video

Games (Bingo, Jeopardy, etc.)





NEXT STEPS



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Free Online PD Courses (Conversations | Language in Math) --> ell.stanford.edu