



Fostering Communication and Conversation Skills in Every Lesson

Jeff Zwiers

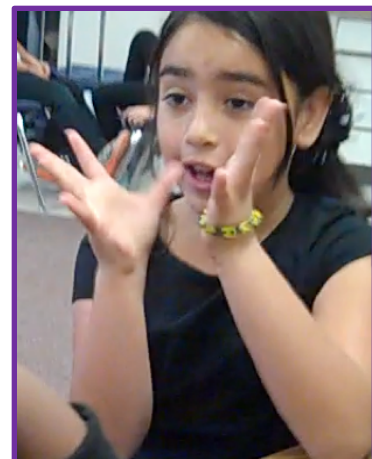
February 15, 2018

jeffzwiers.org/february15

jzwiers@stanford.edu

AGENDA

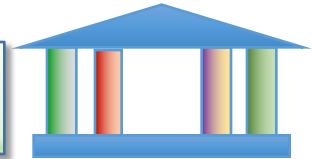
- I. Authentic Communication
- II. Conversation Skills
- III. **ACTIVITY:** Transition Improv
- IV. **ACTIVITY:** Stronger & Clearer Each Time
- V. **Modifying Activities for Conversation Skills**



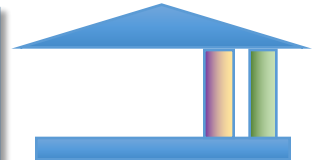
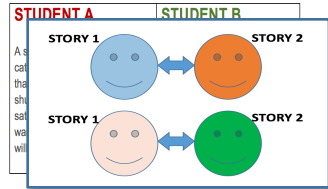
I. Authentic Communication Features (for Accelerating Language Development)

___ Purposeful building of idea(s).
 Students use language to do something beyond just answering questions for praise or points. Clarity & support matter. (Agency)

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

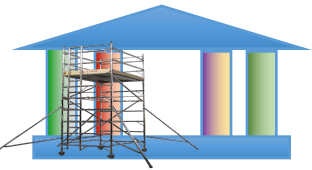


___ Information gap(s). Students get or give information that they want, need, or don't have. (Natural or created) (Students need one another.)



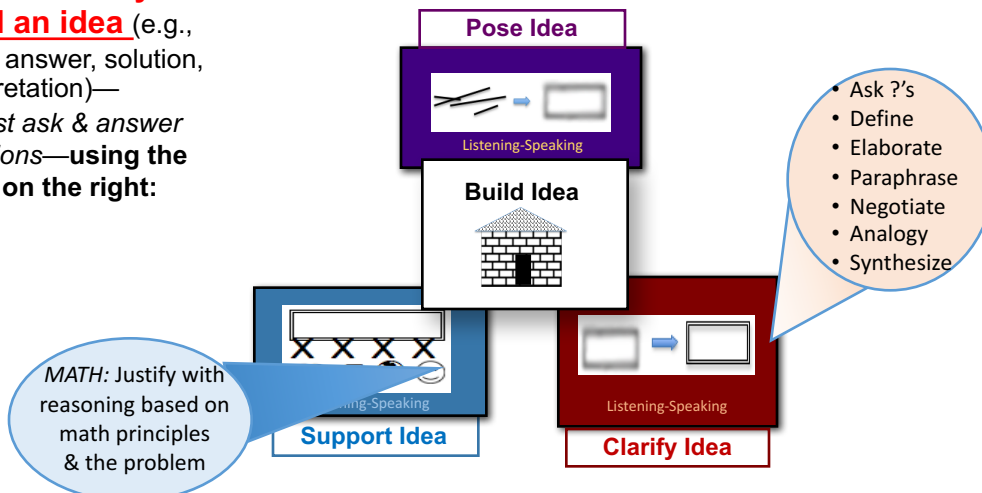
___ Attention to language in service of communication, if needed. There is extra work on language to be used by students.

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



II. Conversation Skills

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



III. Transition Improv Activities

for Fostering Conversation Skills:

Speaking Listening
 Clarifying Supporting
↪ BUILDING ↩

& Language Development (AC) Features:

Transition Improv Activity: **Pro-Con**

Topics: Using **sentence frames** for writing, speaking, and conversation activities

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

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?

(You will make recommendations to teachers about the use of sentence frames)

but

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Offer idea seeds w/ "What about...?"

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

Jeff Zwiers

Video of Pro-Con

High school
ELA/ELD

Pros and cons
of communism

Aspects?

- Meaning,
not points?
- Student
agency?
- Info gaps?
- Value ideas
& take risks



Transition Improv: **For-Against**

Topics: Genetic engineering, electoral college, nuclear energy, social media, human-caused climate change, wolf reintroduction, de-extinction, zoos, year-round schools, corn as fuel, extraterrestrial life, desalination, going to college* (2 texts)

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

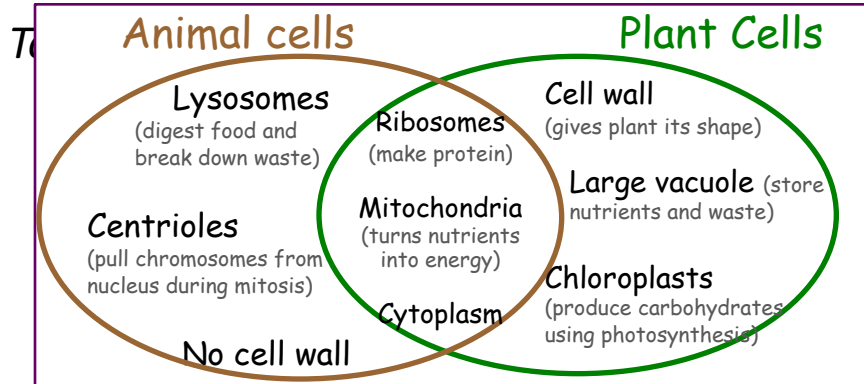
~~but~~

Frames:

<p>One reason for ... is ... For example, ... Evidence that supports ... is... because... A reason against ... is ... For example, ... Evidence that does not support ... is ... because ...</p>

A & B,
Lean?

Transition Improv: Similar-Different



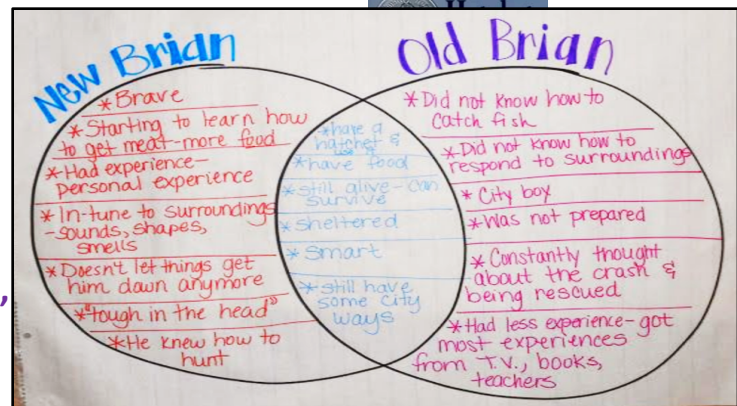
However,
On the other hand,
Then again,

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 ____

Transition Improv: Similar-Different

Topic: old Brian & new Brian

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



Frames: Unlike the old Brian, new Brian ____, which came from
Both new and old Brian ____, which ...
New Brian differs from old Brian in that ____
An important trait that didn't change in Brian was ...

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 ___...

Transition Improv: Math Situations

Topics: Area-Perimeter, Sine-Cosine, Volume-Surface Area,
Linear-Quadratic, Fractions-Decimals, Integral-Derivative,
Constant-Variable, Correlation-Causation, Equations-Inequalities

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

~~but~~

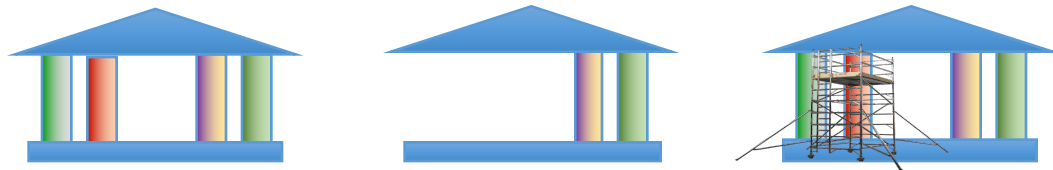
Frames: You need to use integrals when ... because...
When you ... you need to use derivatives because...
You need to calculate ... when... because...
When you ... you need to use because...

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

How do Transition Improv Activities foster conversation skills?

- Speaking Listening
 - Clarifying Supporting
- ↪ BUILDING ↩

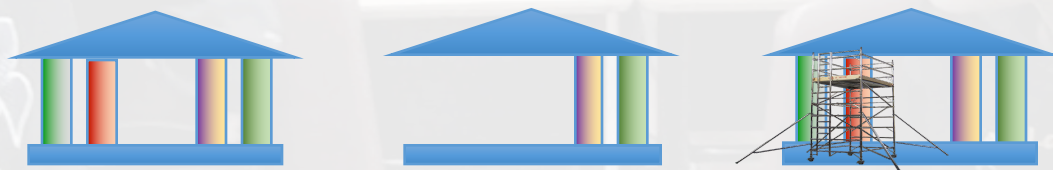
& language development (AC) features?



IV. Stronger & Clearer Each Time for Fostering Conversation Skills:

- Speaking Listening
 - Clarifying Supporting
- ↪ BUILDING ↩

& Language Development Features:



“Stronger & Clearer Each Time” Activities



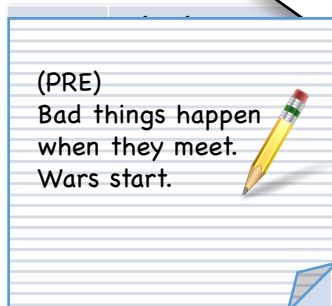
1. Prompt for an original response (>sentence)
2. Successive partners: borrow and use the language, ideas, and evidence each time-->
 - **Stronger** with better **supporting evidence and examples**, &
 - **Clearer** with more precise terms and linked, organized, complete sentences.
3. Listeners push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

“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.



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

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

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



Silvia
2nd Partner

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

What happens when cultures meet and why?

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

“Stronger & Clearer Each Time” Grid

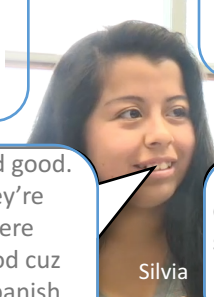
I think bad things happen when cultures meet, like wars.

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

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.

I think (PRE)
Like you other
other
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.



Silvia

What happens when cultures meet and why?

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

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.

Jeff Zwiars

Video of Stronger-Clearer

Bryant High School

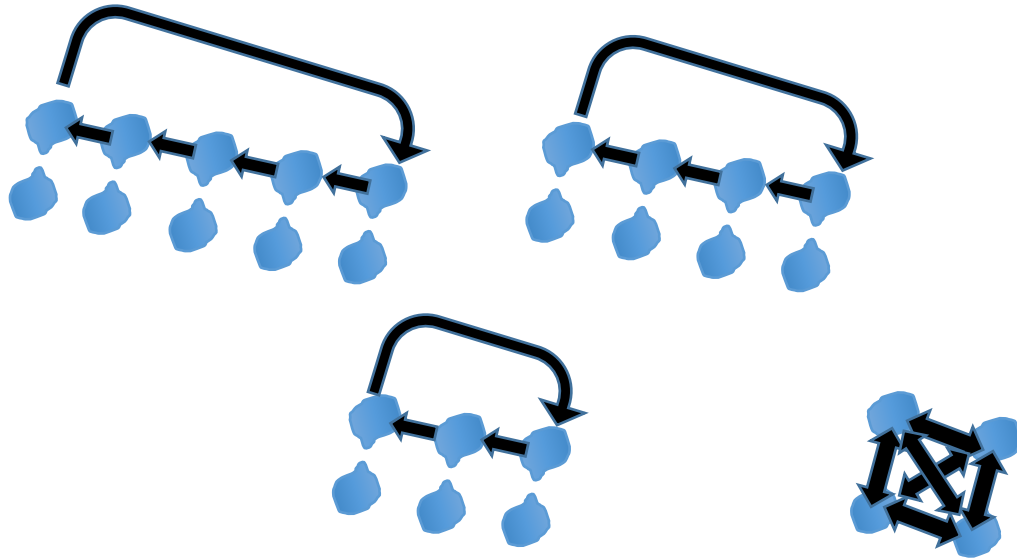
ELA/ELD

Teachers:
Ghrawi and Fotopoulos

Opinion
Continuum:
Communism vs. Capitalism



Interaction Mini-Lines & Groups



“Stronger & Clearer Each Time” Grid

Name	Why do we need a circulatory system?	<i>You are doctor answering this question from a patient.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

“Stronger & Clearer Each Time” Grid

Name	How does dialogue in a story help us get to know characters?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

(You are an author answering this question from a reader)

4 different texts to share (like jigsaw)

“Stronger & Clearer Each Time” Grid

Name	How should history textbook publishers decide what should go into their books?
Me	(just two or three key words, if any)
1.	
2.	
3.	
Me	

You are going to give a presentation on this topic to college history majors.

“Stronger & Clearer Each Time” Grid

Name	Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it? Solve in two or more ways, and justify and explain your ideas.	<i>You need to know how long you have before announcing its opening.</i>
Me	(just two or three key words, if any)	
1.		
2.		
3.		
Me		

“Stronger & Clearer Each Time” Grid

MATH	Suppose it takes the Almond River 6 months to fill a reservoir, by itself, and it takes Belfair River 10 months to fill it, on its own. If both are flowing into the reservoir, how long will it take to fill it? Solve in two or more ways, and justify and explain your ideas.	<i>You need to know how long you have before announcing its opening.</i>
SCIENCE	Why do we need a circulatory system?	<i>You are doctor answering this question from a patient.</i>
HISTORY	How should history textbook publishers decide what should go into their books?	<i>You are going to give a presentation on this topic to college history majors.</i>
ELA	How does dialogue in a story help us get to know characters?	<i>(You are an author answering this question from a reader)</i>

Listeners can & should:

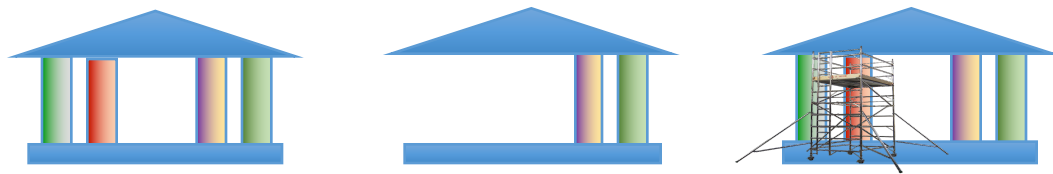
- *Prompt for clarification*
- *Prompt for support*
- *Help with “What about...?”*

15 sec “take w/ me”

How do Stronger-Clearer Activities foster conversation skills?

- Speaking Listening
 Clarifying Supporting
- ↪ BUILDING ↩

& language development features?



HW: Modify activities for more fostering of 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

Four Corners

Oral Presentation

Gallery Walk

Think-Pair-Share

Literature Circles

Jigsaw

Socratic Seminar

Watch a video

Games (Bingo, Jeopardy, etc.)

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

NEXT STEPS



Jeff Zwiers | jzwiers@stanford.edu | jeffzwiers.org/february15

Bulking Up an Activity for Language* Development

Engaging Purpose

(Clarity and strength matter)



Prepare an estimate of the costs and financial benefits of using an electric car. Should I buy one?

3 articles from different perspectives (maker, consumer, environmental)

Information Gaps



Jigsaw

Attention to language



Model and frames for coming up with and estimating costs

Expert groups practice synopsis in pairs, then in expert group, others ask 1 clarify/support each; then share in home groups; others also ask to clarify/support each

Pushing selves and others to clarify and support ideas to build them

