




### Accelerating Language Learning with Authentic Communication

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What ideas are you looking to build?  
 Are you open to building ideas you hadn't planned on building?

### OVERVIEW

- A. Pseudo- vs. Authentic Communication
- B. Authentic Communication Framework
  - I. Cultivating a Communication Culture
  - II. Building Ideas
  - III. Remodeling Instruction & Assessment
- C. Next Steps




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### Students of Concern

Do you have any students who want to learn, but who:

- aren't motivated enough by points and grades?
- have learned to "play" school?
- do the bare minimum?
- have adeptly figured out how to talk as little as possible in activities that require talk?
- feel like they don't belong?
- struggle academically because of language?
- lack social skills?



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### SHIFT from... LESS to MORE

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



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




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### Pseudo-Communication vs. Authentic Communication

Using words and other meaning-carriers to share information and do things for reasons other than using the information in meaningful ways (e.g., for getting points & praise, showing learning, showing off, etc.)

Using words and other meaning-carriers to share information for doing meaningful things (building, creating, changing, deciding, clarifying, negotiating, arguing, etc.) that just one person can't do. (R-W-L-S-C)

**So what?**



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### An Example of Idea Building

(This will be different for each person here.)

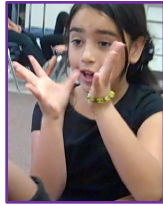
|   |  |   |   |
|---|--|---|---|
| <b>Lessons need more authentic communication, which (a) focuses on building up ideas and (b) strengthens learning of content &amp; language</b> |  |   |   |
| Planning how to apply this idea   | Trying the idea in a class and reflecting on results | Cazden Quotation  | Look at the research on this topic        |
| Classroom observations  | Breakout Session                                     | Reflect on experience learning a language                 | Conversation with colleagues during lunch |
| Video example   | Some slides from this presentation                   | Classroom examples  | Video example                             |
| I. Cultivate a culture of communication   | II. Focus Learning on Building Ideas                 | III. Remodel Curriculum, Instruction, & Assessment for AC |   |

IDEA  
 CLARIFY  
 SUPPORT

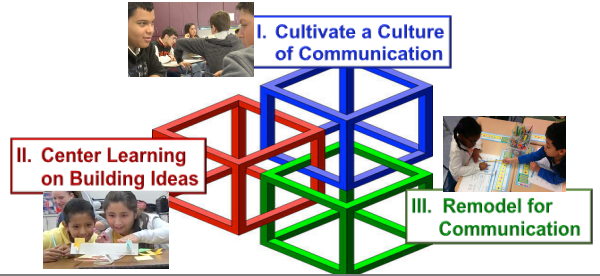
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### Communicating to Learn

"Language is learned, not because we want to talk or read or write about language, but because we want to talk and read and write about the world. Especially for children, language is the medium of our interpersonal relationships, the medium of our mental life, the medium of learning about the world."  
 --Cazden (1977)



### Framework for Increasing Authentic Communication



Neil Mercer, Courtney Cazden, Hugh Mehan, Lev Vygotsky, John Dewey, Pierre Bourdieu, Jerome Bruner, Lauren Resnick, Martin Nystrand, Patricia Gándara, Lily Wong Fillmore, Kenji Hakuta, David Pearson, James Gee, Guadalupe Valdés

### I. Cultivate a Culture of Authentic Communication

|  |   |  |   |   |
|--|---|--|---|---|
| We know our students' communication preferences, styles, backgrounds | We give up our need for "controlling & counting" all learning; we foster agency | Learning is driven by meaning--not points and grades | Students push selves and others to build ideas by clarifying & supporting | Students collaborate, value others' ideas, and take risks sharing |
|--|---|--|---|---|

### Culture of Communication?

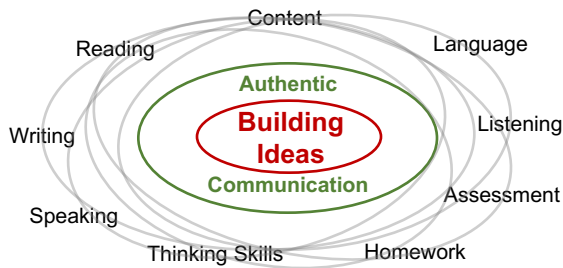
High school ELA/ELD  
 Pros and cons of communism

- Aspects:
- Student agency
  - Meaning, not points
  - Clarify & Support
  - Value ideas & take risks
  - ?

Insert Video



### II. Center Learning on Building Ideas



### What are Ideas that students would-could-should build?

- |              |                |
|--------------|----------------|
| Claim        | Interpretation |
| Conclusion   | Concept        |
| Hunch        | Opinion        |
| Argument     | Theory         |
| Solution     | Perspective    |
| Pattern      | Theme          |
| Inference    | Story          |
| Prediction   | Hypothesis     |
| Procedure    | Approach       |
| Relationship | Explanation    |

Animals use energy to grow, heal,  
 & The energy that animals have  
 We should divide the 25 by 5 and  
 Brian became more independent  
 or I can use the story of when I  
 You need to think about bias  
 All life needs water  
 I say we come up with an  
 & Geography influences the beliefs  
 I think we should all be more like  
 in  
 The European explorers were  
 I can use a baseball bat, baseball,  
 and  
 Multiplying fractions makes them  
 even smaller.

## II. Center Learning on Building Ideas

So, do your students habitually think, “OK, what important idea can I/we build and how do these texts and tasks help?”



## II. Center Learning on Building Ideas (from the start)

### Context

- 1st grade science
- English learners
- First day of the unit on animals

### This Clip

After looking at pictures in the beginning of the unit, students are asked “What helps the slow pufferfish stay alive?”

### Insert Video



### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

Adaptation helps animals to get food.

### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

CLARIFY

SUPPORT

Adaptation helps animals to get food.

A type of animal changes its body over millions of years to get food.

What does adaptation mean?

What are examples of those adaptations?

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(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

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CLARIFY

SUPPORT

Adaptation helps animals to get food.

A type of animal changes its body over millions of years to get food.

Eagles have good eyes to see little animals

For example?

Tuna & swordfish

What does adaptation mean?

What are examples of those adaptations?

And some fish swim really fast to catch little fish to eat them.

### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

IDEA

CLARIFY

SUPPORT

Adaptation helps animals to get food.

Oh yeah, like rabbits run fast to get away from bobcats.

And they do camouflage, too.

What about adapting to get away from things that want to eat them?

A type of animal changes its body over millions of years to get food.

Eagles have good eyes to see little animals

For example?

Tuna & swordfish

What does adaptation mean?

What are examples of those adaptations?

And some fish swim really fast to catch little fish.

### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

|  |  |  |  |                  |
|--|--|--|--|------------------|
| <b>Adaptation helps animals to get food.</b>         |  |  |  |                  |
| How are those good examples?                         | Yeah, but remember that flat fish & the stick bug? | What's that?   | Oh yeah, like rabbits run fast to get away from bobcats.           |                  |
| Like army clothes?                                   | When they look like stuff to hide                  | And they do camouflage, too.                         | What about adapting to get away from things that want to eat them? |                  |
| A type of animal over millions of years to get food. | changes its body                                   | Eagles have good eyes to see little animals          | For example?   | Tuna & swordfish |
| What does adaptation mean?                           | What are examples of those adaptations?            | And some fish swim really fast to catch little fish. |  |                  |

|         |
|---------|
| IDEA    |
| CLARIFY |
| SUPPORT |

### What does building an idea look like?

(And how do we decide if it's built up enough?)

PROMPT: Why do animals adapt?

|   |   |  |  |                  |
|---|---|--|--|------------------|
| <b>Adaptation helps animals to get food.</b>                    |   |  |  |                  |
| The fish matches its color & patterns to the sea bottom to hide | And the stick bug look just like tree branches to hide from birds | OK, so do we fix our idea?                           |  |                  |
| How are those good examples?                                    | Yeah, but remember that flat fish & the stick bug?                | What's that?   | Oh yeah, like rabbits run fast to get away from bobcats.           |                  |
| Like army clothes?  | When they look like stuff to hide                                 | And they do camouflage, too.                         | What about adapting to get away from things that want to eat them? |                  |
| A type of animal over millions of years to get food.            | changes its body  | Eagles have good eyes to see little animals          | For example?   | Tuna & swordfish |
| What does adaptation mean?                                      | What are examples of those adaptations?                           | And some fish swim really fast to catch little fish. |  |                  |

|         |
|---------|
| IDEA    |
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| SUPPORT |

### What does building an idea look like?

(And how do we decide if it's built up enough?)


PROMPT: Why do animals adapt?

|  |   |  |  |                  |
|--|---|--|--|------------------|
| <b>Yeah. Adaptation helps animals to get food &amp; not be food.</b> |   |  |  |                  |
| The fish matches its color & patterns to the sea bottom to hide      | And the stick bug look just like tree branches to hide from birds | OK, so do we fix our idea?                           |  |                  |
| How are those good examples?   | Yeah, but remember that flat fish & the stick bug?                | What's that?   | Oh yeah, like rabbits run fast to get away from bobcats.           |                  |
| Like army clothes?   | When they look like stuff to hide                                 | And they do camouflage, too.                         | What about adapting to get away from things that want to eat them? |                  |
| A type of animal over millions of years to get food.                 | changes its body  | Eagles have good eyes to see little animals          | For example?   | Tuna & swordfish |
| What does adaptation mean?   | What are examples of those adaptations?                           | And some fish swim really fast to catch little fish. |  |                  |

|         |
|---------|
| IDEA    |
| CLARIFY |
| SUPPORT |

## II. Focus Learning on Building Ideas

**How is the "building ideas focus" different from other views of learning? Should we try to develop it more? How?**



**PROCEDURE: Stronger & Clearer Each Time Activity**

1. Think of a response. You may use the optional frame: *"Unlike \_\_\_\_\_, the "building ideas" approach \_\_\_\_\_ because \_\_\_\_\_"*
2. In A and B pairs, A tell B your idea. B listens and asks one **clarify** (**What does that mean?**) or **support question** (**What would be an example of ---?**) B, remember to listen for ideas that will add to your idea. Wait to switch.
3. Switch: B tell A and A asks a clarify or support question
4. Tell each other which idea(s) you will use in your next partnership
5. Find a new partner and repeat 1 through 4


## III. Remodel for Authentic Communication

(tasks that have effective language development)

Whenever I have many groups of the same number of things, I can multiply for the total.

Support | Clarify

ID



**Purposeful building of idea(s).** Use language to build/do something beyond just answering questions for praise or points. Clarity & Support matter. Agency.

**Information gap(s).** Students get or give information that they want, need, or don't have. Gaps are natural or designed.

**If needed, there is attention to language in service of communication**  
Language modeling & scaffolding, sentence frames, practice, feedback, etc.)

## III. Remodel for Authentic Communication: READING

How can reading help students to build meaningful ideas and bridge information gaps?





**20 best books**



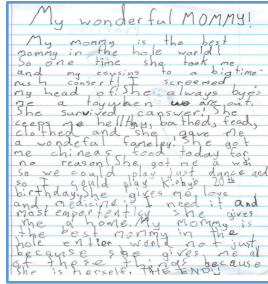
### III. Remodel for Authentic Communication: WRITING

How can writing help students to build meaningful ideas and bridge information gaps?

**Build Idea(s)**

**Info Gaps**

ATTENTION → LANGUAGE



### III. Remodel for Authentic Communication: SPEAKING

How can speaking help students to build meaningful ideas and bridge information gaps?

**Build Idea(s)**

**Info Gaps**

ATTENTION → LANGUAGE



Small "TM" means the story will continue. There are more to see the  
 picture to help if the question asks you, refer to that image only!  
 The picture is used to help you to understand the question. Other pictures  
 have not been used to help you understand the question. The picture  
 is not used to help you understand the question.

### III. Remodel for Authentic Communication: LISTENING

How can listening help students to build meaningful ideas and bridge information gaps?

**Build Idea(s)**

**Info Gaps**

ATTENTION → LANGUAGE



### III. Remodel for Authentic Communication: CONVERSING

How can conversing help students to build meaningful ideas and bridge information gaps?

**Build Idea(s)**

**Info Gaps**

ATTENTION → LANGUAGE



### III. Remodel for Communication: Assessing Communication

(WCW Assessment)

| PRE-ASSESSMENT (Writing)   | # | CONVERSATION ASSESSMENT  | # | POST-ASSESSMENT (Writing)  | # |
|--|---|--|---|--|---|
| Pose one or more relevant idea(s)  |   | Pose one or more relevant idea(s)  |   | Pose one or more relevant idea(s)  |   |
| Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)                                |   | Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)                                |   | Sufficiently build idea(s) using the skill of clarifying (question, define, paraphrase, etc.)                                |   |
| Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanation, & warrants) |   | Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanation, & warrants) |   | Sufficiently build idea(s) using the skill of supporting (quality & quantity of evidence, examples, explanation, & warrants) |   |
| If it's an argument after building ideas, evaluate and compare to choose "heaviest," and justify choice                      |   | If it's an argument after building ideas, evaluate and compare to choose "heaviest," and justify choice                      |   | If it's an argument after building ideas, evaluate and compare to choose "heaviest," and justify choice                      |   |
| Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)   |   | Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)   |   | Use disciplinary thinking (Cause-Effect, Interpret, Perspective, Bias, Analyze...)   |   |
| Use effective language (Vocabulary, Grammar, Organization)   |   | Use effective language (Vocabulary, Grammar, Organization)   |   | Use effective language (Vocabulary, Grammar, Organization)   |   |
|  |   | Take appropriate turns that connect to each other and build  |   |  |   |
|  |   | Value each other's ideas   |   |  |   |
|  |   | Use effective nonverbal communication  |   |  |   |

### Interview with a Student



Int: So, what do you like to do in class?  
 Stu: Build ideas.  
 Int: How do you do that?  
 Stu: You clarify and you support with evidence & examples. And you keep doing those skills until it's as clear and strong as you can get it.  
 Int: How do those skills help you build ideas?  
 Stu: If you don't clarify, then you might be like way not on the same page about what things mean. For example, if you say "freedom," you and I might have really different ideas of what freedom means. And your definition might add to mine, right?  
 Int: Right. What about supporting with evidence & examples?  
 Stu: I just did that with the freedom example, right? If you don't use evidence and examples, it's weaker; it's just what you think, and that's not enough, even if you're the president.  
 Int: Can you give an example?  
 Stu: Ha. OK. If you say you think we should wear school uniforms, you need to have evidence that they help, like they cost less, or prevent stealing, or reduce gangs.

### Interview with a Student



Int: I see. How is this class different from last year?  
 Stu: Last year we just memorized stuff and took tests. Booooring. Even when we did fun things like games and experiments, I didn't learn much. I was trying to win or memorize stuff. This year, we focus on building ideas. It can be in writing, reading, or talking. You probably want examples. OK, so in writing, instead of just trying to make my essay fit what it says on the rubric, now we write to others—and we build up an idea to communicate it better. And in reading, instead of reading to answer a bunch of questions, I read to form a big idea in my mind, and then I do something with it. Last year I did the bare minimum most of the time. Now I try cuz it makes a difference in me, or in others.  
 Int: What about conversation?  
 Stu: That's the most fun cuz you got another person to help you build up an idea. Everyone in the class knows that building ideas is what we do here. So my partner and I push each other to clarify and support each idea that we are working on. The teacher says, "Build it up 'til you can't build it up anymore."

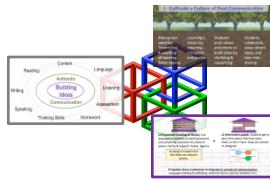
### Interview with a Student



Int: Are ideas different in different subjects?  
 Stu: Let me think... Like in ELA we read stories and figure out themes. We read what characters say and do and then start to figure out what the theme idea is as we go. And in science the teacher sometimes gives us a statement, like "Everything is attracted to everything else." and tells us to clarify and find examples to build it up in order to teach it to others.  
 Int: What about history and math?  
 Stu: In math we solve problems, so the idea is usually the way to solve the problem. I might say we need to come up with equations and set them equal to each other and my partner asks my "Why?" I need to come up with math reasons to build it up. And in history, let's see. We just learned about Black Plague. We built up ideas on how it either weakened or strengthened Europe for the future.  
 Int: Great examples! One last question. How do you feel about learning this year?  
 Stu: I have more friends this year in class, and more people listen to what I have to say. They even read my writing and say that I have good ideas. It feels good.

### NEXT STEPS

1. Know pseudo- vs. authentic
2. Strengthen the Authentic Communication Framework
3. Start small & share (PLCs)
4. Be creative



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