



Enhancing Instruction with Authentic Communication

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OVERVIEW

Next Steps:

Enhancing Current Practices

Structured Interaction Activities

Academic Conversations


Authentic Communication



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Pseudo-Communication

Using language in **non-meaningful ways** (e.g., for getting points & praise, showing learning, winning, etc.)



Authentic Communication

Using language to do **meaningful things** that just one person can't do. (build, create, change, decide, clarify, negotiate, argue, etc.) (R-W-L-S-C)

R-W-L-S-C

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Authentic Communication Features

For developing content, thinking, language, and social skills

Clarity & support are needed & pushed

↑

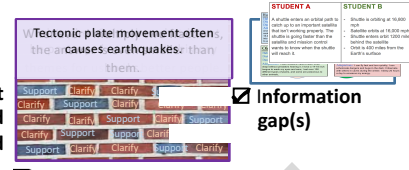
Information gap(s)

↑

Purposeful building of idea(s)


↑

Attention to language **in service of communication**
(Language modeling, practice, feedback, sentence frames, etc.)



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Structured Interaction Activities



?

Transition Improv Activities

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Transition Improv

Elementary

Pros and cons of ice cream


Features:

- Build ideas?
- Clarify & Support?
- Meaning; not points?
- Value ideas & take risks?
- ?

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Video of Pro-Con

Bryant High School
ELA
Teachers: Ghrawi and Fotopoulos
Prep work for reading *Animal Farm*
Pros and cons of communism



Transition Improv Activity: Pro-Con

Topics: Camping, Shopping, TV, Uniforms, Computers, Superheroes, Cars, Conferences, Internet, Cell phones, Video games, ...

Transitions: *Motion* **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 ____,

Listeners can & should:

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

A & B, Lean? Understanding Language | Jeff Zavors

Transition Improv: For-Against

Topics: Electoral college, social media, human-caused climate change, "jury of peers", zoos, year-round schools, corn as fuel, extraterrestrial life, Chinese discovery of Americas, going to college* (2 texts)

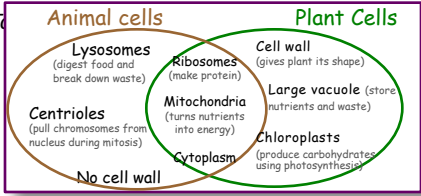
Transitions: *Motion* **However,**
On the other hand,
Then again,

~~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, motion Understanding Language | Jeff Zavors

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 ____

However,
On the other hand,
Then again,

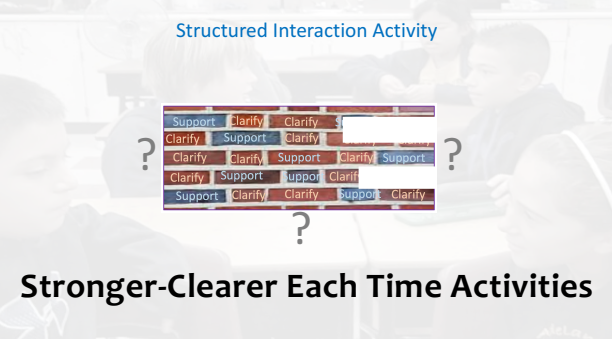
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Do Transition Improv Activities have the Features of Authentic Communication?



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Structured Interaction Activity



Stronger-Clearer Each Time Activities

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"Stronger & Clearer Each Time" Activity

A begins and B listens and asks clarify & support questions. Go. Take two-word notes. New partners! Don't forget to use examples. Stronger + Clearer!

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

What's an example of fighting?

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

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

The Aztecs and Spain. They didn't like each other.

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?

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"Stronger & Clearer Each Time" Activity

Take two-word notes. Switch partners! Don't forget to use examples & ask for clarify & support. Stronger + clearer!

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

What happens when cultures meet and why?

My notes: Bad, wars
both, learn religion, mix

Cultures meet and bad things happen like fighting, like the Aztecs and Spain. But good things, too, like you can learn other language.

What do you mean they learn religion?

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 to learn how others live. Like religion. But wars can happen, like you said.

Maybe not learned, but like mixing religions together.

What happens when cultures meet and why?

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"Stronger & Clearer Each Time" Activity

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

Cultures meet and bad things happen like fighting, like the Aztecs and Spain. 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 it's both good and bad. Like you learn from each other, but also you can fight.

The Aztecs and Spain. They didn't like each other.

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?

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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.

Video of Stronger-Clearer

High School

ELA/ELD

Opinion Continuum: Communism vs. Capitalism

"Stronger & Clearer Each Time" Organizer

| | |
|-------------|---|
| Name | Argue with a person sitting on a couch who says, "I have no energy!" |
| Me | (just two or three key words, if any) |
| 1. | |
| 2. | |
| 3. | |
| Me | |

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Help with "What about...?"

One type of energy that you have just sitting there is...
Because you ..., you also have ...energy.
Even though.....
Disagree with you...

"Stronger & Clearer Each Time" Grid

| Name | How can doing things that develop students' oral language (speaking, listening, conversing) influence their reading, writing, and/or content learning? |
|------|--|
| Me | (Just two or three key words, if any) |
| 1. | |
| 2. | |
| 3. | |
| Me | |

Listeners can & should:

- Prompt for clarification
- Prompt for support
- Help with "What about...?"

One way in which oral language influences reading is...because...
 A student with a strong command of oral language can read...
 Even though.....
I disagree with you

10 sec "take w/ me" | Highlight the writing/listen variation | Follow w/ conversation

Pre- and Post-Writing

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

QUESTION: Why should I care about biodiversity?

MY ANSWER: Because the food chain

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 rose periwinkle provides a medicine that treats certain cancers including leukemia

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. Listeners push for **clarification & support**, and offer ideas
4. Supports (e.g., notes) are reduced during the activity.

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Do Stronger & Clearer Each Time Activities have the Features of Authentic Communication?

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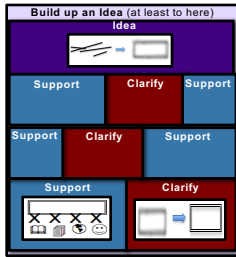


Conversation

"Conversations can leave us pondering and processing ideas which, in turn, contribute to the **inner dialogues** that we hold in our heads throughout each day (Vygotsky, 1986)."
 These inner dialogues continually shape our thoughts and language.

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Academic Conversation Skills for Building an Idea



Hand motions

Using Conversation Skills

Prompt: How can the Rainbow Fish teach us to be better people?



Sample 1

A: He didn't share.
 B: **And he had lots of scales.**
 A: So?
 B: **They're shiny. He got mad at the little fish, it wanted one.**
 A: And then he talked to the octopus.
 B: **He looked kinda scary.**
 A: Yeah. But he was nice to the fish.
 B: **Yeah. OK. Are we done?**

Sample 2

C: He was selfish.
 D: So is that what we learn?
 C: No, like to not be selfish.
 D: **Why not?**
 C: Look at the fish. He didn't share and was sad//
 D: Yeah, cuz other fish stopped playing with him, and so he got, he got lonely.
 C: Selfish isn't good.
 D: So to have friends, we gotta share.

Conversing to Build Ideas

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?"

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Analyze Conversations (9th ELA)

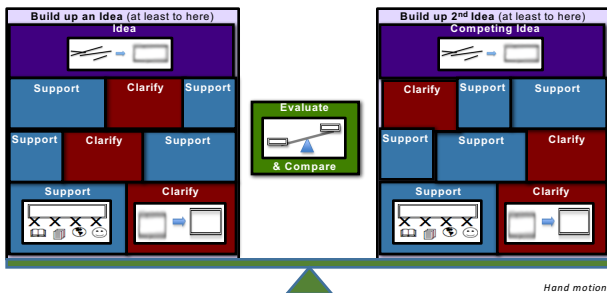
Context

- Sheltered 9th 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?")

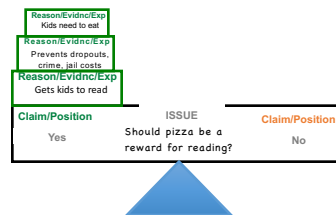
Academic Conversation Skills for Collaborative Argument



Hand motions

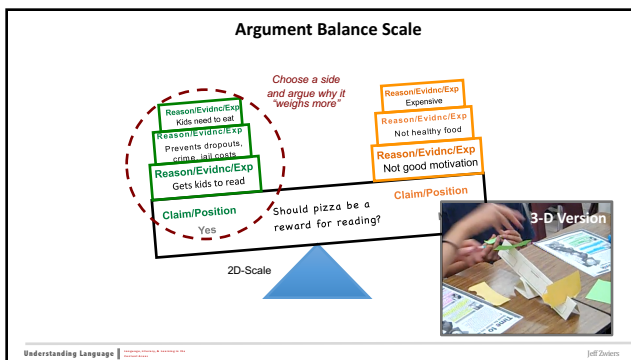
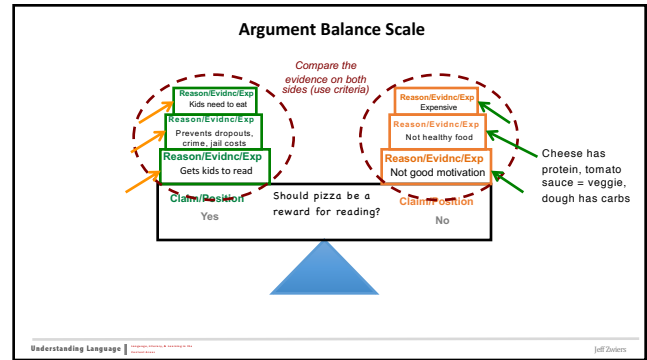
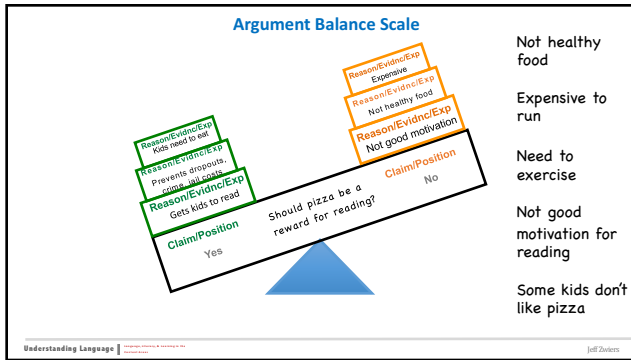
Argument Balance Scale

Prevent dropouts & jail costs
 Gets them to read
 Kids need to eat
 Stay after school
 Pizza tastes good



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Next Steps: Enhance Practices and Activities with AC

(3 Features: Build ideas, Clarity & support needed/pushed, Information gaps)

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.)

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Conclusion

**“Language is the blood of the soul
into which thoughts run
and out of which they grow.”**

—Oliver Wendell Holmes

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