Session 2: Teaching procedures to assist students who have oral language difficulties in the classroom

John Munro

Section 10 Listening and looking strategies

When listening to a conversation or looking at a set of pictures or an event, listeners and observers use three types of strategies (Munro, 1994):

• ‘Getting ready’ strategies; they learn to ‘get ready for listening / looking’; they direct or orient their listening/ looking activity and plan how they will listen for the possible topic at hand. These include doing things like
  - Hearing the title, topic or details of story and ask students what details might be mentioned? Guess what might be said / seen.
  - Deciding the questions it might answer; they can ask the 4W and H questions about the topic. You may need to teach the types of questions that are most useful for particular types of stories, for example, stories that begin with “Once upon a time

At beginning of the listening / looking activity ask 4W and H questions. Encourage students to visualise what they think it could be about and say this in words and sentences. You can use TPS activities. What 4W and H questions do they think the message might answer? Students can do this in TPS or other small group activities.

• While listening / looking strategies; the actions listeners can take while listening. These include doing things like
  - making a picture of each sentence you hear
  - putting yourself into the context that is being described and using this
  - say over to yourself what you heard or saw
  - trying to slow down the speaker so that the listener can say parts of it over to themselves

• Review and consolidation strategies; at end of the listening activity listeners review and consolidate what they have heard. Develop both a personal and group impression. What 4W and H questions can they answer now?

Strategies to cue students to use throughout the listening include
• say it over again
• visualise
• put yourself into the context; what does it tell me do?

Students with a good language learning ability use these strategies spontaneously. They are able to use these to build new language knowledge.

Those with language difficulties don’t use these as easily. Because they don’t use them as well, they don’t listen as well and as well they are less likely to improve their oral language knowledge by listening. You can help students improve how well they listen and to improve their language knowledge by using these strategies as they listen.
10.1 Teaching each listening strategy

You can need to teach each listening strategy by

- introducing it as an action students can apply to the ideas they hear
- giving them time to explore how to do it, to develop it as a action for themselves. they can first use each action with either single sentences they hear or two – three sentence spoken texts.
- giving them time and opportunity to practise applying it on several occasions
- teaching them how to say the action in words after they have applied it
- letting them see that it works for them, that it makes listening easier
- encouraging them to say the action and then apply it
- linking it with other listening strategies.

You can have students apply the strategies to various types of oral texts at each year level.

- Begin with students listening to a sentence and either say it in their own words or make a picture of it.
- You may need to develop an ‘awareness of listening’ by having students practise listening for particular sounds or words being repeated and clap each time they hear the target item.
- Students listen to a story. Pause for particular sentences and ask students to talk about the picture they have made of the story so far. Repeat saying the sentenced and ask students to (1) say it in their own words, say what has just happened for the past two sentences and (2) say what might happen next, what might be said next.

Useful tasks contexts for developing listening activities explicitly.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Possible oral discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Listen to simple story</td>
</tr>
<tr>
<td>1</td>
<td>Listen to simple story, a serial of a novel in an every day or fantasy context</td>
</tr>
<tr>
<td>2</td>
<td>Listen to longer story or a serial of a novel in an every day or fantasy context, or watch a video, Look at real life picture of every day event</td>
</tr>
<tr>
<td>3</td>
<td>Listen to longer, more complex story, look at picture of science / SOSE topic, watch video</td>
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11. Implementing a speaking and listening unit

Teachers need to integrate the various oral language activities into a speaking and listening unit. To do this, it is useful to think of each teaching session as comprising three phases of learning and teaching activity: teaching procedures that assist students to

1. get ready or orient what they know for speaking and listening; the teaching assists students to focus and collate what they know about the relevant topic and activity. This helps them to ‘make sense’ of what they hear and to communicate sensibly their intended message orally. During speaking activities, students collate and organise the relevant topic knowledge, or, if necessary, acquire new aspects. They plan how they will speak or listen strategically.
2. learn the new speaking and listening knowledge during engagement with others, that is, while they are speaking and listening. This includes students learning to attend to and to interpret a message to which they are listening, to express their ideas during speaking and to learn new speaking and listening genres. To do this they learn to use the language and communication conventions specified in the indicators.

3. consolidate or review the new speaking and listening knowledge, link it with what they already know, automatise aspects of it to achieve fluency in its use and to respond with a positive attitude to it. Part of this involves the students learning to monitor and reflect on their speaking and listening knowledge and to up-date what they know.

This framework:

- assists teachers to organize the teaching and learning activities in a systematic, explicit and integrated coherent way, with particular knowledge and strategies taught at each. The three phases provide a continuity in directing teaching and learning.

- shows how they can organise their speaking and listening knowledge and themselves as learners, for example, how to

  1. orient themselves to the activity; they focus and collate what they know about the topic and decide a purpose for communicating.

  2. learn the new knowledge.

  3. consolidate or review the new knowledge, link it with what they know, automatise aspects of it to achieve fluency in its use and to respond with a positive attitude to it.
The template for designing speaking and listening learning and teaching approaches.

<table>
<thead>
<tr>
<th>Student activity: students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting ready or orienting phase</strong></td>
</tr>
<tr>
<td>Focus on possible topic of the oral presentation. What might they use to decide this?</td>
</tr>
<tr>
<td>Collate what the speaker / listener knows. What other ideas might I say / hear? In what directions might the talk / story / debate go?</td>
</tr>
<tr>
<td>What is purpose of the talk? What questions it might answer: What are some who / what / how / why / when / where questions it might answer?</td>
</tr>
<tr>
<td>How might the ideas might be said in different ways in different situations (for example, different ways of greeting, ways of persuading different people)?</td>
</tr>
<tr>
<td>How are spoken texts created from particular contexts such as sociocultural, political, historical contexts for particular purposes and may be interpreted differently for different listeners?</td>
</tr>
<tr>
<td>What words might be said / heard, how different words and language is used according to the contexts?</td>
</tr>
<tr>
<td>What actions or communication strategies do speakers and listeners use, for example, how to say an idea to make it sound funny, how to work out the meanings of new words I hear?</td>
</tr>
<tr>
<td>Focus on reader’s self efficacy as a reader Am I ready to read? What more do I need to know before I begin to read?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>While-learning phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn new speaking and listening skills for sentences, for example:</td>
</tr>
<tr>
<td>- how to chunk what is heard, how to organize what a speaker wants to say in sentences, learn new sentence level intonation patterns,</td>
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<tr>
<td>- learn to use more complex sentence meanings, for example, to express 2 or more events in a sentence, to understand generalizations or to express possibilities or exceptions.</td>
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<tr>
<td>- learn to use increasingly complex grammatical forms, morphological forms.</td>
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<tr>
<td>- learn listening strategies for sentences, eg., visualize what they want to say, paraphrase what they hear,</td>
</tr>
<tr>
<td>- review and summarise the meaning of each sentence heard</td>
</tr>
<tr>
<td>- monitor meaning of sentences while listening Does it make sense / fit in?</td>
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</tbody>
</table>
Learn new oral language genres and when and why to use each, to identify/infer the techniques used to influence or persuade listeners to a particular interpretation.

Learn to identify how ideas might be said in different ways in different situations and have multiple perspectives from which they can be interpreted, learn to identify the socio-cultural, historical or contextual base for a spoken message, learn to recognize and use persuasive techniques.

Learn how to maintain semantic and grammatical cohesion between sentences (use conjunctions, pronouns, verb tense), how to sequence and prioritize ideas in speech.

Learn effective communication conventions and styles for particular contexts and purposes (for example, how voice is used, pausing patterns, communicative sharing, etc).

Learn to summarize, infer and evaluate what was heard, for example: for listening:

- strategies for remembering the key ideas that have been mentioned earlier in an oral presentation
- review and consolidate, What have I been told so far? What do I know now?
- record ideas heard or to be said, draw pictures of ideas said, note down useful information
- infer, Why did that happen? Relate then to what they expected
- think ahead, predict, anticipate. What might happen next?

Work out unfamiliar word meanings while speaking and listening, how to remember how to say them, how to make analogies between known and new words.

**Consolidation and review phase**

Link positive emotion response with the speaking and listening activity, build self confidence and self efficacy as an oral communicator and motivation to learn more effective oral communication skills, how these can be assist and empower individuals. How I liked the text? Were ideas useful /interesting? Did I feel happy / sad? How could it have grabbed me better?

Review understanding of what was said and heard at the various levels of meaning, for example, strategic listening comprehension for the words and phrases used, sentence and conceptual level comprehension, the reasons and intentions of both speakers and listeners.

Why was the text written? Did it say what I expected it to say? How well did it achieve its purpose?

Review and evaluate the speaking and listening strategies used, particularly those strategies learnt at the time. What did I do that helped me to say what I wanted to say? What did I do that helped me to listen to what others said?

Store in memory what has been learnt. What key new ideas have I learnt; how has my knowledge changed? How do they fit with what I know already?

Identify the new language and literacy knowledge that has been learnt What new ways of saying things have I learnt? What new words were in the text?

Automatise and practise speaking and listening skills to improve fluency and self confidence.
### Session 1: Getting ready or orienting phase

During this phase the students are supported to ‘get themselves ready’ for the listening and speaking activity. They collate what they know about the relevant topic and focus their learning and thinking activity. For speaking activities, they may need to acquire new knowledge. They plan how they will speak or listen strategically.

<table>
<thead>
<tr>
<th>Student speaking and listening activities</th>
<th>Teaching and learning activities for <em>A nice walk in the jungle</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collate what they know about the topic. <strong>What ideas might I say / hear? In what directions might the story go?</strong></td>
<td><strong>You are going to listen to a story. It is about some children walking through a jungle with their teacher. Some dangerous things happen to them.</strong> The students look at the front cover and describe what it shows, for example “<strong>Who/what can we see?</strong>” Point to items in turn and ask the students what it is.</td>
</tr>
</tbody>
</table>
| Students use and comprehend sentences that refer to single events, for example that refer to perceptual aspects of number, speed, time and space in their immediate environment. They learn to refer to objects, persons, events not in their environment. | **• The children walking with their teacher through the forest.**  
**• A large snake is watching them.**  

Tell them to look at what each person is wearing. Ask them **What is the colour of this boy’s jumper / this girl’s dress / the dos?**  

The students are asked to make a ‘mental picture’ of the cover. The cover is hidden from their view and they say what they see in their minds. Ask them to talk about what they see. |
| Students recall the names of an increasing number of everyday items and to identify or locate named items, define simple words in terms of their perceptual features and use and understand adjectives and adverbs in familiar situations. | **• The teacher was wearing jeans.**  
**• The snake was yellow and green.**  

After they have responded, show them the cover again for example **The students hear the title *A nice walk in the jungle* and say it in other ways, for example *A happy stroll through the trees.*** |
| Students guess the purpose of the story. **What questions it might answer: What are some who / what / how / why / when / where questions it might answer?**  

**How do you think I will read it? Will I say it softly? When will I say it loudly? When will I say it fast?** | The students ask possible questions the story might answer, for example:  

| Who are the main people in the story? | Where do they live? | What happens in the story?  
What are the children’s names? |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>A nice walk in the jungle</strong></td>
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</tbody>
</table>

**Will the snake attack them?**  
**When does it take place?**  
**Why was the story written?**  

They suggest possible answers to these questions.  

The students visualize again the picture on the front cover. **Who are the people shown on the cover? What are they doing? How did they get where they are? What might the story tell us?** Students discuss their answers to these questions. |
| Students say possible words that they might hear in the story. They can suggest synonyms for the words they suggest. | The students  
**• suggest words for how the snake might move, for example, ‘slither’ or ‘house’ or ‘home’.**  
**• say ‘terrible storm’ in other ways**  
**• suggest other words for ‘destroying everything’** |
Students say the key actions they will take to guide their activity through the ‘listening and speaking’ activity. They show the first initial steps in organising themselves as listeners and speakers.

They are asked “What will you do as you listen to the story? You are going to listen to a story. It is about some children walking through a jungle with their teacher. Some dangerous things happen to them.

They are asked “What will you do as you listen to the story?” They say what they will do while listening by responding to the following questions:

<table>
<thead>
<tr>
<th>What will you be doing?</th>
<th>We will sit quietly, listen to what you say.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you feel while you are listening?</td>
<td>We will feel comfortable, relax our bodies, we will feel happy.</td>
</tr>
<tr>
<td>What might your face say as you listen to the story?</td>
<td>We will smile, look happy.</td>
</tr>
<tr>
<td>What might you think as you listen to the story?</td>
<td>We will listen carefully. We won’t talk.</td>
</tr>
</tbody>
</table>

The students say what they might do as they listen to the story, for example:

- Make a picture of what I hear.
- Listen carefully to the story.
- Say new words to myself, try guess what they might mean. Look at what is nearby when I hear the new word, try to see what it fits.
- Wait my turn to talk, wait for other people to stop talking.
- Listen to how people say things.
- Think of what I will say before I say it. Say it in my mind first.

**While-learning phase**

During this phase the students listen to the part of the story. At appropriate times during this activity, that is, at natural pauses in the story, the teacher guides the students to review and consolidate what they know about the story. The purpose of this activity is to assist students to stay focused on the developing story and what they are learning about the setting, the characters and the evolving issue in the story.

<table>
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<th>Student speaking and listening activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students learn the new ideas by listening and then responding to what they heard. They show what they heard by: • acting out a story, doing instructions • retelling what they heard such as the events in a story in the correct order by using the pictures or other supports • ask and answer questions of what they heard and link the ideas using questioning</td>
<td>The students are shown briefly the cover of A nice walk in the jungle. Hide it from their view and ask them to tell you what they remember about it, for example, who and what is in the story. Students listen to the first six pages being read. Before beginning to read each page, have the students talk about what the picture shows at a literal level, for example “Who can we see in the picture?” “Where are they?” The students describe their images in their own words. Where appropriate, have the students: • review existing vocabulary: What do you call the thing they are sitting on? (cart, wagon). • answer 4W + H questions about items or event shown in the picture, for example, Who are in the picture? Where do you think they are? • say in sentences what the picture shows, for example, The children are walking in line behind their teacher. and An owl is watching them.</td>
</tr>
</tbody>
</table>
They learn to talk about the ideas they hear or see; they

- recall and comprehend the names of familiar objects and events.
- say in sentences the events that have happened in the story, use pauses and intonation patterns.
- link the events in the story with personal experiences and topics familiar to them such as their family, pets, toys, stories they have heard and videos they have seen
- comprehend the stories of peers.
- answer simple questions about ideas heard or seen, for example, answer ‘who’, ‘where’ and ‘when’ questions for a picture book in which they have participated, how and why questions in response to what others say.
- discuss familiar events and replace gradually their use of ‘egocentric speech’ with speech that exchanges information and responds to the talk of others.
- are taught to use early speaking strategies, initially when reminded to and gradually spontaneously. When conversing, they tap into what peers say, link what is said with what their experiences and say ideas that are ‘on the track’. When planning to recount an experience, they name some of the items they will talk about and make a picture in their mind of what they might say.

The students hear the text read. They practise visualizing as they hear each paragraph and then say the picture they have made. Periodically as they listen, they add to the sequence of events by answering literal questions that cue them to

- attend to the new ideas mentioned,
- visualize the new ideas and identify the questions answered by each new idea,
- link the new ideas with that they knew already.

One way of directing this review is to ask the students relevant literal level questions and to have them respond with what they know, for example:

- **Who are the children in the story? What are the children’s names?**
- **Where are they going now?**
- **What has happened so far in the story?**
- **Why was Tim calling out to his teacher?**

Show the pictures on the third double page. **“What can we see in these pictures?”** Have the students say what they think the pictures show. Ask them to name some of the animals the children are going past.

Ask the students to

- imagine how they would feel if they were one of the children. What would they do / feel / hear / see?
- pretend to be one of the children walking along the track past the tigers. How would they walk. What actions would they do?
- paraphrase the story so far. They can use the pictures as a set of memory prompts. Point to each picture and have them say what it says.
- review the vocabulary so far. **What is another way of saying**

<table>
<thead>
<tr>
<th>the jungle?</th>
<th>the forest</th>
</tr>
</thead>
<tbody>
<tr>
<td>nature study?</td>
<td>learning about animals and plants</td>
</tr>
<tr>
<td>boa constrictor</td>
<td>snake</td>
</tr>
<tr>
<td>furry?</td>
<td>hairy</td>
</tr>
<tr>
<td>wonderful things?</td>
<td>Great things</td>
</tr>
</tbody>
</table>

- answer literal questions about the text so far to review what they have heard, for example,
  - **Who saw the snake?**
  - **What did Miss Jellaby ask the students to do?**
- practise using short term memory strategies while listening, for example,
  - they recall the events and characters in the story they heard
  - they recall in order what happened: different students in the group add to a description of what they heard, for example,
    - *First we saw the children standing in front of their school.*
    - *Then we saw them walking along the jungle track.*
    - *Then we saw them going past the tigers.*
- practise using short term memory strategies while listening, for example, they recall the events and characters in the story they heard.
- recall increasingly more of what they heard.

Have students play the game ‘Simon Says with the new vocabulary. The students act out each the key terms, for example, ‘be vain’.

Teachers can use pausing, intonation patterns and gestures during the initial reading to help the students chunk and organize what they hear. Encourage the students to listen for how the story is being told, for example, ask them:
- To say the words that tell us Tim was worried (for example, ‘cried’).
- To say what told them Miss Jellaby wanted the children to learn about the animals.

Read one or two paragraphs with poor expression and mumble some of the words or say them very softly. Pause at inappropriate times. Ask students: Was this interesting / good to listen to? How could I have said the story better? Note down the students’ suggestions:
- say it so we can hear it
- say it so it is exciting. Say some parts fast and some slow
- stop at the right places.

Read these paragraphs again with correct intonation, volume, pace and voice and repeat some of the key ideas for greater emphasis. Have the students decide if they enjoy the listening better. Use their evaluations and comments to guide their speaking later.

| Students learn new speaking and listening skills, for example: |
| - learn to comprehend and use basic sentence structures, for example, they say and comprehend simple grammatically correct 1-event sentences, for example, simple active voice sentences, imperatives and simple question forms. They learn to elaborate some sentences by using conjunctions and can self correct spontaneously and then increasingly more complex sentence meanings. |
| - learn to use increasingly complex grammar such as adding "ed" to verbs, indicating the plural of nouns and expressing negation such as saying ‘don’t want’ |

| Students look again at the picture on the fifth double page page 6. What do they know about it now? They say in their own words what it shows, for example, students: |
| - review existing vocabulary and learn new vocabulary What do you call the thing the ants are pulling? (beetle). What does a beetle look like? What does it do? What things do we have that are like what a beetle has? Where would you see a beetle? |
| - learn and practise asking simple questions, for example, they are shown the picture on the third double page and are asked to comprehend more complex sentences that refer to the picture information. They can answer 4W + H questions about items or event shown in the picture, for example, Who are the children in the picture? Where do you think they are? Teachers can cue students to use the picture to assist them to infer, for example, visualize ‘forwards and backwards in time and talk about it such as’ Where might the snake have been a few minutes earlier? a who question, for example, Who is eating? Who is pointing? a where question, for example, Where is the teacher? a why question, for example, Why is the child worried? |
| - respond to questions in complete sentences. Who was watching the children? Use the incomplete sentence frame initially, that is The snake … Point to each animal in turn and have the students say the sentence. Repeat this for the actions on other pages. They learn and practise talking about the ideas in simple active voice sentences. Give the students a key word from the story, for example, beetle or jungle. The children say a complete sentence that contains the word. |
| - learn to elaborate some sentences by using conjunctions to link two events, for example, they look at the picture showing the anteater. The children learn to combine to two events using while or and, for example, the snake was smiling while the anteater ate the ants. |
| - practise using grammatical rules such as adding "ed" to verbs. Show the students the picture on the third double page and say “The snake watched the children.” What did the snake do? The snake … |

Teachers can make up a concrete or action model of the path through the jungle and use dolls for the characters and animals. The students can use this to ‘put themselves in the context’, re-enact what they heard and talk about the events.
rather than ‘not want’. They learn how to maintain meaning and grammatical cohesion between sentences (by using conjunctions, pronouns and verb tense).

- review and summarise the meaning of each paragraph or section heard and to sequence and prioritise ideas in their speech to communicate particular intentions. They decide whether the sequence of ideas ‘makes sense’ or ‘fits in’.

- learn new phonological knowledge; the words used in these activities can be the key words in topics currently studied.

Examples of activities:

- Students can use the objects to talk about what the children do. Pairs of students develop their own scripts for what the characters might say. They

- practise deciding how they say each event, providing enough information to tell a story and prioritize and sequence what they intend to say. They learn to say who is in their story, where it takes place, what happens and what each person does.

- use pronouns to link ideas across sentences.

- use appropriate voice, pausing patterns and intonation. Remind students of the ‘good things to do’ when telling a story by drawing attention to their earlier suggestions, for example,

  - say it so we can hear it,
  - look at the people you are talking to,
  - say it so it is exciting. Say some parts fast and some slow and
  - stop at the right places.

- The students in their small groups can practise telling their story before speaking to the larger group.

- Students can infer feelings and motives, for example, If you were Tim, how would you feel when Miss Jellaby wouldn’t listen?

The focus here is on students using speaking and listening in the context of meaningful action sequences.

Teachers can use the concrete action context to teach new grammar. Students can act out an idea or see an action acted out, describe it in familiar ways and then learn the new grammatical form. To teach the passive voice for example, students describe an action in one way and then learn to say it in different ways:

- A tiger was watching the children. The children were ... by a tiger.
- A snake was watching the children. The children were ... by a snake.

Students can see an activity acted out and given a passive voice cue, for example, they see a monkey climbing a tree and complete the spoken sentence “The tree is ...”

Students can also show they comprehend sentences that refer to two events by putting them into actions, making the dolls and other items ‘follow instructions’ and contextualise sentences in the situation.

- Before Miss Jellaby pointed to the spider, she waved.
- After Tim saw the snake, he pointed at it.

They observe pairs of actions being done and talk about them using ‘before’, ‘after’, ‘when’, ‘while’, ‘first’, ‘last’ and ‘then’.

Teachers can use the concrete or action model of the events to teach new vocabulary in explicit ways and to assist students to link new vocabulary with that they know. The focus is on learning new vocabulary in the context of meaningful action sequences.

Examples of activities include:

- The story said lizard snapped up the cricket. How do you ‘do snapping’? How is this different from saying lizard caught the cricket? Why did the writer use this word? Students act out the differences.
The story said you have to be quick to survive in the jungle. What does survive mean?

The teaching activities can

- review existing vocabulary and teach new vocabulary. Students can learn synonyms and antonyms for the new terms.

- use pictures of the new vocabulary items. The pictures can be used as
  - flash cards and students need to name the items shown.
  - as cues for talking; students are shown a picture and need to talk about the item in 1 or 2 sentences.
  - a sequence of items and students need to talk about the sequence in a short story.
  - listen and guess cues; each student has the picture of one of the items and the other students need to guess what the picture shows by asking questions.

- on later occasions, recall the new vocabulary they had learnt earlier, the key ideas, the images they had of what they had heard on earlier.

Students can also develop their relevant phonological knowledge, for example, they:

- practise pronouncing and articulating new vocabulary and sequences of ideas.

- practise vocabulary selection activities that combine developing phonological knowledge, for example, they look at the picture or the set of concrete items and suggest context words that rhyme with other words or that begin or end with a particular sound sequence.

Students learn new oral language genres and the uses, purposes and values of each.

They learn communication conventions and styles for particular contexts and purposes (for example, how voice is used, pausing patterns, communicative sharing, etc).

The students engage in story telling activities that they will share with class peers. In pairs or small groups, for example, they create

- a play or a story about what the children might do if a tiger came close to them.
- a park story, for example, the class goes for a nature study walk to a nearby park.

They decide

- the questions they would need to answer. Encourage them to use the question chart to organize what they will say, that is

<table>
<thead>
<tr>
<th>Who?</th>
<th>When?</th>
<th>Why?</th>
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<tbody>
<tr>
<td>A nature study walk to a nearby park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td>How?</td>
<td>Where?</td>
</tr>
</tbody>
</table>

- the key vocabulary and sentences they will use,
- how they will tell their story (how they will use their voice to make their story more interesting, more scary, etc.

In small groups they practise taking turns, sharing what they know and using appropriate conversational procedures. Before they present their story to the group they rehearse it and decide whether it sounds interesting and engaging and if not, how they will modify it. They reflect on what they looked for to decide if it were interesting.

They plan how they will tell it to their peers and use the feature they have noted already; using appropriate voice, pausing patterns and intonation. They say how they will present it, for example,
• say it so that everyone can hear it,
• look at the people we are talking to,
• say it so it is exciting. Say some parts fast and some slow and
• stop at the right places.

When a pair has told their story, either the story tellers or other student pairs ask examples of each type of question about it. The student pairs are taught and supported to answer each question using the appropriate phrases, for example

<table>
<thead>
<tr>
<th>Who questions:</th>
<th>Our teacher…, our class …</th>
</tr>
</thead>
<tbody>
<tr>
<td>How questions:</td>
<td>by walking…, by looking carefully…</td>
</tr>
<tr>
<td>When questions:</td>
<td>After lunch …., while we were walking….</td>
</tr>
<tr>
<td>Why questions:</td>
<td>Because he …., if … in case …</td>
</tr>
<tr>
<td>Where questions:</td>
<td>At the bridge …., under the …., in between …..</td>
</tr>
<tr>
<td>What questions:</td>
<td></td>
</tr>
<tr>
<td>What if questions</td>
<td>It might have …., The possum could have ….</td>
</tr>
<tr>
<td>Do questions</td>
<td>No, the water ….. Yes, the car …..</td>
</tr>
</tbody>
</table>

### Consolidation and review phase

<table>
<thead>
<tr>
<th>Student speaking and listening activities</th>
<th>Teaching and learning activities for A nice walk in the jungle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students review their understanding of how to speak and to listen. They show their comprehension of what was said, for example, their literal and inferential comprehension of what they heard. They use their enhanced speaking knowledge and skills to communicate the new knowledge.</td>
<td>The students show what they know about the story. They</td>
</tr>
<tr>
<td>re-tell what they heard / remember about the children’s nature walk in the jungle. They can answer the questions What have I been told? What do I know now? What pictures have I made in my mind about the story.</td>
<td>• act out the events that have happened so far, for example, act out what each animal does.</td>
</tr>
<tr>
<td>Students link positive emotion response with the speaking and listening activity. They build their self confidence and self efficacy as oral communicators.</td>
<td>• infer, for example, This section of the story finished with Tim seeing the snake and his teacher not listening. What might happen next? Why might that happen? The students talk about what they think might happen to the children.</td>
</tr>
<tr>
<td>Students reflect on how talking about their ideas with others and listening to what others think can help them to learn new ideas, share enjoyable experiences, can amuse other people and can help them achieve particular goals they want.</td>
<td>The students discuss how enjoyable /interesting the story is so far, what made it interesting and how it could be made more enjoyable /interesting. They can use the criteria they used earlier for judging a story they are listening to and can add to it.</td>
</tr>
<tr>
<td>Students review and evaluate the speaking and listening strategies used, particularly</td>
<td>Students think about how talking about or acting out what the children and animals did helped them enjoy the story and remember what happened. They talk about how listening to other students</td>
</tr>
<tr>
<td></td>
<td>• helped them learn new things and</td>
</tr>
<tr>
<td></td>
<td>• made them feel happy, laugh, amused them and others</td>
</tr>
<tr>
<td></td>
<td>• helped them know what to say.</td>
</tr>
<tr>
<td></td>
<td>The students review and evaluate the speaking and listening strategies they used. They can answer the cueing questions</td>
</tr>
</tbody>
</table>
those strategies learnt and practised at the time.

- What did I do that helped me to say what I wanted to say?
- What did I do that helped me to listen to what others said?

<table>
<thead>
<tr>
<th>Students store in memory what new ideas they have been learnt.</th>
<th>The students talk about the new ideas they have learnt and how they are like what they already knew, for example:</th>
</tr>
</thead>
</table>
| What key new ideas have I learnt? How do they fit with what I know already? | • Ants drag beetles to their nests and eat them.  
• There are hairy spiders in the jungle. |

| Students identify the new language they have learnt | The students identify the new language they have learnt. They can be asked the cue question: What new ways of saying things have I learnt? What new words were in the story? I have learnt that the jungle is like a forest and that a boa constrictor is a big snake. They can, for example, identify the different ways of talking about an action using the active and passive voices. |

Teachers can apply a this sequence of student speaking and listening activities to each part of the story. The teaching and learning activities for each part be varied to match the specific text and the intended speaking and listening outcomes. For each section, students can be taught to:

1. **collate what they know from their earlier speaking and listening activity.** Teachers can have them:
   - talk about their mental images of the story so far, say or act out what they recall about the pictures they saw
   - review and talk about what the key characters were like, recall the key words that describe them and the events in which they engaged
   - talk about any new words or ways of speaking they recall, what these meant and why they were used
   - say the questions they can answer having listened to and discussed the earlier ideas.
   - say what they did in order to listen, to comprehend what they heard and to talk about it, what they learnt about how to listen and speak effectively
   - what they learnt about how to speak and listen in small groups
   - what they think the next part of the story might tell them.

2. **listen strategically to the next sections and to respond to it in the ways described above**

3. **review and consolidate what they have learnt about speaking and listening and add this to what they recall from earlier sessions.**

The key speaking and listening activities for the three phases for a story are shown in the following.

<table>
<thead>
<tr>
<th>Student speaking and listening activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting ready for speaking and listening</strong></td>
</tr>
<tr>
<td>• say the key actions they will use to guide their activity through the ‘listening and speaking’ activity.</td>
</tr>
<tr>
<td>• collate what they know about the topic</td>
</tr>
<tr>
<td>• guess the purpose of the story and questions it might answer</td>
</tr>
<tr>
<td>• say possible words that they might hear in the story</td>
</tr>
<tr>
<td>• say the actions or communication strategies they use while speaking and listening.</td>
</tr>
</tbody>
</table>
While-learning speaking and listening phase

Students
- listen and respond to the new ideas, use ‘idea-organising’ strategies while listening and store the ideas in sequence.
- learn new speaking and listening skills: to comprehend and use more complex sentence meanings, grammar, review and summarise each section, sequence and prioritize ideas, learn new phonological knowledge
- use word level strategies to work out unfamiliar words, how to say them, how to make analogies between known and new words.
- learn new oral language genres and the uses, purposes and values of each, communication conventions and styles for particular contexts and purposes.

Students
- show their comprehension of what was said,
- link positive emotion response with the speaking and listening activity to build their self confidence and self efficacy as oral communicators.
- reflect on how talking about their ideas with others and listening to what others say helped them in various ways.
- say the new ideas they have learnt and how these fit with what they knew already.
- review and evaluate the speaking and listening strategies they used, particularly those strategies learnt and practised at the time.
- store in memory the new ideas they have learnt.
- identify the new language and knowledge they have learnt.

When the students have listened to the whole story, they can review what they have learnt about speaking in the Consolidation and review phase described in the following section.

Consolidation and review phase

<table>
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<td>The students show what they know about the story. They</td>
</tr>
<tr>
<td></td>
<td>• re-tell what they heard / remember about the story by answering the questions What have I been told? What do I know now? What pictures have I made in my mind about the story.</td>
</tr>
<tr>
<td></td>
<td>• record the ideas heard in various ways, for example, in pairs they can draw pictures of ideas said. The students in small groups can be asked to visualize each picture they saw, say what was in it, describe it in sentences, act it out and then draw it.</td>
</tr>
<tr>
<td></td>
<td>• show the ideas heard in a play. In small groups they plan and perform a drama based on the chapter showing how the feelings of the main characters changed during the story. The students rehearse their roles and are guided to 'adopt' their character and show in their voice how the character felt at the time.</td>
</tr>
<tr>
<td></td>
<td>• listen to various segments of the story recorded on audiotape. The students discuss how enjoyable /interesting each one was, what made it interesting and how it could be made more enjoyable /interesting. The groups can use the criteria they used earlier for judging a story they are listening to and can add to it.</td>
</tr>
<tr>
<td>Could I hear the talk?</td>
<td>infer, for example, What might have happened if Miss Jellaby had listened to Tim? In small groups the children can think ahead to the trip to the zoo. What might e happen there? The group can prepare a talk describing Our trip to the zoo.</td>
</tr>
<tr>
<td>Did the speakers look at the people listening?</td>
<td>talk about the new ideas the story has told them about, for example, walking through the jungle, the animals you see in the jungle, big snakes, having a teacher like Miss Jellaby.</td>
</tr>
<tr>
<td>Did the speakers say it so it is exciting? Did they say some parts fast and some slow?</td>
<td>Students link positive emotion responses with the speaking and listening activity. They build their self confidence and self efficacy as oral communicators.</td>
</tr>
<tr>
<td>Did the speakers stop at the right places?</td>
<td>The students answer the questions How I liked listening to the story? How I liked making up a story and telling it to others. Students can be encouraged to reflect on how talking about their ideas with others and listening to what others think can help them to share ideas and enjoyable experiences, can amuse other people and can help them achieve particular goals they want.</td>
</tr>
<tr>
<td>Did the speakers talk in different ways for different feelings?</td>
<td>Students reflect on how speaking and listening helped them and on the value of engaging in these activities..</td>
</tr>
<tr>
<td>Students can be encouraged to reflect on how engaging in the various activities, sharing their ideas with others and listening to what others think helped them in various ways. They can collate a group list of values of speaking and listening.</td>
<td></td>
</tr>
<tr>
<td>Speaking and listening helped us to</td>
<td>Know more about each other Make other people feel good Make other people laugh, Make other people feel happy Learn new things Feel sad or scared. Share enjoyable experiences Know how our friends feel Help people know what to do</td>
</tr>
<tr>
<td>Students can gradually add to this list as they identify other ways in which speaking and listening helps them. Teachers can use this list to help students understand how speaking and listening effectively can help them solve problems and resolve issues.</td>
<td></td>
</tr>
</tbody>
</table>
Students reflect on the behaviours that allow effective communication in groups. The students in small groups can be encouraged to reflect on the ways of behaving that helped them to learn by listening and speaking and to share their ideas with others. They can assemble a list with two columns; good communicating behaviours and bad communicating behaviours.

Their list of good communicating behaviours could include the following.

**Good communicating behaviours**

1. speak loudly and clearly,
2. listen to what others say. Don’t speak until they have finished.
3. respond to what others say politely
4. take turns to speak,
5. pause to allow others to comment and to ask questions
6. listen to others’ suggestions
7. work out simple rules for turn-taking and contributing in groups,
8. don’t speak too fast
9. change your speed to help others understand what you mean.
10. keep people interested in what you are saying.

Again, students can gradually add to this list as they discover other good communicating behaviours. Teachers can use this list to help students understand how to communicate effectively and to understand the communication context.

Students reflect on the reasons and intentions of both speakers and listeners for engaging in speaking and listening. They can be asked:

- **Why do you think I told you this story?**
- **Why do you think it was written?**
- **How well did it do its job?**

Students say why their teacher told them the story of *A nice walk in the jungle*; You told us the story to

- **Help us see what it is like walking through the jungle**
- **Make us laugh / think about what could happen**
- **To tell us we should listen to what other people say.**

They can also comment on how well they think it did its job.

Students review and evaluate the speaking and listening strategies they used, particularly those strategies learnt at the time.

*What did I do that helped me to say what I wanted to say? What did I do that helped me to listen to what others said?*

The students reflect on the speaking and listening strategies they used while listening and responding to the story. They record the actions they used while speaking and listening. They talk about each action and evaluate how well it worked for them. They can collate their speaking and listening strategies on a **Things I do when I speak and listen chart**.

**Things I do when I speak and listen**

*I think of what I will say before I say it*
*I tell myself what I will say before I say it*

Students store in memory what they have learnt. They ask themselves:

- **What key new ideas have I learnt; how has my knowledge changed?**
- **How do they fit with what I knew already?**

The students

- talk about the new ideas the story has told them about and the images they have made of the story. They talk about their images of the main characters, what they were like and what they did.
- how these added to what they already knew, for example, what they already knew about
  - the animals in the jungle,
  - big snakes.
Students identify the new language and literacy knowledge that has been learnt. They ask themselves:
- What new ways of saying things have I learnt?
- What new words were in the text?

The students review the new words and phrases they have learnt during speaking and listening and link them with synonyms they know, for example,
- new vocabulary such as nature walk, boa constrictor.
- Being followed
- Snap up.

They review the words they had learnt to describe the main characters, for example, scared, focused, care about others, knew what to do.

They practise recalling
- How to ask and answer 4W + H questions about the topic and the images they have made of it, for example, Who went on the walk? Where were they going?
- What things they will say when they are telling a story, for example, where it happened, who was in it, what happened.
- How they can say an idea in different ways, how they can say two events (using ‘before’, ‘after’, ‘when’, ‘while’, ‘first’, ‘last’ and ‘then’), how they talk about a person a second or third time (use pronouns).
- What they will remember about the ‘good things to do’ when telling a story.

Automatise and practise speaking and listening skills to improve fluency and self-confidence.

Alternatively, teachers may decide to focus on particular aspects of speaking and listening development each session.

Section 1: Teach explicitly
- a type of question or question sequence
- the key vocabulary in the text.

Prior to beginning to read the story to the students,
- introduce it through 4W & H sequence. Students ask their own questions about the story and discuss how asking the questions might help them listen. Depending on students’ knowledge of questioning, teachers may need to target one or two types of questions.
- have students use the cover and the picture on page 6 to suggest words that might arise in what they hear. As the text is read to them, unfamiliar words are identified. Students say these words and suggest what they mean. They can
  - suggest synonyms and antonyms.
  - say why were these words were used.

Section 2: Teach explicitly
- a planning or pre-listening strategy.
- a while-listening strategy (saying to themselves what they heard).

Before beginning to listen to the second reading, students say
- the words they can remember from the session 1
- the pictures they have in their mind from the story (they can be cued to ‘put themselves into the story’).
- the questions they think the reading might answer for them. They can talk about these actions and develop them as a planning or pre-listening strategy.

Teachers can teach explicitly a while-listening strategy. They read the text sufficiently slowly and with enough intonation that students, as they listen to a sentence or paragraph can practise telling themselves what they heard, saying it to themselves or saying it in their own words.

Students say aloud these strategy and use them to tell themselves to do. They can practise using these during the rest of the week.
### Section 3: Students learn to use new grammar and sentence forms.

The events the students have heard so far can be shown in an action–concrete context described in detail below. After hearing this section, students act out the events described in the three sections. They

- review their existing knowledge and vocabulary by naming items in the context and identifying items and actions named.
- answer particular 4W + H questions and learn new question forms.
- comprehend sentences by putting them into actions. They can see an action demonstrated and then learn to say in multiple ways what they did. This allows them to learn and explore new sentence forms in meaningful ways.

If they are learning the passive voice they can act out an idea or see an idea acted out, describe it in familiar ways and then learn the new grammatical form.

- A horse pulls the wagon. *The wagon is pulled by the horse.*
- The rain lashes the canvas. *The canvas is lashed by the rain.*

They see an activity acted out and are given a passive voice cue; for example, they see Grandad leading the horse and complete the spoken sentence “The horse is…”

- contextualise sentences, for example imagine they are the horse telling another horse what it was like or being interviewed.
- follow instructions, for example, The horse runs after little Obie, he climbs onto the wagon.
- make up a play action story that they tell to the peer group.

### Section 4: Students talk about their understanding of the text so far.

Having listened to section 4, students engage in spontaneous speech activities in which they consolidate the ideas they have heard in the 4 sections. The aim so they learn to talk about the new ideas using appropriate grammar and story genre. In small groups, for example, they could

- imagine they were Obie telling someone else what happened
- imagine they were interviewing Obie and note both the questions they would ask and the answers they might receive.
- make up a role play involving several students to act out what they have heard.

As part of this activity they consider

- the intention they want to express in sentence meanings, for example, say how worried they were about Marty.
- how they would select words to say this most effectively, the vocabulary,
- how they would organise themselves as speakers, learn to discipline speakers.
- how they would take turns.

### Section 5: Students consolidate and review the speaking and listening knowledge and skills they have learnt.

Having listened to Section 5, the students can

- take turns to retell the story. They order events using story language, maintain the theme through the narration and refer to relevant detail.
- tell the story from Marty’s perspectives. In small groups they can pretend they were Marty. They can describe what happened to their cabin; how they felt when it happened and what it was like to be saved. They can act out possible sequences of events, enact them using doll play, or draw pictures to help themselves organize what they will say.
- tell the story as if it were a news item.
- describe the main characters, say what they know about each one of them, what they were like.
- predict what might happen next in the story.
- Say questions the text has answered
- revise vocabulary met in the first 5 days, synonyms and antonyms
- say explicitly the listening strategies they used.
12 The formats for using the teaching procedures

There are two formats in which it is recommended schools consider implementing the teaching procedures; in small group learning context of 3 – 4 students and in the wider classroom context.

12.1 Use in small teaching groups
Students whose oral language knowledge and skills are likely to restrict their learning need assistance in small group activities. They need to have their particular oral language needs to be targeted directly and systematically and have the opportunity to learn new language knowledge and skills explicitly. They need to be able to display and try out new knowledge and skills and to receive immediate feedback for this. This can be achieved better in small group learning activities than in the classroom.

The small group learning context of 3 – 4 students allows teachers to implement individually tailored programs in which students can be guided to work together on language tasks that match their current oral language knowledge and skills. The small group provides the optimal context for practising and automatising language skills and for students to support each other. The small group activities could, for example, be implemented as part of the literacy teaching sessions for students identified as likely to benefit from explicit oral language teaching.

12.2 Use in wider classroom teaching
The teaching activities that are described below can also be used in classroom activities. At the classroom level teachers can incorporate the teaching strategies into regular speaking and listening activities, for example, while developing strategic listening.

In this context the teacher is assisting the group as a whole to tap into particular oral language tasks and to improve the knowledge of the group. In the classroom level group the activities will assist those students who might otherwise have difficulty engaging with the task at hand, bringing their oral language to bear and who might not gain as much from a more global activity.

When used in a whole class context the teaching activities assist a teacher to break what might otherwise be a diffuse task into a smaller, separate set of tasks. This will assist the teacher to meet a number of learning needs: (1) the children who are not sufficiently self managing to get through a large, diffuse task by themselves and who need structuring along the way; (2) the children who need feedback at intermediate points during a broad task; (3) the children who have not yet learnt how to break down a large task into smaller tasks by themselves and who need to see how to do this; (4) the children who need to be led to change their knowledge and skills in smaller increments at a time. All of these needs can be met by teachers employing the sequence of teaching procedures in any oral language activity.

12.3 Which teaching formats will a school use?
Each school needs to decide whether it will employ the teaching procedures in either context and how it will achieve this. Each school will make this decision, in terms of what it perceives as its needs and options available to it. In the following section the teaching procedures are described. This description is provided for several reasons: so that your school can

(i) use it to examine the extent to which it currently provides this type of structured oral language knowledge teaching for students who need it.

(ii) see options for improving its teaching provision to meet these needs.
(iii) examine the extent to which regular classroom teaching develops oral language knowledge and may benefit from fine tuning in this area.

(iv) have access to a framework that may assist in improving its provision in this area.

The description of the teaching framework below is for the small group teaching context.

12.4 Teaching in small group contexts
The key activities can be selected for the small group sessions from the following table. The activities you decide to use will depend on the oral language needs of children in the group. The actual tasks given to any child for each aspect will be based on that child’s language learning profile at the time. This will influence how the task is framed up for the child. It will also determine the feedback you give.

Select the texts to be used for the listening activity, the picture sets and the phonological skills at any time based on the knowledge of the children involved. Each small group session or set of sessions could have a theme or context. A teacher could develop each theme for one or two weeks. Examples of themes at the P-2 level are offered following the description of the set of teaching procedures.

The activities used by any teacher will depend on the skill and knowledge of the teacher to implement the activity and the teacher’s self confidence in implementing it. It is possible that on some occasions a teacher may require additional professional knowledge and skill to design and teach particular skills. It is obviously important that teachers not teach activities in oral language in which they do not feel competent.

It is very unlikely that all aspects of language will be covered in any one session. The organization of activities in a session is described in a later section.

12.5 Teaching in whole class contexts
As noted earlier, the teaching procedures used in the small group teaching sessions can be adapted easily for teaching in the whole class context. Trialing those in the small group context will help teachers to gain experience and confidence with them. Teachers who understand the teaching procedures and are skilled in their use can build them into all aspects of their teaching.

13. The teaching conditions likely to foster oral language learning
So far in discussing the teaching program we have focused on what to teach. It is also necessary to examine the teaching conditions in the classroom that foster oral language learning by students who have had difficulties in this area. This session examines the teaching conditions most likely to foster learning, the learning climate of the classroom. These are adapted from Munro (1995).

Teachers need to be aware of the learning climate in small groups and in regular classrooms necessary to foster oral language learning. The following teaching conditions help students improve their oral language knowledge.

- **have students speak and explicitly comprehend oral language as often as possible.** The more frequently a person speaks or responds to speech, the more the person will learn about oral language and will automatize aspects of it. Optimise students’ opportunity for this in both individual and group activities. Many of those who have oral language difficulties may have been reluctant to engage in oral communication in their past.
Encourage students to use the language they are learning while pursuing other goals, for example, in art or physical education and in as many areas of their worlds as possible. Try to ensure that there is concrete support for meaning in contexts. Teach language in contexts in which the child must communicate interactively and simply not be ‘communicated upon’. Provide opportunity for sharing, for feedback for the child,

Teach language using concentrated, salient examples in natural as well as contrived transactions, while students are communicating ‘real messages’.

Work on drawing out oral responses from students. Because these students may use oral language more dysfluently or recall words very slowly, there is often the tendency to ‘do the talking for them’. These students will improve their oral language only by using it more frequently in supportive contexts. Avoid talking for them. Support them to talk as much as possible and in as many ways as possible.

- **discuss the purposes and values of listening and speaking.** When students have clear purposes or reasons for speaking and listening, they have reasons for learning it and for using to work for them. Many of those who have oral language difficulties will not have experienced these purposes and values.

Help the children see that the language teaching is helping them

1. say what they are thinking or feeling at any time. Give feedback that mentions this, for example, “It is good when you tell me something is hard, I can try saying it another way. This helps you learn it better”.

2. achieve their goals or purposes. Give feedback that mentions this, for example, “Saying it like that really helped you get the bat”.

3. make sense of the world. Give feedback that mentions this, for example, “When you say it another way it can help you know it better.”

- **model oral language actions.** Model or act out and talk about the actions that can be used as often as possible. Give them time to try out using various actions such as making a picture of what they hear. Students become aware of the actions that they can use when they listen or before they speak (for example, how to plan what they might say). When students discuss with others the actions that they use, other students can try out their actions and perhaps take them on for themselves. Use group collaborative learning in which students work together on text, discuss their interpretations and why they made them

- **let students see they are allowed to ‘try things out’, have time to do this and to take risks** Encourage students to try out what they might say and to take risks when speaking. When they say something that doesn’t make sense or incorrect, let them know that they are ‘on the way’ and give them the opportunity to modify or change what they said. Let them see that nothing that is said is 'set in concrete' and that they can change whatever they want.

Help children see an oral text or a conversation is a "playing field" or "sandpit" on which they are free to experiment with various actions to achieve a goal. They need to see they have the freedom to experiment while reading aloud and that this is valued by the teacher.
• **Provide positive constructive feedback wherever possible.** With each student decide how you might give positive feedback that will support future learning. Let students know what they have in place (that is, what they are doing well or correctly at any time) and suggest options for what they might do next to improve the next step in their learning.

When a student is learning more about an idea or a strategy, let them know that they are taking more control of it, managing it better. Students who have learning difficulties need to know how they are progressing at any time, what they are doing correctly and what they might do to improve their performance.

Students will also get positive feedback by seeing that what they say is understood and that they can communicate about particular topics effectively. Maximize the opportunities for them to express themselves effectively.

• **Help students build their self efficacy as learners and users of oral language.** It is critical that these students believe they can learn language successfully and can use the language they learn to work for them. Their self efficacy will drive their future motivation to learn and learning activity. Your work as a teacher is made much harder if the students don’t believe that they can learn oral language successfully or that it can work for them.

Through the feedback you provide help them see that their success as language learners and users is improving. As they learn each aspect, help them see the new knowledge is ‘in their heads’, is now their’s and can be used by them.

• **Encourage students to self corrections.** Encourage students to make self corrections spontaneously when they feel it is appropriate when speaking. Give them the opportunity to learn how to self correct and how to monitor what they are saying.

• **let students see they have time to think and to learn and can gradually automatise their knowledge** Give students time to organise their thinking, particularly when learning an new strategy or idea. Use dialogue “You’ve got time” or “Give yourself time to think”.

Build personal planning time into all sessions. Let students see that they have time to plan what they will say before they need to speak to the group. Teach them how to plan and encourage them to seek assistance during planning times.

When learning a new idea, give them time to practise it a few times and then to gradually automatise it. It is reasonable for them to see that faster responding is appropriate then. Let them know that they will have time to gradually do this automatising, that they have time to think about instructions you give and to put together their response and that they are not expected to give immediate responses.

• **relax the reader before talking** Many students who have had earlier difficulties communicating may lack self confidence and become anxious or stressed when required to communicate orally. It may be necessary to assist students to relax before communicating. You can achieve this through visual imagery techniques.

• **help students to ‘get ready' what they know for communicating** It is important that those who have oral language difficulty know they have time to organise what they know about a topic and get their knowledge ready before they need to talk about it or comprehend using it. This may involve using teaching procedures that assist students to:
• recode their nonverbal knowledge of a topic to verbal form
• expand their background knowledge
• recall actions they can use when they listen or speak.
• think about why they are listening or speaking, their purposes, for example, to let other people know what they think or feel or ‘see in their minds’.

**scaffold the students’ learning.** When they are learning a new idea, provide maximum scaffolding or assistance at first and then gradually withdraw it as the child constructs more of it independently. Suppose children listening to *Peter Goes Shopping* have difficulty recalling the name ‘truck’. Initially you may say to them (1) *it is something big that carries things on the road*; (2) *its name finishes with ‘uck’* and (3) *Look, here comes a big …uck down the road*. If they work out the word on this occasion but can’t remember it on a second occasion, you may need to give less scaffolding and then less still on a third occasion. Be prepared to use this scaffolding and gradually withdraw it for each idea.

**Cue students’ thinking.** In parallel with scaffolding students’ learning, be prepared to remind them of the thinking actions they can use at any time. Cueing them to think in particular ways can help them to gradually learn to control how they use these ways of thinking. Gradually move to student independent use of these ways of thinking.

**‘feed back’ to students what they have learnt.** Help students see that they are making progress with their oral language. Let them see, for example, that they are learning new vocabulary and that they can talk better about ideas. Build the opportunity for students to review what they have learnt regularly into the teaching.

**Build a group knowledge of oral language.** Let students see that a group knowledge of any topic you are teaching is valued. Allow students to learn as a group. Encourage them to see oral language learning as a group activity and to scaffold each other.

**Put in place the ground rules for learning oral language.** Establish the ground rules for learning oral language with students. Help them see that the goal or purpose of oral language is to discover what a speaker wants to say. You listen to find out what someone else wants to say. There are various actions that they can do to achieve this goal; they can -

(1) plan before they begin to speak or try to guess what a speaker might say
(2) try to get a speaker pause at any point so that they can put together what they know about what is being said, perhaps by asking questions such as "What do I know now? What could this mean?" etc.
(3) think ahead and guess while listening what the talk might be about,
(4) ask the speaker to repeat parts that didn't make sense.

Students who have listening difficulties need to learn how to use these ground rules in practical ways. They need to hear teachers praise them for doing these things.

**Talk about familiar events initially and then move to less familiar contexts.** When children are learning a new language form, ensure that the topic of the speech is about events in their world and is first person based. As the child becomes more familiar with the form, have then increasingly use it to talk about objects, persons, events not in their immediate environments.
• **Regularly revise the key ideas.** Provide the opportunity for students to revise regularly the key ideas they have learnt. Focus on helping them automatise this knowledge. During revision encourage them to link the ideas they are revising with other knowledge they have.

• **Help them see the value of improving their language.** Help students see that by improving their language they are able to achieve more; to communicate more effectively, to convey what they think and feel more effectively, to obtain outcomes they value. Students will be more motivated to improve their oral language if they can see that it can work for them and allow them to operate more effectively.

### Check list to evaluate the climate for fostering language learning

<table>
<thead>
<tr>
<th>condition</th>
<th>Teacher evaluation of how this is implemented at present</th>
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<tbody>
<tr>
<td>Have students speak and explicitly comprehend oral language as often as possible</td>
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<tr>
<td>Discuss the purposes and values of listening and speaking</td>
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<tr>
<td>Model oral language actions</td>
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<tr>
<td>Let students see they are allowed to ‘try things out’, have time to do this and to take risks</td>
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<tr>
<td>Encourage students to self correct</td>
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<tr>
<td>Provide positive constructive feedback wherever possible</td>
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<tr>
<td>‘Feed back’ to students what they have learnt</td>
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<tr>
<td>Help students build their self efficacy as learners and users of oral language</td>
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<tr>
<td>Relax the speaker before talking</td>
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<tr>
<td>Let students see they have time to think and to learn</td>
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<tr>
<td>Help students to ‘get ready’ what they know for communicating</td>
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<tr>
<td>Teach the ground rules for learning oral language</td>
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