Application of the ICPALER model to the learning needs of a child or a group of children who have oral language difficulties. The report will diagnose and describe the needs of the child or group and recommend teaching procedures.

Oral language skills underpin the success we have when communicating with others. The more experiences and words we have to draw upon automatically, the more effective our communication with others. Munro acknowledges that in order to communicate people require both verbal and non verbal signals (2009, p.6). Vocabulary plays a great role in the development of oral language as people are required to have a common understanding of meanings and sound patterns for words (Munro, 2009, p.11). Vocabulary knowledge impacts upon literacy skills, therefore the need for a rich learning environment where students are provided with opportunities to communicate is essential for their development (Roth et al 2002; Ouellette, 2006). Throughout Munro's ICPALER model (2009) vocabulary development is supported for effective communication, which will be explored further within the following report.

Students A, B, C and D were selected for this report due to the common problems they display with oral language, in particular their use of vocabulary. Each of these students lacks confidence when participating in small or whole class discussions. They are very reserved and hesitate when called upon to share their learning or understandings. These students often require 'think time' which is significantly longer than that of their peers. Even when these students are aware that they will be required to participate in a communication, they find it difficult to prepare and talk to the class. All four students are lacking in vocabulary skills, when compared to their peers. They easily confuse ideas when discussing topics and also find it difficult to move from one curriculum area to another, due to vocabulary demands. These students prefer to have others speak for them and rarely take on an active role when working in group situations. Each of these students experience difficulty in selecting the correct vocabulary required for effective communication and rely upon others to attempt to piece together what they have said in order to obtain their intended message.

Student A
Student A is 8 years of age and is an only child. English is a second language for this child. He often struggles to automatically say words in a variety of situations. He will continue to talk without answering questions correctly or being able to get to the point when sharing an experience. His parents have expressed their concerns, but they too are very difficult to understand. They are very eager to assist their son, but are unable to provide a good model of the English language. In any task where he is required to orally express his understanding, he displays skills much lower than that of his peers. He is often difficult to understand due to the vocabulary he selects to express himself. As a result his self efficacy towards oral language skills is low.

Student B
Student B is 8.1 years of age and is the eldest of two children. English is a second language for this child. She has a slight hearing impairment, finding it difficult to hear if

background noise becomes too loud. When situations arise that she is unable to hear, she is very good at bringing this to the teacher's attention. She is a very quiet member of the class and is often very difficult to be heard as she speaks. Even when her lack of volume is addressed, she still finds it very difficult to raise the volume in her voice. She does not seek clarification on tasks, which is reflected through tasks being incomplete or incorrectly completed. Her self efficacy towards oral language is quite low.

Student C
Student C is 7.11 years of age and is the eldest of two children. Consistently throughout this year she has displayed difficulty with oral language skills, in particular when expressing herself. This child hesitates constantly even when she has had adequate prior warning that she would be required to reflect on her learning. She requires more thinking time than average when compared to her peers. This child finds it very difficult to connect vocabulary to do with feelings with her learning. When questioned on why she was not prepared to respond or asked if she will respond, this child gives no response and will stare until further teacher direction is given. Her parents are well aware of the oral language problems their child displays and due to limited resources and amount of waiting time within the school, have orgainsed a private assessment out of school. Both parents appear to display good oral language skills and seem capable in providing a model. This student displays the lowest self efficacy towards oral language when compared to the other students in this report.

Student D
Student D is 8.4 years of age and is the younger of two children. He came to his current school last year when he was in year one. He spoke limited English at school. It was evident that his learning was significantly below that of his peers. His speech was a problem identified quickly and as a result was assessed and currently he is seeing a Speech Pathologist. He was reluctant to participate in any discussions and often would not respond when called upon. At the start of the year he insisted that his mother come and speak to me about his concerns for learning. She reported to me that he could not write and found it difficult to understand tasks. His self efficacy as a student is very low and when given positive comments a look of disbelief comes over his face, as he does not believe he is any good at learning. Recently, he has begun to stutter when speaking in small group and whole class discussions. His self efficacy towards oral language is very low and his stutter is making it very difficult for him to automatically recall vocabulary he requires to communicate.

Table one shows a summary of the participants in the study.

Table One-Participant Details

Name	Male/ Female	Age in Months	ESL No=0 Yes=1	Earlier Intervention No=0 Yes=1
A	Male	8.0	1	0
B	Female	8.1	1	0
C	Female	7.11	0	1
D	Male	8.4	1	1

Oral Language Learning : the primary years

A series of tools were used in order to screen these students in terms of ICPALER. Having taught students A, B, C and D for the past year as well as comparing them to their peers, I have identified that these students have made the least progress with their oral language skills. As mentioned earlier all four students find it difficult to automatically recall vocabulary to communicate effectively. Throughout the past year I have added to anecdotal notes how these students have responded when expected to orally display their understandings. Initially all students had the ICPALER Oral language screening profile (brief) completed where each came out below the average rating of 2.5 for oral language use. Burt Word and Probe results have also been included, since both of these assessments require vocabulary knowledge, which has been identified as a common factor in all four student's oral language problems.

Table two shows results of tasks complied in order to gage an understanding of student's vocabulary knowledge.

Name	Male/ Female	Age in Months	ESL No=0 Yes=1	Earlier Intervention No=0 Yes=1	Burt Word Pre Testing	Probe	ICPALE R Brief
A	Male	8.0	1	0	40	4 out of 8	2.4
B	Female	8.1	1	0	34	4 out of 8	2.0
C	Female	7.11	0	0	30	2 out of 8	2.3
D	Male	8.4	1	1	24	3 out of 8	1.9

*Probe= Probe, for age 7.5
* ICPALER Oral language screening profile (brief)

It was evident through the ICPALER Oral language screening profile (brief)
that student's A, B, C and D required a fuller investigation into their oral language skills as each of the students scored below the average rating of 2.5 which suggests that the students have a below average oral language use (Munro, 2009). In order to analyse in more depth and pin point the student's oral language problems, the ICPALER Oral language observational profile (in depth) was completed on each of the students. In order to complete this observational profile each of the student's oral interactions were tracked in depth over a week (through a series of note taking and also referring to the ICPALER Oral language observational profile- in depth) and were compared to anecdotal notes taken over the course of the year. After spending nearly a whole year with these students teacher judgment and knowledge of each student played a key role here also.

Table 3 shows an oral language summary for **Student A** based on the ICPALER Oral language observational profile (in depth). The numbers one through to eighteen refer to the key as listed below and the numbers situated under these refer to the student's average rating score. Highlighted are the areas relating to ICPALER which the student requires future intervention, as he scored 3.0 or higher, which indicates further teaching is required (refer to pdf file for full assessment).

Oral Language Learning : the primary years

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2	2.3	3.2	3.0	2.0	2.2	2.5	2.6	2.3	1.7	3.0	3.7	4.0	3.0	2.4	5.4	3.3	3.4

Key:
1. Vocabulary expression
2. Vocabulary reception
3. Phonological and phonemic expression
4. Phonological and phonemic reception
5. Sentence conventions expression
6. Sentence conventions reception
7. Sentence meanings expression
8. Sentence meanings reception
9. Discourse conventions expression
10. Discourse conventions reception
11. Discourse meanings expression
12. Discourse meanings reception
13. Topic meanings expression
14. Topic meanings reception
15. Articulation, speech and speaking patterns
16. Using language to achieve purposes
17. Use of language to learn
18. Perceiving and attending to spoken information

Through ongoing observations and anecdotal notes I was able to assess **Student A** based on the ICPALER framework. Within the **C**onventions area he finds it difficult to automatically recall some sounds in words, especially when he looses track of what he is speaking about. His words become very jumbled and difficult to understand. When listening to others it is also evident that **Student A** is unable to understand words he hears as unfamiliar sound patterns are being used. This is especially evident when instructions are given and need repeating even with actions for this student to understand the word. Moving onto the **P**urposes aspect of the framework this student displays particular problems in understanding in displaying an understanding of the discourse meaning, that being knowledge of what is being discussed through recall of previous experiences as well as topic meanings, which relates to the student displaying his understanding connected to what the group may be discussing. An example of the problems **Student A** experiences with discourse meanings expression is when he retells an event he repeats himself and talks around in circles. There is no obvious beginning or end to his talking. As for discourse meaning reception, he displays poor instruction following skills, even when asked to stop and make eye contact. One event instructions are all this student is able to cope with. When **Student A** is required to express his understanding of a topic he very easily begins talking about an unrelated topic. For example if we were speaking about what we did on the week end, he may talk about what he likes about school. From this example it is evident to see why this student experiences problems with topic meanings reception. If he is unable to effectively add to a conversation showing his understanding of the topic, he therefore is unable to recognise topics within

conversations. **Student A** has also displayed difficulty within the **A**bility to **L**earn aspect of ICPALER. He finds it very difficult to use language to achieve purposes. This is mostly evident through the way he talks and talks but no meaning can be made from what he is saying. He more often than not has difficulty in following a conversation and most of the time goes off from the topic being discussed. His use of language is quite poor and this is evident in all areas of the curriculum. An example of this is when he is expected to explain his new mathematical understandings. New words associated to his learning are not retrieved. Finally within the **E**xpressive and **R**eceptive Language **Student A** constantly displays ongoing problems. As he speaks he says words very quickly, indicating he is unsure how to say words and if what he is saying is correct. As for listening to more than one person speaking at a time this student struggles in maintaining what the speakers are saying. This is evident when he is asked to recount a conversation.

Table 4 shows an oral language summary for **Student B** based on the ICPALER Oral language observational profile (in depth). The numbers one through to eighteen refer to the key as listed below and the numbers situated under these refer to the student's average rating score. Highlighted are the areas relating to ICPALER which the student requires future intervention, as she scored 3.0 or higher, which indicates further teaching is required (refer to pdf file for full assessment).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
3.0	2.0	2.0	2.5	3.4	2.5	2.2	2.2	2.0	2.3	3.0	2.7	3.5	2.5	3.7	3.7	2.8	2.7

Key:
1. Vocabulary expression
2. Vocabulary reception
3. Phonological and phonemic expression
4. Phonological and phonemic reception
5. Sentence conventions expression
6. Sentence conventions reception
7. Sentence meanings expression
8. Sentence meanings reception
9. Discourse conventions expression
10. Discourse conventions reception
11. Discourse meanings expression
12. Discourse meanings reception
13. Topic meanings expression
14. Topic meanings reception
15. Articulation, speech and speaking patterns
16. Using language to achieve purposes
17. Use of language to learn
18. Perceiving and attending to spoken information

Through ongoing observations and anecdotal notes I was able to assess **Student B** based on the ICPALER framework. Within the **I**deas section of the framework she displays difficulty in using words effectively. Her vocabulary is limited as she relies on a bank of words to describe many events. For example she over uses words such as 'good' or 'bad' and synonyms are never experimented within her communications. As she displays such

problems with words, it is evident to see why she also has difficulty with the **C**onventions aspect. In particular when **Student B** attempts to express herself in sentences, she often produces only a small string of words. Being an ESL student with a slight hearing impairment also impacts on this. Her grammar always reflects incorrect tenses. An example of this is when she speaks of her weekends…she will say "I go to party," instead of "I went to a party." Discourse meanings expression and topic meanings expression are found within the **P**urposes section of ICPALER. **Student B** finds it very difficult to talk about stories she has just heard as well as taking part in a conversation where she displays her knowledge of a topic. This relates back to **I**deas where her limited vocabulary was mentioned. She is often quite passive during discussions are she is unfamiliar with the topic being discussed. Lastly **Student B** experiences difficulty with **A**bility to **L**earn as her articulation is not clear due to her slight hearing impairment as well as being ESL. As for her use of language to achieve purposes, she often finds it difficult to understand what others mean when others speak to her as well as keeping a conversation going. Once again this relates back to **I**deas as her vocabulary is limited.

Table 5 shows an oral language summary for **Student C** based on the ICPALER Oral language observational profile (in depth). The numbers one through to eighteen refer to the key as listed below and the numbers situated under these refer to the student's average rating score. Highlighted are the areas relating to ICPALER which the student requires future intervention, as she scored 3.0 or higher, which indicates further teaching is required (refer to pdf file for full assessment).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2.3	2.7	3.5	3.0	3.1	2.75	2.0	2.2	2.0	1.7	2.5	2.0	3.0	3.0	1.9	3.1	2.8	2.6

Key:
1. Vocabulary expression
2. Vocabulary reception
3. Phonological and phonemic expression
4. Phonological and phonemic reception
5. Sentence conventions expression
6. Sentence conventions reception
7. Sentence meanings expression
8. Sentence meanings reception
9. Discourse conventions expression
10. Discourse conventions reception
11. Discourse meanings expression
12. Discourse meanings reception
13. Topic meanings expression
14. Topic meanings reception
15. Articulation, speech and speaking patterns
16. Using language to achieve purposes
17. Use of language to learn
18. Perceiving and attending to spoken information

Oral Language Learning : the primary years

Through ongoing observations and anecdotal notes I was able to assess **Student C** based on the ICPALER framework. Beginning with **C**onventions, she finds the following challenging: phonological and phonemic expression, phonological and phonemic reception and sentence conventions expression. She finds it very difficult to break words up, suggesting the 'onset' and 'rime' for words and flowing on from this if asked for a rhyming word, she will stare at you blankly. The same occurs when she is asked to identify words, which rhyme. **Student C** finds it very difficult to repeat a sentence or an idea heard. This is evident when she is called upon to share what her partner has just stated about their learning. She is never placed in situations where an instant response is required and is informed she will be called upon to speak, yet still, as mentioned earlier will stare blankly. **Student C** also displays further development required within the **P**urposes aspect of ICPLAER. When asked to speak about a topic she once again is passive and more often than not does not respond. Even when listening to a conversation she is unable to pick up on what others have stated and nor the ability to continue talking. Lastly within **A**bility to **L**earn **Student C** finds it very difficult to follow a conversation, she seems to be pre occupied and not prepared to listen to others. At the same she is unable to keep a conversation going, due to her inability to follow what others are saying.

Table 6 shows an oral language summary for **Student D** based on the ICPALER Oral language observational profile (in depth). The numbers one through to eighteen refer to the key as listed below and the numbers situated under these refer to the student's average rating score. Highlighted are the areas relating to ICPALER which the student requires future intervention, as he scored 3.0 or higher, which indicates further teaching is required (refer to pdf file for full assessment).

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2.2	1.0	1.8	3.0	2.6	3.0	2.5	3.0	2.0	2.0	4.0	4.0	4.0	3.0	1.7	3.7	3.7	3.4

Key:
1. Vocabulary expression
2. Vocabulary reception
3. Phonological and phonemic expression
4. Phonological and phonemic reception
5. Sentence conventions expression
6. Sentence conventions reception
7. Sentence meanings expression
8. Sentence meanings reception
9. Discourse conventions expression
10. Discourse conventions reception
11. Discourse meanings expression
12. Discourse meanings reception
13. Topic meanings expression
14. Topic meanings reception
15. Articulation, speech and speaking patterns
16. Using language to achieve purposes
17. Use of language to learn
18. Perceiving and attending to spoken information

Oral Language Learning : the primary years

Through ongoing observations and anecdotal notes I was able to assess **Student D** based on the ICPALER framework. Beginning with **I**deas **Student D** finds it difficult to recognise sound patterns between words, hence rhyming words are a challenge for him in his learning. Within **C**onventions he displays difficulty in recognising grammatical errors when listening to sentences orally. He often requires short sentences to be repeated in order to gain an understanding of what is being said, especially if a new topic is being discussed. Understanding one event sentences also prove to be a challenge for **Student D.** When explaining events he finds it very difficult to recall events, which have occurred. Most of the time he is only able to retell the last bit of information he has heard. This impacts on his ability to also keep track of information he is listening to as well. He is only able to keep track of small bits of information at a time. Also within **C**onventions is **Student D's** inability to contribute to a conversation due to his limited experiences as well as vocabulary. He also finds it difficult to distinguish between information, which fits together when a topic is being explored. His **A**bility to **L**earn requires further attention due to his language use to achieve a purpose and to learn. **Student D** has no understanding of non literal language. During our current unit of work on weather he required additional explanations to understand weather sayings such as 'it's raining cats and dogs.' He requires people to re explain themselves often in order to understand the message they are trying to get across. His ability to learn new words is limited and it takes him longer to automatise words to use effectively in communication. Finally **Student D's E**xpressive and **R**eceptive language requires further attention. He can become easily frustrated when trying to learn when he is required to listen to information. When interacting in a communication where the 'talk' is quite quick and the conversation continues, **Student D** finds it difficult to keep up with what is being said.

The problems surrounding **Student A**'s oral language development may largely be due to the fact he is an ESL student. The practise he has with English is largely at school. I meet with his mother on a regular basis and it is evident that **Student A** has similar language problems to his mother. He has not had the same opportunities as his peers to build upon his own lexicon (word bank).
A speech analysis report may be beneficial to assist in further diagnosing **Student A's** language skills. A focus on his articulation of words would require analysis here. An educational assessment with a focus on how **Student A** follows instructions and also his understanding of questions would also provide a bigger picture of his oral language capacity.
Student B may also have oral language problems, which are associated with her ESL background and similarly, after meeting with her mother it is evident that she too would not be the best model of the English language for her daughter. Her slight hearing impairment may also be considered a factor here. I have made a conscience effort this year to provide a learning environment for **Student B** where noise levels are kept at a medium volume. As for her previous years of learning, perhaps those environments may have been much louder, which in turn have impacted on how well she has been able to interact orally.
Another hearing assessment would aid **Student B**'s oral language analysis. This would assist in gageing how her hearing is processing as she becomes older. Mostly this student

would benefit from intervention, not further analysis. With teacher in place and opportunities for talk, her oral language development could be tracked.

Student C unlike students A and B does not come from an ESL background and from the regular meetings I have with her parents, has very good models of the English language. Perhaps she may have problems with expressive language and also delay in interpreting what is being discussed and keeping track of the topic. This is evident through her lack of participation in discussions and how she finds it difficult to associate feelings when talking. Her consistent hesitations and pauses also suggest that she is operating orally at a lower level than her peers.

Student D also may have his ESL factor contributing to his oral language delay and once again both of his parents display quite low oral language skills. However this student also suffers from a stutter, which he finds quite challenging when trying to get his message across. **Student D** also has a problem with protruding front teeth, which prevent his tongue being stopped, and therefore many words are not correctly pronounced. This issue has been discussed with his parents, who are well aware of the problem. However dental work is not an option until the student's missing teeth come through.

An educational assessment with a focus on how **Student D** learns best and how he processes information would also assist further in creating a picture of his oral language skills. **Student D** also requires additional support from a speech pathologist, due to his stutter.

These four students would benefit from an individualised program where vocabulary is a focus and all aspects of the ICPALER model were covered. They are struggling with vocabulary and find it difficult to comprehend and take part in conversations. They cannot draw upon their own stored lexicon of words to create synonyms in order to decipher what different words mean. Fisher and Blachowicz, (2005) agree, stating that students who struggle with reading are clearly at a disadvantage in terms of vocabulary learning and that struggling readers are less effective in deploying the strategies necessary for independent word learning. The following ten lessons focus on the oral language needs of the students and are based on example lessons created by Munro (2009).

Prior to intervention the students would be asked questions to see how well they understand the importance of oral language skills (see appendix pre and post assessment). These can be orally answered by the student with the teacher recording responses.

The first lesson would focus on existing knowledge the students have with a picture used as a focal point for producing discussion. Here the **I**deas aspect of the ICPALER model is greatly focused on as the students are selecting meaningful words to discuss a topic and putting them into sentences in order to give a description of a picture. The topic is also covered as the students are expected to draw upon their knowledge of tornadoes. **E**xpressive and **R**eceptive language as covered in the ICPALER model are also a focus within the first session, as students are expected to share what they know about tornadoes and also interpret what others are sharing (refer to appendix for further details on lesson one).

The second lesson also begins with **A**bility to **L**earn, as students are called upon the recall the previous lesson's discussion about tornadoes, and show their ability to learn language and also how to perceive it. The lesson moves back to **I**deas as students show their knowledge of the topic, by predicting vocabulary. Once again the lesson moves back to **A**bility to **L**earn as students display their understanding of what a good listener does (refer to appendix for further details on lesson two).

The third lesson begins with recapping expectations of students as a listener. Here the student's **A**bility to **L**earn is focused on, as they recall qualities of a good listener. As the lesson progresses **I**deas are covered as students use words to explain tornadoes and also sentences, as they put these words into sentences in order to explain their understanding. Students also display their understanding of the topic. **P**urposes are also a focal point in this lesson as students manage and direct their speech, showing their understanding of how a conversation is maintained and their ability to stay on topic. **E**xpressive and **R**eceptive language is also highlighted within this lesson as students are expected to share their understanding of tornadoes and also understand what others say (refer to appendix for further details on lesson three).

The fourth lesson begins as previous lessons. **A**bility to **L**earn is focused on, as they recall qualities of a good listener. As the students listen to the text **I**deas are focused on as they display their knowledge of the discourse and topic. During the 'Y' chart discussion **P**urposes are a focal point as students adjust to context and audience. Here students display their knowledge in deciding what others may share during the conversation and select appropriate words to match. Once again **E**xpressive and **R**eceptive language is also highlighted within this lesson as students are expected to share their understanding of tornadoes and also understand what other share (refer to appendix for further details on lesson four).

Lesson five begins again with a review of good listening skills, as focused on within **A**bility to **L**earn. **I**deas are focused on as students explore the use of synonyms. As the students move onto understanding the text through literal questions, **P**urposes are explored with the students listening and speaking between the lines. **A**bility to **L**earn is also highlighted within the lesson as students explore the use of actions to work out the meaning of new words and also qualities of a good speaker. As modeled by the teacher, **P**urposes are also a focal point through the use of language to achieve a goal when reading is presented to the students (refer to appendix for further details on lesson five).

As in previous lessons, lesson six begins with a review of good listening skills and also includes good speaking skills. This highlights the student's **A**bility to **L**earn. **I**deas are highlighted as students explore words put into sentences connected to the text they have been exploring and their knowledge on the topic of tornadoes. **C**onventions are also covered within this lessons as students explore how to grammatically correctly speak in sentences, join their sentences with conjunctions and also explore plurals (refer to appendix for further details on lesson six).

Oral Language Learning : the primary years

Review of good listening and speaking skills showing the student's **A**bility to **L**earn, at the beginning of lesson seven. As students plan their listening and speaking they show their understanding of **P**urposes as they use language for their goal of communicating and listening to others as they speak. **C**onventions are modeled by the teacher as students explore how sentences may be rearranged to express the same meaning. **I**deas are highlighted as students explain the meaning of words through actions (refer to appendix for further details on lesson seven).

Ability to **L**earn begins lesson eight as students review good listening and speaking skills. As students review vocabulary **I**deas are highlighted. **C**onventions are also covered as students explore how to correctly say words and use strategies to assist them when breaking words up. As the students explore pictures of tornadoes **P**urposes are covered as the students adjust to context and audience, this being through the amount and type of information they supply to the group (refer to appendix for further details on lesson eight).

Ability to **L**earn once again is the focal point where lesson nine begins. Students share their knowledge of what good listeners and speakers do. As the students plan what they will share, **P**urposes are highlighted as students manage and direct showing their understanding of the topic, how they will take turns to speak and also what their audience will need to know. Also within **P**urposes the students explore the use of language for their goal of presenting. Students display here their knowledge of how to present information about tornadoes to the class. Also explored is the student's **E**xpressive and **R**eceptive language as the students present their information and shown their understanding in answering questions and feedback by the class (refer to appendix for further details on lesson nine).

The final lesson brings together all the students have learnt about oral language through the ICPALER model. **I**deas are highlighted through the words the students select to put into sentences, showing their understanding of the information text and also the topic of tornadoes. Within **C**onventions the students are expected to show their knowledge of how to pronounce words correctly and speak in grammatically correct sentences, which display their knowledge of tornadoes. The **P**urposes show how well the students are able to take part in a conversation and also judge what information they should share with the group. Also covered here is their ability to communicate facts learnt about tornadoes. Holding together all of this knowledge is the student's **A**bility to **L**earn. Here students display their knowledge of oral language and skills they require when taking part in a conversation. **E**xpressive and **R**eceptive language is also focused upon as students share their knowledge of tornadoes with the group as well as understanding what others say in relation to the topic (refer to appendix for further details on lesson ten).

In order to evaluate the effectiveness of this intervention, I would begin with a post assessment to decipher how the students have grown in their oral language skills (refer to appendix). Observations made through anecdotal notes would also play an important role in how I would evaluate how well student's oral language skills had developed. As the students continue with their learning I would expect them to display the skills they have

learnt that good listeners and speakers and also use strategies taught, such as using actions for meaning of words. Over the period of a term I would expect to see ongoing progress with all of these students and would re revaluate their oral language skills by again completing the ICPALER Oral language screening profile (brief) and if these results suggest further investigation I would then complete the ICPALER Oral language observational profile (in depth).

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Appendix 1

Pre/Post Assessment:

What should a good listener do?

What should a good speaker do?

How do I feel when I listen to others? What do I think? What do I see? What do I do?

How do I feel when I speak to others? What do I think? What do I see? What do I do?

Lesson Plans are all connected to a current inquiry unit, which these students are taking, part in called, 'What Makes the Weather?'

Lesson One
Duration: 30 minutes
Focus: Picture chat on Tornadoes

Students are shown a picture of a tornado which they are given time to wonder about. They are invited to answer questions about the picture: What type of weather is this picture of? Where could this type of weather have happened? Who could have been near this type of weather? When could this type of weather have happened? How could this weather happen?

Students are encouraged to answer in sentences and their sentences are recorded by the teacher, with key words listed around the picture. At the conclusion of the session each child repeats a sentence, which has been recorded about tornadoes.
Throughout the session the students are praised for their efforts and the teacher comments on how well the students comment speak in sentences e.g. 'I really liked how you said that….'

Lesson Two
Duration: 30 minutes
Focus: Read To using web site: http://www.weatherwizkids.com/weather-tornado.htm

Using the picture and sentences from lesson one, students share in sentences what they think we might find out about tornadoes.
Students visualise a tornado and as a group complete a 'Y' chart which reflects what they think a tornado might look like, feel like and sound like.
Before reading the text they predict vocabulary, which may be found in the text and also suggest synonyms for words. For example someone might suggest the word 'windy' and other may describe it as 'wild' another child may say this in another way as 'out of control.'
The students are praised for their efforts and contributions in the small group discussion.

They are told that they will be listening to a story about tornadoes. Here the teacher discusses what a good listener does for example: listen carefully, make a picture of the story in my head, think about what new words mean etc. Student's ideas are listed by the teacher and students think of what their listening plan will be. They share this with the group and explain how they will do it.

As the text is read over, students share the ideas from their plan with others and the group constantly refers to the list of what a good listener does. The students are praised for their efforts.

Lesson Three
Duration: 30 minutes
Focus: Read To using web site: http://www.weatherwizkids.com/weather-tornado.htm

As a group revisit strategies for what a good listener does, as listed in lesson two.
Students give reasons to justify their responses e.g. a good listener visualises, so they can try and make a picture in their head of the story.
Students are called upon to share what they remember about the tornado text read to them during lesson two. They are asked what type of weather makes a tornado. What can a tornado do?
Students use the pictures as cues to discuss tornadoes, prior to listening to the text. They discuss what is the tornado doing. Where is the tornado?
Existing vocabulary is also explored as students listen to the text, e.g. what is a tornado made of 'wild wind' or a synonym suggested, 'out of control wind.'
Students are asked questions about the pictures: What is the tornado doing? Where is the tornado, why is the tornado moving so quickly, who could be in danger because of the tornado, how did the tornado begin?
Students are reminded to have a plan for listening as the text and questions are explored, and they share these with the group.
As students share their responses, they are asked to say in sentences what the picture shows.

Lesson Four
Duration: 30 minutes
Focus: Shared Reading using web site: http://www.weatherwizkids.com/weather-tornado.htm

The group revisits what good listeners do as they listen to a story. Students refer to list and justify their responses. Students are constantly praised by the teacher for their efforts.
Students listen to the text and visualise what they have heard. They share in sentences the picture they have created in their head about the text.
As students listen they are asked literal questions in order to tune them into the text. For example, what shape does a tornado make? This will assist them in making connections to new ideas, visualising the new idea and then assisting them in linking the new idea to what they already know.

Students refer back to the 'Y' chart strategy and now share again what they see, feel and hear, in reference to tornadoes.

Students put themselves in a situation where they pretend they a near a tornado. They think about how it would move, what sound it would make etc.

Students say the story in their own words, using the pictures if required. They may even point to the picture and say in sentences what is happening.

Lesson Five
Duration: 30 minutes
Focus: Read To using web site: http://www.weatherwizkids.com/weather-tornado.htm

Review as a group what a good listener does, with students giving examples and referring to devised list. Students state how these strategies help them as they plan to listen and how they assist them in understanding. Students are constantly praised in an effort to raise their self efficacy towards their oral language skills.

Students review important vocabulary through the use of synonyms. For example, 'rotating' another way of saying this is 'turning' or 'spinning.'

Students continue to answer literal questions about the text, for example 'How fast can a tornado move?' During this time students are given opportunities to use short term memory strategies as they listen. An example of this is recalling facts about tornados. Students also act out words for others to guess the meaning for example using their hands to show movements for 'vertical' and 'horizontal.'

As the text is read the teacher pauses so students are able to keep track of what they are hearing. Students are asked to questions to explain what they have heard. For example what word tells us that a tornado is dangerous?

Model for students poor reading skills such a not reading clearly. Ask them to state what was wrong with what they heard. Create a list of things we should do when reading/speaking to a group.

Students then listen to a passage again and assess how well the teacher read, referring to statements on the checklist.

Lesson Six
Duration: 30 minutes
Focus: Shared Reading using web site: http://www.weatherwizkids.com/weather-tornado.htm

Review as a group lists comprising what makes a good listener and speaker. Students give examples to explain their responses. Students are constantly praised in an effort to raise their self effacy towards their oral language skills.

Students say in their own words what they know about tornadoes. They review existing and new vocabulary, for example how do tornadoes move? What do tornadoes look like?

Students use the pictures to infer about the topic of tornadoes, for example 'what could this picture have looked like before the tornado came?' and 'what could this picture look like after the tornado had passed?'

Provide opportunities for the students to answer to questions in full sentences. This may be by looking at the pictures or giving them a key word to put into a sentence for example, violent.

Students then attempt to join the simple sentences they have created in order to link events through the use of conjunctions. For example, 'A tornado is a violent circling column of air **and** it extends from the air to the ground.

Students are given opportunities to practise grammatical rules when reading words. For example creating plurals such as **'es'** in tornado**es** and **'s'** in thunderstorm**s.**

Lesson Seven
Duration: 30 minutes
Focus: Language Experience using web site: http://www.weatherwizkids.com/weather-tornado.htm

Review as a group lists comprising what makes a good listener and speaker. Students give examples to explain their responses. Students are constantly praised in an effort to raise their self efficacy towards their oral language skills.

Through teacher modeling students explore grammatical forms when speaking. For example, *'Tornadoes form from thunderstorms.' 'Thunderstorms form tornadoes.'*
Students can connect actions to the words in order to show their level of comprehension. Students plan what they will do when listening and speaking to each other. They are given time to discuss with each other facts they have learnt about tornadoes, with a focus on their listening (to each other) and speaking skills.

Lesson Eight
Duration: 30 minutes
Focus: Shared Reading using web site: http://www.weatherwizkids.com/weather-tornado.htm

Review as a group lists comprising what makes a good listener and speaker. Students give examples to explain their responses. Students are constantly praised in an effort to raise their self efficacy towards their oral language skills.

Review with students vocabulary, which has been learnt, and continue reading in order to teach new vocabulary. Focus on the use of synonyms and supporting pictures and actions to assist students in learning the new vocabulary. For example *'weak'* can be said in another way as *'not strong.'* This could be accompanied by an action of making a muscle with an arm and then relaxing it.

Students are provided with tornado pictures and are expected to produce one or two sentences in order to discuss the picture. Provide students with adequate 'thinking time' and remember to praise instant responses.

While reading give students the opportunity to practise saying words, especially new vocabulary. Have students explain what they can do to break up a new word, an example may be looking for the onset and the rime.

Lesson Nine
Duration: 30 minutes
Focus: Shared Reading using web site: http://www.weatherwizkids.com/weather-tornado.htm

Review as a group lists comprising what makes a good listener and speaker. Students give examples to explain their responses. Students are constantly praised in an effort to raise their self efficacy towards their oral language skills.

Guide students within their small group situation to present a 'talk' based upon the facts they have learnt about tornadoes. Students need to plan what they will share and focus on the who, what, where, when and how.
The students are required to decide what important vocabulary they will need to include and how they will present it to the class.
Provide students with adequate time to rehearse their talk and remind them to plan what they should do as good listeners and speakers.
Assist the students in reflecting on how well they have presented the material. Talk about the pace of how individuals are speaking, if others will be able to hear them, eye contact etc.
Once students have practiced and are ready, they present their talk to the class. Their peers guided by the teacher ask questions about the presentation on tornadoes. These questions focus on the who, what, where, when and how. The students who have created the presentation are called upon to answer these questions.
Have the class provide warm and cool feed back to presenters such as *'I really liked how you spoke in sentences but maybe next time you should remember not to speak so quickly.'*

Lesson Ten
Duration: 30 minutes
Focus: Shared Reading using web site: http://www.weatherwizkids.com/weather-tornado.htm

Students reflect upon their learning of what a good listener and speaker does. They share their own plan for speaking and listening and justify their plan.
Students retell facts they have learnt about tornadoes by answering questions such as: what have I heard about tornadoes? What do I know now? What pictures have I been able to make in my head about tornadoes?
Provide opportunities for the students to put an action to words they have learnt.
Move onto inferring questions about tornadoes such as *'a tornado has just passed through a country village…'* What may have happened to the buildings? Why did the tornado have to move through an area where people live?
Have students express how they feel while listening to the story. What have they liked listening to and why. Connect this with how acting out words and listening to others has also assisted them in their learning.

Assist the students in reflecting upon the speaking and listening skills they have used.
Students think about what did I do that helped me to say what I wanted to say? And also,
what did I do that helped me to listen to what others said?
Have the students reflect upon new ideas and how these are like what they know.
Students recognise new language they have learnt through questions cued by the teacher:
What is a new way of saying something you have learnt? What were new words in the
story?