Teaching oral language in the classroom using the ICPALER framework

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Pathway followed

Using the ICPALER framework to develop teaching procedures for oral language.

A teaching framework for enhancing students’ oral language in classrooms
• The basis for our teaching recommendations: A teaching framework
• What would ICPALER look like mapped into a teaching framework?
• Principles for designing the language teaching
• Teaching materials to assist teachers

The formats for using the teaching procedures
• Use in small teaching groups.
• Use in wider classroom teaching
• Which teaching formats will a school use?

Examples of the teaching procedures
• Teaching in small group contexts
• Teaching in whole class contexts

Packaging the areas of language teaching into task contexts

• Task contexts for teaching oral language
  • Listening comprehension for longer spoken prose discourse
  • Picture comprehension.
  • Action comprehension
  • Short term memory activities
  • Phonological activities
  • Object and action naming and story telling.
  • Saying longer prose discourse
  • Storing knowledge in long term memory and retrieving it

• The aspects of language that can be developed in each task context.

Using the teaching framework to plan a teaching program

Teaching the meanings of unfamiliar words

• Developmental sequence for learning unfamiliar word meanings
• A sequence for teaching the meanings of novel words

Teaching new sentence meanings and new grammar

Listening and looking strategies

The teaching conditions likely to foster oral language learning
1. A teaching framework for enhancing students’ oral language in classrooms

How to implement the teaching, both in regular classroom activities and in small groups?

1.1 What to teach: Aspects of language to teach from the ICPALER framework

Examples of the aspects of language to teach for each cell of ICPALER framework:

<table>
<thead>
<tr>
<th>ICPALER framework</th>
<th>Activities that teach students to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>expressive</td>
</tr>
<tr>
<td>word</td>
<td>say and use vocabulary correctly</td>
</tr>
<tr>
<td></td>
<td>learn to say new word meanings</td>
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<tr>
<td>sentence</td>
<td>say and use meaningful sentences</td>
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<td></td>
<td>ask 4w + h questions</td>
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<td></td>
<td>give instructions</td>
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<tr>
<td>discourse</td>
<td>say cause–effect, order of events</td>
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<tr>
<td></td>
<td>recount, retell</td>
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<tr>
<td></td>
<td>use discourse production strategies</td>
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<tr>
<td>topic or theme</td>
<td>say and use the topic of a discourse</td>
</tr>
<tr>
<td>phonological</td>
<td>use phonological skills</td>
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<td></td>
<td>pronounce words accurately, correct and</td>
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<td></td>
<td>amend inaccurate attempts</td>
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<tr>
<td>grammatical</td>
<td>use grammatical forms correctly in speech</td>
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<td></td>
<td>retain and recall information in short term</td>
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<td></td>
<td>memory activities</td>
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<tr>
<td>genre</td>
<td>use discourse conventions in spoken discourse</td>
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<tr>
<td>purposes</td>
<td>manage, direct language use</td>
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<td></td>
<td>manage the speaking aspects of conversing</td>
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<td></td>
<td>and discussing topics</td>
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<td></td>
<td>adjust to audience / context in what is said</td>
</tr>
<tr>
<td>listen /speak ‘between lines’</td>
<td>talk about ideas in imaginative ways</td>
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<td></td>
<td>use common idioms in speech</td>
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<td></td>
<td>extend an exchange</td>
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<td></td>
<td>adjust to context and audience</td>
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<td></td>
<td>judge how much information to give in</td>
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<td></td>
<td>conversing, discussing, use the context in</td>
</tr>
<tr>
<td></td>
<td>extending an exchange</td>
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<tr>
<td>goals for language use</td>
<td>express goals for speaking</td>
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<tr>
<td>stay on the topic</td>
<td>Use the topic or theme of a communication</td>
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<td></td>
<td>in speech</td>
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<tr>
<td>Use the context to interpret linguistic forms</td>
<td>Use noun -pronoun and verb tense agreement</td>
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<td></td>
<td>appropriately in speech</td>
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<tr>
<td>ability to learn language</td>
<td>retain ideas in short term memory activities</td>
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<tr>
<td>store new ideas in long term memory, retrieve it</td>
<td>say what they have learnt and will remember, say how what they have learnt is</td>
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<td></td>
<td></td>
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<tr>
<td>ways of thinking</td>
<td>use auditory perceptual skills,</td>
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<td></td>
<td>discriminate and localize sounds</td>
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</tbody>
</table>
1.2  *Incidental and spontaneous learning or systematic and explicit teaching?*

Many student can learn incidentally from broadly based activities. They learn language by being immersed in it and using it.

Other students do not have the same oral language knowledge. Some have not had the appropriate environmental exposure to language. Others have not learnt how to learn language. Their existing knowledge will not scaffold this learning.

We recommend you teach the language and speech knowledge in a systematic, consistent way with a focus on explicit student outcomes.

![Oral Language Learning Continuum](image)

1.3  *Principles for designing the language teaching*

Any teaching makes assumptions about how learning occurs. Our assumptions are that you teach language skills and knowledge:

1. that assists the young children to express their understanding and intentions at any time.
2. that helps children to achieve their goals or desired purposes. It is important that the teaching provide appropriate feedback for their language use.

   The link between children’s goals and intentions at any time and their use of language is not one way; their goals and purposes are determined by their knowledge of language and by their understanding of how it is used.

3. that children will benefit by using language to pursue goals and motives in a range of contexts that are not restricted to language learning sessions.
4. by recognizing the child's preferred learning strategies. Their earlier experiences may mean that they differ in how they use language to note detail, to label items, to imitate what they have heard, to retain ideas briefly or to gain information by asking questions.
5. in contexts in which the child communicates interactively rather than in a ‘recipient’ role, in which they are respond to information from others. Their responses at any time shape the information they receive next.
6. in contexts in which the meaning of the message is unambiguous, clear and obvious to children, for example, where they talk about events they experience or actions they do.
7. in natural exchanges in the child’s world as well as in contrived transactions and use it to communicate ‘real’ or authentic messages.
8. so that the children have the optimal opportunity to apply or use their knowledge of language and practise their emerging communication skills. Practise is important.
9. by following a pathway that is based on a normal language developmental sequence.
2. **Implementing the teaching**

Issues to be examined in deciding how the implement the teaching include the following:

- the aspects of language to be taught, that is, the content to be covered;
- the contexts in which each aspect will be taught, that is, the task contexts;
- the teaching formats; whether the ideas will be taught in large or small group contexts; and
- the climate most likely to foster language learning.

<table>
<thead>
<tr>
<th>Teaching decisions</th>
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<tbody>
<tr>
<td>What content will be covered in sessions, that is, what aspects of language will be taught?</td>
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<tr>
<td>What contexts can be used to teach each aspect?</td>
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<tr>
<td>What teaching formats will be used?</td>
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<tr>
<td>What teaching climate is most useful for language learning?</td>
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</tbody>
</table>

3. **Examples of the teaching procedures**

The tasks for 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 and the feedback you give.

<table>
<thead>
<tr>
<th>Each aspect or area of language: students</th>
<th>Types of teaching procedures</th>
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<tbody>
<tr>
<td>comprehend vocabulary</td>
<td>Students</td>
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<tr>
<td></td>
<td>(1) indicate, select or locate named items, events or actions, for example, “Find the ……/ Pick the ….”</td>
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<td>(2) discriminate between items, for example, “Which of these is/ has …..? ”.</td>
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<tr>
<td>say and use vocabulary correctly</td>
<td>Students</td>
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<tr>
<td></td>
<td>(1) name familiar objects, actions and attributes such as colours, shapes for example, “What is this called?” or “What is Peter doing here?”;</td>
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<td>(2) suggest synonyms for words;</td>
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<td>(3) suggest the words for a particular context.</td>
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<tr>
<td>learn to understand and to say new vocabulary</td>
<td>Students</td>
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<tr>
<td></td>
<td>(1) identify examples of what the word means;</td>
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<td>(2) say the new word accurately;</td>
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<td>(3) say the actions that characterise the word;</td>
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<td>(4) suggest how it is like words they know;</td>
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<td>(5) suggest synonyms for the word;</td>
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<td>(6) identify contexts in which the word is and isn’t appropriate;</td>
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<td>(7) say the meaning of the word;</td>
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<td></td>
<td>(8) practise recalling the meaning of the word.</td>
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<tr>
<td>comprehend sentences, act them out</td>
<td>Students</td>
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<td></td>
<td>(1) identify instances of events or relationships described by a sentence</td>
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<td>(2) act out or draw sentences they hear in play with toys and drawing activities.</td>
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<tr>
<td>say and use meaningful sentences</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>(1) say what they heard in a story or saw in a picture or an experience in sentences;</td>
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<td></td>
<td>(2) finish sentences they hear to describe particular sentence meanings.</td>
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<td></td>
<td>They gradually say sentences with more complex meanings that refer to more events and link them in more complex ways.</td>
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</tbody>
</table>
| ask and answer 4W + H questions | Students  
(1) practise answering 4W + H questions while listening to a story, watching a film or engaging in an experience or after they have done these things;  
(2) practise asking 4W + H questions and answering them before they listen to a story, see a film or do an activity by using what they think might happen. |
<table>
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<tbody>
<tr>
<td>give and follow instructions</td>
<td>Students hear instructions during games, listening comprehension and other activities and do them. The instructions are gradually increased in complexity.</td>
</tr>
</tbody>
</table>
| use and comprehend reference to cause–effect and the order of events, infer cause–effect and temporal sequences of ideas | For a story that they have heard, or events that they have seen, students  
(1) suggest what might have been the cause and outcomes of particular events, perhaps by visualising events in the story;  
(2) suggest the order in which events occurred, what might have happened before the story began, what might happened if the story had gone on. |
| display listening comprehension by recounting, retelling what has been heard | Students listen to extended prose such as a story, a description or an explanation and  
(1) retell / recount what they heard;  
(2) answer questions about what they heard;  
(3) select from either sets of pictures or verbal descriptions those they heard;  
(4) make a ‘mental videotape’ of what they heard and describe it in words. |
| recount, retell, converse, discuss | Students  
(1) imagine they were participants in a story they hear or a film they see and practise conversing with peers who are also pseudo-participants  
(2) role play; take on the roles of others and imagine what the others might say.  
They are taught how to plan what to say, how to respond to others and how they might change what they intended to say, their body language, etc, |
| use listening comprehension strategies | Students  
(1) recall and practise pre-listening and while-listening strategies already learnt; they say the listening strategies they might use before they begin to listen;  
(2) learn and practise new listening strategy;  
(3) keep a list of ‘the things they do when they listen’. |
| use discourse production strategies to recount, retell. | Students  
(1) recount and retell earlier experiences such as an excursion, and use photographs, etc to assist them;  
(2) imagine they were someone else and talk about what it would be like;  
(3) be a ‘pretend story teller’, tell a story to others, for example, in doll play.  
Students learn to recount, how to plan the retelling, how to sequence what they want to say and how to practise their retelling. |
| say and use the topic of a discourse, comprehend the topic of a discourse | Students  
(1) listen to part of a conversation or a story and guess its topic or theme;  
(2) say what they do to work out the topic of a story or a conversation  
(3) play games like 20 Questions or Hangman in which they work out the topic of a story;  
(4) for a topic they have selected, make up a small speech; - their peers guess the topic. |
| use and apply phonological skills | Students learn to manipulate and store the phonological patterns appropriate to their development and need at any time. They  
(1) identify sounds / sequences in sound patterns (for example, rhyme, onset/ rime segmenting, strip off the first and last sounds, phonemic segmenting, deciding whether a word contains a particular sound;
(2) blend sounds and sequences into larger sound patterns;
(3) combine segmenting and blending strategies, delete and swap sounds in words.

The phonological patterns include 1- and 2-, 3- and 4- syllable words with varying stress patterns.
Students learn to retain sequences of sound patterns in short term memory and to imitate sound sequences of increasing complexity. |
| build their pronunciation skills, say words accurately, amend inaccurate attempts, recognise pronunciation patterns | The pronunciation activities targeted in any small group will depend on the articulatory needs of the students. They may target activities in learning to
- perform the movement patterns to produce sounds,
- articulate sound patterns of increasing length,
- imitate intonation patterns in sentences of increasing length,
- retrieve words rapidly,
- chunk strings of words and
- manipulate the speed or rate of articulation. |
| comprehend grammatical forms correctly | Students
(1) identify examples of events or relationships described by a grammatical form;
(2) act out or draw sentences they hear in play with toys and drawing activities. |
| use grammatical forms correctly in speech | Students
(1) say in sentences what they have heard in a story or saw in a picture or an experience using a particular grammatical frame;
(2) arrange a string of words so that describe particular sentence meanings;
(3) finish off sentences they hear that have particular grammatical constraints. |
| use discourse conventions in spoken discourse comprehend discourse conventions in discourse heard | Students use conventions to link sentences into discourse and comprehend what others mean by the sentence links they use. They
(1) listen to a story of 2 or 3 sentences about a topic that doesn’t have connectives such as “also”, “then”, “after that” or “however” and suggest how to link them;
(2) add to a re-telling of a story using connectives, pronouns and intonation;
(3) suggest the pronouns that might be used in a story they hear;
(4) suggest who or what is referred to by pronouns in a story; and
(5) use pronouns and intonation to refer to people or things. |
| manage the speaking and listening aspects of conversing and discussing topics | Students
(1) imagine they are in a story/ film and practise conversing with peers who are also in it.
(2) engage in role plays; they take the roles of others and imagine what they might say. They are taught how to plan what to say, how to respond to others and how they might change what they intended to say, their body language, etc. |
| adjust to audience / context in what is said, understand how a speaker adjusts to audience / context, for example, use the context to comprehend pronouns and intonation, verb-tense agreement pattern | Students
(1) listen to a re-telling of a story they have heard and practise saying what or who is intended by relevant pronouns;
(2) listen to a story that doesn’t have pronouns and suggest the pronouns that might be used;
(3) suggest who or what is referred to by pronouns in a story;
(4) suggest the tense of particular verbs based on what has been said earlier in the text. |
| Talking about ideas in imaginative ways, comprehend imaginative reference to ideas | They hear a story or see events and suggest how the outcomes may have been different  
• if the events had occurred in other contexts,  
• if the key characters were different in particular ways or  
• if key elements of the story were changed. |
|---|---|
| Use and comprehend common idioms in speech | Students hear idioms such as  
*by the skin of your teeth*  
*can't make heads or tails of it,*  
*down in the dumps*  
*keep an eye out for me*  
*got your wires crossed,*  
*drag your feet,*  
*be here on the dot,*  
*keep your nose to the grindstone,*  
*it's raining cats and dogs*  
*she knows it backwards and forward*  
*you're making a mountain out of a mole hill*  
*give me a hand*  
and  
(1) discuss what each might mean;  
(2) the picture it tells you to make in your mind; and  
(3) say when they could use it. |
| Extend an exchange, comprehend and use extensions by others, initiate, maintain conversation or discussion | Students practise initiating and maintaining a short conversation with peers. They begin by imitating particular expressions in role play and vary these.  
They apply this in doll play or suggest how a person in a story to which they are listening might converse about a topic. |
| Judge how much information to give in conversing, discussing, | Students  
(1) describe one or more pictures to peers, who decide what the picture shows;  
(2) listen to story and say what else they need to know. |
| Express goals for speaking and comprehend goals for using language | Students  
(1) suggest why actors in stories or videos said what they did say, their goals or motives;  
(2) suggest alternative things they can say to achieve their goals more effectively; and  
(3) act out in drama activities and games / play ways in which they would say things to achieve particular goals or outcomes for themselves. |
| Stay on the topic | Students  
(1) listen to a story that goes off the topic and decide where it does this and what might have been said that was on the topic;  
(2) listen to an incomplete story and suggest how it might be continued;  
(3) use a topic or a name of a story to say sentences that allow the story to build.  
They need to say sentences that retain the topic. |
| Use the context to comprehend pronouns and intonation, the appropriate verb- tense agreement pattern | Students  
(1) listen to a re-telling of a story and practise saying what or who is intended by pronouns;  
(2) listen to a story that doesn’t have pronouns and suggest the pronouns to use;  
(3) suggest who or what is referred to by pronouns in a story; and  
(4) suggest the tense of particular verbs based on what has been said earlier in the text. |
| Retain and recall information in short term memory and recognise information | Students  
(1) practise repeating verbatim sentences they have just heard;  
(2) hear a list of words, and select those which were in a story they heard;  
(3) recall in order the events that occurred in a story they heard or a film they had seen;  
(4) learn to use various short term memory strategies such as visualising, repeating what they heard and using other mnemonics to assist recall of details. |
| Store knowledge in long term memory, retrieve it. | Students  
(1) say a review or summary of what they have learnt and what they will remember;  
(2) say what they have learnt is like what they knew and where the new ideas fit in;  
(3) imagine themselves remembering the new ideas in later sessions. |
The auditory perceptual activities targeted in any small group will depend on the particular needs of the students involved. They may target activities in:

- learning to discriminate between sounds,
- localising a spoken message and
- learning to attend to a message in the presence of background sounds.

4 The contexts for teaching the aspects of language

The areas or aspects of language can be taught in various task contexts:

- Action comprehension; students manipulate objects in particular ways, do physical education activities, drama or a science experiment in the middle years. They talk about what they do, follow instructions and learn new vocabulary by doing actions. The focus here is on students listening strategically, showing comprehension.

- Picture comprehension; students see a picture such as a poster, a sequence of pictures that show an event or real life situation, a film or video that tell a story. The focus here is largely on students comprehending and describing what they saw.

- Listening comprehension for longer spoken prose discourse, for example, in the middle years students, listening to speech in a serial narrative or in an explanation in science or descriptions. The students listen strategically, demonstrate comprehension by gesturing or speaking, recall, transfer and apply their knowledge.

Across these contexts you need to include:

- Short term memory activities; students retain and retrieve spoken information briefly.
- Phonological activities; students manipulate sound patterns in words and sentences.
- Object and action naming and story telling; students recall the names of objects, actions and events.
- Saying longer prose discourse; students talk about experiences, tell stories and convey ideas in spontaneous speech.
- Storing knowledge in long term memory and retrieving it; students recall ideas from earlier sessions.

You can use three or four of these task contexts in a typical small group teaching session of 30 – 45 minutes. Over a five session series it is possible that all contexts will be visited at least once.
4.1 *The aspects of language that can be developed in each task context.*

<table>
<thead>
<tr>
<th>Aspects of oral language knowledge and skills</th>
<th>LCLSP</th>
<th>PC</th>
<th>AC</th>
<th>SLP</th>
<th>OAN</th>
<th>PA</th>
<th>STM</th>
<th>LTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehend vocabulary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say and use vocabulary correctly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Learn to understand and to say new vocabulary</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>comprehend sentences, act them out</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>say and use meaningful sentences</td>
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<td>✓</td>
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<tr>
<td>Ask and answer 4W + H questions</td>
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<tr>
<td>give and follow instructions.</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>display listening comprehension for discourse by recounting, retelling what has been heard</td>
<td>✓</td>
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<td>✓</td>
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<tr>
<td>recount, retell, converse, discuss discourse</td>
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<tr>
<td>use listening strategies for discourse comprehension</td>
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<tr>
<td>use discourse production strategies to recount, retell.</td>
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<tr>
<td>use and apply phonological skills</td>
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<td>build pronunciation skills</td>
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<td>✓</td>
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<tr>
<td>comprehend grammatical forms correctly</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>use grammatical forms correctly in speech</td>
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<tr>
<td>use and comprehend discourse conventions in spoken discourse</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>adjust to audience / context in what is said, comprehend adjustments to audience / context</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>talk about/ comprehend imaginative ideas</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use and comprehend common idioms in speech</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>extend an exchange, comprehend extensions to an exchange, initiate, maintain conversation or discussion</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>judge how much information you need to give</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>express and comprehend goals for using language</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>stay on the topic</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>retain and recall information in short term memory</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Store knowledge in long term memory, retrieve it.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Auditory perceptual skills, discrimination and sound localization, etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Key:
LCLSP: Listening comprehension for longer spoken prose discourse.
PC: Picture comprehension
AC: Action comprehension.
STM: Short term memory activities
PA: Phonological activities.
OAN: Object and action naming and story telling.
SLP: Saying longer prose discourse
LTM: Storing knowledge in long term memory and retrieving it.
### 4.2 The aspects of language that can be developed in each task context

Examples of the types of activities that could be developed using each task context:

<table>
<thead>
<tr>
<th>Task context</th>
<th>Student activity for each aspect of language: students</th>
</tr>
</thead>
</table>
| AC action comprehension; toy play, drama and other | • review existing knowledge, begin with receptive and productive vocabulary.  
• learn new vocabulary.  
• answer particular 4W + H questions and to teach new question form.  
• comprehend sentences by putting them into actions  
• contextualise sentence  
• follow instructions.  
• say what they did in other ways.  
• imagine they are one of the animals talking to another or being interviewed.  
• make up a play action story for the group.  
| PC Picture comprehension, a sequence of pictures showing an event, or real life situation | • review existing vocabulary and introduce new vocabulary  
• say in sentences what pictures show.  
• answer 4W + H questions about items or events in the picture.  
• comprehend sentences, teach new grammar.  
• Teach visualising and verbalising strategies.  
• review new vocabulary and talk about new ideas, suggest synonyms  
• re-tell what the picture/s showed.  
| Listening comprehension for longer spoken prose discourse, for example, Shared Big book or story listening activity. | • review existing vocabulary and teach new vocabulary, learn synonyms and antonyms.  
• retell what they know about the story; (sentence production, grammar).  
• answer 4W + H questions and to teach new questions  
• comprehend sentences meanings  
• recall and practise pre – and while – listening and strategies learnt.  
• teach new pre – and while – listening and strategies.  
• talk about new ideas in the discourse  
• re-tell what they heard / remember about the text  
• use pictures of the new vocabulary items as (1) flash cards to name items (2) items to talk about in 1 or 2 sentences (3) a sequence to talk about  
• organise one’s self as a listener, learn to a disciplined listener  
• progressive memory activities such as In the story I met….  
• 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.  
| SLP Spontaneous speech and story telling, say longer prose | • favourite story or television program.  
• recent event.  
• talk about what is shown in a picture that no one else in the group can see.  
| STM Short term memory activities | • Recall events, characters in the story they heard  
• Lists of items of increasing length (I went window shopping, Old MacDonald)  
| PA Phonological knowledge; the words analysed here can be the key words in topics studied. | • pronunciation / articulatory activities for new vocabulary.  
• rhyming activities.  
• blending activities.  
• segmentation; onset/ rime, identify each sound in sequence, strip off first and last sounds, decide whether a word contains a particular sound.  
| OAN Object and action naming and story telling. | • name items as rapidly as possible in flash card activities.  
• suggest synonyms for them.  
• use them in rhyming activities and other phonological activities.  
• talk about the items shown in each picture, in 3 cards in a sequence in 1 or 2 sentences.  
| LTM Store ideas in long term memory and retrieve it | Students are guided to review what they have learnt in the session. |
5 Useful themes for the language teaching

The oral language activities are implemented for particular topics or themes. These topics provide the concepts that students share as they improve their oral language knowledge. Teachers can select the topics or themes that relate either to the students’ every day life or to topics being studied in their classes. It is useful to develop a topic over several sessions, perhaps one or two weeks.

6 An example of how each task context can be used to teach the aspects of language

The following set of learning activities describe what young students might do to learn the various aspects of learning in each task context. The activities relate to a class learning about how fish, frogs and tadpoles live in a pond or creek near the school (or in the classroom aquarium).

<table>
<thead>
<tr>
<th>Action comprehension</th>
<th>The students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children can play with toy fish in a wading pool or pretend to be fish.</td>
<td>• learn new vocabulary items by doing the actions that define the words, • pretend they are fish and act out various sentences • describe in sentences actions they do as fish. • invent stories about being fish and • follow instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture comprehension</th>
<th>The students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children see a set of pictures that shows how the pond changes with the seasons.</td>
<td>• talk in a range of ways about the pictures show. They use vocabulary, sentence meanings and grammar and spoken discourse. • describe posters that show various lakes and find those described by peers. • ask peers questions about the pictures, for example, What can you see under the water?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening comprehension for longer discourse</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children listen to a story about the lives of a family of fish presented, for example, in a serialised form.</td>
<td>• revise their existing vocabulary knowledge about key ideas, • visualise the sentences they hear, • practise saying in sentences what they heard, and practise retelling some of these sentences by paraphrasing them, for example, the title. • suggest questions they could ask the fish, • imagine they were a fish being interviewed and plan what they would like to say. • Having heard a small part of the story they answer who, what, when, where, why and how questions. • ask these types of questions a bit later during the listening. • take turns to recount what they know about the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saying longer prose discourse activities</th>
<th>Students in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• plan what they would say if they were a fish living in the lake and what they do each day. • talk to the group about the things they do as a fish in the lake.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short term memory activities</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are spread through the other activities.</td>
<td>During the listening comprehension activity, for example, the students • make a mental picture of sentences they hear and say in sentences what they recall. • repeat in unison and singly sentences they have heard spoken. • recall some of the key words and take turns to say what has happened in the story • talk about the ‘mental video’ they have made of what happened in the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonological activities</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are distributed through the other activities.</td>
<td>• practise guessing particular words when told part of them, for example, What is this word. It is where fish live. It finishes in nd; • suggest words that rhymed with key words in the story, for example, words that rhyme with lake; • hear a word said in separate sounds and work it out, for example, f-i-n?</td>
</tr>
</tbody>
</table>
### Object and action naming activities

**Pictures of words learnt earlier**

- Students name objects, actions and events shown, for example, cards showed pictures of *fin, gulp, bubble, swim, reed and float*
- Practise inventing sentences to describe the sequence of pictures

### Saying longer prose discourse activities

- Students in
  - Plan what they would say/do if they were a fish living in the lake.
  - Talk to the group about the things they do as a fish in the lake.

### Storing knowledge in long term memory and retrieving it

- The students
  - Review and talk about what they learn each session.
  - Say how it fits with what they already knew; this includes vocabulary, key ideas.
  - Practise recalling these ideas in later sessions.

### Implementing the teaching procedures

#### Action comprehension

Possible contexts for the activities include:

- Playing with items, toys around a theme; a farm, our street, the beach, the zoo.
- Acting out a group experience such as an excursion.
- Acting out common every day experiences for example, getting up, watching TV.
- Acting out occupations such as working in an office, being a fireman, being a taxi driver.

For each context the children can:

- Review existing knowledge, beginning with receptive and productive vocabulary. *Touch an item. What is this called?* Students link names with what items do, for example *What does a zebra eat?* Following a word answer, students say the idea in a sentence. *Zebras each grass.* The children do actions. *Let's be a zebra eating grass?*

- Learn new vocabulary. These are the words the children don’t know in the review of existing vocabulary? Suppose the children didn't know the name of a van. *What is a van? A van is little truck.* Have the children link new words with distinctive actions and act out the meaning. They can also say the new meaning in a sentence.

- Answer 4W + H questions and learn new question forms. A child or the teacher acts out an event and the students describe it in a sentence *What is the van carrying?* Children ask each other questions: *Where is the blue van? What is the big van carrying?*

- Comprehend sentences by putting them into actions: *Do this. The blue van is passed by the white van.* You can have children say what they will do first, plan what it will look like when it is happening and then do it.

- Contextualise the sentence *Say The blue van stops behind the big van. Now do this but with the red van, not the blue van.*

- Follow instructions. *Make the yellow van follow the car.* You can play Simon says, for example, *Simon says the blue van carries sticks.* Children can take turns to be Simon.
say what they did in other ways. They suggest synonyms for new words, hear synonyms with match with key content words and practise saying sentences in their own words.

• Imagine they are one of the vans talking to another van or being interviewed. One child’s van could interview another child’s van about what its driver is like.

• Make up a play action story for the group. Each child makes up a short play about their van and tell it to the group while they act it out. The group could be given a topic, for example, taking care of my van.

7.2 Picture comprehension

Students see a picture, a sequence of pictures showing an event or real life situation. They:

• review existing vocabulary.

<table>
<thead>
<tr>
<th>Types of tasks</th>
<th>Scaffolding (adding more cues) if child doesn’t answer correctly</th>
</tr>
</thead>
</table>
| Vocabulary production | Look at this picture. I am going to point to some of the things in it. I want you to tell me what they are called. After child says a word  
• What is another word for it, a thing that is like it?  
• What does it do?  
• Say it after me. | If the child doesn’t know the word, or answers incorrectly you could say  
• It rhymes with sorry. It starts with “l”.
• You see them on the road. They carry things.  
• Coming along the road I saw a big ..... |
| Vocabulary comprehension | I’m going to ask you to find some things that I say. |

• introduce new vocabulary. Students talk about new ideas, suggest synonyms for new words, match spoken synonyms with key content words and say sentences in their own words. Show students a picture of a truck. What is this called? Another name for a truck is a lorry? Say it with me. What other words does it sound like? What does a lorry do? Say what it does with me?

• say in sentences what pictures show. The yellow lorry is going on the road. It is carrying some wood. The driver is wearing a cap. The students can also use visualising and verbalising strategies. They look at a picture, make a ‘photograph’ of it in their heads, obscure it and then talk about particular events or items in sentences.

• Use this dialogue to teach new grammatical forms and practise known grammar. Suppose you are teaching the passive voice. You can use the following sequence:

<table>
<thead>
<tr>
<th>Sequence of teaching activities</th>
<th>example of teaching activity</th>
</tr>
</thead>
</table>
| the teacher indicates a sentence idea in the picture and has students say it in a familiar form. | • The truck carries the wood.
• The man drives the truck. |
| the teacher models and cues the new grammatical form by using an incomplete sentence frame. Refer to events that the child can see in the picture or actions they are doing (in the Action Comprehension context). | The teacher says  
• The wood is carried by the truck. Now you say it.  
• finish this sentence “The wood is carried …” |
| the students practise the new form to refer to other events they can see or actions they are doing, for example, in doll or toy play in the Action Comprehension context. |
the students hear the teacher say an idea in the old form and practise using the new form. The teacher can use incomplete sentence frames initially if necessary.

<table>
<thead>
<tr>
<th>teacher</th>
<th>children</th>
</tr>
</thead>
<tbody>
<tr>
<td>the driver eats a pie.</td>
<td>A pie is ....</td>
</tr>
<tr>
<td>the driver opens the door.</td>
<td>The door is .....</td>
</tr>
<tr>
<td>a dog passes the truck</td>
<td>The truck is ...</td>
</tr>
</tbody>
</table>

Students can make up new sentence form frames for other students.

- Students practise answering particular 4W + H questions about items or events in the picture learn to answer new types of questions and learn to ask new question forms. If they answer a question incorrectly, for example, a ‘why’ question with a ‘what’ answer, tell them the type of question they have answered and the type of answer the target question seeks.

When teaching new question forms, introduce each in a meaningful event in the picture. Help students improve what they know about how to ask questions. They can play a version of Have you got …? They see a set of pictures and one students has one of them. The others try to identify the picture by asking questions about it. Have you got the picture of the truck carrying the wood? / the driver eating the pie? …

- comprehend sentences: Which picture shows this? The dog is passing the truck. Use to teach comprehension of new grammatical form and to practise known grammar.

- Teach visualising and verbalising strategies. Students look at a picture, make a ‘photograph’ of it in their heads, obscure it and then talk about it. What colour was the driver’s cap? Was there a lot of wood or a little bit of wood on the truck?

- Students review new vocabulary and talk about new ideas. They suggest synonyms for new words, hear synonyms with match with key content words and practise saying sentences in their own words. What are some other words for truck? Say this sentence by changing as many words as you can. The truck has a load of timber.

- Text Retelling: Students re-tell what the picture/s showed. Each student takes a picture and describes it to the group. If each student can see a set of pictures, they can attempt to select the picture being described at any time.

7.3 Listening comprehension for longer spoken prose discourse Focus on students listening to a discourse such as a narrative, a description or an explanation, either in parallel with supporting pictures (for example, as in a Big Book) or essentially a vocal presentation.

One example is a shared big book listening activity. Either use the picture shown on the cover and / or the title to develop the students’ awareness of the context. Select from the following activities:

- review existing vocabulary and teach new vocabulary. With a Big Book, let the children see the pictures on each page. Point to each sentence as you read it. If you have already read part of the text, check that children can identify items, actions or events that match key words and terms that you taught previously.

- retell what has been learnt about the story so far. Students take turns to say in sentences what they remember happening and show comprehension of sentence meanings.

- Practise answering particular 4W + H questions and to teach new question form.
- comprehend and produce sentence grammar: Target the grammatical form you are teaching. Use it to teach comprehension of new grammatical form and to practise known grammar.

| Sentence grammar comprehension | Which picture shows this? The dog was chased by the little boy. | If the students can’t do this, show the picture and say each bit at a time. They may need to hear you say You could say “The little boy chased the dog”.
| Sentence grammar expression | Model how to say the form and ask the student to complete sentences: Peter stood up when he saw the red truck. You say he did this with he saw a blue car. | Have the student point to the red truck say the first sentence after you, say how they will change it and then say it again but with the change.

- Recall and practise pre – and while – listening strategies you have already taught and teach new strategies, (for example, paraphrasing, visualising, how to manage the information input functionally, how to integrate, how to link, how to contextualise).

| pre – listening strategies | Students say the listening actions they might use before they begin to listen. We are going to listen to the next two pages. What do you think it might say? What pictures will it tell you to make? In the next two pages you will hear two new types of food. I want you to listen for them. | Think back to when you listened to the story yesterday. What things did you think Monster and the little boy might do before I began to read to you? Did you make a picture of what could happen in your head? If the child still has difficulty recalling, give options, for example, ask “Did it help to ….?”
| while – listening strategies | What will you do as you listen to the story today? Remember to tell yourself to make a picture of what your hear? | Think back to when you listened to the story yesterday. What things did you do as you listened to what Monster and the little boy did? Did you make a picture in your head? If the child still has difficulty recalling, ask “Did it help to ….?”

- Students, both individually and as a group, repeat sentences they have heard during the listening activity.

<table>
<thead>
<tr>
<th>Types of tasks</th>
<th>Scaffolding (adding more cues) if child doesn’t answer correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text imitation</td>
<td>Ask the students to repeat one or two sentences they have heard you say. They can first same them in unison initially and then take turns to say parts.</td>
</tr>
</tbody>
</table>

- Students review new vocabulary and talk about new ideas. They suggest synonyms for new words, hear synonyms with match with key content words and practise saying sentences in their own words. What are other ways of saying Peter climbed onto the bus?

- Discourse meaning and production: Students comprehend and re-tell what they heard / remember about the text as a whole. Each student retells part of the story so far. One student begins and peers take turns to add to this. This is used to teach students
  - To use discourse conventions both in listening to peers and to plan what they will say and to say it
  - To judge how much information each will need to give
  - To decide how each will initiate and conclude their contribution
  - To plan how to stay on the topic
• To use pronouns and intonation, the appropriate verb-tense agreement pattern

• Students extend the text by saying what they think might happen or what they might do/feel as alternatives to what is said in the text.

<table>
<thead>
<tr>
<th>If you were Peter, how would you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would you tell your friend about your trip in the bus? When we were on the bus.....</td>
</tr>
</tbody>
</table>

| If the children find this hard, ask them to look at the pictures and think of how they might change. If there are no pictures, give them time to visualise what they hear, talk about that they ‘see’ and then imagine it changing. |

• Put pictures of the new vocabulary items and some of the already known items on cards and use them as:

<table>
<thead>
<tr>
<th>(1) flash cards in which the children practise naming items</th>
<th>Name each of these pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>flowers</td>
</tr>
<tr>
<td></td>
<td>a happy girl</td>
</tr>
<tr>
<td></td>
<td>a man</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) items that the children can talk about in 1 or 2 sentences</th>
<th>Tell the story these pictures show.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The farmer dug the ground</td>
</tr>
<tr>
<td></td>
<td>Then he planted some trees</td>
</tr>
<tr>
<td></td>
<td>Now he has fresh apples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) put down 3 cards in a sequence and have the children say what is shown in sentences.</th>
<th></th>
</tr>
</thead>
</table>

• Organising one’s self as a listener. Students learn to the disciplined listeners.

• Progressive memory activities such as In the story I met…. A version of I went window shopping. The first student says In the story I met Monster. The second student says In the story I met Monster and the little boy. The third student says In the story I met Monster and the little boy. They got on a bus …

When you return to the book on later occasions, ask students to recall the new vocabulary they had learnt earlier, the key ideas, the images they had of what they had heard on earlier.
**Short term memory activities**

Students learn and practise strategies for retaining spoken ideas briefly. They help people comprehend what others say, retain spoken and visual information, stay on track and manage one’s language use and for planning how one will contribute to a message. Activities include:

- Recall events, characters in the story they heard. Teachers can remind students to visualise or ‘make a photo’ of what an earlier page showed, replay their ‘mental videotape’ of the story and ‘put themselves into the story’, imagine they were there, in the event.

- Memory recognition activities in which the students select from a larger set the ideas they had encountered. *Which of these vans was carrying wood? Which driver was eating a pie?*

- Lists of items of increasing length (I went window shopping, modern variations of Old MacDonald, for example, “Harry has a lot of pets. He has a white dog” ….. Gina likes eating cakes. One day she eats a patty cake ….”. The students can do characteristic actions for each item mentioned.

- Activities in which students plan the short term memory strategies they will use, for example, to rehearse, make links between ideas and visualise.

**7.5 Phonological activities**

This includes learning to say and to recall unfamiliar words, learning to use stress and intonation in sentences to communicate meanings, to comprehend the stress and intonation patterns used in sentences and to learn an awareness of sound patterns in words. Activities include the following:

- Pronunciation, word imitation and articulatory activities. Students practise learning to pronounce relevant new vocabulary.

- Rhyming activities. Students suggest words that rhyme with a particular word, identify non-rhyming words.

- Blending activities. Students hear target words that are said as separate sounds and blends them to say whole words.

- Segmentation. Students hear target words segment them in various ways, for example, onset/ rime, identify each sound in sequence, strip off first and last sounds, decide whether a word contains a particular sound.

- Motor activity for sound production (mouth and tongue movement exercises).

**7.6 Object and action naming and story telling**

Use the picture cards from earlier session and have the students

- practise naming items as rapidly as possible in flash card activities.

- suggest synonyms for them.

- use them in rhyming activities and other phonological activities.

- play matching card games such as Snap and Bingo.
• talk about the items shown in each picture in 1 or 2 sentences.
• say what is shown in sentences in 3 cards in a sequence.

7.7 **Saying longer prose discourse** Students engage in spontaneous speech and story telling. Use this task context to develop discourse comprehension and expression skills for a range of purposes, for example, the conventions used to converse or discuss, the procedures one can use to initiate, maintain or end conversation or discussion in different contexts, how one can adjust to different contexts and the actions one can take to achieve various goals during oral exchanges. Students can learn to develop these in different situations:

• describing one’s favourite story or television program, favourite football team,

• describing a recent event. Take photos of a sequence of activities that the students do or have them draw pictures of earlier experiences.

• Talk about what is shown in a picture that no one else in the group can see. The picture could show something they can act out or a scene that they could draw. Alternatively, they may need to select from a set the picture that matches the one described.

Students plan and make an oral presentation interactively with peers. They say how they will
• will link together the ideas, how they will use the appropriate pronouns, verb-tense agreement and intonation patterns,
• decide how much information they need to give
• stay on the topic and follow the path that other speakers start
• listen, what they will do
• work out why other people are saying what they do say.

The particular ways of using language at any time will depend on what the students know. They receive corrective feedback for each aspect of the language use and transfer these to other contexts.

7.8 **Storing knowledge in long term memory and retrieving it** Students are guided to review what they have learnt in the session.

8  **Teaching the meanings of unfamiliar words**

Word meanings are the building blocks of oral language. As their language develops, they form more complex meanings for the words they know.

8.1 **Developmental sequence for learning unfamiliar word meanings** As children’s language develops, they form more complex meanings for the words they know. A 4, 8 and 12 year old may all say or understand the same words, but understand them differently.

Perceptually based meanings: words understood in perceptual ways, what they look or sound like when children enter school in the early years, they usually understand words in perceptual ways. When you ask them to say what a word such as ‘car’ means, they mention what it looks like. If you ask them to select examples of ‘a car’ they use features such as ‘has wheels and seats’, ‘can go fast’, ‘can make a loud noise’. These children would have difficulty telling you how a car and a ship are similar.
Functionally based meanings: words understood in what they do or are used for

As children move into the middle primary years, they gradually add functions to the perceptual features they already know. They become aware that cars can carry people, in the same way as ships carry people. Although ships and cars look and sound quite different, they have similar functions. When children have functional meanings, they can tell you how refer a car and a ship are similar.

Meanings in hierarchies: some meanings are more general than others

As children develop further they become aware that some levels of meaning are more general than others, for example, that the set of cars they see are a part of the set of vehicles, and that both cars and bicycles are vehicles. Their meanings at this time include both more general and more specific components. When asked to say what a rose is, for example, they can now refer to the more general component, for example, A rose is a plant / flower that has beautiful colours / aromas / thorns.

Abstract generic based meanings: words understood in abstract ways

During adolescence students begin to understand some of the words they know in abstract ways. They can understand ‘transport’ as an abstract concept, removed from reality, rather than thinking about moving in cars or ships. They can understand ‘plant’ in an abstract way, rather than needing to think about specific examples, in order to make logical decisions.

To understand students’ word meaning knowledge at any time, teachers need to know what each level of meaning would ‘look like’ when children show what they know about word meanings.

### 8.2 A sequence for teaching the meanings of novel words

A recommended sequence for teaching children the meanings of novel words is described below. The examples used here are the words ‘saucer’, ‘bounce’ and ‘in’.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Teaching activity</th>
</tr>
</thead>
</table>
| Introduce the word in a context that most clearly shows its meaning for the students. Select a context for the word that would be very familiar to the child. Have the children say the word both by itself and in sentences about each context. | • Mum had her cup on a saucer.  
• Tom bounces his ball  
• The cat is in the basket |
| Show 4 or 5 pictorial or concrete examples or instances of the word and have the children talk about it. What do all of the pictures show? The children identify and say what seems to be common or shared by all of them. | • Here are pictures of saucers Pina has at home. Show the pictures.  
• Tom bounces his ball. (Show the pictures). The ball hits the ground and comes back.  
• The cat is in the basket here and here….Show pictures of the cat in different positions in the basket. |
| If possible, link a key action with the word, that is, a key action that defines it. Students | • make their hands into the shape of a saucer. They trace out a saucer on a larger plate.  
• do the bouncing action with their arms and bodies.  
• do the ‘in-ing’ and ‘out-ing’ actions with their arms and bodies. |
| When the children hear the word, they link characteristic actions with it. Show pictorial or concrete non-examples of the word, that is, examples of what the word does not mean. The children say how the instances differ from the non-instances. | • Pina has some things that that are not saucers Show pictures of bowls, plates, cups, mugs. How are they different from saucers?  
• Tom’s ball does things that are not bouncing. (Show the pictures). The ball rolls along the ground,…falls to the ground, …spins on the ground. The ball is not bouncing here.  
• The cat is in the basket here and here …Show pictures of the cat in different positions in the basket. |
<table>
<thead>
<tr>
<th>Suggest synonyms for the word; the children links the word with words they already know that are similar to it.</th>
<th>A saucer is like a small plate. A cup sits on a saucer. Bouncing is like falling down and jumping back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show the word in several other contexts (between 5 and 10), have the children say it in a sentence that describes each context.</td>
<td>The milk the cat drinks is on the saucer. Some saucers are white and some are blue You can see saucers in a dish washer A cup of tea is often on a saucer.</td>
</tr>
<tr>
<td>Have the children recognise instances of the word, discriminate between instances and non-instances, select and categorise instances and non-instances.</td>
<td>The children • hear sentences and decide whether each could describe a saucer, for example It is a large plate. People use it for their cornflakes at breakfast. Our cat drinks its milk from it. • describe features of the word. • categorise or classify instances and non-instances of the word, for example, saucers.</td>
</tr>
<tr>
<td>The children use the word in several sentences that illustrate its meaning.</td>
<td></td>
</tr>
</tbody>
</table>

### 9.9 Teaching new sentence meanings and new grammar

A sequence for teaching children new sentence meanings and new grammar. It is for students learning to talk about two events, one occurring while the second one is going on. The activities include: The children take turns to say sentences of this type to peers who have to act them out.  
(1) understanding the sentence meaning  
(2) imitating / repeating the sentence form  
(3) comprehending the sentence form  
(4) saying the sentence form for sets of events.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Teaching activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the idea to be described in a sentence as one or more actions that are familiar to the students. These can be events. The action/s can be demonstrated for the students and they imitate the action/s. Use actions that are familiar to the children and for which they know the words.</td>
<td>The children • observe play with dolls in which a dog drinks while a girl is walking. The children do a corresponding action sequence with their toys. • do one action while doing another, for example, touch their head while they are hopping.</td>
</tr>
<tr>
<td>The children hear the sequence of actions described and imitate / repeat aloud what they heard.</td>
<td>The children hear The back dog drinks while the short girl is walking and repeat this.</td>
</tr>
<tr>
<td>The children hear the sequence of actions described and then do the actions either with their toys or their body movements.</td>
<td>The children hear • The car goes past while the black dog is drinking and act it out using their toys • Clap your hands while you jump and do it. They distinguish between this and Jump while you clap your hands.</td>
</tr>
<tr>
<td>The children see a sequence of actions and then describe that they saw in sentences</td>
<td></td>
</tr>
</tbody>
</table>
The children see sequence of actions shown in sets of pictures and then describe that they saw in sentences

The children

- see each sequence of pictures, say what each picture says and then link the events into one sentence using the grammatical form.
- complete sentences they hear, for example, “While it was raining ……”

The children

- are shown up to five sequences of pictures, each sequence showing one event occurring while a second occurs. They hear a sentence and select the picture sequence that matches it.
- hear a sentence and need to decide whether it matches one of up to five sequences of pictures.

The children

- take turns to say sentences of this type to peers who have to act them out.

The children hear sentences of this type among other sentences types they already know and act out what they hear.

Munro (1995)

10 Listening and looking strategies

Participants in a communication use three types of strategies:

- ‘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.

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 2 – 2 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 the sentence 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.

11. Implementing a speaking and listening unit

You can integrate the oral language activities into a speaking and listening unit. You can divide each teaching session into three phases of learning and teaching activity: teaching students to

1. get ready or orient what they know for speaking and listening; this 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 while they speak and listen. They learn 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 know, automatise aspects of it to achieve and respond with a positive attitude to it. The students monitor and reflect on their speaking and listening knowledge and up-date what they know.

This framework:

• assists teachers to organize the teaching and learning activities in a systematic, explicit and integrated coherent way. The three phases provide a continuity in directing teaching.

• 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>Getting ready or orienting phase</th>
<th>Focus on possible topic of the oral presentation. What might they use to decide this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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></td>
<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></td>
<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></td>
<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></td>
<td>What words might be said / heard, how different words and language is used according to the contexts?</td>
</tr>
<tr>
<td></td>
<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></td>
<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>
<tr>
<td>While-learning phase</td>
<td>Learn new speaking and listening skills for sentences, for example:</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>• learn to use increasingly complex grammatical forms, morphological forms.</td>
</tr>
<tr>
<td></td>
<td>• learn listening strategies for sentences, e.g., visualize what they want to say, paraphrase what they hear,</td>
</tr>
<tr>
<td></td>
<td>• review and summarise the meaning of each sentence heard</td>
</tr>
<tr>
<td></td>
<td>• monitor meaning of sentences while listening Does it make sense / fit in?</td>
</tr>
</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.
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 a 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>
</tr>
</thead>
<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>
<td></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>
<td></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>
<td></td>
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<tr>
<td>Scaffold students’ learning</td>
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<tr>
<td>Cue students’ thinking</td>
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<tr>
<td>Build a group knowledge of oral language</td>
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<tr>
<td>Talk about familiar events initially and then move to less familiar contexts</td>
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<tr>
<td>Regularly revise the key ideas</td>
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<tr>
<td>Help students see the value of improving their language</td>
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</tbody>
</table>