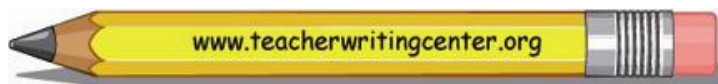


Managing Student Talk in the English Language Development Classroom

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What’s the connection between oral language and literacy? For English learners (ELs), the connection is strong—ELs must have the former in order to achieve the latter. Research has shown that oral language instruction offers educators the most effective way to provide a foundation for the development of ELs’ literacy (Williams, Stathis, & Gotsch, 2008). High-quality English language development (ELD) programs across the United States accord oral language a significant role in the curriculum. However, oftentimes the administrators responsible for assessing teacher performance do not fully understand the significance of oral language rehearsal as a precursor to literacy development. They may regard oral language activities as unproductive and a misuse of precious instructional time. Unlike writing, which results in an immediate and quantifiable product, there is no tangible evidence for oral language practice. As a result, the perceived lack of accountability coupled with a lack of appreciation for the linkage between oral language and literacy creates a dilemma for ELD teachers.

To confound the issue, many teachers who deliver ELD programs struggle with the challenge of implementing and managing student talk so that it is productive and purposeful. This article focuses on why oral language instruction is critical, and presents strategies teachers can use to manage student talk so that it provides the foundation critical for literacy development.

Validating Student Talk in the Classroom: Educating Administrators

While students are the ELD teacher’s primary audience for instruction, the ELD teacher often has an instructional role to play with the administrators who assess teacher performance and program effectiveness. ELD teachers must be cognizant of educational research that underscores, for example, the importance of oral language activities in the ELD classroom and be



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prepared to explain why and how the oral languages activities are an integral part of literacy development. This presupposes that the ELD teacher plans and structures oral language activities in ways that engage the students and that lay the foundation for literacy development. In other words, oral language instruction must be carefully conceived, implemented, and managed, rather than haphazard activities that resemble “drill and kill” practices wherein students parrot statements without meaningful language interactions. ELD teachers must help administrators responsible for teacher performance and program evaluation to recognize that oral language development is a productive, purposeful, and focused instructional strand in the development of literacy among English learners. Each oral language activity must lead ELs toward overall academic success, which encompasses all four language domains: listening, speaking, reading, and writing.

Managing Student Talk in the Classroom: Engaging and Focusing Students

ELD teachers must ensure that oral language activities are productive and connected to the larger instructional goal of enabling ELs to achieve overall academic success. It is axiomatic that selection of appropriate oral language activities must precede the implementation of the oral language strategy. This presupposes that teachers have a repertoire of highly effective oral language practice activities at their fingertips and are well prepared to link these oral language activities to reading and writing activities.

Oral language practice activities must motivate and engage students and at the same time facilitate students' use of language to express their thoughts, ideas, and perceptions. The more meaningful and engaging the oral language rehearsal, the more likely students will see its connection to the reading and writing processes and to their own lives. In other words, the strategy must allow students to feel creative in their oral responses, encouraged in their attempt to use language, and assured that the oral language practice will extend into the world of print.



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Factors to Consider in Selecting Appropriate Oral Language Activities

No article or book can instruct ELD teachers as to exactly which oral language activity is most appropriate in the classroom at any given time. ELD teachers must select appropriate oral language activities based on a number of factors, including the age and language level of the students. Students at the Beginning and Early Intermediate levels of proficiency, for example, need greater language support and structure than students at the Intermediate through Advanced levels of English language proficiency. ELD teachers are more apt to implement an oral language activity that includes realia (e.g., a picture of apples) and that allows students to respond physically (e.g., stand up if you like apples) with students at the Beginning levels of English language development. With more proficient students, ELD teachers are likely to choose an activity that offers more freedom of expression because students have more language resources and derive greater learning benefit from open-ended oral language opportunities.

Other considerations in selecting appropriate oral language activities include teacher preferences, student interests, and time constraints. For example, some teachers simply feel more comfortable with certain activities. Similarly, student groups often enjoy and are more engaged in certain activities than others. Whatever activity is chosen, the teacher must plan enough time to present the activity, implement it, and then debrief with students. The debriefing may include such informal measures as monitoring student expressions and the level of their attention to the activity, or it can involve asking students questions about the activity: *How did you feel talking to another student in the activity? What new words or language did you learn with your partner? What is one new word (idea, phrase, or language structure) that you learned in English or about English as a result of this activity?*

Strategies for Developing Oral Language

The activities described below represent a few basic oral language practices that can be utilized across grade levels. These activities are intended to provide examples of ways that teachers can structure and manage student talk within the ELD classroom. Of course, flexibility abounds within each strategy and each has the potential to be

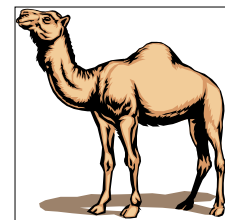
recycled and recast in different formats and with different content and/or learning objectives. The critical issue with each oral language strategy, however, is that the ELD teacher must use it to organize, structure, and manage oral language in the classroom as a bridge to pre-reading, reading, pre-writing, and writing activities.

Oral Language-Literacy Strategies for Beginning and Early Intermediate ELs

See It and Say It (Picture and Pattern)

This activity gives students practice with target nouns and English syntax. It can be used with almost any academic topic students are learning.

- Identify a topic students are learning about (e.g., wild animals) and the target nouns for the topic (e.g., lion, camel, elephant). Find pictures or realia to demonstrate the target nouns.
- Show a picture of a lion and say: “I see a lion.”
- Write a sentence frame on the board of this oral statement: *I see a lion.*
- Read the statement and ask students to repeat after you. Use your finger to draw a line under each word. Tell students they can use this sentence to help them make new sentences.
- Show a picture of a different animal and call on a volunteer to make a statement using the sentence frame for support. Example: *I see a camel.* Continue in this way until all students have had a chance to make a statement.



Literacy Link

Ask each student to draw a picture of one of the target nouns and then write a sentence about the picture using the sentence frame for support. Have students show their picture and read their sentence to a partner. If desired, students can create entire pattern books with pictures and sentences using the sentence pattern. They can read their book to a partner or within small groups.

Either/Or/ and More (Choice and Extension)

This activity gives students practice with target verbs and English syntax. It can be used with pictures from academic texts or (as in the example below) with classroom situations the teacher creates.

- Call a volunteer to the front of the class and whisper a command to the student. For example, tell the student to sit down and look at a book.
- Ask the other students to tell you what the volunteer is doing by offering them a choice for a response. For example: “Is the boy standing up or sitting down?” Use pantomime actions to ensure that students understand the question. If students respond with one or two word (sitting; sitting

down), affirm good work and encourage elaboration. “Yes, the boy is sitting down.” Write the sentence on the board and have students repeat it after you.

- Expand the practice by giving students another choice. For example, “What else is the boy doing? Is the boy looking at a book or writing?” Again, use pantomime actions as needed. If students respond with one word (looking), affirm good work and encourage elaboration. “Yes, the boy is looking at a book.” Write the sentence on the board and have students repeat it after you.
- Read the two sentences aloud: “The boy is sitting down. The boy is looking at a book.” Write the sentences on the board and have students repeat them after you.

Literacy Link

Have students copy the sentences on a piece of paper and then draw a picture to illustrate them. Have students show their picture and read their sentences to a partner.

Sequence of Events (TPR)

This activity gives students practice with target nouns and verbs as well as sequence of events. It can be used with pictures from academic texts, with classroom situations the teacher creates, or with classroom routines students need to learn.

- Identify a situation (e.g., going to a museum on a school bus) in which a series of actions logically occurs in a particular sequence. Write out the actions on the board. Point to and read the actions as you act out the six-line sequence.

Going to the Museum on a School Bus

Get on the bus.

Look for a seat.

Sit down.

Ride to the museum.

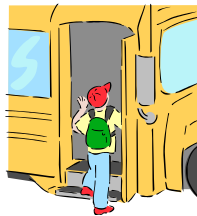
Get off of the bus.

Pay your money at the museum entrance.

- Act out and read each action again. Call on volunteers to act out the action as you say it. Then call on other volunteers to give the commands to the other students.

Literacy Link

Ask students to make a mini-book of the sequence of events. They can copy the sequenced statements you wrote on the board and then draw a picture to illustrate each statement. Students can read their stories to a partner or within small groups.



Get on the bus.

Follow the Pattern (Structured Talk)

This activity can be used to practice verb tenses, adjective placement, plurals, or other grammatical forms.

- Organize students into small groups. Give students a pattern to follow. For example, have each student say three sentences that include an adjective before a noun. Model this for students first: *I have a black cat. I live in a small house. I like sweet foods.*
- Have each student in the group practice the pattern by creating three original sentences. Then change the pattern. For example, have students say a sentence in the past tense and then a sentence in the future tense: *Yesterday I walked to school. Tomorrow I am going to ride to school.*
- Continue with other patterns. As an extension, have a student in the group create a pattern and have other group members try to figure out what the pattern is by following it. For example, the student creating the pattern may say: *I have a pen. You have two pens. I have a book. You have two books. I have a watch. You have two watches.* The student who figures out the pattern continues: *I have a sister. You have two sisters. ...* and so forth.



After oral practice, have students write the sentences they created with help as needed.

Oral Language-Literacy Strategies for Intermediate and Advanced ELs

Relay Talk (One-on-One Communication)

This activity gives students practice expressing themselves orally in unstructured discourse. It can be used with any academic topic (as in the example below) or with classroom situations the teacher creates.

- Organize students into two equal lines with each student facing a partner.
- Designate one line as the moving line while the other line is the non-moving line.
- Explain to students that you will ask a question and give them two minutes to discuss it with the person immediately across from them in the other line. Example: *Talk to your partner about the relationship between the colonists and the American Indians living in North America.*
- Tell students when you say “time is up,” the first person in the “moving line” will go to the end of the line while everyone in that line will move one space to the left or right and face a new partner and a new question. Example: *Talk to your partner about why some of the American colonists wanted independence from Great Britain.*
- Have students discuss each question with two partners. Repeat the process with 3-4 questions.

Literacy
Link

Engage the entire class in a discussion of one of the questions students discussed. For example, ask them to create a chart listing the reasons for independence from Great Britain. Have students write a paragraph or short essay about the topic. Call on students to read excerpts of their writing.

3-2-1 GO! (Structured Questioning)

This activity gives students practice expressing themselves orally in structured discourse. It can be used with any academic topic (as in the example below) or with classroom situations the teacher creates.

- Write on the board three open-ended questions about a topic, following this pattern: *Share three examples of habitats. Talk about two ways that an animal adapts to its habitat. Discuss one way that human beings adversely affect animals' habitats.*
- Review the questions and ask students to listen carefully as you say: *3, 2, 1, GO!*
- Organize students into small groups. Ask each group to take about five minutes to answer the questions.
- Call on groups to share one statement for each of the questions.

Literacy
Link

Ask students to write a paragraph about the third question and then to share their paragraph with the other members of their small group.



Data Hunt (Structured Questioning)

This activity gives students practice expressing themselves orally in structured discourse. It can be used with any academic topic and/or as a way to encourage social language (as in the example below).

- Ask students to divide a piece of paper into three columns.
- Write column headings on the board for all three columns and the tasks for columns one and two. See the example below. Have students copy the headings and tasks (columns one and two) on their paper. They will interact with their classmates to come up with responses for column three.

| Find someone who ... | Ask the person ... | The person I talked to said ... |
|--|---|--|
| knows how to ride a bicycle: _____ (student's name) | the benefits of riding a bicycle rather than driving in a car | <i>riding a bicycle is good for the environment and good exercise</i> |
| takes the bus to school: _____ (student's name) | what kinds of things people do on the school bus | <i>on the bus people talk to friends, do homework, and look out the window</i> |
| ...and so forth | | |

- Give students a set amount of time to find and interact with a different person to complete each row.
- Then call on students to tell what they learned, using complete sentences. Example: _____ *knows how to ride a bicycle. I asked him/her to talk about the benefits of riding a bicycle rather than driving in a car. He/she said riding a bicycle is good for the environment and good exercise.*

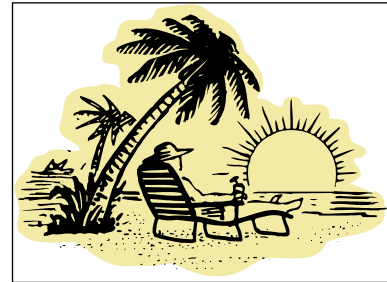
Literacy Link

Ask students to write a complete sentence in response to one (or more) of the questions.

What Is It? (Oral Description)

This activity gives students practice describing people, places, and things.

- Have each student draw a picture of a person, place or thing. Alternatively, students can print clip art or cut a picture from a magazine.
- Organize students in pairs. Students should not let their partner see their picture. Have students take turns describing their picture to their partner. The partner should draw what he/she hears being described.
- When both students have finished describing their pictures, have them compare the original picture with the picture that was drawn and discuss any discrepancies.



Literacy Link

Have students write a paragraph describing one of the pictures and attach the picture to the paragraph.

Conclusion

It is critically important for ELD educators to provide systematic oral language instruction to ELs. This requirement is not without challenges, especially in terms of helping individuals responsible for assessing teacher performance understand the significance of oral language

rehearsal as a precursor to literacy development. In addition, ELD teachers must implement oral language activities that are appropriate, effective, engaging, and purposeful. Managing student talk in the ELD classroom is critical to developing literacy among ELs and enabling them to achieve academic success. ❖

References

Williams, C., Stathis, R., & Gotsch, P. (2008). *Speaking of writing: The significance of oral language in English learners' literacy development*. Ruidoso, NM: Teacher Writing Center.

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