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

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Pathway followed in this session

Using the **ICPALER** framework to develop teaching procedures to assist students who have oral language difficulties.

A teaching framework for enhancing students' oral language in classrooms
- The basis for our teaching recommendations: A teaching framework
- Why is a framework necessary?
- 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.

- The themes for the small group sessions

Using the teaching framework to plan a teaching program

Implementing the teaching procedures

- 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

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

Using the **ICPALER** framework to organise teaching resources and websites.

1.   A teaching framework for enhancing students' oral language in classrooms

How will the teaching be implemented, both in regular classroom activities and in small group activities?   The framework used here recommends a set of teaching procedures to target each of the aspects of language mentioned in ICPALER.

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 the ICPALER framework are shown in the table below.

ICPALER framework		Activities that teach students to	
		expressive	receptive
the ideas (meanings)	word	say and use vocabulary correctly	comprehend vocabulary
		learn to say new word meanings	learn to understand new meanings
	sentence	say and use meaningful sentences	comprehend sentences, act them out
		ask 4w + h questions	answer 4w + h questions
		give instructions	follow instructions
		say cause–effect, order of events	infer cause–effect, order of events
	discourse	recount, retell	discourse (listening) comprehension
		use discourse production strategies	use listening comprehension strategies
	topic or theme	say and use the topic of a discourse	comprehend the topic of a discourse
conventions	phonological	use phonological skills	apply phonological skills in listening
		pronounce words accurately, correct and amend inaccurate attempts	recognise pronunciation patterns
	grammatical	use grammatical forms correctly in speech	comprehend grammatical forms correctly
		retain and recall information in short term memory activities	and recognise information in short term memory activities
	genre	use discourse conventions in spoken discourse	comprehend discourse conventions in discourse heard.
purposes	manage, direct language use	manage the speaking aspects of conversing and discussing topics	manage the listening aspects of conversing and discussing topics
		adjust to audience / context in what is said	comprehend adjustments to audience / context in what is heard
	listen /speak 'between lines'	talk about ideas in imaginative ways	comprehend imaginative reference to ideas
		use common idioms in speech	comprehend common idioms
		extend an exchange	comprehend extensions to an exchange
	adjust to context and audience	judge how much information to give in conversing, discussing, use the context in speaking	use the context while listening, recognise adjustments to context and audience in conversing, discussing
	goals for language use	express goals for speaking	comprehend goals for using language
	stay on the topic	Use the topic or theme of a communication in speech	Comprehend reference to the topic in listening comprehension
	Use the context to interpret linguistic forms	Use noun -pronoun and verb tense agreement appropriately in speech	Comprehend the use of linguistic forms that are defined by the context in which they are used,
ability to learn language	retain ideas in short term memory	retain and recall information in short term memory activities	and recognise information in short term memory activities
	store new ideas in long term memory, retrieve it.	say what they have learnt and will remember, say how what they have learnt is like what they already knew and where the new ideas fit in and imagine themselves remembering the new ideas in later sessions	
	ways of thinking		use auditory perceptual skills, discriminate and localize sounds

1.2   *Incidental and spontaneous learning or systematic and explicit teaching?*
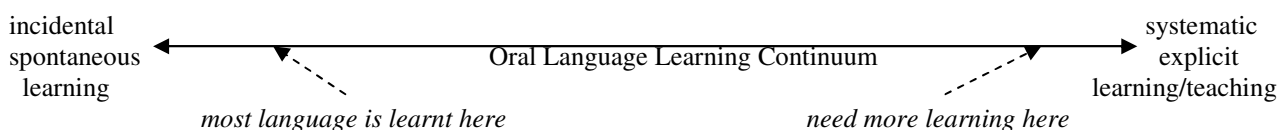
Will these aspects of oral language be learnt incidentally and spontaneously by students, or do we need to teach them explicitly and systematically?

For many students it is sufficient to provide broadly based activities from which they learn.   These students learn language by being immersed in it and interacting with it. They often have both a level of language knowledge that allows them to learn in these ways and have had earlier experiences that have taught them how to learn incidentally.

Other students do not have the same level of existing oral language knowledge. Some have not had the appropriate environmental exposure to language.   Others have not learnt how to learn language, for a range of reasons.   Whatever the cause, their existing knowledge is such that it will not scaffold this learning.   Their knowledge of oral language, their knowledge of how to learn it, their self efficacy may not permit effective incidental learning of language.

Students entering Prep, for example, vary in their ability to use their existing language in order to learn. The entry level of oral language knowledge of some Prep children students is substantially different from that required for the beginning phases of the Speaking and listening strand of English.

For these programs and activities to be maximally effective with all students, we recommend that you teach the language and speech knowledge in a systematic, consistent way with a focus on explicit student outcomes. At any time you may be targeting either comprehension or production (that is, expression).

incidental spontaneous learning ←——————— Oral Language Learning Continuum ———————→ systematic explicit learning/teaching

most language is learnt here   *need more learning here*

1.3   *Principles for designing the language teaching*

Any teaching makes particular assumptions about how learning occurs. Teaching language knowledge and skills to young children is no exception.   This section describes some of the key assumptions made by our approach to teaching.

These assumptions refer to what language knowledge and skills to teach and how best to teach them (Munro, 1994). They are as follows.   Teach language skills and knowledge:

(1)   that assists the young children to express their understanding and intentions at any time. The understanding that these children have of the world at any time is changing rapidly. This is reflected in the types of ideas they intend to convey at any time. It is assumed that the teaching needs to take account of a child's overall understanding at any time and that this is expected to be changing, or evolving.

(2)   that helps children to achieve their goals or desired purposes. It is assumed here that young children will learn language more effectively when they see that it assists them to achieve their goals, that is, that they can use it to work for them.   It is important, therefore, that in the teaching situations, they receive the appropriate feedback for their language use. In some cases it is necessary for them to be guided to see that it is working for them.

It also needs to be borne in mind that link between children's goals and intentions at any time and their use of language is not one way; their goals and purposes will be determined in part by their knowledge of language at any time and by their understanding of how it is used.

(3)   It is assumed here 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. that matches the children's existing knowledge about language and their world at any time. It is assumed that the teaching is most effective when it begins with what a child does know.

(4)   by recognizing the child's preferred learning strategies. Young children differ in what they have learnt about how to learn successfully, as well as their beliefs about themselves as learners. Their earlier experiences may mean that they differ, for example, in how they have learnt to use language to note detail in situations, to label items, to imitate what they have heard, to retain ideas briefly or to gain information by asking questions. The teaching needs to take account of these differences.

(5)   in contexts in which the child communicates interactively. Some approaches to language teaching involve the children largely in a 'recipient' role, in which they are respond to information from others. In these approaches their responses, at any time, do not shape the information they receive next. Instead, this has been decided earlier, or is 'pre-programmed'. In these contexts, the children are 'communicated upon'. The assumption here is that children learn language more effectively when there is the opportunity for them to share their knowledge and to receive feedback for this.

(6)   in contexts in which the meaning of the message is unambiguous, clear and obvious to children, for example, where they are talking about events that they are experiencing or actions they have done. It is easier to learn from particular examples or in particular situations when the aspects to which the language refers are obvious or salient and stand out clearly for the child.

(7)   in natural exchanges in the child's world as well as in contrived transactions and use it to communicate 'real' or authentic messages. The 'real' world is frequently complex, with so much happening at once that it is necessary for language teaching programs to 'simplify' or to reduce its complexity. Even in these situations, however, it is recommended that the children be engaged in sharing in the communication of messages that are 'real' or authentic.

(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 using each language skill is important.

(9)   by following a pathway that is based on a normal language developmental sequence. This pathway is used to decide what to teach next. Some language programs use 'logical' skills analysis procedures to sequence the knowledge and skills students will be expected to learn. The sequence of language skills obtained when one uses these procedures do not necessarily match the developmental path that language acquisition follows. This assumption proposes a sequence that is based on how students actually acquire or develop language.