



THE ONLINE
CLIL SUMMIT
2022

Oracy as a tool for **Equity** in **CLIL**

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&

Lisa Kester-Dodgson



How do *you*
imagine equity?

Equity



They are being treated equally.



They are being treated equitably.



The systemic barriers have been removed.

What is Oracy?

‘[Oracy] is what the school does to support the development of students’ capacity to use speech to express their thoughts and communicate with others, in education and in life.’

Alexander

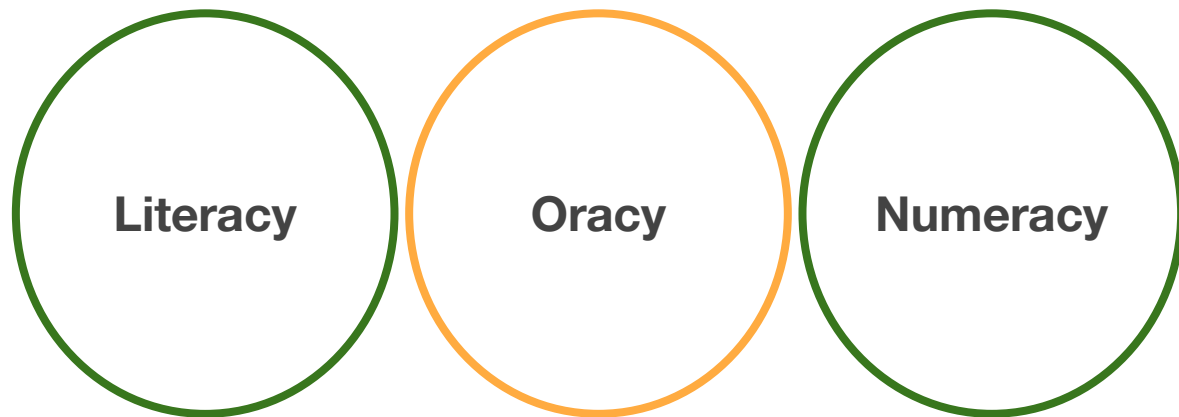
“[Oracy] really represents the set of talk skills [...] that people, should develop, in the same way that we would expect people to develop reading and writing skills.

Mercer

The State of Speaking in Our Schools: Oracy in English Schools. Millard, Will & Menzies, Loic. (2016).

Oracy

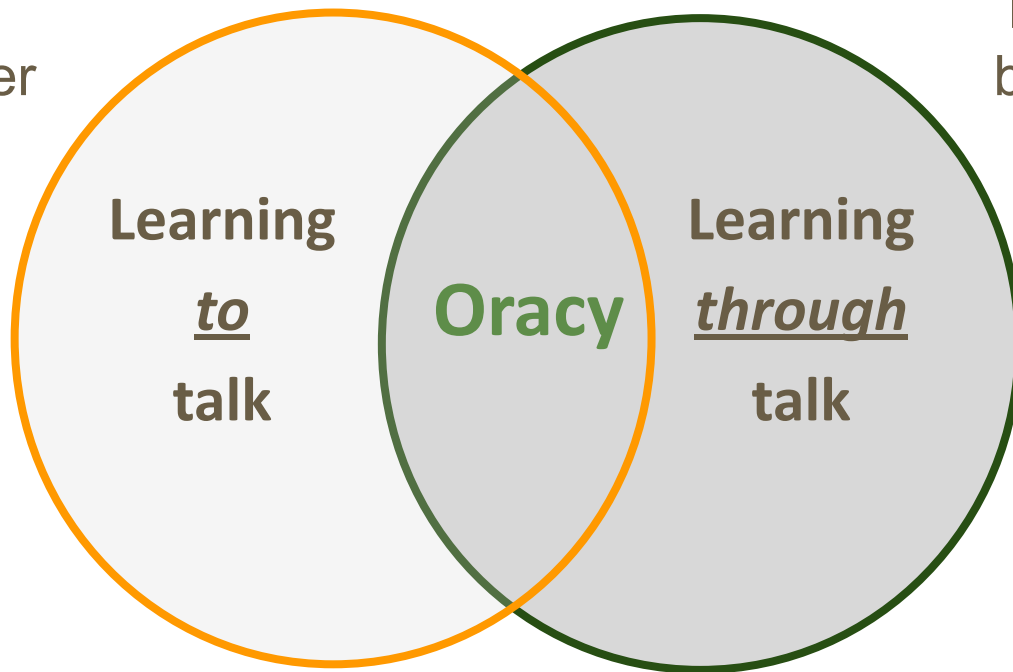
- A neologism



“Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language” *Voice21*

Learning to / through talk

How to be a better speaker and interest people with **how** you're talking



How talk gives you better writing, better thinking, **better understanding of key concepts**

Venn diagram in
*Transforming Teaching
and Learning Through
Talk*, Gaunt, Stott

Never mind the gap?

Why there is a need for oracy in schools

On average, teachers do **90%** of the talking with individual students saying approximately **four words** per lesson; the idea that if students are talking they are not learning is unfortunately still prevalent.

National Literacy Trust, 2011

50% of young people from **areas of disadvantage** suffering from language delay

charity ICAN, UK

All students should benefit from a focus on improving oracy, not just the most vulnerable.

charity ICAN, UK

- An oracy policy is respectful of **UN Human Rights**
- Oracy is a **fundamental life skill** which is currently **ignored** in most schools
- Oracy instruction is necessary for **inclusivity**

Vocabulary and Word *poverty*...

...how poverty is not just material deprivation of the food you eat and the clothes you wear but also the words you hear.

...a child from a professional family will hear 45 million words, a working-class child 26 million, a child on welfare only 13 million - **a gap of 30 million words!**



People Like Us: What it takes to make it in modern Britain, Hashi Mohamed (2020)

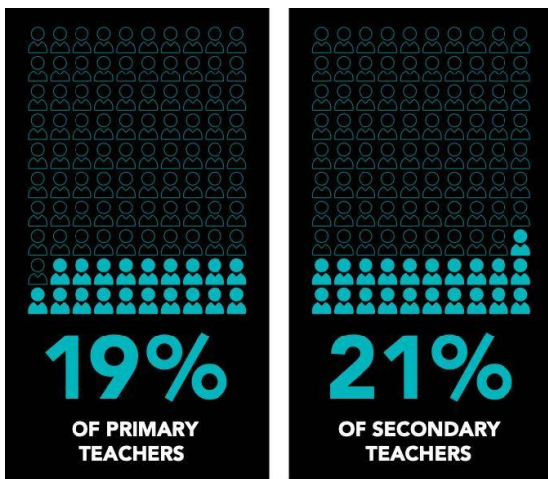
The pandemic

92% of teachers think school closures (due to Covid-19) have contributed to a widening of the word gap.

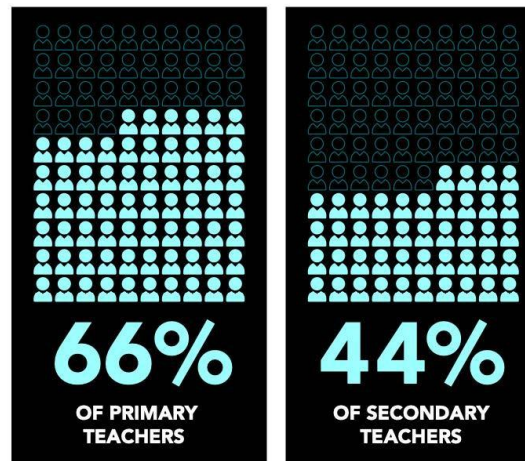


Oxford Language Report (2020)

Oracy as a tool for equity in CLIL - Howell & Kester-Dodgson - 11 Oct 2022



said school closures during the pandemic had a negative effect on the spoken language development of their **most disadvantaged** pupils



said school closures during the pandemic had a negative effect on the spoken language development of pupils **eligible for free school meals**



Impact of oracy



Oracy increases confidence



Oracy improves academic outcomes



Oracy fosters wellbeing



Oracy equips students to thrive in life beyond school

State of Speaking in Our Schools, Voice 21

What communication skills does a democratic society require of its citizens?

- Confidence and clarity in self-expression
- The ability to listen and take account of other perspectives
- Ways of working with others to solve problems

Mercer, Rethinking Education Conference, Sept. 2022

Classroom Talk

Exploratory talk

‘exploratory talk which is typical of the early stages of approaching new ideas [...] Exploratory talk is hesitant and incomplete because it enables the speaker to try out ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns.’

Presentational talk

‘The difference between the two functions of talk is that in presentational talk the speaker’s attention is primarily focused on adjusting the language, content and manner to the needs of an audience, and in exploratory talk the speaker is more concerned with sorting out his or her own thoughts.’

Prof. Douglas Barnes, 1992

Exploratory talk

- students listen critically but constructively to each other's ideas
- students explore the different possible answers
- students share ideas and information in order to solve problems and reach agreement

Presentational talk

- students adjust language and content to the audience's needs
- students have refined their understanding
- presentational talk comes towards the end of a sequence of learning

Exploring Talk in School, Mercer, Hodgkinson (2008)

Talk Activities



Exploratory talk

Developing and exploring ideas together

- group discussions
- pair-work
- role-plays



Presentational talk

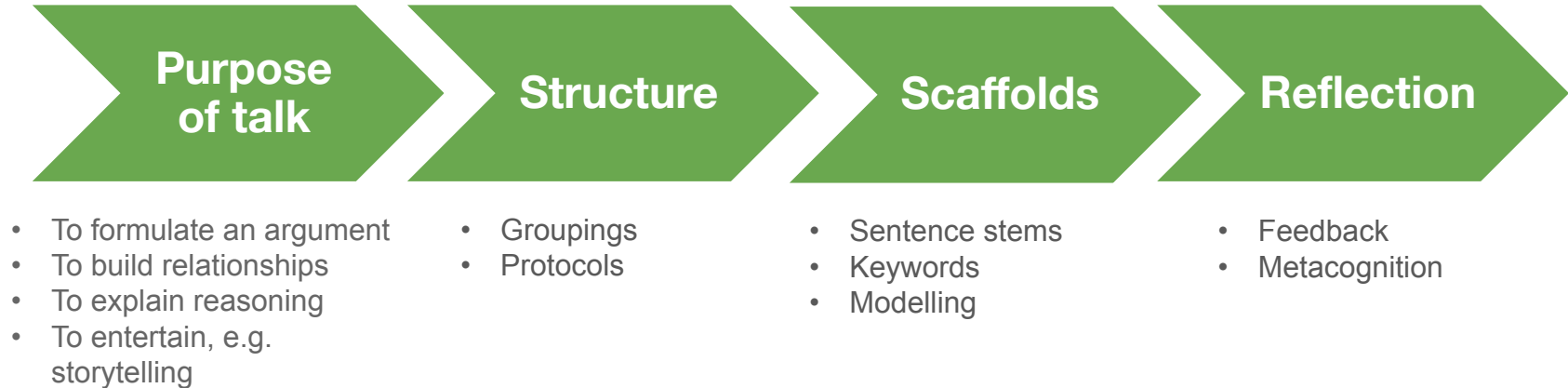
Presenting understanding

- presentations
- answering teacher (sharing info)
- oral tests
- debates
- school events (open days, plays, fairs)

Exploring Talk in School, Mercer, Hodgkinson (2008)

How can we embed talk?

Embedding talk in every lesson



Voice 21, the UK Oracy Charity

The Oracy Framework

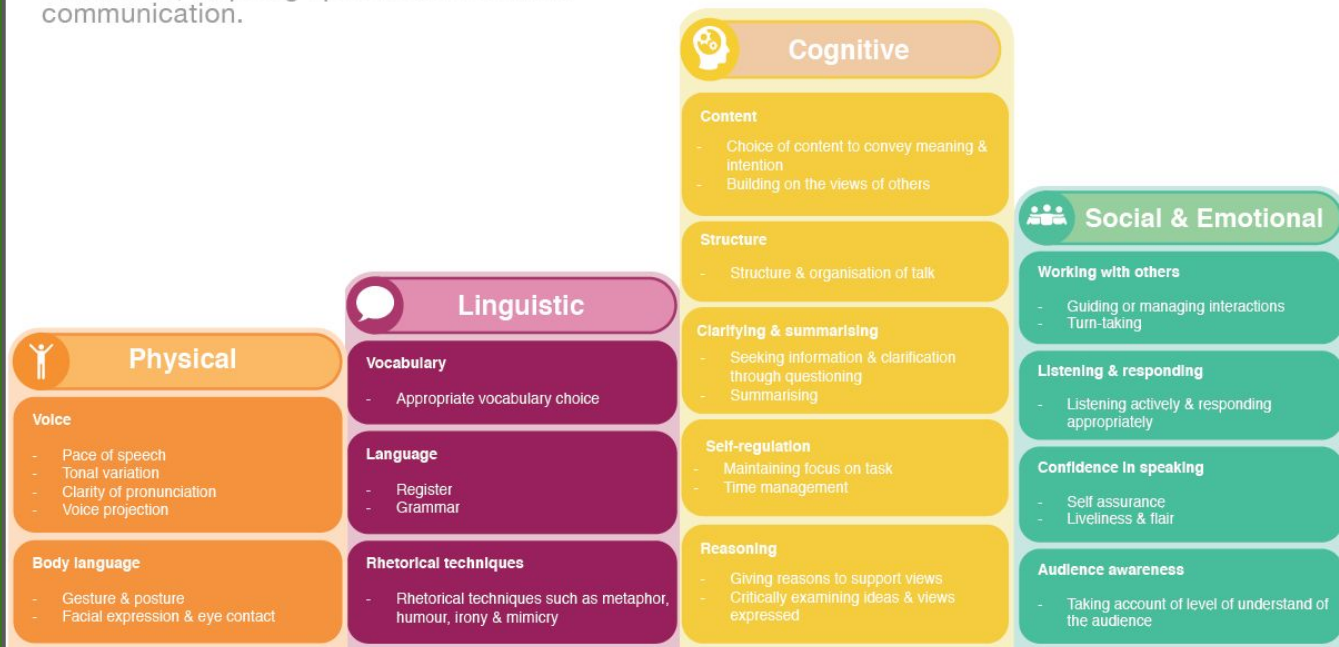
Available in:

- Arabic
- English
- Italian
- Welsh

coming soon
Chinese,
Spanish...

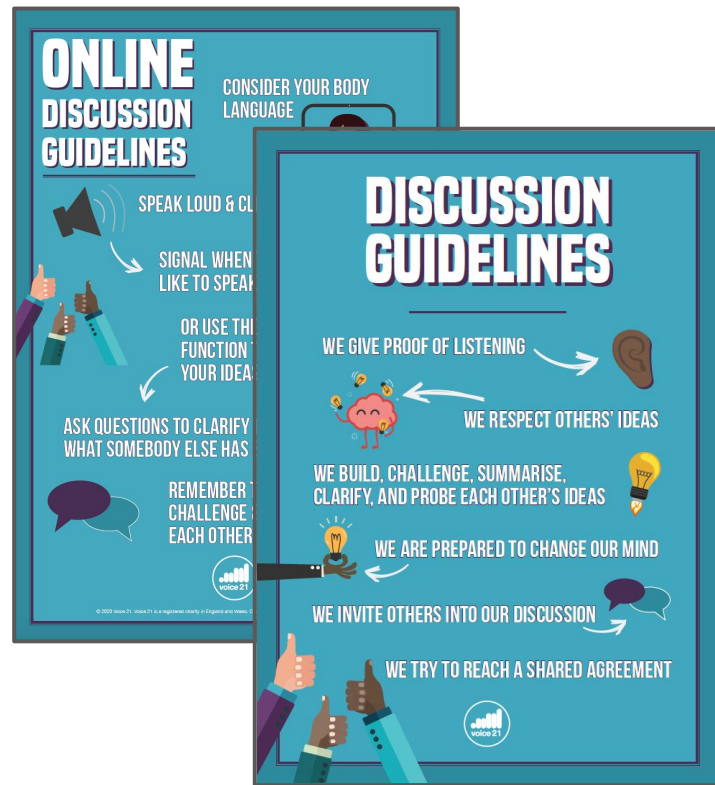
The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Discussion Guidelines

- Invisible norms
- Safe environment
- Set expectations for talk
- Classroom culture of talk
- Students invited to contribute ideas
- Build self-esteem and self-confidence
- Partial answers or incorrect ideas accepted
- Create own set



Voice 21, the UK Oracy Charity

Examples of talk

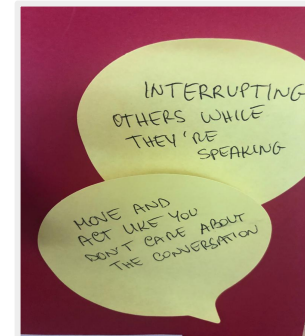
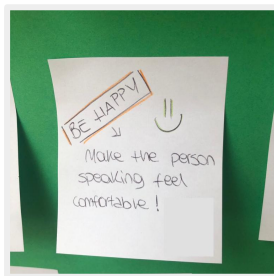
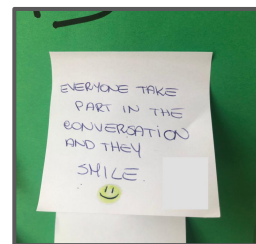
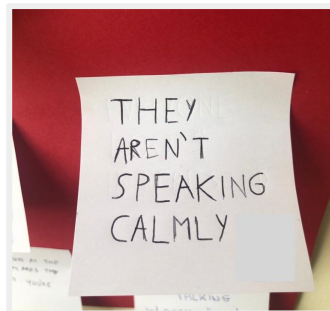
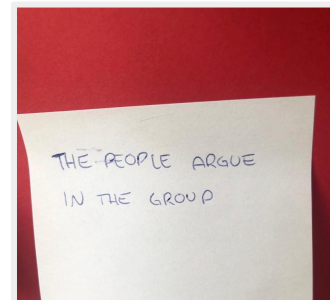
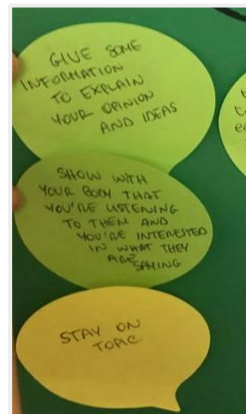
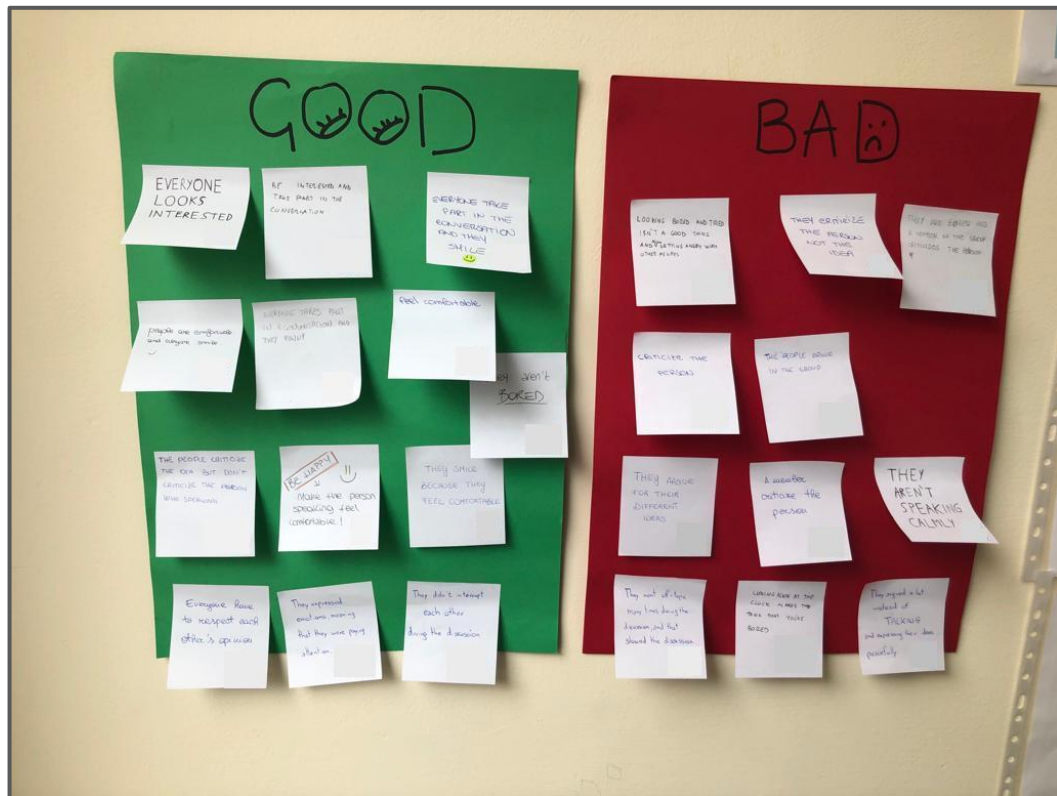
1. Watch the video clip. Look for GOOD/BAD examples of talk. Think about the PHYSICAL strand of the Framework.
2. Write your ideas on post-it notes and put them on the posters in class.



Group Discussion video

<https://youtu.be/d3Se6gHHhrw>

Students' noticings



Think-Pair-Share

- Visible Thinking Routine
- Collaborative learning strategy
- Students think individually before sharing ideas with partner and group/class
- Time to reflect on task and gather thoughts before speaking

Thinking and pairing carried out in class with sharing stage online. 50% students were online at home due to the Covid Pandemic.



Liceo Linguistico Leopardi, Recanati, Italy
Coordinator Prof.ssa Enrica Cerquoni, PhD

Developing Discussion Guidelines

Padlet

The Padlet board displays a collection of discussion guidelines and user feedback. The main title is 'Class 1E Discussion guidelines' with a subtitle 'Here we shall build our own set of class discussion rules'. The board is organized into columns for 'GROUP 1', 'GROUP 2', and 'GROUP 3'. Each group has a list of rules and a corresponding 'Valuta' (Rate) section with star ratings and the number of votes.

Group 1 Rules:

- 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

Group 2 Rules:

- 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

Group 3 Rules:

- 1 Talk with your group and create six rules for a good group discussion. 2 Post your rules under your group number.

User Feedback (Anonimo 12me):

- 6) A member can criticize an idea but can't criticize the person that express it. (16 Valuta)
- 4) if we have different opinion, in the first time debate about the reasons and the majority wins. (17 Valuta)
- 3) People can be in disagree but they have to respect other opinions. (18 Valuta)

OUR CLASS DISCUSSION GUIDELINES

- 1 Everyone must be heard.
- 2 Let's talk. Don't be shy. We are here to improve..
- 3 Try to learn something about the discussion.
- 4 Don't be afraid to speak up or share your thoughts.
- 5 Be open-minded.
- 6 Try to keep your tone calm and polite.

Oracy - Liceo Leopardi 2021

How can we encourage talk through groupings?

Group work that works!

- Sharing relevant information
- Engaging critically but constructively with each other's ideas
- Giving reasons for ideas / support ideas with reasons
- All actively participating
- Checking understanding by asking questions
- Building on each other's responses
- Striving to reach an agreement

Prof Neil Mercer, Rethinking Education Conference 2022

Oracy as a tool for equity in CLIL - Howell & Kester-Dodgson - 11 Oct 2022

Groupings

- Huge impact on reluctant students' desire to participate
- Size and composition is key
- Fewer competing voices in smaller groups
- Group quieter speakers together rather than with louder speakers



Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Nest

Stand apart from each other and whisper your ideas to yourself.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.

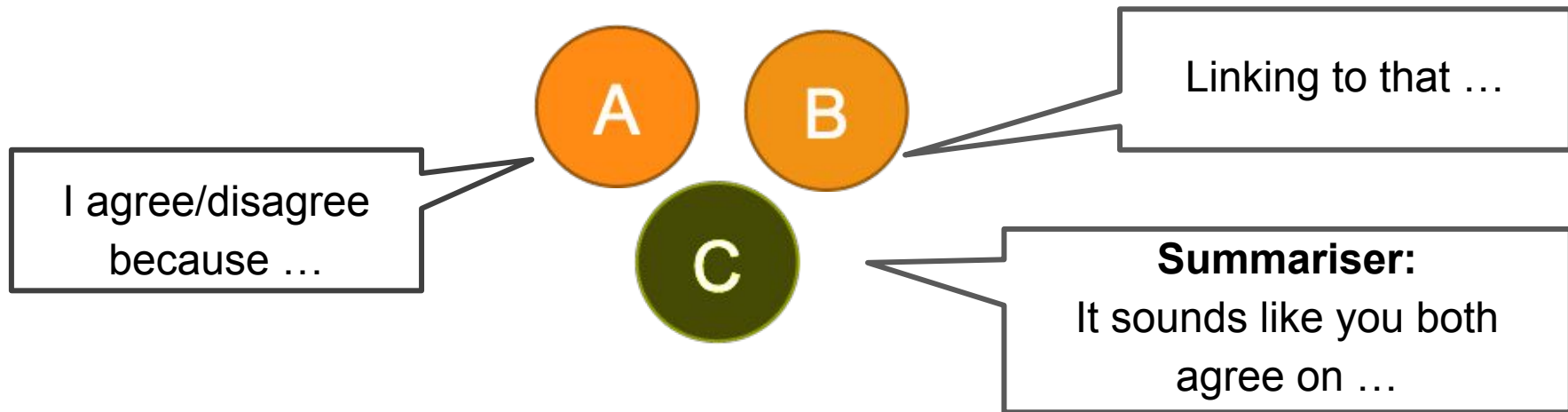


Voice21, the UK
Oracy Charity

Summariser in a Trio

“Discussion is a waste of time with a badly behaved classed.”

“Using talk in lessons amplifies the voices of the loudest at the expense of quieter students’ learning.”



How can we elevate the quality of talk?

Scaffolds - Elevating the quality of talk

- Scaffolding is a “process that enables a child or novice to solve a problem, carry out a task or achieve a goal that would be beyond his unassisted efforts” (Wood, Bruner and Ross 1976, 90).
- A scaffold acts as a temporary supportive structure for a student to complete a task they otherwise could not have (Graves, Watts and Graves 1994, 44). As students become more confident, scaffolds will be needed less and less, until eventually they are not needed at all.

Sentence stems

Modelling

Key vocabulary

Voice 21, the UK Oracy Charity

Oracy as a tool for equity in CLIL - Howell & Kester-Dodgson - 11 Oct 2022

Sentence Stems

- A technique that gives students the opportunity to **respond in the form of a complete sentence** to effectively communicate.
- Sentence stems provide **scaffolding** to help students at all levels get started in speaking or writing **without the added pressure** of thinking about how to correctly formulate a response.



Student Talk Tactics

- Help start and maintain a conversation
- Give time to gather thoughts and structure ideas
- Enable students to focus on what they want to say
- Serve as a scaffold for expressing ideas
- Take away anxiety



Talk Tactics

Talk tactics encourage students to think strategically about their contributions to group talk





Instigate

Present an idea or open up a new line of enquiry

Start by saying:

- I would like to start by saying...
- I think....
- We haven't yet talked about...

Instigate



Probe

Dig deeper, ask for evidence or justification of ideas

Start by saying:

- Why do you think...?
- What evidence do you have to support X idea?
- Could you provide an example?

Probe



Challenge

Disagree or present an alternative argument

Start by saying:

- I disagree because...
- To challenge you X, I think...
- I understand your point of view, but have you thought about...?

Challenge



Clarify

Asking questions to make things clearer and check your understanding

Start by saying:

- So are you saying...?
- Does that mean...?
- Can you clarify what you mean by?

Clarify



Summarise

Identify and recap the main ideas

Start by saying:

- So far we have talked about...
- The main points raised today were...
- Our discussion focused on...

Summarise



Build

Develop, add to or elaborate on an idea.

Start by saying:

- Building on X's idea...
- I agree and would like to add...
- X's idea made me think...

Build

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Teacher Talk Tactics

- Scaffold classroom dialogue
- Promote educationally productive talk
- Adequate opportunities to process information
- Formulate responses
- Actively participate in class dialogue

Teacher Talk Tactics scaffold classroom dialogue, promoting educationally productive talk. Teachers have two additional tactics to employ in order to foster high-quality talk for learning.

Instigate Present an idea or open up a new line of enquiry.	Instigate: - Let's start the discussion by... - Has anyone considered... - Let's think about...	Invite instigation: - Who would like to begin our discussion...? - Does anyone have another idea...? - Would anybody like to share a different point?	Summarise Identify and recap the main ideas.	Summarise: - So far we have talked about... - The main points raised today were... - To summarise X's idea?	Invite summary - Can anybody summarise the main points so far? - Could you summarise what X is saying? - Who can recap the main ideas?
Probe Dig deeper, ask for evidence or justification of ideas.	Probe: - Why do you think...? - Could you provide an example of...? - How do you know that?	Invite probing: - Would anyone like to probe what X said? - Who would like to ask a probing question? - Does this remind you of anything we've learned before?	Build Develop, add to or elaborate on an idea.	Build: - Building on X's idea... - X's idea made me think... - To develop X's idea...	Invite building - Would anybody like to build on X's idea? - Could you tell me more about...? - Who can tell me why they might agree with X?
Challenge Disagree or present an alternative argument.	Challenge: - Have you considered...? - You mentioned X but what about...? - What if...?	Invite challenge: - Would anybody like to challenge X's idea? - Does anyone have a counter argument? - Who disagrees with that point?	Additional moves: Model Articulate the thought processes underpinning talk. Model - I'm not sure I agree with that so I'm going to challenge X's idea... - I am going to clarify X's point to check I've understood correctly... - It would be a good idea to summarise the points so far to help us move forward. - I am going to refer to X to provide evidence for my point...		
Clarify Asking questions to make things clearer and check your understanding.	Clarify: - So are you saying...? - Let me get this right, what you're saying is...? - Can you clarify what you mean by...?	Invite clarification - Could anybody clarify what X is saying? - Would anybody like to ask a clarifying question? - Could I just check your understanding X?	Mark Highlight an important idea or type of contribution.	Mark - That's an important point. - Did everyone hear what X just said? How does that help move us on? - Did you notice how X just probed X's idea? - What did X say to challenge X's idea politely?	

Summarise
Identify and recap the main ideas.

Summarise:

- So far we have talked about...
- The main points raised today were...
- To summarise X's idea?

Invite summary

- Can anybody summarise the main points so far?
- Could you summarise what X is saying?
- Who can recap the main ideas?

Summarise

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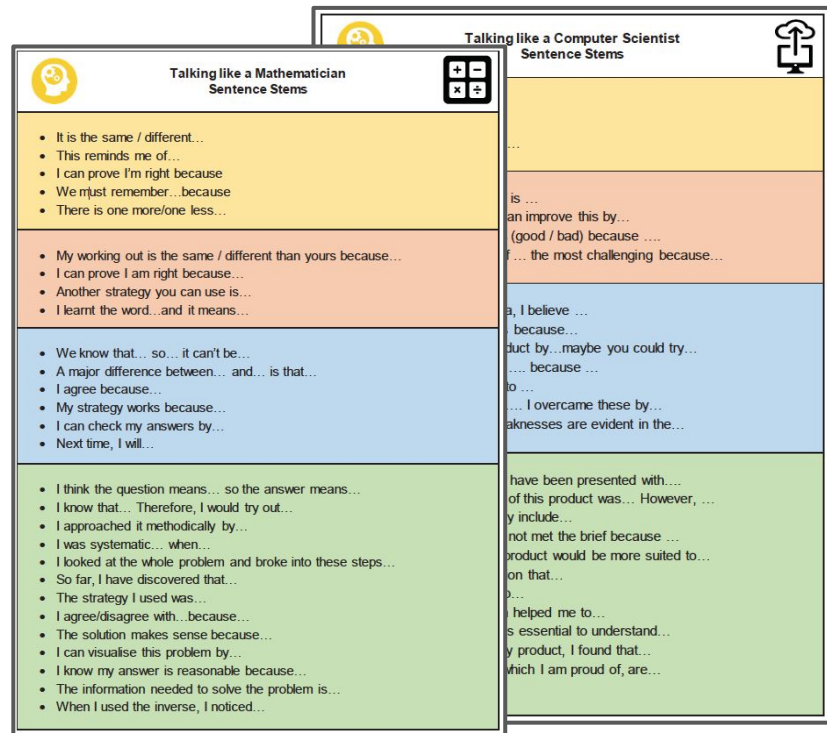
Make your own talk cards

Choose a card and make your own sentence stems for the levels you teach. Write your stems in the chat box.



Speak like a specialist

- Subject specific vocabulary
- Sentence stems
- Raises students awareness
- Become flexible, resilient communicators



Plymouth Mayflower Academy, Talking like a Specialist Booklet
<https://voice21.org/wp-content/uploads/2021/03/Talking-Like-A...-1.pdf>

Alex Quigley's

7 STEPS to CLOSE THE VOCABULARY GAP

Alex Quigley, Closing the Vocabulary Gap

www.theconfidentteacher.com

STEP [1]	Train teachers to become more knowledgeable and confident in explicit vocabulary teaching	
STEP [2]	Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum	
STEP [3]	Foster structured reading opportunities in a model that supports students with vocabulary deficits	
STEP [4]	Promote and scaffold high quality academic talk in the classroom	
STEP [5]	Promote and scaffold high quality academic writing in the classroom.	
STEP [6]	Foster 'word consciousness' in our students (e.g. sharing the etymology and morphology of words)	
STEP [7]	Teach students independent word learning strategies	

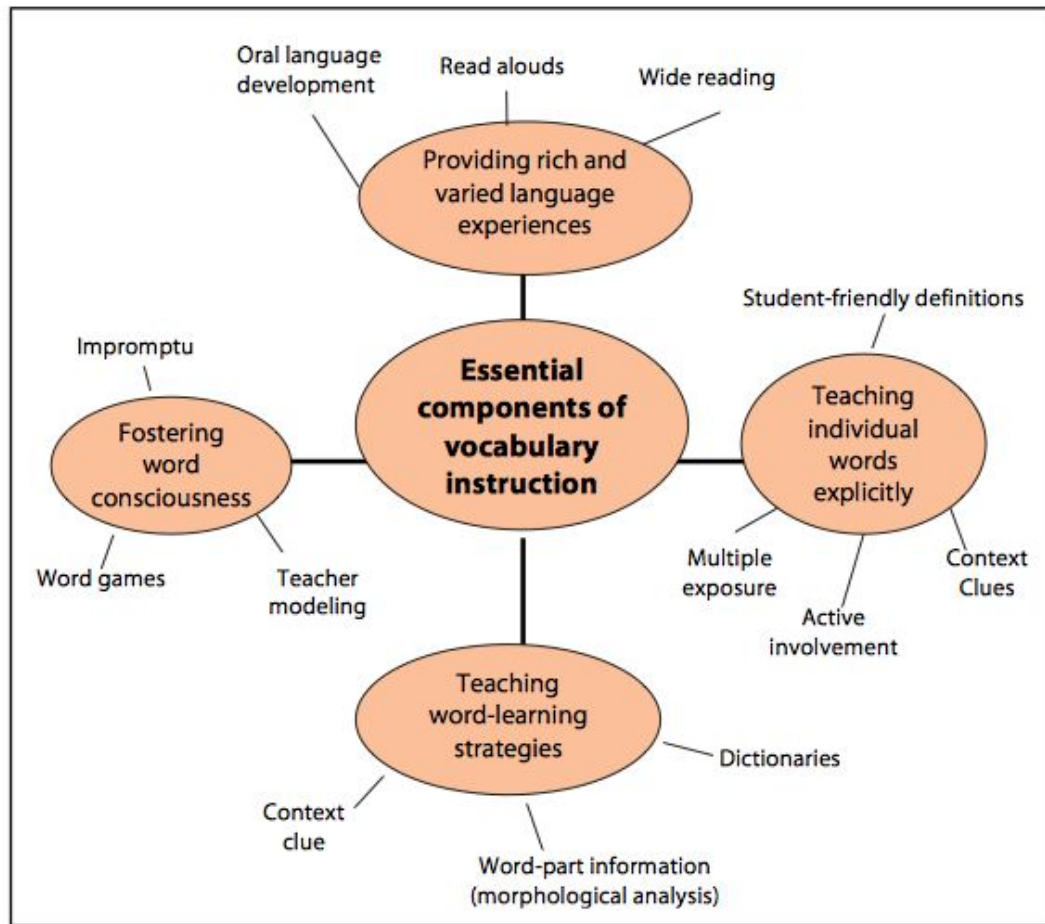
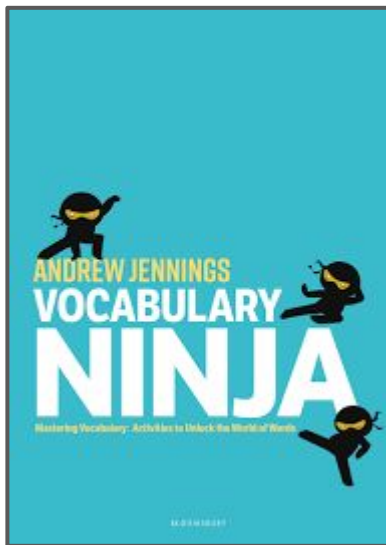


Figure 1. The four essential components of vocabulary instruction. Adapted from Graves, 2006.



VOCABULARY VAULT



Volcanoes

Mt. St. Helens	Mt. Vesuvius	Mt. Etna	Adjectives	Verbs
4,400ft	4,190ft	10,922ft	intense	eject
Washington State	famous	Sicily	volcanic	scorch
USA	infamous	Italy	infernal	plume
monument	active	active	dangerous	choke
Skamania	Italy	rich soil	ferocious	spiral
County	Naples	tourism	mesmeric	smother
active	Pompeii	Mongibello	formidable	overwhelm
avalanche	79 AD	popular	colossal	explode
destruction	Herculaneum	sleeping	catclysmic	burn
disaster	stratovolcano	monster	unstoppable	shatter

Water cycle

Water Cycle	Water Cycle	Nouns	Adjectives	Verbs
water	evaporation	mountain	peaceful	monitor
rain	transpiration	stream	frozen	trap
roots	precipitation	rain	muddy	cycle
sun	condensation	flood	natural	return
wind	filter	weather	relaxing	condense
low	run-off	wildlife	wondrous	precipitate
lake	collection	tributaries	mighty	meander
river				
ocean				
atmosphere				



SETTING DESCRIPTION DOJO Ancient Greece

Nouns		Adjectives		Verbs		
Troy	Alexander	brave	great	fight	sail	pray
Odyssey	Parthenon	ferocious	titanic	invade	debate	sculpt
swords	Olympus	strong	fit	defend	compete	race
Olympics	Minotaur	skilled	deadly	build	sacrifice	acting
Spartans	Trireme (ship)	adventurous	heroic	invent	vote	storytelling

Phrases and Clauses

brave and bold warriors
skilled athletes racing
shining sharp swords
fighting the deadly warriors
heroic, Spartan warriors
competing in the Olympics
fighting the bold Minotaur
carrying the Olympic torch
praying to the Gods
observing the grand Parthenon

Simile

The trireme sailed through the water like a great beast.
One Spartan fights as one hundred.
The sword bites like a snake.
The arrow flies like a bird of prey.

Personification

The sword screamed as it was pulled from its scabbard.
The boat swayed and groaned as the heroes boarded.
The Trojan horse stood tall and proud.
A Spartan's armour is handsome and strong.
The Olympic flame cackled.

Metaphor

The warrior is a God.
The Trojan horse is a great weapon.
A race is a great battle.
Storytelling opens a portal to another world.



CHARACTER DESCRIPTION DOJO

Dog



Phrases

tasty treat
barking mad
roll over
trustworthy companion
lolling tongue
wet nose
pack animal
man's best friend
shaggy coat

Verbs

train
fetch
dig
wag
bark
pant
snarl

Personification

her droopy ears brushed the ground clean as she walked
the ball bounded merrily away from her hungry wet jaws
his laughing mouth and mischievous grin lit up the room

Metaphor

she was a bouncing ball of fluffy adventure
his tongue was a wet cloth wiping across his grinning smile
her glittering eyes were deep pools of faithfulness and devotion

Simile

he hoovered up the yummy fallen food like a whirling vacuum cleaner
his tail twitched back and forth like a happy windshield wiper
she snuffled around the park like a fastidious squirrel looking for nuts

Nouns

muzzle
tail
park
ears
eyes
toy
paws
leash
tongue
bone
loyal
athletic
active
golden
bounding
faithful
chocolate
playful
stocky
greedy

Adjectives



Grasshopper Word of the Day

Word of the Day:

Pronunciation / Syllables

defeat

(de-feat)

Word Class
(verb)

Definition:

If you defeat someone, you win a victory over them in a battle, game, or contest.



Ahmed had finally **defeated** Paul in the chess game.

Synonym:

beat
conquer

Antonym:

lose to
victory

Rhyme:

complete
heat

Link Word:

lose
victory

Vocabulary Laboratory

Describe / Definition:

Use it in a sentence:



Focus Word (write below):

Word Class:

Synonyms:

(words with same / similar meaning)

Antonyms:

(words with opposite meaning)

Draw your sentence:

Rhymes:

(words that sound the same)

Link Words:

(example: football = pitch, team, player)

Vocabulary Ninja: Mastering Vocabulary – Activities to Unlock the World of Words, Jennings, 2019

Word of the Day



Thoughtful

Word Class:

adjective

Definition:

showing you think about and care for other people

It was **thoughtful** of you to send me a text.
Andrea is a **thoughtful** friend as he always saves me a seat on the bus.

Synonym:

kind, caring

Antonym :

thoughtless, unkind

Talking point:

All people can be thoughtful.

Howell - Kester

Unlocking the world of words...

Describing words – **adjectives**

www.describingwords.io

Pobble365 – **photo + story**

www.pobble365.com

NiftyWord – **associations**

www.niftyword.com

Word Hippo – **synonyms, examples**

www.wordhippo.com

Word Spy – **random word**

www.wordspy.com

dramality, grasscycling...

Great Expectations – **word, quote**

www.greatexpectations

«Explicit and engaging vocabulary teaching has the power to promote independence in learners, ignite imaginations, deliver understanding and raise education standards in schools.»

Andrew Jennings

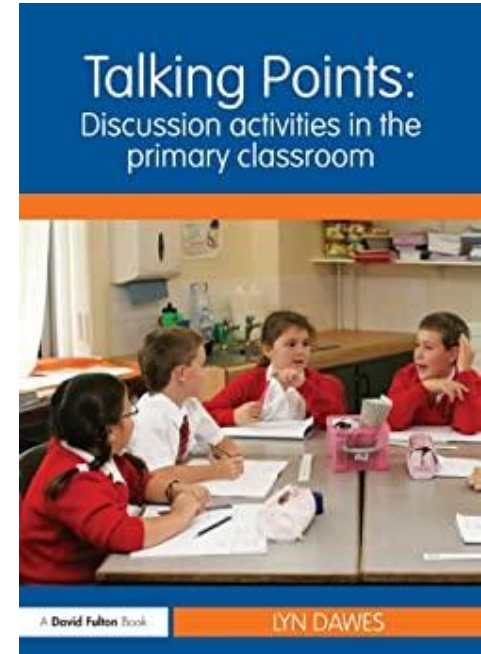
Modelling

- show students what *good* talk is
- create your own examples
- be a *model* at all times
- model the *physical* and *linguistic*



Talking points

- Support exploratory talk
- Stimulate speaking, listening, thinking and learning
- Short statements - agree, disagree, unsure
- Challenge students to think
- Questions on a big theme
- Dilemma statements
- List to choose from
- Discuss different points in different groups



Talking Points: Discussion Activities in the Primary Classroom. Lyn Dawes

Talking Points across the curriculum

Science

Talking Points - Seeds

What do you think?
Why do you think that?

Seeds are empty

Seeds have a whole new plant inside them

Seeds have to be in soil to grow

*Lyn Dawes,
Thinking Together Project*

Literature

In the Station of the Metro *by Ezra Pound*

The apparition of these faces in the crowd;

Petals on a wet, black bough.

Note: Metro is short for metropolitan, and is used as a name for transport systems in many cities of the world. Ezra Pound was an American who lived in London, France and Italy. This poem was inspired by arriving at La Concorde station on the Paris metro in 1912. It took a year to write.

Talking Points

1. 'Apparition' - we can think of some meanings of this word
2. The station was very busy
3. The writer liked what he saw

Lyn Dawes, Thinking Together Project

Art

Works of Art Talking Points: Vincent Van Gogh: The Bedroom at Arles



http://www.vggallery.com/painting/p_0482.htm

On 17 October 1888, Vincent Van Gogh wrote to his brother Theo: "I am adding a line to tell you that this afternoon I finished the canvas representing the bedroom." He added that he thought his picture showed 'absolute restfulness'. Does your group agree with this, and with the Talking Points? For what reasons?

Talking Points

1. The walls are pale violet, the floor tiles red, and the chairs are yellow wood.
2. The scarlet bed cover looks warm
3. The shutters are closed – they are green and let in some light

Lyn Dawes,
Thinking Together Project

Talk Tokens

- Create a more equal balance of talk
- Reluctant speakers have the chance to contribute more
- Louder students are required to listen more
- Quieter students have an incentive to join in
- Dominant students have to reflect on their contributions
- Different coloured tokens for different types of talk tactics
- Emojis for students online

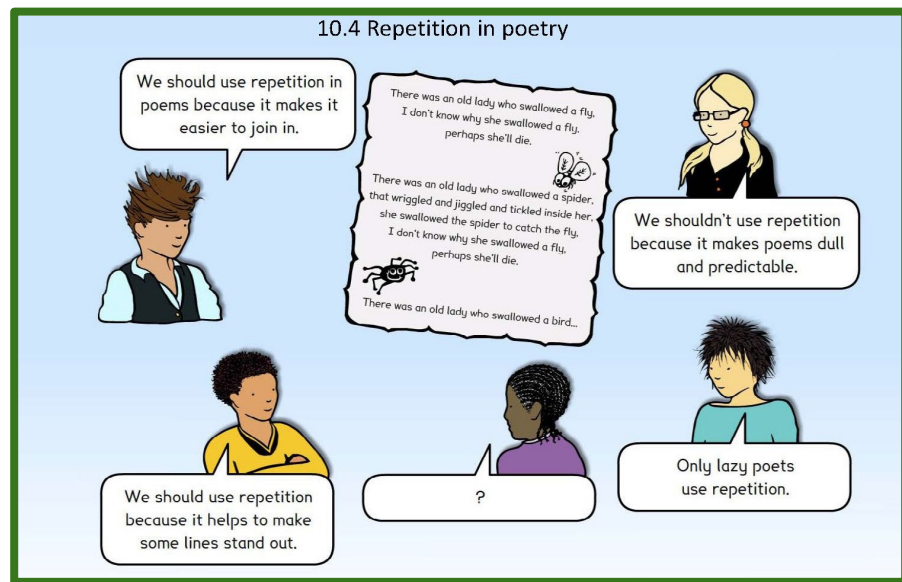


How can we encourage deeper thinking and talk?

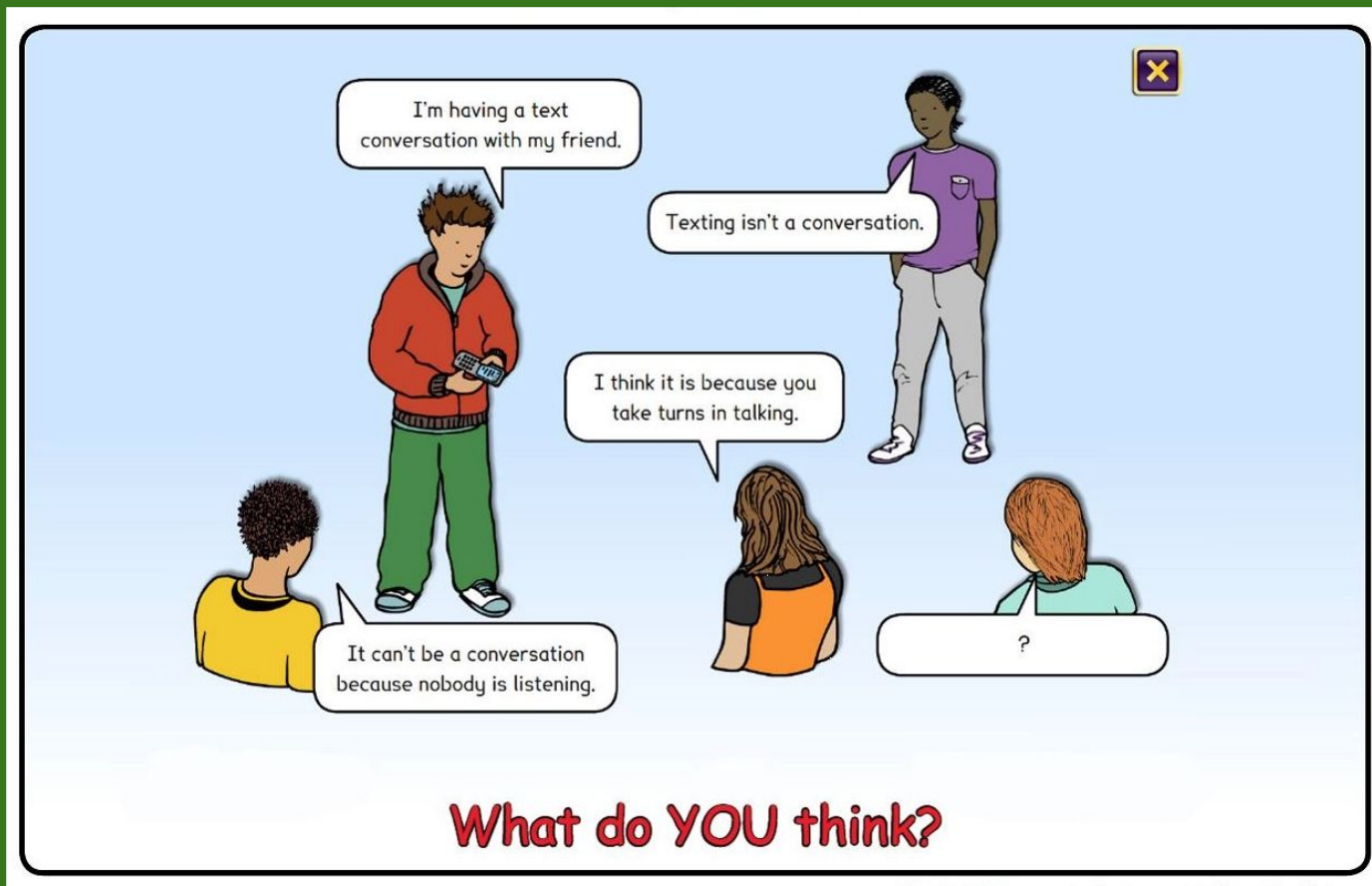
Concept cartoons

Concept Cartoons are simple cartoons that contain **factual information** as well as **misconceptions** designed to **generate discussion**.

They engage students in **focused discussion**, allow them to think more widely and discuss their ideas, including students who are normally reluctant to speak.



Naylor, S. and Keogh, B. (1999). Constructivism in classroom: Theory into practice. *Journal of Science Teacher Education* 10 (2), 93-106



English Concept Cartoons, J Turner, C Smith, B Keogh & S Naylor

Scaffolding with operational checklists

- identify **steps needed** to complete complex tasks
- **support** students' metacognitive development
- help build the **confidence and independence** needed for internalizing these steps for future tasks

1 Prepare

2 Write
and
practise

3 Present

My presentation checklist

1 Prepare (at home)

- ☐ Presentati (nome, classe).
- ☐ Pensa alla persona che vuoi presentare, per esempio nome, età, descrizione fisica e caratteristiche.
- ☐ Altre informazioni sulle sue abitudini e su quello che fa.
- ☐ Perché per te questa persona è un eroe.
- ☐ Trova alcune immagini del tuo eroe.

2 Write and practise

- ☐ Organizza le tue informazioni in senso logico.
- ☐ Scrivi la tua presentazione in forma di appunti.
- ☐ Chiedi a un compagno di leggerla e darti dei consigli.
- ☐ Crea qualche slide su supporto digitale.
- ☐ Esercitati a presentare il tuo lavoro oralmente .

3 Present

- ☐ Fai la tua presentazione.
- ☐ Ringrazia per l'ascolto.
- ☐ Rispondi a eventuali domande dei compagni.

Using Checklists to Support Student Learning. Rowlands, K. (2007)

Caroti, Howell, Kester-Dodgson
(2020) *Oracy skills, Think Big 2* (OUP)

How can we facilitate active listening?

Active listening

Teachers are often highly motivated to include class discussions and groupwork/student-led activities in their classes. However, in many cases these activities fail to reach their potential because students have not been instructed in the requisite foundational skills. English Speaking Union (2018)

- offer students tips on how to react when listening
- model active listening ourselves
- create expectations for these
- monitoring the audience (and let students know!)



Voice21

Showing interest:

*Really? OK. Wow! Ahh.
That's interesting. Uh-uh.
Mmmm...
Yeah. I see. Lucky you!*

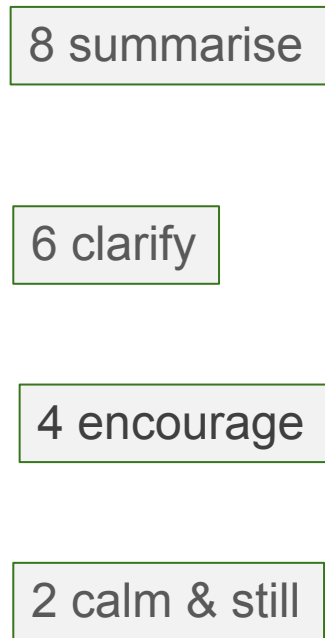
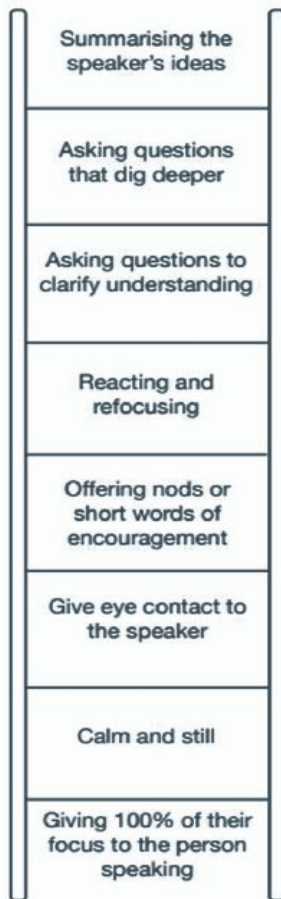
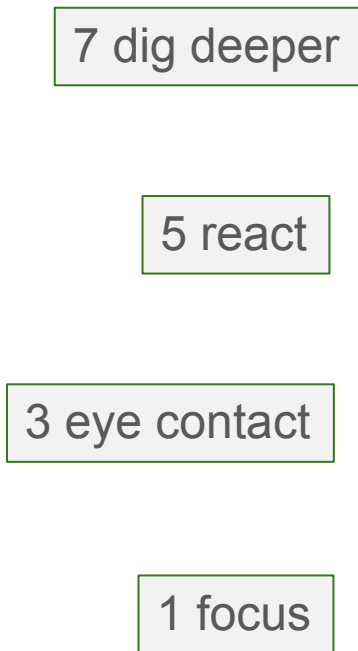
**Tip: use your intonation
and tone of voice to
communicate your
feelings (empathy,
sadness, happiness)**

Think Big,
OUP (2020)

Listening Ladder

All students have a copy and as they listen they identify what skills they have been using while listening.

Start on bottom rung and work up!



Adapted from Transforming Teaching and Learning Through Talk, Gaunt, Stott (2019)

How can we talk about talk?

Talk Detectives



Talk detectives!
Mystery to solve: what does good oracy look like?

	Person or group name
Invited someone else to contribute	
Challenged a group member	
Summarised a group member's ideas	
Clarified somebody in their group's ideas	
Built on somebody else's ideas	
Changed their mind	
Came to a shared agreement	

Talk Detective

You've been selected as a talk detective for this lesson. Walk around the classroom and try and listen in on discussions - but try not to make your job obvious, everyone changes how they talk when they know they're being watched... Try your best, and see if you can find names for all the questions below.



Who gave evidence to support their view?

Who respectfully disagreed?



Who included someone else in the discussion?

Who asked clarifying questions?



This work, "Talk Detectives" by Voice 21, used under CC BY-NC-SA 4.0 is licensed under CC BY-NC-SA 4.0 by Noisy Classroom.



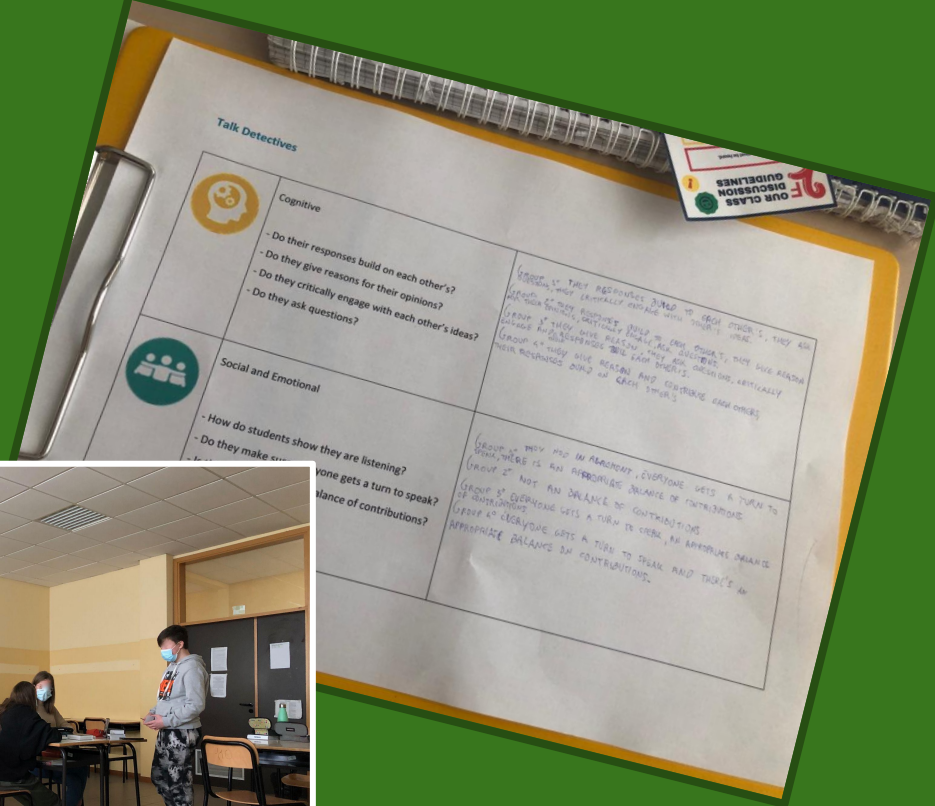
Talk detectives!

Mystery to solve: what does good oracy look and sound like?

Voice 21

	Who, or which group is doing this?	Further notes:
 Physical - Are they speaking loudly and clearly? - Are they using hand gestures?		
 Cognitive - Are they giving reasons for their opinions?		
 Linguistic - Are they using ambitious vocabulary?		
 Social and Emotional - Are they tracking the speaker? - Are they making sure everyone gets a turn to speak?		

Talk Detectives



Oracy as a tool for equity in CLIL - Howell & Kester-Dodgson - 11 Oct 2022

Harkness discussions

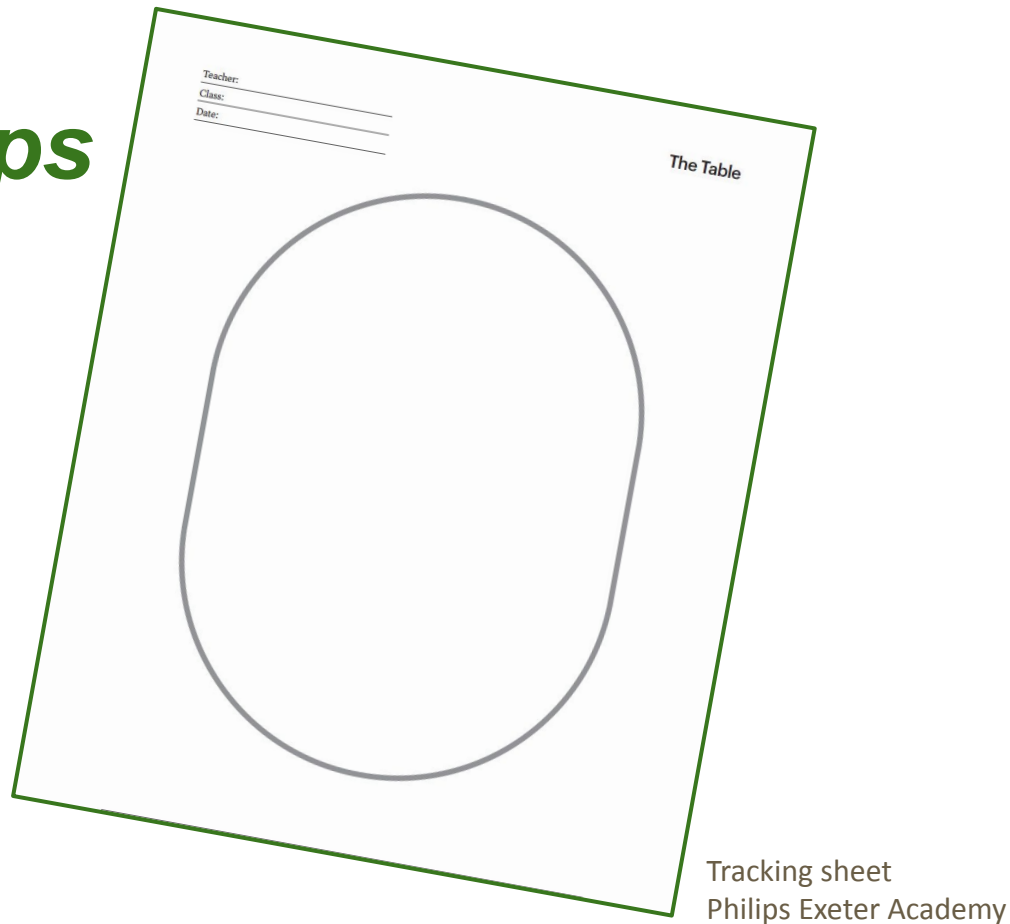
- A roundtable discussion in which everyone has an **equal** voice.
- Teacher creates comfortable speaking environment but **rarely** jumps in with explanations or to fill silence.
- Students **take ownership** for the conversation, and their **thoughts and opinions** flows.



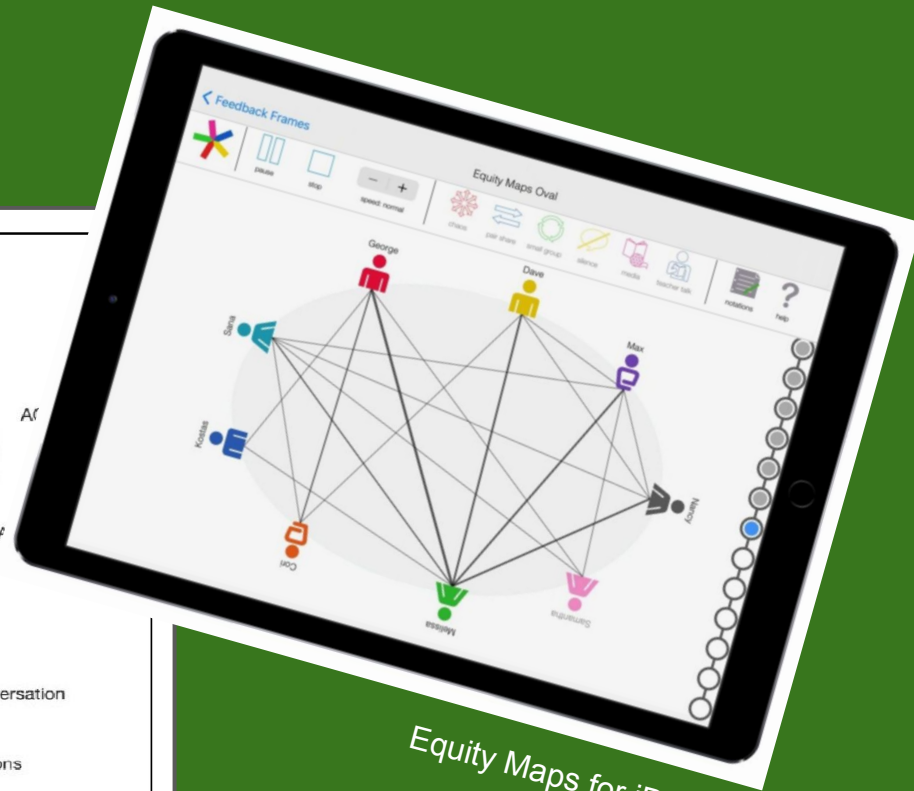
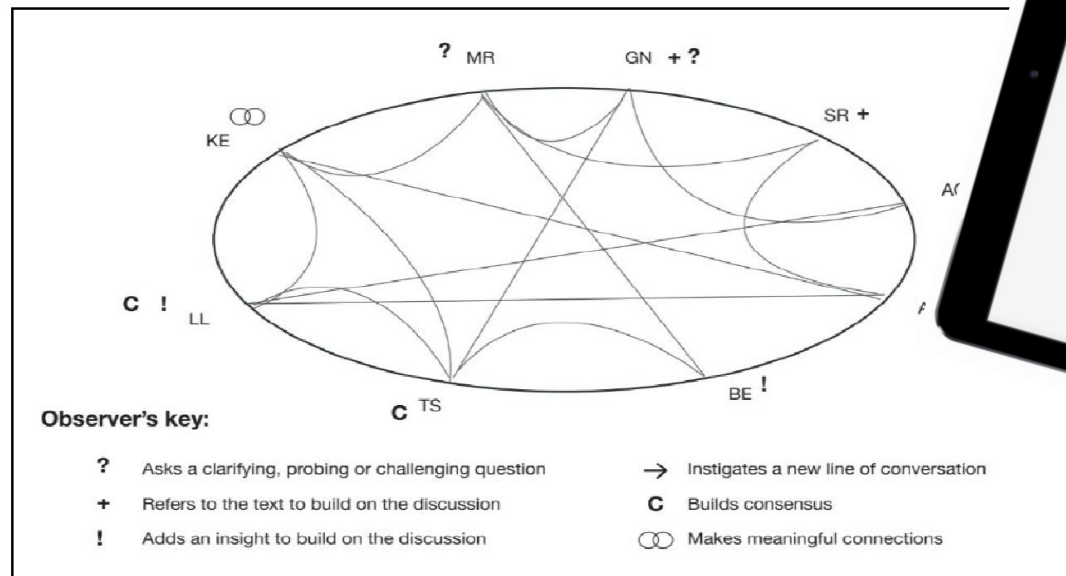
Harkness in 3 steps

1. Set up the environment
2. Talk to the students about Harkness
3. Choose a tracker and start

**Add observation key to
encourage quality of talk**



Tracking tools



Equity Maps for iPad

Harkenss tracking tool, Voice21

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Filming Talk

- Filming talk provides students and teachers with **a record that can be analyzed.**
- Showing students a clip of themselves speaking **helps them visualize their talk.**
- It encourages them to **reflect upon what constitutes good talk.**



Action!

In a Think-Pair-Share talk task students **record their discussion** with their phones.

Then they play it back and reflect on **how effective their discussion was** and which areas might need improving....



“ Once we get to a place where young people are trained, prepped, pushed and encouraged to be articulate, where they can deploy a wide vocabulary with a clarity of thought, and are armed with new and exciting ideas, *then* we might be in a position to reshape the current linguistic landscape in favour of social, cultural and ethnic diversity. Perhaps then we will have found a way of neutralising prejudices instead of playing right into them. Perhaps we will have conquered another corner of the social mobility story and moved one step closer to a more equal society. ”

Hashi Mohamed

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Info, training, support, materials...



Oracy Cambridge
The Hughes Hall Centre for
Effective Communication



Voice 21,
UK Oracy
Charity



Oracy Lab, training organisation



Oracy Italy
Facebook
Discussion
Group



Thinking Together Project, Faculty of Education, University of Cambridge