

# Using Oral Interactive Techniques to Enhance Writing for ELLs



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# Objectives



After this presentation, we will be able to:

- Identify oral interactive techniques we can apply in the classroom.
- Demonstrate how to use oral interactive techniques with ELLs.
- Explain how to use oral interactive techniques to scaffold students' writing.

# What are oral interactive techniques?



- Term coined by Dr. Susan Spezzini
- Strategies and activities to get students talking to one another
- Adaptable for varying ages and content areas
- Should be used daily, and when planned carefully can scaffold students' writing

# Why use oral interactive techniques and how do they connect to writing?



- “ESL students develop competence by using language in real communication situations.” - Joe Gusman
- “Oral output (speaking) invites aural input, via conversation.” – Stephen Krashen
- Students need to **hear** and **use** new vocabulary and language structures in order to acquire them.
- OITs give students practice with vocabulary and grammatical structures they will need when writing
- Using content vocabulary in writing supports acquisition of the new language

# Parallel Lines



- Students form 2 lines. 1 line moves, the other line stays in the same place.
- Two options:
  - 1- Line 1 asks a question and Line 2 responds, then switch and repeat.
  - 2- Teacher asks a question or gives a sentence stem, Lines 1 and 2 take turns telling each other the answer or making a sentence.



This technique provides LOTS of comprehensible input for students. They hear and say new vocabulary or sentence structures several times before they are expected to use them in writing.

Parallel lines are easy to scaffold because you can spread out your higher-level students.

ELLs are receiving feedback from their partners and from you before putting their thoughts in writing.

In this Community and Transportation unit, students used parallel lines to practice saying, "I went to \_\_\_ in a \_\_\_" before writing.

Name J. Dalia Date OCT 30 2013

Transportation Narrative

I went to the HOUS in a BU  
house bus

Name ca. scodrin Date OCT 30 2013

Transportation Narrative

I went to the MdS in a CR  
McDonald's car

# Parallel Lines

# Now you try it!



- **FORM PARALLEL LINES WITH THE TABLE NEXT TO YOU.**
- **YOU WILL TAKE TURNS SHARING WHY STUDENTS NEED TO USE ORAL INTERACTIVE TECHNIQUES BEFORE WRITING.**
- **LINE 1 SHARES FIRST, THEN LINE 2.**
- **WHEN YOU HEAR THE BELL, THE PERSON AT THE FRONT OF LINE 2 WILL MOVE TO THE BACK AND YOU WILL SHARE WITH YOUR NEW PARTNER!**

# Puppets Jigsaw



- First the teacher explains a concept with four parts.
- Next the teacher divides the students into four groups and assigns one part to each group. The students in the same group share what they remember or learned about their part using their puppet.
- Then the teacher re-divides the groups so that each group has one person from each of the four parts. The “experts” in each area share what they know with the rest of the group.

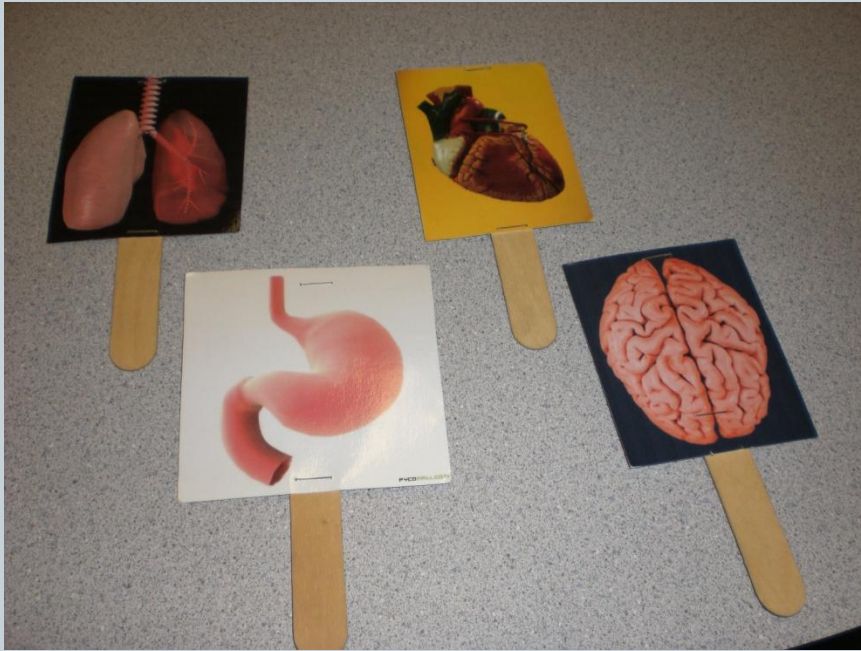


# Puppets Jigsaw



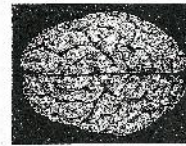
- This technique works especially well for writing about life cycles, seasons, and other content areas that are naturally divisible by 4.
- Students receive comprehensible input from the teacher and multiple classmates before writing.
- ELLs practice speaking using the puppet before writing. Speaking through a puppet and in small groups lowers the affective filter so that they practice and become comfortable with what they will be writing.
- Writing can be scaffolded with a graphic organizer, dividing the writing into four parts, for lower-level students.

# Puppets Jigsaw



**My Organs**  
Name: Michael Date: 11/20/13

Write a fact you have learned about each organ in the box beside its picture.



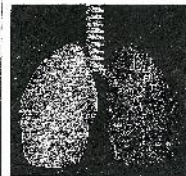
Brain

I learned that my brain  
boss of my body



Heart

I learned that my heart  
beat



Lungs

I learned that my lungs  
help me breathe



Stomach

I learned that my stomach  
rock therapy into pisis

# Now you try it!



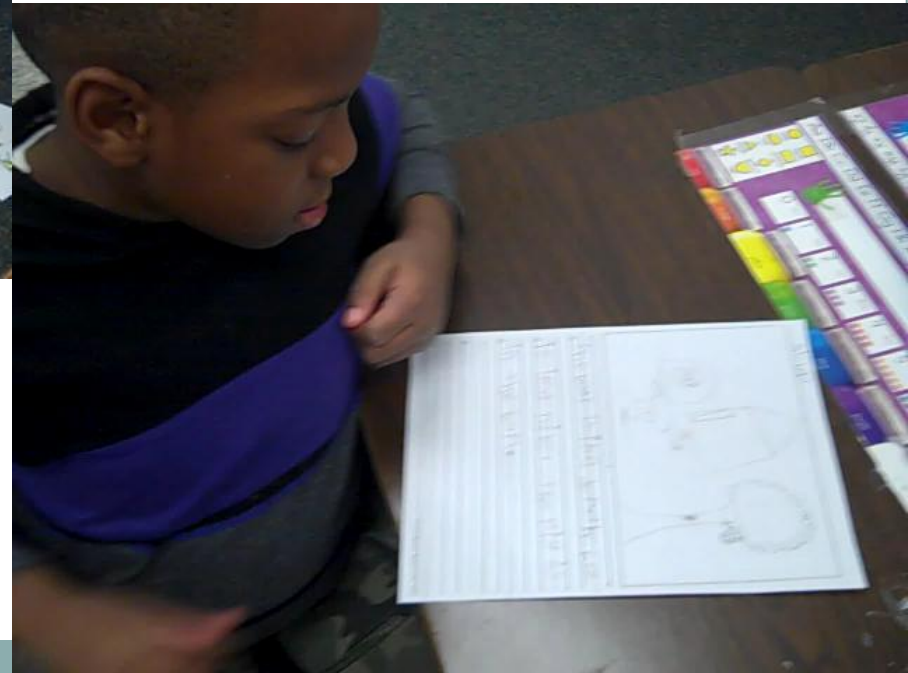
- **EACH PERSON HAS A PUPPET AT HIS/HER SEAT. YOU ARE CURRENTLY IN HOMOGENEOUS GROUPS. USE YOUR PUPPET TO TELL YOUR TABLE ABOUT YOUR ESL TERM AND HELP EACH OTHER IF NEEDED.**
- **AFTER EACH PERSON HAS SHARED, FORM NEW, HETEROGENEOUS GROUPS. EACH GROUP SHOULD HAVE 1 PUPPET FROM EACH OF THE FOUR ESL TERMS.**
- **NOW, USING WHAT YOUR GROUP MEMBERS SHARED AND WHAT YOU ALREADY KNOW, WRITE A DEFINITION FOR EACH TERM.**

# Language Practice Games



- Teacher models, then students play in pairs or small groups.
- First time – focus on vocabulary rather than syntax or use a game with familiar vocabulary if you are practicing a certain grammatical form.
- Can play again to work on syntax once students are familiar with vocabulary.
- Scaffold the writing by modeling the assignment after the game. Students will have heard and practiced the vocabulary and sentence structures before using them to write.
- The game shown in the clip is from Rigby's *On Our Way to English* curriculum.

# Language Practice Games



# Language Practice Games



- Notice how much comprehensible input students are receiving from their partners and how this feedback helped them to acquire vocabulary that they later used in their writing.
- Note how the writing activity relates to the game. The students are recreating their own drawing like the one in the game. Their sentences about the drawings mirror the sentences they said to their partner in the game.
- The games may come from your curriculum, the internet, board games, etc.
- These games also work well as a station at the end of the unit to review.

# Role-Play



- Role-play is acting out a scenario.
- The teacher should model role-playing or show a video-clip of past students role-playing to ensure students understand what to do, especially for lower-level ELLs.
- The key idea behind role-play is that the students are seeing AND verbalizing what they will write before they write it. This practice is key for our ELLs.
- Role-play as a pre-writing strategy increases students' comprehension of the content they are supposed to write about. It also cuts down on confusion when giving students' directions for the writing activity.
- Role-play also enhances students' verbal and listening skills in the content area.



Students can use a script, sentence stems, and/or model their ideas after a story.

To lower anxiety, allow students to practice role-playing in pairs before performing for the class.

Examples:

-Discuss or read a story about conflict resolution, role-play how to resolve a conflict, then write about it.

-Act out the steps in a process, then write a how-to story.

<https://www.teachingchannel.org/videos/reading-writing-role-playing>

# Role-Play



# Carousel Charts



- Three or more charts are labeled and posted around the room.
- Students work in partners or groups of three.
- At the first chart, the groups discuss what they want to write, agree on an idea, and one person writes it.
- At the next chart, they must read what the other group has written so they don't write the same thing. Then they discuss a new idea and the other student writes it.
- The groups continue to rotate to each new chart, read answers, discuss ideas, and take turns writing.
- At the end, the teacher reads out or has students read out the different ideas on each chart.



This strategy can be used as a pre-writing activity or as a stand-alone writing activity.

A major benefit of Carousel Charts is that students are using all four language domains in one activity (L,S,R,W).

This is a great activity to use at the end of a unit as a review.

Students may rotate to each chart OR you can rotate the charts to them if needed.



# Carousel Charts

# Now you try it!



- **NUMBER OFF FROM 1-5.**
- **THERE ARE CHARTS AT EACH TABLE LABELED WITH DIFFERENT ORAL INTERACTIVE TECHNIQUES. FIND THE CHART WITH YOUR NUMBER.**
- **WITH YOUR GROUP, DISCUSS A WAY YOU COULD USE THIS TECHNIQUE IN YOUR CLASSROOM. THEN DECIDE ON ONE PERSON TO WRITE DOWN ONE OF YOUR IDEAS. YOU WILL HAVE ABOUT 3 MINUTES.**
- **WHEN YOU HEAR THE CLAPPER, ROTATE TO THE NEXT CHART. MAKE SURE TO READ WHAT IS ALREADY WRITTEN DOWN FIRST, THEN DISCUSS OTHER IDEAS TO USE THIS TECHNIQUE AND HAVE A NEW PERSON WRITE DOWN THE IDEA.**
- **CONTINUE TO ROTATE AND REPEAT AT EACH CLAPPER.**

# Wrap-Up



•THE MAIN IDEA IS TO HAVE ELLS LISTEN TO,  
TALK ABOUT, AND WHEN POSSIBLE VISUALIZE  
WHAT THEY ARE GOING TO WRITE ABOUT  
BEFORE THEY WRITE.

•QUESTIONS?