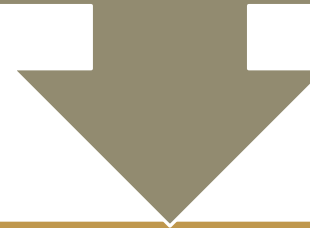


STUDENT ORACY

“Erm... like... erm...
yeah... erm... sort of...
you know what I mean...”



Students will be able to:

break down
complex
tasks

create
possible
solutions

articulate
complex
ideas

thrive in the
modern
world

SUPPORTING ORACY

**Sentences to
add on to
what
someone
else has
said:**

“Building on what _____ said about
_____, I think

“I agree with _____ because.....”

**Sentences to
disagree
with what
someone
has said:**

“I politely disagree with _____
because

“I see why you might say _____, but
I think

**Sentences to
ask for more
information:**

“Can you talk more about your
thinking please?”

“What made you think of that?”

DIALOGIC LEARNING

Learning through egalitarian dialogue and positive argumentation

Students form their own opinions

Develops social skills

Improves language skills

Enhances creativity

Promotes critical thinking

COLLECTIVE

- Participants address learning tasks together

RECIPROCAL

- Participants listen to each other, share ideas and consider alternative viewpoints

SUPPORTIVE

- Participants articulate their ideas freely, without fear of embarrassment over 'wrong' answers, and they help each other to reach common understandings

CUMULATIVE

- Participants build on answers and other oral contributions and chain them into coherent lines of thinking and understanding

PURPOSEFUL

- Classroom talk, though open and dialogic, is also planned and structured with specific learning goals in view

IMPLEMENTING DIALOGIC LEARNING

Start off by asking open ended questions.

Use visual aids.

Allow students to take turns speaking.

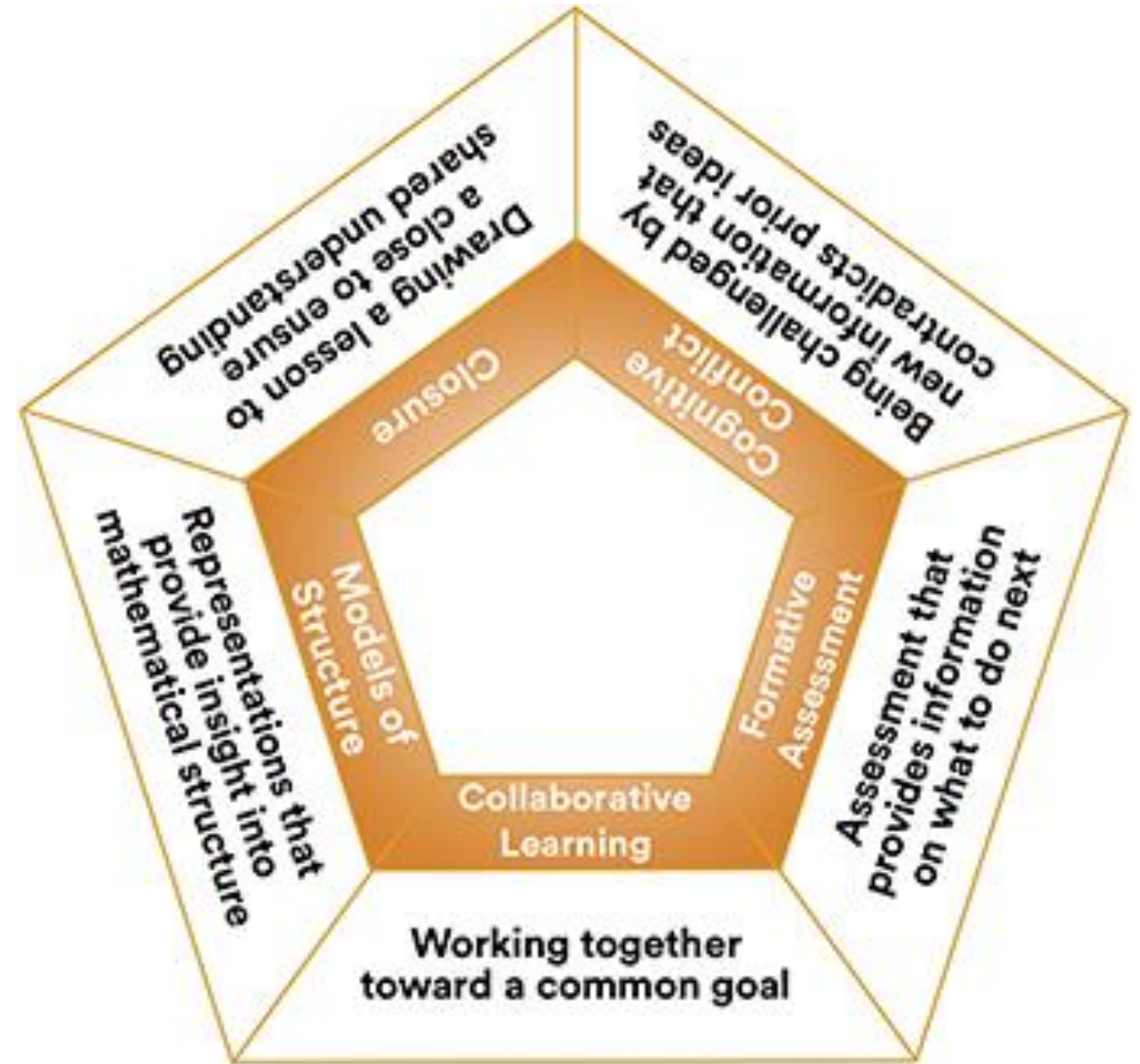
Have students write down key points from each person's contribution.

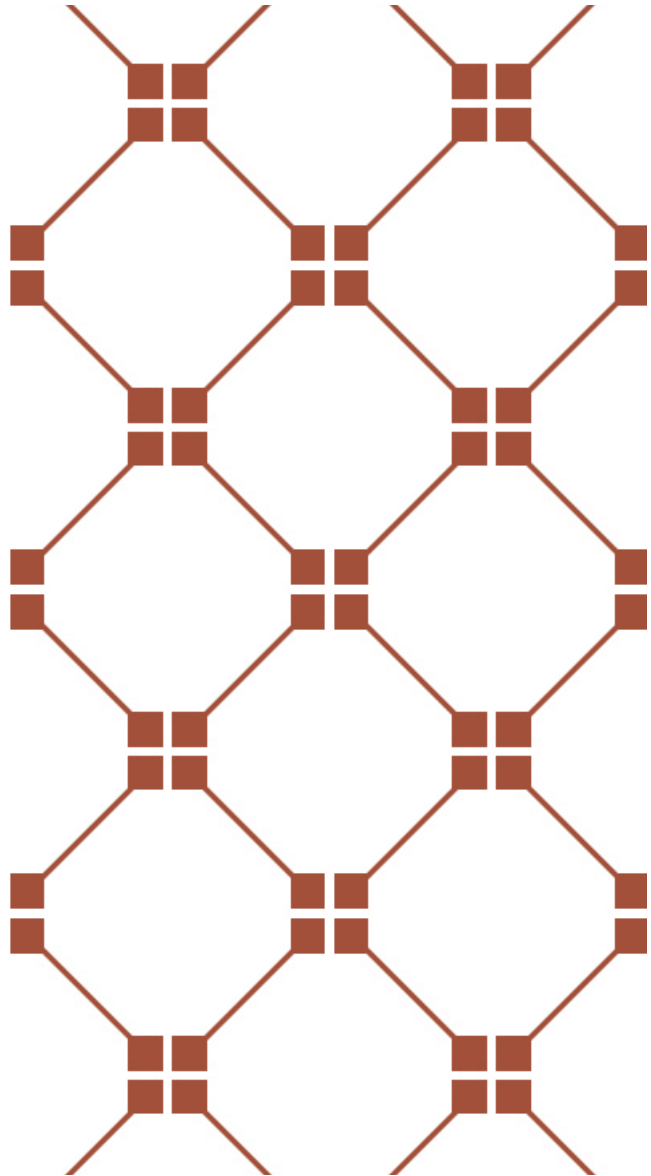
Encourage students to share opinions and experiences.

Give feedback.

Be prepared to listen carefully.

Let everyone finish speaking.





IS BISLA SUPPORTING STUDENT
ORACY ENOUGH?
HOW CAN WE BETTER IMPLEMENT
DIALOGIC LEARNING WHILE
LECTURING?

LOW-STAKES WRITING

Does all student writing need to be graded?

High-Stakes Writing

- Formal, structured writing with a formal grade assigned
- Encourages students to explore ideas outside of the course and incorporate new ideas

Low-Stakes Writing

- Informal writing and informal or no grading
- Encourages student involvement in course ideas
- Helps students put content in their own words
- Prepares students for high-stakes assignments

Journals	Free Writes	Personal Reflections
Real-World Applications	Reading Responses	Exit Tickets
1-3 Sentence Summaries	Directed Paraphrasing	Definitions
Translations	Letters	Other Ideas?

LOW-STAKES WRITING IDEAS

HOW TO “GRADE” LOW-STAKES WRITING

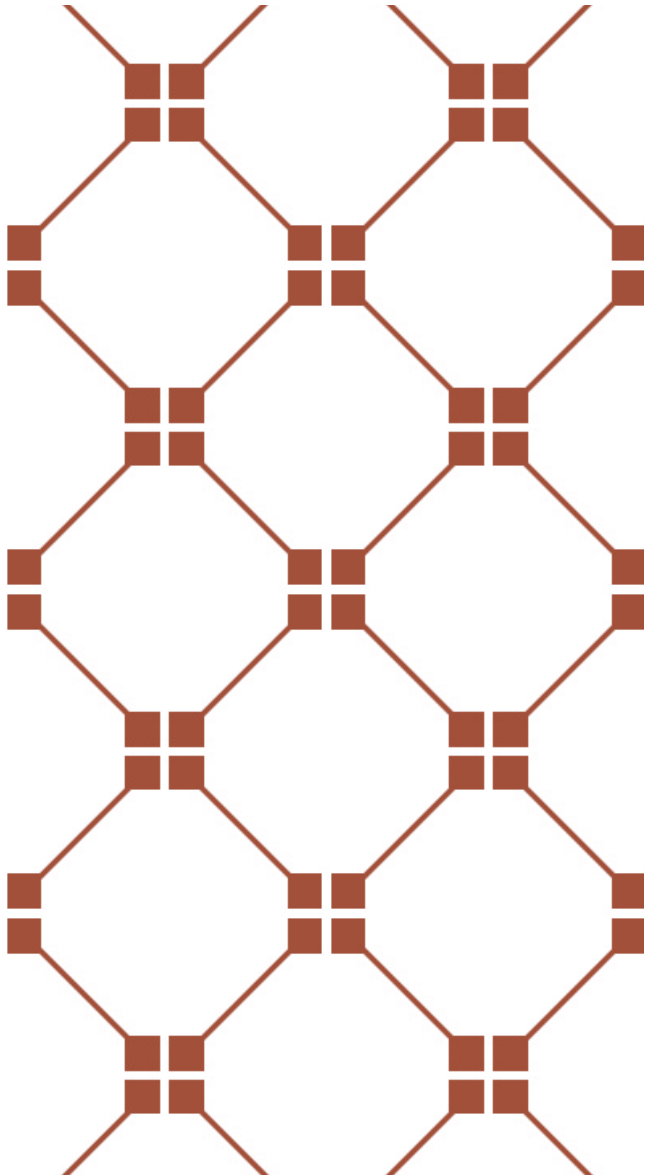
√, √+, √-

Oral Feedback

Peer Feedback

Participation Credit

Frequent low stakes
writing to learn leads
to higher quality
high stakes writing
to communicate.



HOW CAN WE IMPLEMENT LOW STAKES WRITING AT BISLA?

THE FLIPPED CLASSROOM METHOD

Explore topics in greater depth

Homework is more accessible

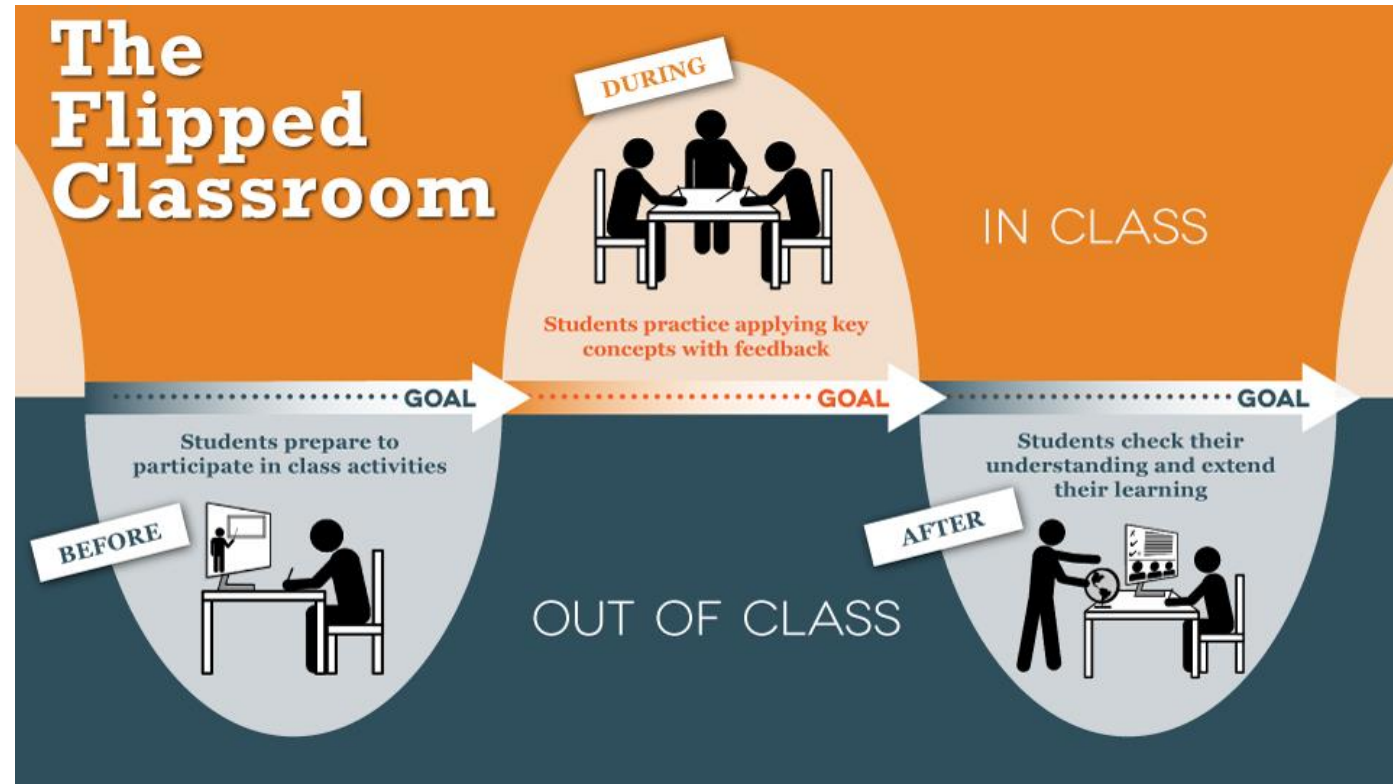
Class time is more engaging

Technology dependent

Perfect for online and hybrid learning

15-20 minute video OR

20-30 minute reading



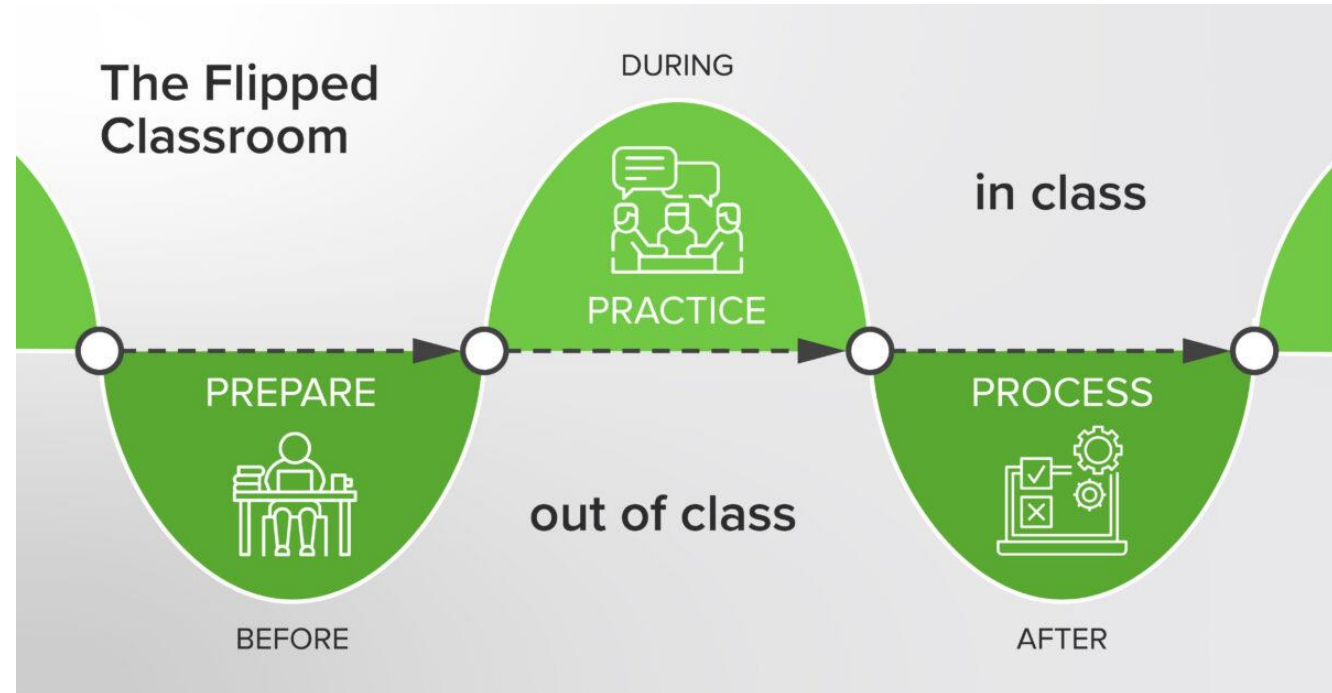
POSSIBLE ENGLISH LANGUAGE FLIPS

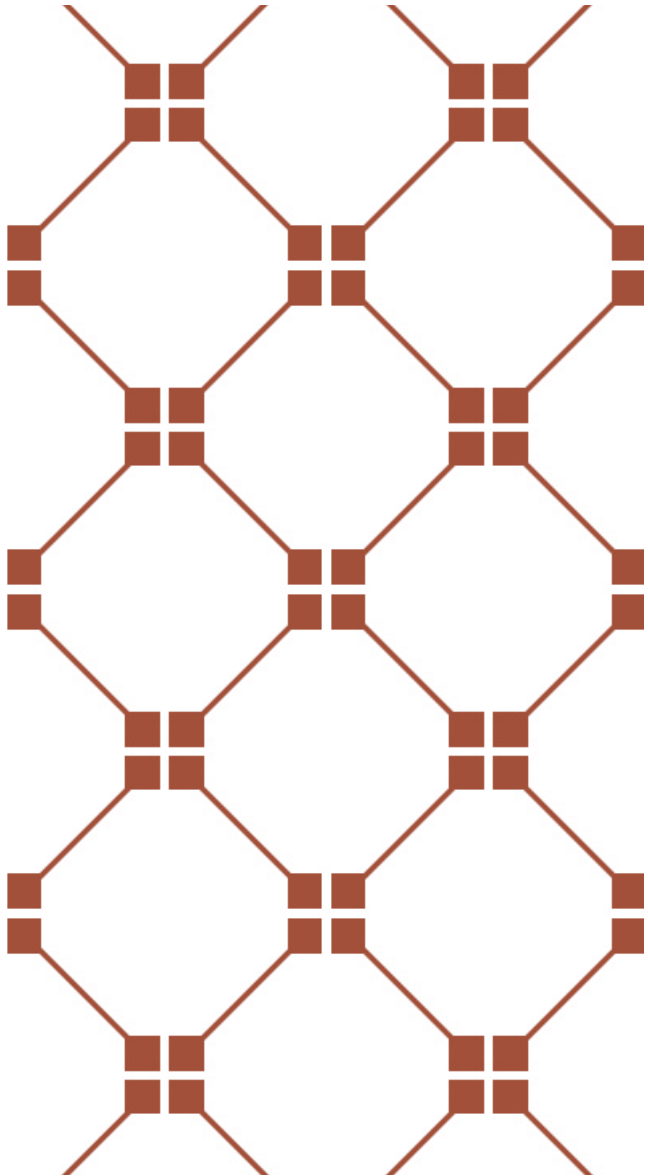
Before

Approaches to Writing
Compare and Contrast
For and Against
Elements of Poetry
Analyzing a Text (Strategies)

During

Practice these skills
Discuss texts
Engage in collaborative writing
Peer review





HOW CAN WE IMPLEMENT THIS
ACROSS OUR CURRICULUM?
