

# **Improving Instructional Strategies to Support Oral Language Development**

**Celia Pascual**  
**Reach Institute for School Leadership**

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## **Abstract**

Developing students to be bilingual and biliterate is a primary goal of dual language immersion programs. Research has shown that these programs have positive benefits for students including higher academic achievement and increased cognitive abilities. Despite the growing evidence that dual language programs can provide outstanding opportunities for students, implementing a strong program with high outcomes can be very challenging. Among these challenges include staffing these programs with qualified teachers that have expertise in bilingual education and language acquisition. The staff at International School have been very successful overall at supporting students to high achievement. But one area that students did not meet the school's proficiency target is in the skill of speaking. As a site administrator at International School, I designed an intervention to address students' oral language skills. I wanted to increase teachers' pedagogical knowledge of language acquisition and support them in learning effective oral language development strategies. The intervention that I designed included a series of three professional developments which were followed by three sets of teacher observations and debrief meetings. Additionally, I engaged in coaching cycles with two teachers following each professional development which included discussion of content from previous professional development, co-planning lessons and providing feedback from observations. This intervention resulted in an increase in teacher knowledge of language acquisition and an increase use of oral language development strategies. This intervention also increased the amount of time that all students had to speak and practice oral language as observed in the last set of classroom observations.

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## **Problem of Practice**

International School is currently a K-6 Chinese dual language immersion school sponsored by Alameda County Office of Education located in North Oakland. The school has a two-way immersion model with 50% of students who come into the school with a mid to high

level of Chinese proficiency and 50% of students with little to no exposure to Chinese. The school has been opened for five years and will grow and add a grade each year until it is a K-8 school. Students in Kindergarten through 2<sup>nd</sup> grade spend 90% of their day immersed in Chinese instruction and 10% of their day learning in English. Students in grades 3-4 spend 70% of their day learning in Chinese and 30% of their day learning in English. In grades 5-6, the model becomes 50/50. And later in grades 7-8, students will spend only 30% of their day learning in Chinese and 70% of their day learning in English.

The current demographics of our student population includes: 45% Asians, 9% white students, 3% African Americans, 4% Latinos and 38% who are 2 or more races. About 8% of the students are from low income families. With the recent changes in the lottery admissions that will take affect this fall, there will be a 20% allocation of slots to students who qualify for free and reduced lunch. In addition, as the school moves from a 2-way immersion program to a 1-way immersion program, there will no longer be 50% of the slots allocated to Chinese speakers. As a result of these two changes, the school anticipates the student body demographics to become more diverse ethnically and socio-economically.

Students at this school have performed well on SBAC, the state standardized test aligned to the Common Core State Standards. In 2016, 89% of the students met or exceeded standards in mathematics and 79% of students met or exceeded standards in English. This is significantly higher than the CA statewide average with 39% of students meeting or exceeding standards in mathematics and 45% of students meeting or exceeding standards in English.

In the same assessment, our African American and Latino students scored lower than the school average with 64% meeting or exceeding standards in mathematics and 57% meeting

or exceeding standards in English. Even though these minority groups are doing significantly better compared to their peers at other schools across California (24% meeting/exceeding standards in mathematics and 31% meeting/exceeding standards in English), there is still an achievement gap that exists that we need to address.

In Chinese, the school has set proficiency goals for students aligned to the ACTFL (American Council on the Teaching of Foreign Language) proficiencies (See Figure 1). The ACTFL proficiency guidelines describe what students are able to do with language in the skills of listening, speaking, reading and writing. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. In 2016, students at International School took the STAMP Chinese proficiency test for the first time. The majority of the students met the school's proficiency goals in listening, reading and writing but not in speaking. In the skill of speaking, grade 3-4 students are currently at the novice high level but the school's proficiency goal is to have 75% of students at the intermediate low level. Similarly grade 5 students are currently at the intermediate low level but the school's proficiency goal is to have 75% of students at the intermediate mid or intermediate high level.

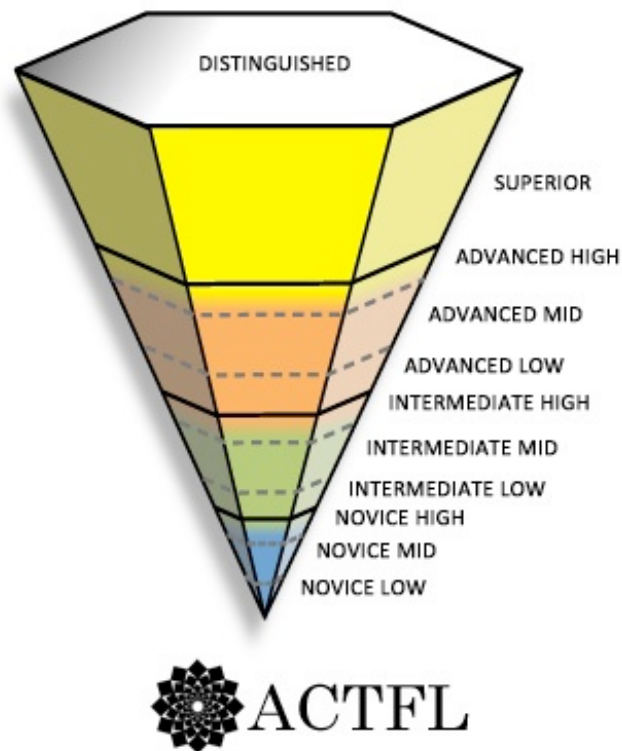


Figure 1

Not meeting the proficiency goal in the skill of speaking came as a surprise to the school. Out of the four literacy skills, reading and writing are more difficult to learn and become proficient in since Chinese is a character-based writing system (Everson et al, 2016). But at International School students performed strong in the areas of reading and writing and the school met its proficiency targets. Some staff at the school believe this data is reflective of what is happening in the classrooms. Teachers provide rigorous instruction and have high standards for what students do in reading and writing. A significant amount of time is focused on reading and writing instruction beginning in the earliest grades. Teachers also spend time delivering instruction in Chinese while students actively listen with limited opportunities for students to practice speaking the language and using it to communicate. There has not been an emphasis

on developing students' oral language skills in intentional and structured ways. As a result, most students' skill in speaking are not meeting the school's proficiency target.

According to research from Wilkinson (1965), students' development of oracy leads to increased skill in reading and writing as users of the language become increasingly proficient. This term *oracy* was introduced by Wilkinson as a way for people to think about the role that oral language plays in literacy development. He defines it as "the ability to express oneself coherently and to communicate freely with others by word of mouth." Given this research, it would be logical to conclude that if there a stronger focus on developing oracy skills, then it would result in even higher achievements for students in reading and writing skills. Assuming these students are already proficient in their first language of English, this would lead to more fully proficient bilingual students. There is a well-established positive connection between fully bilingual students and basic cognitive skills such as divergent thinking and problem solving, which are crucial in the 21<sup>st</sup> century work places (Fortune, 2012).

One of International School's primary goals is to develop students to become fully proficient bilinguals. In order for that to happen, we need to consider what is happening and what is *not* happening to support students in their development of oracy skills. In classrooms, during Chinese instruction time, students are expected to speak in Chinese only. However, during observations, I do not consistently hear Chinese only spoken. Teachers do not consistently reinforce the expectation of students speaking in Chinese only. When interviewed, Chinese teachers express the difficulties they have monitoring the Chinese only expectation. During observations, I hear teachers reminding students to speak in Chinese when working collaboratively or engaging in small group discussions. But these reminders do not seem to be

effective. Students continue to speak in their dominant language of English. Often, I hear students respond, “I don’t know how to say that in Chinese” which then becomes an excuse for the unwanted behavior. In some cases, I have observed students speaking Chinese only when a teacher provides deliberate structures and scaffolds the oral language practice. The inconsistency of managing the Chinese only expectation has impacted students’ oracy development.

In addition to observing inconsistent Chinese oral production in the classroom, I also observe that during recess, lunch and hallway transitions, most students do not speak in Chinese. There is currently no expectation of Chinese being spoken in these non-academic settings. Discussions have occurred among the leadership team to get our students to speak more Chinese in non-academic settings. But for now these discussions haven’t led to any actions.

Teachers do not have a curriculum focused on developing social language. The school has not had a coherent social-emotional curriculum to support students to practice speaking to one another in Chinese. As a result, students do not have the language or vocabulary to engage in the sharing of feelings or discussing and resolving conflicts. At our school wide community meetings, students come together to talk about particular social skills. Until this year, these meeting have been exclusively in English because the leader who leads them is English-speaking only. The teaching of this curriculum in English has further reinforced to students that these topics ought to be discussed in English only.

The staff at the school have varying degrees of understanding of best practices in immersion instruction. They also have limited understanding of the pedagogy of immersion

education. Those varying degrees of understanding also extend to the leadership team as well, myself included. As a staff we have not spent time learning together the best practices in immersion instruction. Our leadership team has not yet provided support and coaching to teachers in this area. And without that learning and coaching, it is challenging to create the optimal environment for our students to become fully bilingual.

My action research project will focus on the following problem of practice: **Teachers do not have adequate pedagogical knowledge of language acquisition in the context of immersion education nor do they understand the best instructional strategies to support students to develop oral language skills which is foundational in students becoming fully bilingual.**

## **Literature Review**

### **Introduction**

As our world becomes more interconnected, we need our students to become global citizens with 21<sup>st</sup> century skills that are capable of navigating among diverse groups of people. In order for students to be competitive in the market place, they need to develop skills that go beyond academic achievement. Dual language education programs have been increasing throughout our nation in the last fifty years, and these programs have resulted in students who are bilingual, biliterate and multiculturally competent (Thomas & Collier, 2003). These students are not only academically proficient, but also cognitively and socially more developed compared to their English-only peers. Dual immersion programs have also been shown to close the achievement gap for students of all backgrounds, especially for English Language Learners

and students from lower socioeconomic backgrounds. (Thomas and Collier, 2003, 2012)

But with the expansive increase of dual immersion programs nationally in the last 20 years, it has become a challenge to supply these programs with qualified teachers who have the pedagogical content knowledge and understanding of language education to successfully teach students in these language programs (Ingold and Wang, 2010). Since many of these teachers come from other countries for limited periods of time, they may not have adequate background knowledge of second language acquisition (Ingold and Wang, 2010). A primary component of second language acquisition involves oral language development which leads to increased performance in reading and writing which leads to students becoming fully bilingual and biliterate (Fisher et al, 2008). In order for teachers to be equipped to support students to become more skilled in their production of oral language, they need to have targeted professional development, coaching, and opportunities to collaborate and plan with colleagues in professional learning communities (Ingold and Wang, 2010).

### **Background on Dual Language Education**

Dual Language Education (DLE) programs provide literacy and content instruction to all students through two languages. The majority of DLE programs in the United States teach in English and Spanish. But there is an increasing number of programs that use other partner languages to teach such as Arabic, Chinese, French, Japanese and Korean. DLE programs have students who are English language learners from a common native language background (e.g., Spanish or Mandarin) and native English-speaking students in the same classrooms learning



together through two languages. In these programs, the partner language is used for a significant portion (from 50% to 90%) of the students' instructional day.

There are two main variations of DLE programs, the 90:10 model and the 50:50 model (Lindholm-Leary, 2012). In the 90:10 model, students in kindergarten learn literacy and content in the partner language for 90% of the instructional day while the remaining 10% of instruction is provided in English. As students move up the grades, the percentage of English instructional time increases until the middle grades 4 or 5 where instructional time is balanced between the two languages. In the 50:50 model, students receive half of their instruction in the partner language and half of their instruction in English throughout all the grades.

The current goals of Dual Language Education programs are to support students to become bilingual, biliterate, academically proficient compared their English-only peers and to have cross-cultural competence. At its inception in 1963, DLE programs were designed to support English Language Learners in their development and acquisition of English literacy skills. But since then, the success of DLE programs have resulted in a dramatic increase in the number of DLE programs and they are appealing to parents with native English speakers, rather than just English Language Learners.

### **Successes in Dual Language Education**

"Over nearly half a century, research on language immersion education has heralded benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills." (Fortune, 2012). This research is compelling because it comes from a variety of studies with different authors, from different parts of the country, with

different types of communities (urban, suburban, rural), with different socio-economic backgrounds (high, medium, low income) and with students of different ethnic, linguistic and special education needs (Lindholm-Leary, 2012). From this research, when we compare DLE students with those from similar socio-economic, linguistic or ethnic backgrounds, DLE students do as well, and often better than their peers from English-only education programs on standardized English and mathematics tests given in English. (Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008). DLE programs have been shown to fully close the achievement gap for English Language Learners and other subpopulations identified as at risk for academic difficulty. (Collier and Thomas, 2008). According to Thomas and Collier (2012), “Dual language programs strongly counteract the negative impact of low socioeconomic status on school performance, as English learners and African-American students of low socioeconomic status participating in dual language programs score much higher in end-of-grade reading in all grades, than their comparison groups not enrolled in dual language classes.” In addition to performing well on standardized tests in English, DLE students also perform at or above grade level on standardized reading and mathematics tests given in the partner language (Lindholm-Leary & Borasto, 2006).

In addition to success in academic achievement for DLE students, there is a positive relationship between cognitive skills and being fully bilingual, a goal of DLE programs. Students who are fully bilingual outperform students who are monolingual in the areas of divergent thinking, pattern recognition, and problem solving (Fortune, 2012).

## **Challenges with Dual Language Education**

Since there is much documented research on the success of DLE programs for all English Language Learners and native-English speaking students, some educators and parents may assume that adopting the Dual Language Education program in name will automatically produce successful outcomes. But it is important to have a clear understanding of the components of these DLE programs in order to replicate these successful outcomes. To fully understand DLE programs, we need to examine not only the successes, but the challenges as well that can impact student outcomes (Lindholm-Leary, 2012).

Although there is research that shows students in DLE programs performing well in both English and the partner language on standardized assessments, there are also research of student's oral language use in the classroom indicating less than proficient bilingual skills. (Potowski, 2007). Observations of students in Potowski's research found that 5<sup>th</sup> and 8<sup>th</sup> grade students in DLE programs were dominant and were more comfortable speaking in English rather than the partner language. This research reflects the challenges that DLE programs have to develop high levels of bilingual proficiency. Furthermore, the research on oral language skills that are necessary to develop bilingual proficiency within DLE programs is scarce (Saunders & O'Brien, 2006).

For students, speaking the partner language can be challenging as it requires sustainable efforts on the part of teachers as well as learners (Al-Wossabi, 2016). According to Bailey and Savage (1994), "Speaking in a second language is the most demanding of the four skills ... for many people, speaking is seen as the central skill" (p. 7). In Golebiowska's research (1990), he claimed that speaking is, "...the major and one of the most difficult tasks confronting any

teacher of languages” (p. 9). According to the CELIN Briefs (2016), where research and practice are focused on Chinese language education, “... too much emphasis on the development of reading and writing of Chinese characters without first building an oral foundation often results in frustration in students and teachers and limited communication skills of students.”

### **Immersion Teaching Strategies to Support Bilingualism and Biliteracy**

#### *Stay in One Language*

There are increasing resources to support schools to develop strong DLE programs. These resources make recommendations as well as identify teaching strategies that develop students to become highly proficient with bilingual skills. According to Chris Livaccari (2012), teachers need to motivate students to exclusively speak in the partner language during non-English instruction time. As students get older and progress toward higher levels of proficiency, they should not mix the 2 languages, but instead stay in one language or the other when speaking.

#### *Teachers Ask Open-Ended Questions*

Another teaching strategy for all teachers, including language teachers, is to ask students open-ended questions rather than “yes/no” questions. According to research from Gibbons (2002), teachers of second language learners lowered their expectations by accepting one-word responses rather than engaging students in rigorous content. It is important to ask students to expand on their answers by providing evidence to support what they think (Chris Livaccari 2012). These type of open-ended questions provided opportunities for students to

think more deeply and they give students time to formulate their responses.

### *Authentic Encounters to Practice Oral Language*

Providing opportunities for students to have authentic encounters to practice oral language is another important teaching strategy. In research by August (2011), second language learners spend less than two percent of their school day developing oral language skills. Students have few opportunities in class to engage in academic discussions. In research by Ernst-Slavit and Mason (2011), data was collected on the oral academic language used by teachers during content instruction. They found that students didn't have many opportunities to hear the specialized content language from their teachers. Not having a model of use of academic language makes it that much more difficult for students to speak about those academic topics. One suggestion that Soto-Hinman (2011) had was to monitor the amount of language use by particular students over a period of time (e.g., at five minute intervals for a two-hour period). This would help teachers to reflect on their own instructional practices. Soto-Hinman found that when teachers did this monitoring, they were often surprised at how much talking they did via lecture-style and how little opportunity students had to produce any oral language, despite their goal of developing students' oral language (Garbati, 2015).

### *Planned and Spontaneous Presentations*

Another teaching strategy in DLE programs, is to provide students with opportunities for planned and spontaneous presentations. In research conducted by Bunch (2009), the challenges and opportunities for second language learners during oral presentations were

studied in a grade 7 social studies classroom. During these presentations, students used presentational language and managed interpersonal interactions. Students responded to comments by their peers and interjections from the teacher. This study found that during oral presentations, students had opportunities to actively engage with academic language: during the preparation of the presentation, while listening and participating in the interaction during a presentation and speaking during their own presentations. Bunch (2009) summarized that these group presentations can be supportive and challenging for students. When students have the opportunity to prepare for and deliver oral presentations, it is also an opportunity for planned comprehensible output. This supports students in second language acquisition. (Swain, 2005). According to Garbati (2015), "Higher levels of proficiency can only be attained through extensive language production and comprehension activities. In order to increase learners' [second language] development, students need to interact with teachers and peers in both structured practice situations as well as in spontaneous conversation." An example of a task that requires both preparation and spontaneous oral production is a jigsaw activity, where students are divided into groups to read something and prepare to share out about it with other students that didn't have the same shared reading (Garbati 2015).

### **Teacher Professional Development and Training are Essential**

According to the directors of the National Foreign Language Center, Catherine Ingold and Shuhan Wang:

The single most important school-based factor for student achievement is a highly effective teacher. But the United States has a widespread shortage of teachers, including world language teachers. The United States does not currently produce

enough teachers to staff even our current modest offerings in world languages. Our current supply system gives scant attention to world language teachers, sometimes shortchanging them in language skills and in the pedagogical skills that can only be developed through teaching practice with expert mentoring and guidance. (Ingold and Wang, 2010)

With the growing number of DLE programs nationwide, it has been challenging to find qualified teachers (Wang, 2009). They may lack knowledge of second language acquisition and language assessments (Wang, 2009). According to Howard (2007), “When teachers do not have a background in bilingual theory or bilingual education, they risk making poor choices in program structure, curriculum, and instructional strategy, which can lead to low student performance and the perception that bilingual education does not work. One cannot assume that all teachers who have a bilingual credential have current knowledge of, understand, or support the dual language program.” Teachers need opportunities for professional development to increase their pedagogical expertise in teaching literacy. They need to understand the most effective teaching practices within a DLE program. They need opportunities to plan, implement and reflect with mentors and peers to deepen their learning (Ingold and Wang, 2010, CELIN briefs 2016).

### **Effective Professional Development**

What type of professional development is the most effective to increase teachers’ pedagogical expertise? In theory, effective professional development should offer opportunities for new learning and contribute to a culture of school change. Traditional professional development focused on one-shot workshop models that emphasize new techniques for teachers to adopt

had little or no effect on student learning (Darling-Hammond and Richardson, 2009.) But actual change in practice is rare, and “fewer than 10% of teachers actually implement instructional innovations following workshops or inservice experiences.” (Bully, Coskie, Robinson, and Egawa, 2006). Teacher’ stories reinforce what research suggests. Knight (2007) interviewed hundreds of teachers across the United States who were unanimously critical of one-shot professional development. Teachers criticized these trainings because they lacked follow-up and they failed to recognize teachers’ expertise.

In contrast effective professional development should enhance a teachers’ competence. It should emphasize active teaching, assessment, observation, and reflection rather than just abstract discussions (Darling-Hammond & McLaughlin, 1995). The design of professional development should address how teachers learn by including active learning opportunities that do not simply layer new strategies on top of the old ones (Snow-Renner & Lauer, 2005). Professional development should involve modeling the new strategies and constructing opportunities for teachers to practice and reflect on them (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., 2000).

Darling-Hammond & Richardson (2009) summarize below the components of effective and ineffective professional development after close examination of research focused on this topic.

Research Supports Professional Development That:

- Deepens teachers' knowledge of content and how to teach it to students.
- Helps teachers understand how students learn specific content.
- Provides opportunities for active, hands-on learning.
- Enables teachers to acquire new knowledge, apply it to practice, and reflect on the results with colleagues.
- Is part of a school reform effort that links curriculum, assessment, and standards to



professional learning.

- Is collaborative and collegial.
- Is intensive and sustained over time.

Research Does Not Support Professional Development That:

- Relies on the one-shot workshop model.
- Focuses only on training teachers in new techniques and behaviors.
- Is not related to teachers' specific contexts and curriculums.
- Is episodic and fragmented.
- Expects teachers to make changes in isolation and without support.
- Does not provide sustained teacher learning opportunities over multiple days and weeks.

Current research suggests that if teachers can be provided with effective professional development, then both teaching and student learning will improve. Schools that support teachers with well-designed and rich professional development will result in teachers being able to create the same type of rigorous and engaging opportunities for students (Darling Hammond Richardson, 2009).

## **Coaching**

In light of traditional one-shot workshops being insufficient to change teacher practice, Toll (2005) argues that an instructional coach can be a critical component of professional development. Instructional coaches can positively affect school culture, encourage teachers, improve teacher strategies, promote teacher reflection and decision making, honor adult learning and focus on desired outcomes (Koh & Neuman 2006, Toll 2005).

While coaches have been utilized in the business world for years to improve employee performance (Connellan, 2003), their introduction into schools in non-classroom teaching positions has been recent. Conversely, peer coaching, in which teachers support other teachers within a school, has been formally in existence for over 30 years

(Joyce and Showers, 1982). While peer coaching can be beneficial in improving instruction (Showers and Joyce, 1996), rarely do teachers have the time and energy to fully support a fellow full-time teacher. It is the full time, ongoing, job embedded nature of instructional coaching that offers the potential to dramatically improve classroom instruction and student learning. (Knight, 2009)

According to Knight's research, instructional coaches can be an effective resource that aligns with the components of effective professional development as noted above in Darling-Hammond & Richardson's work (2009). An instructional coach collaborates with teachers in the instructional cycle. They are available to plan lessons that incorporate new learnings from the professional development, come alongside teachers in the classrooms during instruction and then provide feedback to teachers that moves them forward.

Across the country, instructional coaching is becoming a means to improving low performing schools across the country (Taylor, 2008). Yet there is little research available on coaching and its relationship to student achievement. This is due to recent implementation and difficulty in isolating student achievement as a variable. Beginning in the 1980's, there is data indicating the strategies coaches use are successful in improving teacher instruction (Joyce and Showers, 1980). But much of recent data includes qualitative data and self-reported data from teachers and coaches, with little evidence provided indicating coaching is improving student achievement (Knight, 2004).

Although there is the lack of data connecting instructional coaching and student achievement, there is however an abundance of research that links strong teacher instruction to improved student achievement. (Sanders and Rivers, 1996, Yee and Normore, 2013).

According to Taylor (2008), "Instructional coaches provide the necessary bridge between the end goal of student learning and the classroom teacher." A particular model of instructional

coaching, as described by Knight (2007), consistently resulted in 85% teacher implementation rates in a study done in Topeka, KS with middle and high schools. In light of evidence that suggests coaching can impact improved instruction, it is worthwhile to invest in coaching as an effective practice that may lead to improved student outcomes.

**Table A: Theory of Action**

Problem of Practice	Literature Review	Intervention	Expected Outcome	Research Methods / Data Collection
Teachers do not have adequate pedagogical knowledge of language acquisition in the context of immersion education nor do they understand the best instructional strategies to support students to develop oral language skills which is foundational in students becoming fully bilingual.	Dual Language Education (Background, Successes, Challenges)  Immersion Teaching Strategies  Oral Language Development  Teacher Professional Development & Coaching	Professional Development  Teacher observations with written feedback  Coaching Cycles that include planning, observations, reflection	Teachers have increased pedagogical knowledge of language acquisition  Teachers use oral language strategies more often  Teachers increase opportunities for students to practice oral language (Teacher talk decreases and student talk increases)	Pre and Post classroom observation notes  Pre and post teacher surveys  Post teacher professional development surveys  Observation notes of teacher professional development  Pre and Post classroom observation meeting notes and transcriptions.  Post interviews with coachees  Research Journals

### **Intervention Plan**

My intervention plan was designed to increase teachers' pedagogical knowledge of language acquisition and to support their implementation of oral language development strategies. This intervention plan hoped to answer my research questions: 1) To what extent do teachers understand language acquisition in the context of immersion education? 2) To what extent do teachers use oral language development strategies to provide opportunities for students to engage in academic discussion? 3) What is most effective in supporting teachers to improve their knowledge and skills in these areas?

According to research on effective professional development, teachers need active learning opportunities that do not layer new strategies on top of the old ones. (Snow-Renner & Lauer, 2005). Knowing that one-shot workshop models that emphasize new strategies for teachers to adopt had little or no effect on student learning (Darling-Hammond and Richardson, 2009), I designed my intervention plan to include a series of three professional development (PD) sessions focused on language acquisition and oracy strategies. This focus is aligned to research of effective immersion teaching strategies which include "authentic encounters to practice oral language" (August, 2011; Ernst-Slavit and Mason, 2011; Soto-Hinman, 2011; Garbati, 2015). For each of these PD's I partnered with the Chinese Program Coordinator to carefully plan each session ensuring that we incorporate the principles of effective PD by Darling-Hammond and Richardson, as outlined in my literature review.

In planning for the content of the first PD session, the Chinese Program Coordinator and I discussed using a high leverage activity through which we could increase opportunities for students to engage in academic discussion. Utilizing *Biliteracy from the Start* by Escamilla,

Hopewell and Butvilofsky, we identified the interactive read aloud as the focus of our first PD. This activity falls into the type of student talk that researchers would categorize under “Teacher Modeling” (Fisher et al, 2008). This activity allowed for the teacher to question, activate prior knowledge and guide students to reflect. This activity contained strategies that would support a teacher to develop students’ oracy skills including: 1) Doing a picture walk and asking students to make predictions about the text; 2) identifying vocabulary, providing student friendly definitions then asking students to say and use the new vocabulary; 3) posing literacy questions and asking students to think, turn and talk in response; 4) modeling language structures and linguistic frames prior to having students use them orally.

Effective PD should involve the modeling of strategies (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., 2000). So in the first PD session, the Chinese Program Coordinator modeled the interactive read aloud activity with all the Chinese immersion teachers as “student” participants. She demonstrated the use of strategies that target students’ oracy skills. Afterwards, she shared her detailed lesson plan with teachers in order to support them as they used the lesson plan template to plan for an interactive read aloud they would do the following week. PD time was given to teachers to do this planning while the Chinese Program Coordinator and I circulated to provide support.

Part of effective professional development also includes providing follow-up to teachers (Knight, 2007) who signed up to be observed implementing an interactive read aloud. This observation was an opportunity for teachers to practice this activity and receive feedback in order to reflect and improve on their implementation (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., 2000). The Chinese Program Coordinator and I split up the observations of all

the teachers based on our availability. We used an interactive read-aloud checklist which included the oracy strategies that were modeled during the first PD. Written feedback was provided to teachers in the form of “2 stars and 1 wish”. The 2 stars represented areas of strength and the wish represented an area of improvement. We offered optional post-observation meetings to provide feedback to teachers face to face. We limited these meetings to only 10 minutes in order to minimize the impact on teachers’ schedules and our schedules. To our surprise, every teacher opted in for these 10-minute post-observation meetings.

In planning for the content of the second PD, we wanted to provide some theoretical framework and research on language acquisition in our Chinese immersion setting. I provided research to teachers on how second language learners of English spend less than 2% of their day developing oral language skills. (Diane August, 2011). We contextualized this data into our Chinese immersion setting and asked how much time our students, who are for the most part second language learners of Chinese, spent speaking and practicing Chinese. This was a critical discussion for teachers because research from classrooms with English learners reveal that teachers do the majority of the talking. (Williams and Roberts, 2011). Likewise, I argued that in the Chinese immersion setting, teachers must talk less and increase the opportunities for students to use, practice and reinforce their Chinese if we are to raise students to be truly bilingual and biliterate. Thus I introduced teachers to the strategy of the 10/2 lecture (or 5/1 for kinder and first graders), by Art Costa, where a teacher provides 2 minutes of processing and talk time for every 10 minutes of direct instruction “lecture” time. This student talk time is an opportunity for guided oral language practice that supports students in negotiating for

meaning and engaging in comprehensible output. This strategy can be applied in context of the interactive read aloud or any other “teacher modeling” lesson (Fisher et al, 2008).

In the same PD, we decided not to introduce another high leverage strategy. Instead we decided to support teachers to increase their level of proficiency in planning and implementing all the strategies within an interactive read aloud activity. We believed this focused attention on one activity, could result in a shift in the way that they teach all content. So during the second PD, we continued to focus on the interactive read aloud. We introduced teachers to the term “oracy” and explained the importance of planning for oracy objectives in addition to literacy objectives within an interactive read aloud lesson (Escamilla et al, 2013). Specifically, teachers planned oracy objectives for student dialogue during an interactive read aloud. From research we know the importance of students needing opportunities for dialogue and changing the ratio of student talk requires planning with a clear purpose and expectations (Fisher et al, 2008). Dialogue allows for all students to engage in academic discussion rather than just one student in the initiate–respond–evaluate cycle (Fisher et al, 2008).

The set of observations that followed the second PD continued to focus on the interactive read aloud and the oracy strategies within including the 10/2 lecture. Teachers continued to opt in for the 10-minute post-observation debrief meetings. The Chinese Program Coordinator and I continued to use the interactive read aloud checklist and in addition, we provided to teachers the amount of time that all students were all talking and the amount of time that teachers were talking.

The focus of the final PD was on a specific type of student dialogue: “Tell your partner.” This strategy has the teacher providing linguistic frames for students and modeling language

structures prior to students practicing them with a partner. From research, we know that sentence frames can be a very important scaffold in learning a second language. It relieves the linguistic load and allows students to focus on the content while they practice academic language (Fisher et al, 2008). In this PD, teachers also learned research about the important connections between oracy and literacy: “Strong oral language skills pave the way for the development of literacy in a second language and literacy skills enhance oral language development.” (Escamilla et al, 2013). Lastly teachers had an opportunity to plan for and practice the “Tell Your Partner” strategy with their colleagues. Effective PD is collegial, collaborative and provides opportunities for practice and feedback (Garet et al., 2001; Saxe et al., 2001; Supovitz et al., (2000), Darling-Hammond & Richardson (2009). The third and final observation that followed was open for teachers to decide on the activity/lesson as long as they included opportunities for students to practice oracy skills. I completed a final round of post-observation debrief meetings after the last round of observations.

As part of my intervention plan, in addition to observing all teachers and providing feedback during 10-minute post-lesson debrief meetings, I worked more closely with 2 of the 11 teachers. I engaged in three coaching cycles with these teachers in between the PD’s. From research, we know the impact that coaching can have alongside professional development because it can significantly improve teacher implementation rates of new strategies (Knight, 2007). The teachers that I coached have taught between 3-4 years in Chinese immersion education. Originally I had a third teacher that was part of this group, but other competing priorities prevented me from including this third teacher from participation in the full coaching cycles. Each coaching cycle with both teachers included a pre-observation meeting to review



and process the content from the previous PD and provide additional information to deepen their knowledge and understanding. During this meeting, we also planned together the next lesson that would be observed. After the observation, I met with the teachers for 20 minutes and in order to minimize the number of meetings with these teachers, I attempted to combine the post observation meeting with the pre-observation meeting (for the next observation). During this meeting, the teachers reflected on their lesson, I reviewed the checklist in order to provide feedback in the form of two stars and one wish. Afterwards, we discussed the next steps and considered what the next lesson observed would incorporate.

My intervention plan which included a series of three PD's, three rounds of teachers observations and debrief meetings and targeted coaching cycles with two teachers aimed to increase teacher knowledge of language acquisition in the context of immersion education. This intervention also aimed to increase teacher usage of oral language development strategies to improve students' oracy skills.

**Table B: Intervention and Data Collection Plan**

	Component	Activities	Purpose/ Sub-Questions to be answered	Data to be Collected	Type of Data (Process vs. Impact)
1	Classroom Observations	Visit all classrooms during Chinese instruction for 10 minutes	<ul style="list-style-type: none"> <li>How much time are teachers and students talking during the observation?</li> <li>What is the quality of the student talk?</li> <li>What strategies are teachers currently using that support students in the production of oral language?</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Observation notes</li> </ul>	Impact Data
2	Pre-survey of all teachers	Google survey: <ul style="list-style-type: none"> <li>Scale questions about level of expertise in immersion pedagogy and high impact oral language instructional practices</li> <li>Scale questions about amount of time students have for oral language production</li> <li>Questions asking teachers to identify strategies they</li> </ul>	<ul style="list-style-type: none"> <li>What do teachers currently know about immersion pedagogy and best practices to develop oral language proficiency?</li> <li>What strategies are teachers currently doing that support students in the production of oral language?</li> <li>What are teachers perceptions about how much oral language is produced by students?</li> </ul>	<ul style="list-style-type: none"> <li>Response to scale questions</li> <li>Open-ended responses to key reflective questions</li> </ul>	Impact Data

		use to support oral language production in the classroom			
3	Professional Development	<ul style="list-style-type: none"> <li>Plan and lead a series of 3 Professional Developments focused on pedagogy of immersion education, language acquisition and oral language development strategies</li> </ul>	<ul style="list-style-type: none"> <li>How effective was the PD in increasing teacher pedagogical knowledge?</li> <li>How effective was the PD in supporting teachers to be ready to implement new strategies?</li> </ul>	Post PD survey with responses to key reflective questions  Chinese Program Coordinator reflections  Research Journal	Process Data
4	Classroom Observations	<ul style="list-style-type: none"> <li>Visit all classrooms during Chinese instruction time</li> </ul>	<ul style="list-style-type: none"> <li>How much time are teachers and students talking during the observation?</li> <li>What is the quality of the student talk?</li> <li>What oracy strategies are teachers currently using that support students in the production of oral language?</li> <li>What are the areas of strength and challenges for teachers when they are implementing new strategies?</li> </ul>	Classroom Observation notes	Impact Data

4	3 Coaching Cycles with 2 Teachers	<ul style="list-style-type: none"> <li>• Meet with teachers post PD to review and deepen understanding of strategies shared/learned at PD</li> <li>• Plan together for upcoming lessons to incorporate new strategies</li> <li>• Observe teachers and provide written feedback about implementation of strategies</li> <li>• Meet with teachers for post-observation to review feedback</li> <li>• Teachers write reflections after each pre- and post-observation meeting</li> </ul>	<ul style="list-style-type: none"> <li>• What questions do teachers have about oral language development strategies?</li> <li>• How can planning together support teachers to better implement these practices?</li> <li>• How can coaching teachers impact their “success” in implementation of practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation notes</li> <li>• Scripted notes from videos of meetings with teachers</li> <li>• Teacher reflections</li> <li>• Research reflective journal</li> </ul>	Process Data
5	Post-survey of all teachers	<ul style="list-style-type: none"> <li>• Google survey:</li> <li>• Scale questions about level of expertise in immersion pedagogy and high impact oral language instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>• What have teachers learned about immersion pedagogy and best practices to develop oral language proficiency?</li> <li>• What strategies do teachers use to support students in</li> </ul>	<ul style="list-style-type: none"> <li>• Response to scale questions</li> <li>• Open-ended responses to key reflective questions</li> </ul>	Impact Data Process Data

		<ul style="list-style-type: none"> <li>• Scale questions about amount of time students have for oral language production</li> <li>• Questions asking teachers to identify strategies they use to support oral language production in the classroom</li> </ul>	<p>the production of oral language?</p> <ul style="list-style-type: none"> <li>• What has been the impact of professional learning and coaching on implementation of oral language development strategies</li> </ul>		
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### Data Collection Plan and Research Methods

In order to measure the impact of my intervention plan and answer my research questions, I designed a data collection plan. I collected the following forms of impact data: pre- and post-intervention surveys, classroom observations notes which included the number of minutes of teacher and student talk and classroom observation notes which included a checklist of oracy strategies. By comparing data of classrooms pre-intervention to post-intervention, I would be able to determine if there was an increase in the pedagogical knowledge of teachers and an increase in the implementation of oracy strategies. I collected the following process data to evaluate the effectiveness of my PD's and coaching with teachers: post PD survey, reflections from Chinese program coordinator, scripted notes from pre- and post-observation meetings with coaches, post-survey qualitative data research journal. These forms of data together would inform and improve the design of the components of my intervention plan.

My data collection began prior to my intervention plan taking place. I conducted observations in 9 out of 11 of the Chinese immersion classrooms. Each observation was 10 minutes, unannounced and occurred on different days and different times of the day. These observations were intended to capture just a 'snapshot' of what was happening throughout the school and intended to give me baseline information that I could use to compare to post-intervention data. During these observations, I recorded the number of minutes of teacher talk and the number of minutes of student talk of any kind. Then I assessed the type of student talk that students were engaged in and observed for teaching strategies that elicited that talk.

As I was calculating the percent of time allotted for student talk, I realized that my data collection raised some questions that I had not originally considered. First, what defines 'student talk'? I recorded the amount of time that students were talking, but in most cases it was just one student at a time that was talking and not all students were engaged in talk. In reflecting on this data, and considering the research on language acquisition (Fisher et al, 2008) on the importance of all students needing opportunities to speak and practice language, I decided that I needed to measure 'all-student' talk rather than '1-student' talk. Since I did not observe for this distinction in my first round of observations, the amount of time I recorded for student talk is inflated. Another question that was raised when I reviewed my data was: How does one calculate the percent of teacher talk versus student talk in a 10-minute period? In a lesson, there are times where neither the teacher or students are talking because there are periods of "thinking" time and transition time that occur within a lesson when no one is talking. I decided to calculate the percent of student talk occurring in a 10-minute period by dividing it by the total amount of minutes of teacher talk plus student talk combined. In order to calculate

the percent of student talk occurring in a given period of time, I had to convert all minute/seconds data to only base 10 minutes.

After I conducted the classroom observations, I asked all teachers to complete a pre-intervention survey. Teachers were asked to estimate the percent of student talk time versus teacher talk time that occurred in their classrooms. At the time of the survey, I had not clarified the distinctions of 'student talk' time, which occurred when I reflected on my data collection of classroom observations. So teachers could have interpreted percent of 'student talk' time in different ways. The data from this pre-intervention survey was none-the-less helpful in comparing teachers' estimate of student talk time and my recorded data through classroom observations.

In the pre-intervention survey, I also asked teachers to rate their level of knowledge of Chinese immersion education (which included language acquisition and research-based practices) and oral language development strategies using a likert scale. I linked the four responses on this scale to a corresponding number: 1= Not at all knowledgeable, 2 = a little knowledgeable, 3 = knowledgeable, 4 = extremely knowledgeable. This allowed me to calculate the average level of knowledge that teachers rated themselves for each question.

As part of my data collection plan, during PD's I took observational notes on how much teachers appeared to be engaged and open to new learnings. After each PD, I asked teachers to complete a google survey which asked them to identify their new learnings, their ability to implement the new learning (ie. strategies) and the support needed to implement the new learning. After each PD, I asked the Chinese Program Coordinator to write down her reflections. This reflection focused on what she thought went well, how she thought teachers

responded to the PD and lastly, what she thought could be improved about the PD. Later we would meet to discuss our reflections together and I would take notes during these meetings. We would also review the data from the teacher surveys together. This process data was helpful information that guided the follow-up that occurred by the Chinese Program Coordinator and myself that supported teachers to be more successful with implementing the new strategies.

During the first 2 rounds of teacher observations which focused on an interactive read aloud, we used a checklist that included strategies to develop students' oracy skills. This checklist was useful because it allowed me to calculate the percentage of teachers that were implementing particular strategies. During the second and third rounds of classroom observations, we not only used a checklist of strategies, we also recorded the number of minutes of teacher and student talk. Learning from my pre-intervention classroom observations, I made sure that I distinguished between and recorded the two types of student talk: 1-student talk and all-student talk. For each classroom observation, I calculated the percent of student talk that occurred by comparing it to the total talk time of the teacher plus the students. Then I calculated the average percentage of student talk time that occurred during the second round of observations and was able to compare that average to the third round of observations in order to measure growth.

In order to measure the impact of coaching aligned to the PD's, I worked closely with two teachers following each PD and engaged in three coaching cycles. During each pre and post-observation meeting I took notes on what we discussed or I video-taped the sessions and later transcribed the script of the meeting. After each pre and post-observation meeting, I



asked the teachers to reflect in writing about what was helpful and effective in our meeting and what they thought could be improved for our next meeting. Lastly, after each of these meetings, I reflected in my research journal about the effectiveness of my coaching moves. I considered what I could improve upon for my future meetings with these teachers. Ideally these reflections should have taken place immediately after the meetings when my actions and my impressions of the meeting were fresh in my mind, but there were times that I would forget and days would go by before I would put my thoughts to paper. But I was still able to use my own reflections and compare them to the teachers' reflections in order to note any correlations. Together, these points of data, guided my future meetings with the two teachers.

At the end of the intervention, after the third round of observations, I asked teachers to complete a post-intervention survey which included the same questions as the pre-intervention survey and one additional question that asked teachers to reflect on what was most helpful in their development and growth in oracy practices. Comparing the data from both surveys allowed me to measure growth of teachers' knowledge as indicated by their self-ratings.

### **Analysis, Findings and Implications**

I developed an intervention plan to address my problem of practice: teachers do not have adequate pedagogical knowledge of language acquisition in the context of immersion education nor do they understand the best instructional strategies to support students to develop oral language skills which is foundational in students becoming fully bilingual. The intervention that I planned hoped to increase teachers' pedagogical knowledge of language acquisition and to support their implementation of oracy strategies. In order to measure the

success of my intervention I analyzed the both the impact and process data. This included comparing the pre- and post-intervention survey Likert Scale data, and noting any increase or decrease for each of the questions. To analyze the data from classroom observations, I compared the usage of each oracy strategy over different rounds of observations to note any increase or decrease of implementation. I noted the strategies that were used more often and the strategies that needed more clarification and support in order to inform subsequent PD's. Additional analysis of classroom observations included a calculation of the percent of student talk and teacher talk across different rounds of observations to note the increase and decrease. Then I transcribed all my qualitative data into a spreadsheet. This data included: open-ended survey responses, post-PD reflections, notes from pre- and post-observation meeting, written reflections from my coachees and my own research journal. I created codes based on my expected outcomes. I then coded important sentences in the spreadsheet and assigned multiple codes when appropriate. By sorting data with different codes, I was able to look for trends across multiple data sources.

Analysis of the impact data surfaced evidence that my intervention had the desired impact of the increasing teacher knowledge of language acquisition in our Chinese immersion context and increasing teacher implementation of oracy strategies. Furthermore, analysis of the of process data surfaced findings that informed the design and implementation of my intervention.

### **Impact Data Overview**

This action research project sought to address the oral language development

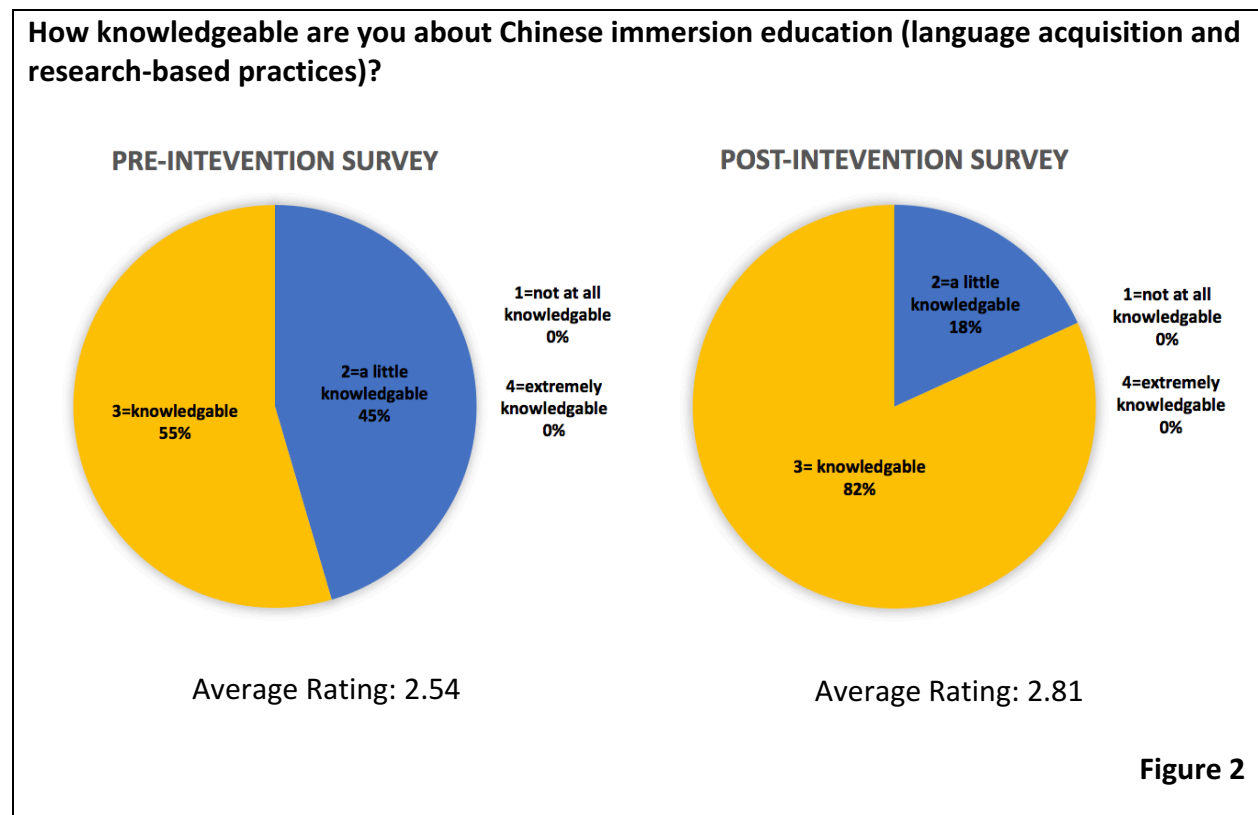
opportunities for students in a dual immersion school. Research on dual immersion education shows that programs may have challenges in developing high levels of proficiency in both languages equally, especially in students' oral language use in the classroom. (Potowski, 2007). In many Chinese language education programs, the emphasis on the development of reading and writing of Chinese characters over building a strong oral language foundation has resulted in limited oral communication skills with students (Celin Briefs, 2016). The intervention that I developed addressed my problem of practice: Teachers do not have adequate pedagogical knowledge of language acquisition in the context of immersion education nor do they understand the best instructional strategies to support students to develop oral language skills which is foundational in students becoming fully bilingual. The findings from my intervention surfaced three themes: 1) The process led to increased teacher knowledge of language acquisition; 2) The process led to increased teacher usage of oracy strategies; 3) The use of oracy strategies decreased teacher talk time and increased student talk time.

### **Impact Data: Increase in Teacher Knowledge of Language Acquisition**

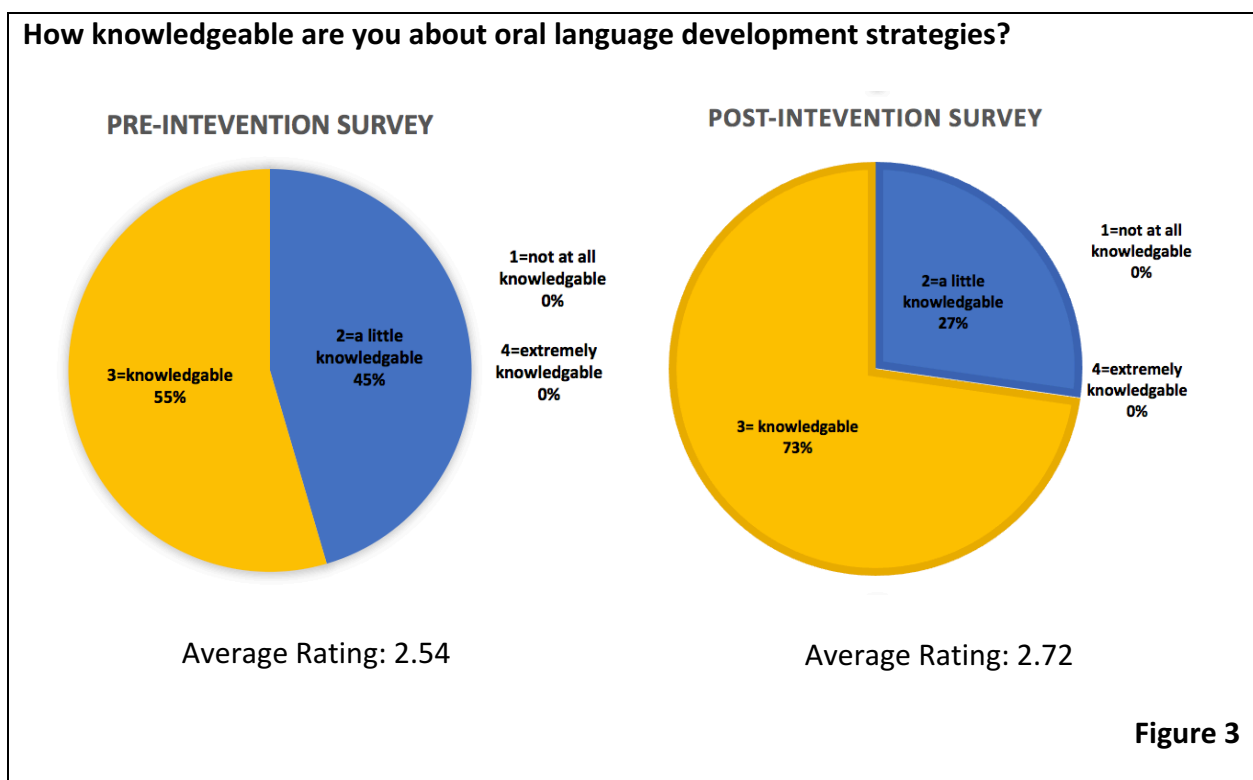
One primary goal of my intervention was to build teachers' pedagogical knowledge of language acquisition in our Chinese Immersion context. The literature on DLE programs indicate that teachers may lack knowledge of second language acquisition and bilingual theory, which may impact the success they have in supporting students to be fully bilingual and biliterate. (Wang, 2009). To effectively increase teacher pedagogical knowledge, I partnered with the Chinese Program Coordinator to lead professional developments focused on this research, but also connected to strategies (Darling Hammond Richardson, 2009) that would target and

increase students' oral language production.

I administered the pre-intervention survey to the eleven Chinese immersion teachers. Averaging the Likert scale responses resulted in a rating of 2.54 (1=not at all knowledgeable, 2=a little knowledgeable, 3= knowledgeable, 4=extremely knowledgeable), in response to the level of knowledge teachers had about Chinese immersion education: language acquisition and research-based practices. (See Figure 2). About 45% of teachers rated themselves a 2 (a little knowledgeable) and 55% of teachers rated themselves a 3 (knowledgeable). The post-intervention survey shows the knowledge level of teachers increased to 2.81. This means there was an increase of 27 percentage points of teachers who rated themselves a 3 (knowledgeable). Only two teachers remained that rated themselves a 2. Interestingly, the two teachers were the ones that I coached.



Averaging the Likert scale responses of the second question, resulted in a rating of 2.54 in response to the level of knowledge teachers had about oral language development strategies. (See Figure 3). About 45% of teachers rated themselves a 2 (a little knowledgeable) and 55% of teachers rated themselves a 3 (knowledgeable). The post-intervention survey shows the knowledge level of teachers increased to 2.72. This means there was an increase of 18 percentage points of teachers who rated themselves a 3. Interestingly, the my two coachees continued to rate themselves a 2=a little knowledgeable, along with one other teacher.



From this one piece of data, one could conclude that these two teachers did not appear to have grown in their knowledge or expertise in language acquisition. But with triangulation of

data using classroom observations, pre and post-observation meetings, and teacher reflections, I can see that these teachers have grown in their knowledge and expertise. They both are more aware of the complexity of language acquisition. In one post observation meeting, Jessica says, “You’ve shared a lot of research and I’ve learned a lot about oracy and how important it is. But I still don’t feel like an expert.” Later she writes in a reflection, “I love learning about oracy. I think it’s so important that students can have more opportunities to talk so their Chinese can improve.” These two teachers gained more knowledge, but they know that there’s so much more to learn and that is why I think they both continued to mark themselves as only knowing little in the areas of language acquisition and oral language development strategies.

The qualitative data in the post-intervention survey provided insight into what contributed to the increase in teacher knowledge of language acquisition and oral language development strategies. Coaching was identified by 9 out of 11 teachers as being the most effective in contributing to their growth. Observing demo’s during the PD was also identified by 5 out of 11 teachers as contributing to their understanding and growth of oracy. Based on this data, it seems that my intervention was successful in increasing teacher knowledge of language acquisition.

### **Impact Data: Increase in Teacher Implementation of Oracy Strategies**

Another goal of my intervention was to increase teacher implementation of oracy strategies. The literature on second language acquisition underscores the importance of oral language development and providing adequate opportunities for students to practice language (Fisher et al, 2008, Williams and Roberts, 2011). To increase teacher usage of oracy strategies, I

worked with the Chinese Program Coordinator to plan effective professional developments bearing in mind the research around what makes a PD effective. (Darling Hammond Richardson, 2009). Together we provided brief debrief coaching sessions to all the teachers. Additionally, I worked closely with two teachers to provide more intensive coaching.

During the first two rounds of teacher observations, I used an interactive read aloud checklist. On this list, there are many strategies to support successful implementation of this activity. Out of these strategies, there are five in particular that support a student's oracy development. During the first round of observations, teachers used an average of 2.7 oracy strategies during each lesson. Compared to the second round of observations, teachers increased this average to 3.7 oracy strategies per lesson. All teachers except one increased their usage of oracy strategies over the two observations. The most commonly used strategy was a turn and talk while the more challenging strategy to be implemented among the teachers was providing and modeling language structures to students prior to a turn and talk.

After the first round of observations, we noted the strategy that teachers used the least: Language structures are modeled before a turn and talk. Because all teachers opted in for a quick 10-minute post-observation meeting, the Chinese program coordinator and I were able to meet with each teacher to provide them with feedback in the form of a "wish". For several teachers, this wish focused on this particular strategy. In addition, there was more emphasis during the next two PD's on this strategy particularly through the student dialogue structure. Literature on oral language development reinforces the importance of providing and modeling sentence frames for students in order to increase and improve their oral production (Fisher et al). As a result of these actions, there was an increase in usage of this strategy in the second set

of observations. Overall, PD and tight feedback cycles supported teachers in increasing their usage of all oracy strategies that we introduced.

Increasing the usage of oracy strategies in the classroom provides more opportunities for students to speak and therefore improves students' oral proficiency. In addition to improving a student's oral proficiency, teachers have found that a focused effort on oracy also benefited other academic areas as well. In Jessica's class, oracy led to students having more clarity and understanding. It led to students learning from their peers and not just their teacher.

"It clarifies a lot of questions for students too. When you ask them to repeat or you ask them to pair share. Instead of me saying it multiple times and checking in with every individual. I gave them the oracy time and opportunity to share like what is the next step or what do you think your response is going to be. They are more aware of what is going to happen in the next part of the lesson. It's also helpful to have them have time to organize their thoughts so they have the time to sit down and talk to each other about it. Also getting information from their peers too. They can add on to what they want to say. They can get ideas from their friends. And if they didn't understand it, talking to their peers can clarify it. So it has hit multiple purposes."

Oracy also leads to deeper content learning. One of the issues that came up often in my meetings with Diane and in her teaching was trying to balance oracy with content learning. She struggled with getting through the content (whether it was finishing a read aloud book or completing a number talk in a limited amount of time.) This balance question came up in our meetings and discussions and I came to the conclusion that oracy in and of itself should never be the goal, but oracy should always be in service of content learning. After one of our meetings, I reflected in my research journal on this, "We want students to talk about their thinking as a way to deepen their understanding of the content."



The primary goal of my research is to support teachers in their growth and development of language acquisition and of oracy practices. The end goal is always student achievement. To that end, my interviews with both teachers at the end of the year resulted in their reflections about their students. In response to a question about planning for oracy, Jessica responded, “I certainly see the difference it makes. [Students] can verbalize their ideas then go into writing them. So it’s not just the growth in speaking but also the growth in writing. Because it organizes their thoughts.” Jessica’s planning and attention to oracy has improved students oral proficiency and their writing skills. In response to a question about students’ growth in oral production, Diane responds,

“Yes. The kids that start off with zero mandarin background or if they have some background from preschool but they are not very fluent speaking-- it helps them. Every lesson that I do, I always give them a sentence structure. The more sentence structures they use, the more fluent they become. Majority of my students do feel more comfortable in speaking... When I ask them to share, I always see their excitement and there’s no reluctance...They are more confident in speaking in any context.”

### **Impact Data: Decrease in Teacher Talk Time and Increase in Student Talk Time**

The last intended outcome of my intervention was to decrease the amount of teacher talk and increase the amount of intentional student talk in the classroom. The literature on second language acquisition clearly establishes the importance of providing opportunities for student talk in order for them to process information, negotiate for meaning and to develop their speaking skills (Fisher et al, 2008). To decrease teacher talk time and therefore increase student talk time, I worked with the Chinese Program Coordinator to introduce teachers to the 10/2 lecture during a PD. In addition, we provided direct feedback to teachers after the 2<sup>nd</sup> and

3<sup>rd</sup> round of observations, giving teachers the actual minutes that we observed where teachers and students were talking. This feedback further supported teachers to shift the balance of talk in the classroom.

Teachers at our school strive to maintain “control” of their classrooms. A lot of student talk, especially when not monitored and supported may appear to be a classroom that is “out of control.” Teachers see their roles as the deliverer of information and therefore that requires a certain amount of talking by the teacher. Shifting the classroom to be more student-centered with more student voice can be challenging for many of our teachers. It may even cause a certain level of anxiety and discomfort. When reflecting on the framework of the 10/2, Diane responded, “That’s really challenging for teachers, of course. Teachers hold a lot of time for talking and they forget to let it go and let students [talk].”

When I compared the pre-intervention survey results of what teachers reported for the percent of time of student talk, in 9 out of 11 cases, it was significantly higher than what I observed in my 10-minute observations. In the pre-intervention survey, the average teacher indicated that students talked 51% of the instructional time. During my observations, the average teacher had 24% of student talk time. Remember, this percentage captures mostly 1-student talk time, and not all-students talk time. Therefore, all-student talk time is significantly less. In this research study, I recorded student talk time as planned academic discussions rather than social interactions that students had with one another.

Comparing the pre-intervention survey data to the pre-intervention observational data suggests that teachers perceive that students are talking a good amount in their classrooms. This perception may stem from a positive association with higher amounts of student talk

because of the research that is out there on this topic. (Fisher et al, 2008). Teachers may believe that it is a good thing that students talk more, but somehow the practice of it can be challenging. Following the second PD that focused on the 10/2 framework, during our pre-observation meeting, Jessica reflected on that PD and responded, “Teachers talk too much.” Having said that, after our post-observation meeting of a lesson where student talk was 20% compared to teacher talk, Jessica felt there was a lot going on in that lesson and did not feel very positive about how it went. Below is a portion of the transcription of our post-observation meeting:

C: Did it feel like students has enough time to talk?

K: Yes! That’s maybe where the “busyness” impression came from. That’s probably what we are trying to target and I’m just not used to it.

C: You’re not used to them talking so much?

K: Yes. Because it’s suppose to be my story time!!!... (laughter). Yeah, that’s probably why I felt different.

Jessica believed that teachers talk too much but when students began to have more time to talk in her class, it felt busy and she wasn’t used to it. It may take time for teachers to get used to this shift; it may continue to feel “busy” because having a room full of 26 students talking at can be busy. But there are ways that we can support students to become more productive in their talk time, so that it feels less “busy”. According to Diane, the other teacher that I coached,

... once the routines [are built], you’re not intimidated to let students discuss or share. Because you know that you can talk for two minutes and immediately throw them a question and they can answer [it]. They know how to do the routine and what to do and they can immediately do it. It is less intimidating than at first. We [won’t be] afraid of kids doing a lot of talking instead of the teacher.

Teachers can ease into this shift and it will be easier if students are supported through the use of routines that are explicitly taught.

Despite the challenges that teachers may have in shifting the balance talk time, analysis of data from classroom observations indicate that this shift occurred in all classrooms. The second set of observations had students talking for an average of 16% compared to the teacher during the total amount of talk time. The third set of observations that occurred resulted in a 29% average of student talk time. Every teacher that we observed had an increase in the amount of student talk that occurred in their classrooms. I attribute this growth partially to the data that teachers were given about their own classrooms. Jessica, one of the teachers that I coached reflected on this point: “It was certainly very helpful to see the data after each observation during debrief, it wasn't as much with the anonymous data in PD. Nonetheless, it was still nice to see a comparison of where everyone is at.” The qualitative nature of numbers makes the data more objective and easier to set targets for.

### **Process Data Overview**

In addition to measuring the impact of my intervention, analysis of the process data surfaced findings that informed the design and implementation of my intervention. Through an analysis of classroom observation notes, scripted notes from meetings with teachers, teacher reflections, and my research journal, three themes emerged that speak to the design of this intervention and the conditions for success: 1) Professional development is most impactful when it includes coaching; 2) Planning is an essential component of PD and coaching; 3) Providing focused PD and coaching on a high leverage strategy can impact instruction that goes beyond that particular strategy.

**Process Data: Professional development is most impactful when it includes coaching**

An instructional coach can be an effective resource that aligns with the components of effective professional development. (Knight, 2009, Darling-Hammond & Richardson, 2009).

Although there is the lack of data connecting instructional coaching and student achievement, there is however an abundance of research that links strong teacher instruction to improved student achievement. (Sanders and Rivers, 1996, Yee and Normore, 2013). My intervention plan sought to impact and improve teacher practice through instructional coaching.

Originally my intervention plan included coaching 2 to 3 teachers. In the planning of my PD arc, in collaboration with the Chinese Program Coordinator, we made a decision to observe all the teachers and provide them with written feedback since feedback is an important component of effective PD (Darling-Hammond & Richardson, 2009). Additionally, we decided to offer 10-minute optional post-observation meetings with teachers. We did not anticipate that every teacher would opt into these debrief meetings, not just once, but all three times. In the post-intervention survey, 9 out of 11 teachers named coaching as a contributing factor to their growth in oracy practices. Seven of these nine teachers received minimal yet targeted feedback. They didn't receive instructional coaching that typically includes a before, during and after component. Yet, these teachers found it to be very effective in improving their implementation of oracy strategies.

The two teachers that I had coaching cycles with responded very positively to coaching. After each pre- or post-observation meeting, I would ask them to reflect on these two questions: 1) What did you find to be helpful in our meeting today? 2) How can our future meetings be more helpful or supportive? Their feedback each time confirmed that I was

effective in my coaching and that time was well spent. Below is Diane's reflection about coaching versus PD during the post-intervention interview:

I love coaching! It's more personalized. PD is what everybody needs, but not necessarily what everyone needs at that moment. When I have coaching I can reflect on myself and get suggestions from you. I [focus on] the things I need to work on. Also bearing in mind the PD's... I can find something that I want to work on. I love the personalized learning. I learn more from coaching than PD. Even though it takes more time, it's really something I want to work on, rather than a framework. For coaching, I can go straight to the target that I want to work on. For PD, some teachers have experience already; for some it's new; for those who learned [it] before, it's not as efficient as coaching.

This account illustrates the power of effective coaching and how it might be experienced compared to PD. It speaks to teachers who are at different places in their knowledge and expertise and consequently the need to personalize the support to each teacher. Her reflections corroborate literature about instructional coaching which shows that coaches can promote teacher reflection, and improve instructional practice (Koh & Neuman 2006, Toll 2005).

At the end of the intervention, in my interview with Jessica, she reflected on my coaching when asked if she had any feedback:

It's been great honestly. There was always a recommendation coming from you. You always ask me a question and I would brainstorm and think about how I can make it better. You were also open to discussing. It wasn't like you said, "This is what you're supposed to do." Just having someone there to talk it through, the process was very helpful.

This additional reflection supports my finding that coaching was an important component of professional development that led to the success of this intervention.

### **Process Data: Planning is an essential component of PD and coaching**

One aspect that I didn't anticipate that teachers would discuss often was how the opportunities to co-plan a lesson together supported their growth in oracy practices. I didn't focus any of my research on this aspect of teacher development initially. But there is a breadth of research that indicates the importance of collaborative planning because it results in teacher learning, less stress and isolation, better lesson plans and improved instruction for students (Helterbran, 2008, Bauml, 2016). During each PD, time was allocated for teachers to work together with a grade-level partner to apply new learning and plan an upcoming lesson. In addition, for the two teachers that I coached, I allocated time to discuss and plan their upcoming lesson during either our pre-observation meeting or at our post-observation meeting.

Both the teachers I coached discussed the value and importance of planning in their growth of oracy practices. Jessica reflects on what was effective about our coaching sessions, "It wasn't just about the one class, but it was for the next classes. Planning forward was the most effective for me in terms of learning." During one of our meetings together, Diana shares, "After our planning meeting and different introductions for oracy practices I can implement in the classroom, I'm more conscience when I plan for my lessons to give them more opportunities to speak." The deliberate and targeted planning that occurs during my meetings with Diana extend to her own individual planning of lessons. After the third PD, the Chinese Curriculum Coordinator reflected on what was effective during the PD for all the teachers, "The co-planning and demoing were helpful. It wasn't easy for some teachers to apply in practice right away. Therefore, co-planning provided the opportunities for them to process with

partners.” The planning that teachers did with their partner teachers during the PD and the planning that teachers did with me during our meetings supported them to successfully implement oracy strategies in their classrooms.

**Process Data: Providing focused PD and coaching on a high leverage strategy can impact instruction that goes beyond that particular strategy.**

In the third and last set of observations, teachers could choose to be observed during any content area and they did not have to do an interactive read aloud. Diane chose to be observed during a math number talk lesson.

“I like when I put oracy in different academics. I can picture it in read aloud, but using it in different subject... I was thinking how can I do this in math without me speaking. I always remember the 5/1. How can I get students to speak more than me? I did use some strategies from the dialogue.”

Diane gained confidence and comfort as she planned and implemented interactive read alouds with her students. These lessons provided opportunities for her to learn and grow while being supported and coached. Diane wanted to expand her learning into all the other content areas that she taught. Diane summed it up well, “Sometimes a little detail into one lesson will make everything different.”

Seven out of eleven teachers taught a different lesson for their third observation and they were all successful at transferring over oracy strategies into their non-interactive read aloud lessons. In reviewing the “stars” given to teachers by myself and the Chinese Program Coordinator during the post-observation meeting, teachers had a high degree of success according to our written feedback to them:



- Scaffolded sentence stems for students were provided, written and reviewed, and students practiced saying it orally before they were given time to turn and talk
- You asked a lot of “why” and open ended questions for students to discuss.
- Generalizations were written on the white board for students to see, read and repeat.
- You provided scaffolded sentence structures for students to increase oracy skills
- You implemented the ‘talk to your partner’ structure several times. You modeled the sentence structures clearly before asking the students to use them orally.
- Questions written on the board. Students practiced saying the question together before turning to their partner to ask the question.
- Several opportunities for students to turn and talk and each of these opportunities you provided a clear question and sentence frame to use for students to use to respond.

Not only did teachers transfer some of these strategies we reviewed in the context of the interactive read aloud into different lessons, the amount of student talk time also increased in the third round of observations. The average amount of student talk time increased from 16% to 29% of the total talk time. Not only was the average higher in the last round of observations, but each teacher’s percentage of student talk time increased.

### **Implications and Conclusions**

This action research project was designed to address my problem of practice which is: teachers do not have adequate pedagogical knowledge of language acquisition in the context of immersion education nor do they understand the best instructional strategies to support students to develop oral language skills. The goal of this action research was to improve teacher knowledge and increase teacher implementation of oracy strategies. Based on the analysis of both impact data and process data, I was successful in reaching my expected outcomes. I found that my intervention resulted in the following: 1) An increase in teacher knowledge of language

acquisition; 2) An increase in teacher implementation of oracy strategies; 3) A decrease in teacher talk time and increase in student talk time. Additionally, my analysis of data led me to these findings: 1) Professional development is most impactful when it includes coaching; 2) Planning is an essential component of PD and coaching; 3) Providing focused PD and coaching on a high leverage strategy can impact instruction that goes beyond that particular strategy. My findings suggest some implications for how schools and school leaders at immersion schools can design professional development in service of teacher learning and improved instruction.

### **Implications**

Findings from this action research corroborated by the literature review have implications for professional development and teacher instruction at language immersion schools. These include the importance of 1) Teachers explicitly planning for oracy instruction; 2) Instituting frequent observations and feedback aligned to professional development; 3) Focusing on one or two high impact activities for PD over a period of time.

One theme that emerged from my action research was the importance of planning or co-planning for oracy instruction. Just as teachers are strategic in planning for and teaching reading and writing, they must also be strategic in delivering explicit oral language instruction (Williams and Roberts, 2011). Just as teachers write literacy objectives in order to teach student how to read and write, they must also learn to write oracy objectives in order to teach students how to speak. After a PD, a teacher wrote the following in her feedback, “Before I ask students to turn and share, I need to anticipate not only about the core language I want kids to learn, but also other language they might need to conduct their dialogue.” Teachers can see how a task

needs to be broken down and how planning is needed to scaffold for oral production. Because this focus on oral language development can be relatively new for teachers in immersion schools, it is both strategic and efficient to co-plan lessons with grade level partners or literacy (and oracy) coaches. From the analysis of data from my action research project, most teachers indicated that they valued time with colleagues so that they can make sense of the new information and apply new learning immediately into their next lesson. The design of PD should always include opportunity for teachers to collaboratively plan.

Another clear finding from my action research data, is the importance of having frequent observations and feedback opportunities when implementing a new strategy. After teachers collaboratively plan a lesson, it naturally follows that they would benefit from getting feedback when they implement that strategy in their classrooms. From my action research, we found that all teachers were open to meeting with us after an observation in order to get the feedback in a face-to-face meeting. We intentionally designed these meetings to be 10 minutes in length in order to minimize the impact on teacher's schedules and the coaches' schedules. We found that using a checklist of observable strategies which teachers received prior to the observations made the meeting more focused. Additionally, we landed on the "2 stars and a wish" feedback protocol which further focused our feedback meeting to ensure that we stayed within our 10-minute limit. Having a very focused feedback form and feedback sharing protocol is important. Analysis of the open-ended questions from the post-intervention survey supports the importance of coaching in impacting teachers' growth in oracy practices.

The final implication that emerged from my action research is the importance of focusing PD and coaching on one or two high leverage activities versus introducing teachers to

all of them at once. School leaders must learn to 'go slow to go fast'. This intentional focus on one strategy over a period of time will allow teachers to fully understand the pedagogical moves for each part of an activity, and have practice planning for each part, considering the teacher moves and student oracy demands of this one activity. After "successful" implementation of this new high leverage activity, the learning is more easily transferrable into other activities. From the analysis of my action research data, teachers were able to practice the oracy strategies within an interactive read aloud while applying the 10/2 framework at least twice. In the third round of observations, many teachers chose to be observed implementing oracy strategies in a different activity. Analysis of these observations indicate that teachers were successful in the planning and teaching of an activity that included oracy strategies. This evidence supports my finding that a focus on one high impact strategy can impact instruction that goes beyond that particular strategy.

### **Limitations of this Study and Ideas for Future Study**

In reflecting on my action research, I recognize that there were some limitations in this study. The 10-minute classroom observations that I did prior to my intervention may not be entirely representational of what typically occurs in classrooms, even though I tried to visit classrooms at different times of the day on different days. The data that was collected at that time cannot be compared to later classroom observations because at the time I didn't account for the distinction between 1-student talk and all-student talk. In future studies it would be important to gather baseline data by visiting each classroom multiple times during the course

of the week and then averaging the number of minutes observed of teacher talk and student talk.

Another limitation of my action research was in how I defined “student talk”. I recorded student talk time regardless of the quality of what was said as long as it was during planned academic discussion rather than social interactions that students had with one another. In my action research project, I concluded that my intervention was successful because teacher talk time decreased and student talk time increased. But in my analysis of one classroom, where this was the case, I noted that the quality of student talk was not academic, students were not using the target language and the duration of the turn and talk was prolonged and becoming unproductive. This leads me to conclude that merely measuring for a decrease in teacher talk time and increase in student talk time would not be accurate measurements of increased oral production and improved oracy skills. In future studies it would be important to analyze the quality of student talk, ensuring that students have opportunities to engage in extended, meaningful discussions that involved constructing academic ideas with others. This future study would draw on research about academic discussion by researchers like Jeff Zwiers and Marie Crawford. But for the purpose of this research project, it was necessary for our school to take a small step forward in increasing student talk, without the analysis of that talk yet.

A third limitation of my study lies in the limited research of oral language development in the context of immersion education. The research on oral language skills that are necessary to develop bilingual proficiency within DLE programs is scarce (Saunders & O’Brien, 2006). Literature on language acquisition typically focuses on English Language Learners (ELL) and their lack of opportunity to develop proficiency in English. In my action research I likened the

experience of ELL's to that of our students, who are CLL's, Chinese language learners. The intended language outcome of ELL's is proficiency in their second language, that of English; the intended language outcome of students at International School is proficiency in their second language (for most of them), that of Chinese. I may have taken some liberties in using the research on ELL's and their development of oral language and extending that to our students. Future research needs to be done on language acquisition of students in immersion programs.

One last limitation of my action research involved our choice of the high-impact activity that we had teachers focus on. The interactive read aloud was a good option in our opinion but we landed on this activity in haste, without much research into other high impact oral language development strategies. In future studies, it would be good to research other activities that may have a greater impact in developing students' oracy skills.

## **Conclusion**

Students in dual language immersion programs have the opportunity to excel academically and cognitively. They also have the opportunity to develop high levels of proficiency in two languages. One major goal of these programs is for students to become fully bilingual and biliterate. But in many Chinese language education programs, the emphasis on the development of reading and writing of Chinese characters over building a strong oral language foundation has resulted in students with limited oral communication skills (Celin Briefs, 2016).

This action research project sought to increase teachers' pedagogical knowledge of language acquisition in the context of immersion education and improve teacher implementation of oracy strategies in order to improve students' oral communication skills. The

analysis of data that was collected throughout the research process found that I successfully met my expected outcomes. Key to the success was the design of professional development that included coaching and teacher feedback, co-planning, and a focus on just one high impact activity over the course of the intervention. Findings from this action research project suggest the importance of investing in professional development for language immersion teachers in order build up their pedagogical knowledge and improve instructional strategies in the critical area of oracy, which may not be a deliberate focus in immersion programs.

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## Appendix A: Data Collection Tools

### A.1: Pre-Intervention Survey

#### PRE-Professional Learning Teacher Survey

Please take a few minutes to complete this survey about Chinese Immersion

**\* Required**

Email address \*

Your email \_\_\_\_\_

Estimate the percent of time that students are talking (speaking in Chinese) versus the teacher talking during the instructional day. Please include only structured and planned opportunities for students to speak. \*

☐ 10%

☐ 20%

☐ 30%

☐ 40%

☐ 50%

☐ 60%

☐ 70%

☐ 80%

☐ 90%

☐ 100%

How knowledgeable are you about Chinese immersion education: language acquisition, research-based practices, challenges, pitfalls, etc.? \*

☐ Not at All Knowledgeable

☐ A Little Knowledgeable

☐ Knowledgeable

☐ Extremely Knowledgeable

How knowledgeable are you about oral language development strategies? \*

☐ Not at All Knowledgeable

☐ A Little Knowledgeable

☐ Knowledgeable

☐ Extremely Knowledgeable

What opportunities do you provide or what strategies do you use to support students in their Chinese oral language production? Please try to list everything that you do. \*

Your answer \_\_\_\_\_

## Appendix A: Data Collection Tools

### A.2: Post-Intervention Survey

#### POST-Professional Learning Teacher Survey

We have had 3 PLs focused on oracy this year. In addition there have been opportunities for you to be observed and receive feedback on oracy. Taken these into account, how would you describe your instructional practice and knowledge of oral language development now?

\* Required

Email address \*

Your email \_\_\_\_\_

Estimate the percent of time that students are talking (speaking in Chinese) versus the teacher talking during the instructional day. Please include only structured and planned opportunities for students to speak. \*

- ☐ 10%
- ☐ 20%
- ☐ 30%
- ☐ 40%
- ☐ 50%
- ☐ 60%
- ☐ 70%
- ☐ 80%
- ☐ 90%
- ☐ 100%

How knowledgeable are you about Chinese immersion education: language acquisition, research-based practices, challenges, pitfalls, etc.? \*

- ☐ Not at All Knowledgeable
- ☐ A Little Knowledgeable
- ☐ Knowledgeable
- ☐ Extremely Knowledgeable

How knowledgeable are you about oral language development strategies? \*

- ☐ Not at All Knowledgeable
- ☐ A Little Knowledgeable
- ☐ Knowledgeable
- ☐ Extremely Knowledgeable

What opportunities do you provide or what strategies do you use to support students in their Chinese oral language production? Please try to list everything that you do. \*

Your answer \_\_\_\_\_

What has been most helpful in your development of oracy practices? (PL, reading books, observations, coaching, etc.) \*

Your answer \_\_\_\_\_

## Appendix A: Data Collection Tools

### A.3: Post-PD Reflection Survey

# Professional Learning Feedback - 1.20.17

Oracy: Interactive Read Aloud

Your email address ([cpascual@yumingschool.org](mailto:cpascual@yumingschool.org)) will be recorded when you submit this form. Not you? [Switch account](#)

**\* Required**

What new learning occurred for you from today's Professional Learning focused on Oracy and the strategy of the Interactive Read Aloud? \*

Your answer

Do you feel prepared to implement this strategy in your classroom? \*

- ☐ Yes, absolutely
- ☐ Yes, with some more planning time and/or support
- ☐ No, I need additional support and training before I can implement this strategy

If you need additional support in order to implement this strategy, please identify what support you would like \*

Your answer

## **Appendix A: Data Collection Tools**

### **A.4: Pre- and Post-Observation Meeting Reflection Questions**

1. How helpful or effective was our meeting?
2. What did you find to be helpful?
3. What could be improved the next time we meet?
4. What would you like to focus on more when we meet next?

## **Appendix A: Data Collection Tools**

### **A.5: Post-Intervention Teacher Interview Questions**

1. What have you learned in terms of your practice of oral language development or how have you grown?
2. What do you attribute that learning to or that growth to?
3. How has your instructional practice changed apart from the interactive read aloud?
4. How has this impacted your students?
5. Do you feel like your students are talking more?
6. How has increasing talk time for students impacted their development?
7. Has talking more impacted their growth in any way?
8. Have you seen growth in what students are able to produce orally? Please describe.
9. How was your experience of coaching this year?
10. What parts of coaching was helpful in your development as a teacher?
11. What were the challenges in coaching? What would have made it more helpful?
12. Do you think it made it impact to have coaching in addition to our three Friday professional developments? Please explain.
13. How has your experience been in the past when it's just been professional development without any coaching?

## Appendix B: Classroom Observation Forms

### B.1: Interactive Read Aloud Observation Checklist

**Interactive Read Aloud Observation Form**

Planning	Observed	Notes
<ul style="list-style-type: none"> <li>Chooses a text that is appropriate for purpose and audience - considering grade-level standards, content, genres, age of students, Lexile level, etc.</li> </ul>		
<b>Before Reading: Teacher introduces/previews the story and three new vocabulary words:</b>		
<ul style="list-style-type: none"> <li>Introduce the text and activate students' prior knowledge.</li> </ul>		
<ul style="list-style-type: none"> <li>Sets explicit instructional goals for read-aloud (i.e. comprehension Strategy, language structures, etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>Picture Walk - Engages students in making predictions about the text and in brief discussions about concepts related to story.</li> </ul>		
<ul style="list-style-type: none"> <li>Selects 3-4 words that students do not know that have high utility and are used across contexts.</li> </ul>		
<ul style="list-style-type: none"> <li>Has students say and repeat target vocabulary and provides student friendly definitions.</li> </ul>		
<ul style="list-style-type: none"> <li>Displays words in written form, and uses a form of nonlinguistic representation.</li> </ul>		
<b>During Reading: Teacher reads a passage from a narrative or informational text out loud, focusing on literal and inferential comprehension:</b>		
<ul style="list-style-type: none"> <li>Models fluent, phrased, and expressive reading.</li> </ul>		
<ul style="list-style-type: none"> <li>Students have the opportunity to think, turn and talk.</li> </ul>		
<ul style="list-style-type: none"> <li>During guided discussion, teacher encourages students' use of new vocabulary.</li> </ul>		
<ul style="list-style-type: none"> <li>The prompts are connected to the target comprehension strategies.</li> </ul>		
<ul style="list-style-type: none"> <li>Language structures are modeled before turn and talk.</li> </ul>		

### B.2: Oracy Observation Checklist

**Oracy Observation Form**

Indicators	Observed	Notes
<ul style="list-style-type: none"> <li>During whole-class instruction: Teacher and student talk reflects framework of 10/2 (or 5/1 in grades K-1)</li> </ul>		Total Observation Time: Teacher Talk Time: 1-Student Talk Time: All-Student Talk Time:
<ul style="list-style-type: none"> <li>Teacher identifies any new vocabulary and provides student friendly definitions. Students have the opportunity to practice saying the new vocabulary.</li> </ul>		
<ul style="list-style-type: none"> <li>Language structures or sentence stems are provided to students so their responses are scaffolded.</li> </ul>		
<ul style="list-style-type: none"> <li>Teacher models the use of the language structure or sentence stems.</li> </ul>		
<ul style="list-style-type: none"> <li>Students have the opportunity to practice using the language structure or sentence stems whole-class before they turn and talk</li> </ul>		
<ul style="list-style-type: none"> <li>Students have opportunities to think first, then turn and talk.</li> </ul>		
<ul style="list-style-type: none"> <li>When discussing in pairs, each student is paired up with one partner and each student is engaged in discussion.</li> </ul>		
<ul style="list-style-type: none"> <li>Student discussion is in Chinese.</li> </ul>		

**Appendix C: Professional Development Agendas & Slides**  
**C.1: PD #1 Agenda: Interactive Read Aloud**

Friday Professional Learning Agenda		
January 20, 2017   1:30-4:00pm   Phoenix Classroom		
Outcomes: <ul style="list-style-type: none"> <li>• Build community amongst the staff</li> <li>• Be prepared to implement Interactive Read Aloud strategy</li> <li>• Hear about an instructional practice from a colleague (Teacher Spotlight)</li> </ul>		
Time	Who	Activity
1:30 (15)	All Teaching Staff	<b>Welcome</b> <ul style="list-style-type: none"> <li>• Raffle (Come on time to participate)</li> <li>• Staff Check-in: Celebrations</li> <li>• Community Agreements</li> <li>• Agenda and outcomes</li> </ul>
1:45 (110)	Chinese Teaching Staff	<b>A Focus on Oracy: Interactive Read aloud</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Demo</li> <li>• Debrief</li> <li>• <a href="#">Lesson Plan Template</a>, <a href="#">Sample Lesson Plan</a></li> <li>• <a href="#">Translation of Terms</a></li> <li>• <a href="#">Observation Schedule</a></li> <li>• <a href="#">PRE Survey</a></li> <li>• <a href="#">Feedback Form</a></li> </ul>
1:45 (110)	English Teaching Staff	<b>A Focus on Oracy: Interactive Read aloud</b> <ul style="list-style-type: none"> <li>• Use this <a href="#">task card</a> to support your collaboration time</li> </ul>
3:35 (10)	All Teaching Staff	<b>Teacher Spotlight: Willa Song</b>
3:45 (15)	All Teaching Staff	<b>Closure</b> <ul style="list-style-type: none"> <li>• Announcements:               <ul style="list-style-type: none"> <li>◦ Next Friday: Personalized Learning Time - No Whole Staff PL</li> <li>◦ <a href="#">Assessment Calendar</a></li> </ul> </li> <li>• Appreciations</li> </ul>



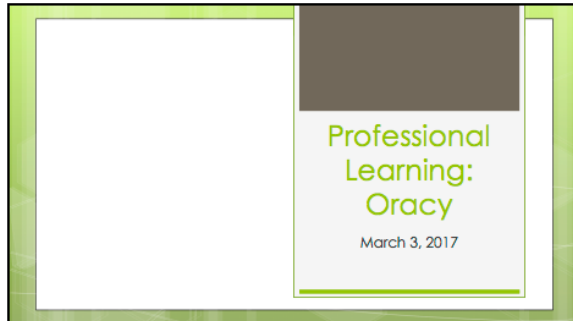
## Appendix C: Professional Development Agendas & Slides

### C.2: PD #2 Agenda: 10/2 and Dialogue

Friday Professional Learning Agenda		
March 3, 2017   2:00-4:00pm   Phoenix Classroom		
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Build community amongst the staff</li> <li>• Understand whole-school trends and next steps for interactive read-alouds</li> <li>• Explain the importance of 10/2 framework</li> <li>• Plan for a lesson focused on dialogue incorporating 10/2</li> </ul>		
Time	Who	Activity
2:00 (10)	All Teaching Staff	<b>Welcome</b> <ul style="list-style-type: none"> <li>• “Just in Time” Raffle</li> <li>• Celebrations</li> <li>• Community Agreements</li> <li>• Agenda and outcomes</li> </ul>
2:10 (1h 25)	English Team + Math	<b>Collaboration and Planning Time</b> <ul style="list-style-type: none"> <li>• Identify 3-4 anchor papers for LHQ writing assessment (Score of 1/1, 2/2, 3/3 and 4/4) and upload <a href="#">here</a></li> <li>• Spring Projects</li> <li>• Planning time &amp; Report Cards</li> </ul>
2:10 (10)	Chinese Team	<b>Share out from Interactive Read-aloud observations</b> <ul style="list-style-type: none"> <li>• Trends Observed</li> <li>• Next Steps</li> </ul>
2:20 (1h 5)	Chinese Team	<b>Oracy</b> <ul style="list-style-type: none"> <li>• Reflection on research</li> <li>• 10/2</li> <li>• Focus on Dialogue</li> <li>• <a href="#">Planning. Review Oracy powerpoint</a></li> </ul>
3:25 (20)	Chinese Team + Math	<b>Math: Zearn</b> <ul style="list-style-type: none"> <li>• Check for an email from Zearn. Set your password.</li> <li>• <a href="https://www.zean.org/">https://www.zean.org/</a></li> <li>• Check out <a href="#">this video</a> to understand Zearn</li> <li>• Explore with GL partner</li> </ul>
3:45 (15)	Teaching Staff	<b>Closure</b> <ul style="list-style-type: none"> <li>• <a href="#">PL Survey</a></li> <li>• Announcement <ul style="list-style-type: none"> <li>o Report comments due to Sue Today!</li> <li>o Math Assessment Reports</li> <li>o No PL next Friday 3/10 -- No school -- No work</li> <li>o No PL the following Friday 3/17 -- P/T Conferences</li> <li>o Brian’s last day is next Tuesday</li> </ul> </li> <li>• Appreciations</li> </ul>

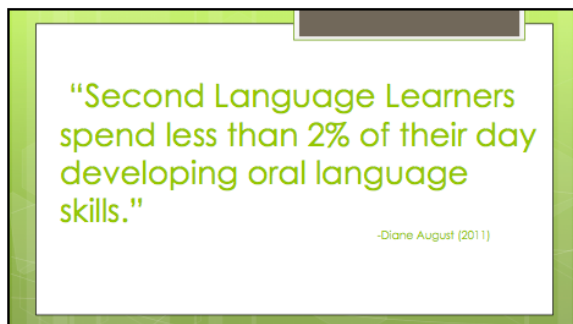
## Appendix C: Professional Development Agendas & Slides

### C.3: Slide Deck for PD #2: 10/2 and Dialogue



### Interactive Read Alouds

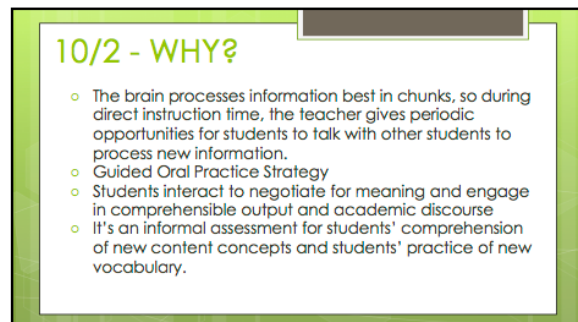
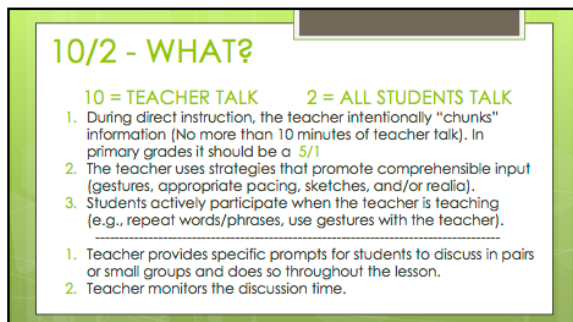
Trends Observed	Collective Next Steps
<ul style="list-style-type: none"> <li>Teachers selected a grade-level text that is engaging</li> <li>Teachers read books with expression and modeled fluent reading</li> <li>Many teachers stopped on particular pages in the book and gave students opportunities to turn and talk</li> <li>Many teachers selected targeted vocabulary to review and discuss prior to reading the book</li> <li>Many teachers discussed targeted voc with various strategies (pictures, acting, and simple definitions)</li> </ul>	<ul style="list-style-type: none"> <li>Before reading, set explicit instructional goals for the read-aloud (comprehension strategies, language structures, etc.)</li> <li>Before asking students to turn and talk, provide scaffolds (voc, sentence frame, etc) for students to use.</li> <li>Before asking students to turn and talk, ensure the prompts are focused on using target vocabulary or focused on your instructional goals for this read-aloud</li> </ul>



### Data from 10-minute Classroom Observations

	4:20	3:28	8:30	7:33	3:01	4:44	8:20		
# Minutes Teacher Talk									
# Minutes Student Talk	1:25	1:37	1:10	2:33	1:09	2:27	1:22		

Most of "student talk" time is 1 student talking, not all the students talking



## Oracy

### Guiding Question:

**What does it mean to teach for oracy?**

### What is Oracy?

The oral language skills and structures that are necessary for someone to become literate.

**When planning oracy objectives, ask ourselves:**

What language is necessary to accomplish the literacy task?

What language do students need in order to communicate what they know and think?

### Oracy vs. Literacy

	Production	Reception
Oracy	Speaking	Listening
Literacy	Writing	Reading

### Oracy instruction

It involves **explicit attention and instruction** to the language that students need to comprehend and express their understanding of various literacy contexts.

It provides students with **opportunities to learn, apply, and practice** this language.

### Oracy Lessons should..

- Ensure meaningful participation in **dialogue**
- Expand grammatical complexity of students' speech (**Language structures**)
- **Refine vocabulary**

Dialogue			
Oracy Components For Literacy-based Chinese Language Development			
Oracy Component	Purpose	Should Be	Should Not Be
Dialogue	Ensure meaningful students participation in literacy related discussions	<ul style="list-style-type: none"> <li>Planned by T</li> <li>Ss talk more than T</li> <li>Student talking to students and teacher</li> <li>Problem solving and reasoning</li> <li>Personal connections to the content (Open-ended)</li> <li>Ss &amp; T ask intrapersonal and extrapersonal questions</li> </ul>	<ul style="list-style-type: none"> <li>Haphazard conversation</li> <li>Unplanned questions and prompts</li> <li>Based on "right or wrong" answers</li> <li>T asking all the questions</li> <li>T talking more than Ss</li> <li>Extrapersonal questions only</li> </ul>

Dialogue	
Goals for Developing Dialogue	
Goal	Example
Teach verbs that elicit dialogue	<ul style="list-style-type: none"> <li>解释/讨论/建议/回答/说明/汇报/打破</li> </ul>
Encourage students to make personal connections with what they read	<ul style="list-style-type: none"> <li>Agree/disagree with an event/person (e.g. do you agree with how XX solved the problem with his sister?)</li> <li>Respond to "what if" questions -- What if you had been the girl in the story? What would you have done?</li> </ul>
Encourage students to understand that not every question has a right/wrong answer	Respond to open-ended questions <ul style="list-style-type: none"> <li>Can you tell me one thing you learned about ...?</li> <li>What were you thinking when you read about ...?</li> <li>What were you feeling?</li> <li>What was the most important thing you learned about...? Why?</li> </ul>

### How do I begin planning for oracy objectives:

- 1) Begin with your literacy objectives & standards  
"The students will..."
- 2) Ask yourself... What language will students need to accomplish the literacy objective?
  - a) Dialogue
  - b) Language Structures
  - c) Vocabulary

### Example:

**Literacy Objective:** Ss make and confirm predictions that will happen next throughout a text

**Oracy Objective:** Ss predict ask/answer questions, give opinions, disagree

**Dialogue:**  
你觉得这个故事后面会发生什么？为什么？  
你同意XXX说的吗？为什么？

### Task

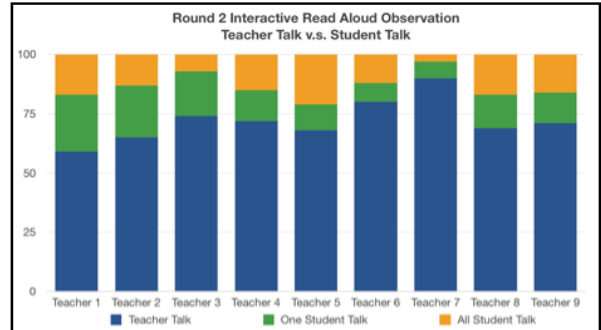
1. Collaboratively choose a content area (better immersion, science, etc.)
2. Identify literacy objectives
3. Identify oracy objectives (Dialogue)
  - a. What language is necessary to accomplish the literacy task?
  - b. What language do students need in order to communicate what they know and think?
4. 10/2 - Plan for the 10 -- What are you doing to make input comprehensible? How are you engaging students? How do you model and scaffold for your oracy objective?
5. 10/2 - Plan for the 2 -- Think about what you want students to say.

## Appendix C: Professional Development Agendas & Slides

### C.4: PD #3 Agenda: Oracy/Tell Your Partner

Friday Professional Learning Agenda		
March 31, 2017   1:30-4:00pm   Phoenix Classroom		
<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Build community amongst the staff</li> <li>• Be prepared to support student success with the SBAC assessment (G3-6 English &amp; Math Teachers)</li> <li>• Apply your understanding of Oracy and plan effective lessons (Chinese Teachers)</li> </ul>		
Time	Who	Activity
1:30 (10)	All Teaching Staff	<b>Welcome</b> <ul style="list-style-type: none"> <li>• “Just in Time” Raffle</li> <li>• Celebrations</li> <li>• Community Agreements</li> <li>• Agenda and outcomes</li> </ul>
1:40 (120)	English Team	<b>SBAC English</b> <ul style="list-style-type: none"> <li>• <a href="#">Student Data Reports</a></li> <li>• <a href="#">SBAC Blue print</a></li> <li>• SBAC Claims, Targets, Standards</li> <li>• <a href="#">SBAC Practice Test</a></li> <li>• Planning</li> </ul>
1:40 (60)	GK-6 Chinese Team	<b>Oracy</b> <ul style="list-style-type: none"> <li>• Interactive Read Aloud: Teacher Talk vs Student Talk</li> <li>• <a href="#">Oracy Strategy: Tell Your Partner</a></li> </ul>
2:40 (60)	GK-2 and G5-6 Chinese Team	<b>Oracy (Continued)</b> <ul style="list-style-type: none"> <li>• Planning</li> </ul>
2:40 (60)	G3-6 Math Teachers	<b>SBAC Math</b> <ul style="list-style-type: none"> <li>• <a href="#">Student Data Reports</a></li> <li>• <a href="#">SBAC Blue print</a></li> <li>• SBAC Claims, Targets, Standards</li> <li>• <a href="#">SBAC Practice Test</a></li> <li>• Planning</li> </ul>
3:40 (20)	All Teachers	<b>Closure</b> <ul style="list-style-type: none"> <li>• <a href="#">PL Survey</a></li> <li>• Announcements <ul style="list-style-type: none"> <li>◦ No PL next Friday 4/7. And there’s Teacher Appreciation Lunch</li> <li>◦ No PL on the following Friday 4/14. It’s SPRING BREAK</li> </ul> </li> <li>• Appreciations</li> </ul>

**Appendix C: Professional Development Agendas & Slides**  
**C.5: Slide Deck for PD #3: Oracy/Tell Your Partner**



**Partner A**

Phone Number with **largest** total when added up

**Partner B**

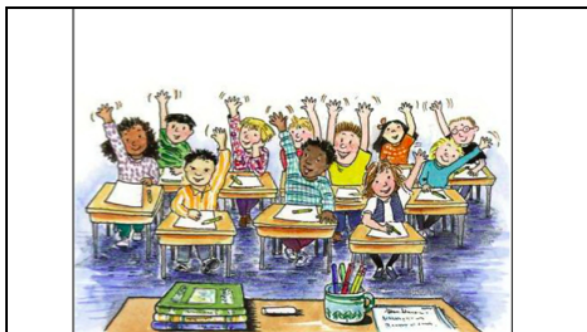
Phone Number with **smallest** total when added up

**Xinyi's**

**832.623.2536**

**8+3+2+6+2+3+2+5+3+6=**

**40**



**Central Ideas:**

1. Communication begins with purposeful oral language, and opportunities to use that language.

**Partner A**

### Central Ideas:

2. There is a powerful interdependent relationship between oracy and literacy

(Strong oral language skills pave the way for the development of literacy in a second language and literacy skills enhance oral language development)

Partner A

### Focus Question:

What strategies can enhance learners' oral language abilities, thus also contributing to an improved foundation for building literacy skills?

Partner B

### Can Dos: At the end of the PL

I understand the powerful connection between oracy and literacy

I can incorporate strategies for oracy in the classroom

Partner B

### Strategy -- Tell Your Partner

Partner A

Partner B

### Strategy -- Tell Your Partner

Please turn to your partner and say:

“你好！坐在你边上真好！谢谢你做我的伙伴！”

Partner A

### Strategy -- Tell Your Partner

Tell your partner:

“这是一个口语练习，都不需要课前准备！”

Partner B

### Strategy -- Tell Your Partner

In this activity students simply turn to another student (usually pre-designated) to tell that students something that the teacher has told them to say. For example:

告诉你的伙伴：“早上好！”“下午好！”“谢谢！”

告诉你的伙伴：“今天天气真好！”

告诉你的伙伴：“你真棒！”“你真厉害！”

### Strategy -- Tell Your Partner

Tell your partner

“我看到.....我想到.....我觉得.....”

“首先，我们要做.....”

“然后，我们要.....”

“现在，我们应该.....”

### Strategy -- Tell Your Partner

Basically, the students are repeating what the teacher says in a sheltered practice situation.

Is it similar to asking the whole class to repeat after the teacher or have one volunteer repeat?

Telling it to a partner feels more social and more like real communication that does a whole class choral response.

### Strategy -- Tell Your Partner

The Teacher is providing the correct model for students have not yet totally mastered.

Teachers who have tried this say that the students love it and are speaking quite a bit!

Students enjoy talking to other students!

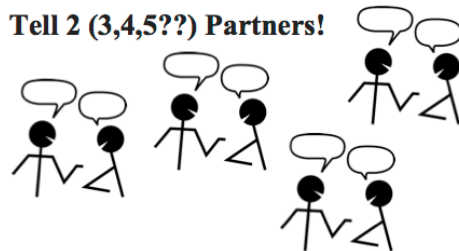
### Strategy -- Tell Your Partner

Tell your partner

“我迫不及待就要试一试这个方法！我下个星期就开始用！”

Partner A+B

### Tell 2 (3,4,5??) Partners!



**Action -  
Sign Up for  
Observation**

### Let's Try it

