

Speaking to learn

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the interactionist hypothesis

the output hypothesis

socio-cultural theory

dialogic pedagogy

Negotiation for meaning

Negotiation for meaning is the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved.

Long, M. (1996) The role of the linguistic environment in second language acquisition. In Ritchie, W. and Bhatia, T. (Eds.) *Handbook of Second Language Acquisition*. San Diego, CA: Academic Press.

The output hypothesis

The learner's output should be “pushed towards the delivery of a message that is not only conveyed, but that is conveyed *precisely, coherently and appropriately*. Being ‘pushed’ in output ... is a concept that is parallel to that of the $i + 1$ of comprehensible input”.

Swain, M. (1985) Communicative competence:some roles of comprehensible input and comprehensible output in its development. In Gass, S.and Madden, C. (Eds.) *Input in second language acquisition*. Rowley, MA: Newbury House.

First attempt

J: They went to the park by car and he go with his dog and he take lunch box and I have sandwich and hamburgers.

T: champagne ...

J: champagne, sandwich and very peaceful but later many people will come, will come, ... many people came here and one people played football and the dog is barking there ...

N: *They were fed up* ... a man listening to music ...

Third attempt

T: It was a nice sunny day so Tom and Victoria decided to go to picnic in the countryside. They went to picnic by car with their dogs, his name is Jim. They had lunchbox and champagne, sandwiches and hamburgers.

N: They found a nice place near the lake very peaceful.

J: Felt relaxed, but later one family come and the man was playing football, the girl singing, the dog was barking and the man listen loud music.

T: *They were fed up*. They decided to go home.

Our basic premise has long been that the child learns some basic set of syntactic structures, moving from a one-word phase to a two-word phase, to more complex structures, and that eventually the child is able to put these structures together in order to carry on conversations with others. The premise, if we use discourse analysis, is the converse. That is, language learning evolves *out of* learning how to carry on conversations.

Hatch, E. (1978) Discourse analysis and second language acquisition. In Hatch, E. (Ed.) *Second language acquisition: A book of readings*. Rowley, Mass.:Newbury House.

Dialogue

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach.

(Paulo Freire, *Pedagogy of the Oppressed* 1970, 1973. p. 61)

Instructional conversation

The task of schooling can be seen as one of creating and supporting instructional conversations... The concept itself contains a paradox: “Instruction” and “conversation” appear contrary, the one implying authority and planning, the other equality and responsiveness. The task of teaching is to resolve this paradox. To most truly teach, one must converse; to truly converse is to teach.

Tharp, R.G., & Gallimore, R. (1988). *Rousing Minds to Life: Teaching, Learning, and Schooling in Social Context*. Cambridge: Cambridge University Press.p. 111)

Teaching	Conversation
didactic	social
transactional	interactional
asymmetrical	symmetrical
teacher-led	jointly constructed
topicalization by teacher	topicalization shared
display questions	referential questions
IRF sequences predominate	adjacency pairs; “chat-and-chunk”
turns nominated	turns self-selected
other repair	self repair
low contingency	high contingency

Tolerate silences; refrain from filling the gaps between turns. This will put pressure on students to initiate turns.

Encourage students to sustain their speech beyond one or two sentences and to take longer turns; do not use a student's short utterance as a springboard for your own lengthy turn.

Keep the number of display questions to a minimum. The more genuine the requests for information, the more natural the discourse.

Pay attention to the message of students' utterances rather than to the form in which they are cast (...). Keep your comments for later.

Make extensive use of natural feedback (“hmm,/interesting/I thought so too”) rather than evaluating and judging every student utterance following its delivery (“fine/good”). Do not overpraise.

Kramsch, C. (1985). Classroom interaction and discourse options. *Studies in Second Language Acquisition*, 7, 169-183

Further reading

- *Conversation: From Description to Pedagogy*, by Scott Thornbury and Diana Slade, Cambridge University Press, 2006.
- Scott Thornbury's website:
www.thornburyscott.com