

# Using Total Physical Response Scaffolding to Improve Oral Communication Skills in Online Contexts

## El Uso del Andamiaje Instruccional con la Respuesta Física Total (RTP) para Mejorar las Habilidades de la Comunicación Oral en Contextos Virtuales

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### **Abstract**

This action research project studied the effect of providing interactional feedback through the use of Total Physical Response (TPR) gestures to scaffold learner's spoken responses in an online classroom. It was meant to answer two questions: Does TPR scaffolding enhance students' oral communication skills? Could TPR be used to scaffold learning and increase student autonomy in problem areas? This research began after noting that many of the students would simply repeat after the instructor when making mistakes without improving their pronunciation or applying the appropriate syntax or lexis when speaking. In order to provide feedback and elicit self-corrections amongst the students, gestures were incorporated as a means of scaffolding their answers. After recording five, 25-minute classes conducted with four students and transcribing these lessons, it was concluded that TPR scaffolding helped to elicit corrections, improve oral communication skills, and increase learner autonomy.

**Key words:** Interactional feedback, Total Physical Response (TPR), Scaffolding.

### **Resumen**

Este proyecto de investigación-acción estudió el efecto de proveer comentario interaccional por el uso de gestos basados en la teoría de la Respuesta Física Total (RTP) para apoyar las respuestas habladas de los estudiantes en un aula virtual. Fue creado para responder a dos preguntas: ¿cómo mejora el andamiaje instruccional con la RTP las

habilidades de la comunicación de los estudiantes? ¿Se puede usar la RTP para apoyar el aprendizaje y aumentar la autonomía estudiantil donde confrontan dificultades? Esta investigación empezó después de notar que muchas de los estudiantes simplemente repetían al profesor cuando se equivocaban sin mejorar su pronunciación o aplicar la sintaxis o el lexis apropiado cuando respondían. Para proveer comentario y solicitar unas auto-correcciones de los estudiantes, los gestos fueron incorporados como una manera de apoyar sus respuestas. Después de recordar cinco clases de 25 minutos con cuatro estudiantes y transcribirlas, fue concluido que el andamiaje instruccional con la RTP solicitó correcciones, mejoró las habilidades de la comunicación oral, y aumentó la autonomía de los estudiantes.

**Palabras clave:** el andamiaje instruccional, la Respuesta Física Total (RTP), la comunicación oral

## 1. INTRODUCTION AND CONTEXT

This research studies the effect of the interactional feedback via TPR gesturing on students' oral communication skills. This topic was chosen because the students were having trouble incorporating the appropriate pronunciation, syntax, and lexis in their classroom speaking tasks. Since the teaching is one-on-one, the students did not have the opportunity to practice with their peers. Thus, they often repeated information, feedback, and corrections provided from the teacher. In response, Total Physical Response gestures were incorporated into the classes as to make the lessons more interactive and to elicit more accurate and genuine responses for the students. This interactional feedback encouraged the students to participate more and produce language independently rather than reflecting methods of rote repetition.

These classes take place via an online platform. The student can see the instructor, and the teacher can see the teacher via webcam. The students can also see a PowerPoint with text and images. They can interact with the PowerPoint by writing on it in order to complete certain activities. The role of the instructor is to teach 25-minute classes that focus on reading, writing, listening, speaking, social science, and math skills. The teacher guides the students throughout the sessions, and the main goal of each lesson is for the students to produce specific vocabulary words and key sentences autonomously.

The pupils are Chinese students aged from five to thirteen years old. These classes are private lessons taken outside of their schools. The pupils chosen to focus on specifically are as follows: Tom (age eleven), Maggie (age ten), Beckham (age seven), and Apple (age nine). These four students were selected because they represented common speech-

problems in the online classroom as related to pronunciation, syntax, and lexis in oral communication. Regarding pronunciation errors, Tom struggled to pronounce and read multi-syllabic words correctly, while Maggie also had difficulties in producing accurate speech when blending vowel sounds. When considering syntax, Beckham needed prompting to form grammatically-correct, full sentences. With respect to lexical issues, Apple lacked confidence in responding to questions independently by applying the correct vocabulary terms to her speech. Many of these issues stemmed from the fact that these students only had the opportunity to learn from the teacher via repetition.

In order to encourage the students to interact more in the classroom and produce key sentences and vocabulary words autonomously, gestures were used to scaffold their learning. Although Chinese students are more accustomed to learning via repetition and direct correction sequences, interactional feedback and scaffolding measures allowed the students to produce more genuine speech while simultaneously improving their pronunciation, syntax, and vocabulary-related oral communication skills. Furthermore, students should be encouraged to autonomously produce language and correct themselves when necessary by means of greater interaction, such as prompting. In turn, Total Physical Response scaffolding was applied in order to elicit correct answers without the need for constant repetition and in order to motivate these students to interact and produce more genuine responses in this online context.

## **2. LITERATURE REVIEW**

In order to better understand how to use the Total Physical Response (TPR) methodology to scaffold students' learning in an online atmosphere, one must take the following aspects into account: the online classroom in comparison to the Chinese education system, the importance of interactional feedback, TPR teaching methods, and applying scaffolding measures to encourage more genuine responses.

### **a. The online classroom**

The students take lessons through a Chinese company specializing in online English lessons for young learners. The teachers are native speakers who practice English language skills with Chinese children aged from about four to thirteen years old. The material represents a hybrid when considering Chinese and American education practices. The teachers are largely North American and use student-centered learning practices. Thus, the lessons largely focus on student output and production of key vocabulary words and target sentences.

These classrooms are designed for Chinese students who attend daily classes in various parts of China. They join these online classrooms with preconceived notions of how teaching and learning should take place. Due to the influence of Confucianism, students have a great deal of respect for their teachers, who lead the class in a slightly authoritarian manner (Hawkins and Stites, 1991: 44). Hawkins and Stites note how teachers often direct virtually all conduct in the class, and given this context, there is not enough room for creativity and the development of critical thinking skills (1991: 51). Students typically repeat after the teacher and only produce language when explicitly told to do so (Hawkins and Stites, 1991: 51).

### **b. Interactional feedback**

In contrast to traditional Chinese teaching methodologies, students should be encouraged to produce language more autonomously through increased classroom interaction. In these one-on-one lessons, positive student-teacher communication is essential in student development. Piker and Rex found that this interaction is essential as student progress in their second languages; English language learners should learn, play, and spend time with English speakers to benefit from these vital exchanges (2008: 188, 192).

Part of student-teacher interaction includes the instructor providing feedback. Teachers should allow time for students to independently respond, as Tobin explains that there is a direct correlation between a longer average wait time (of three seconds or more) to higher cognitive levels of success (1987: 69). After waiting for an appropriate response, teachers may model or provide feedback to help the student. Gurzynski-Weiss and Révész note how feedback can be given more naturally during teacher-student interaction in real classroom contexts (2012: 875). This type of natural feedback can be provided explicitly or implicitly. Nassaji and Fotos explain how the use of implicit, interactional feedback can facilitate second language learning through exposure to grammatical forms (130: 2004). These measures allow students to better understand the material while drawing the learners' attention implicitly to grammatical forms or problem areas.

Seeing as it is a necessary part of the teaching and learning process, providing feedback while optimizing interaction is ideal in the online classroom. Thus, implicit, interactional feedback via gestures was applied to lessons in order to enhance the students' oral communication skills as relate to accuracy especially.

### **c. Gesture-based scaffolding**

In order to provide feedback for students while maximizing communication, teachers can employ gestures based on the theoretical practice of TPR.

Davidheiser explains how TPR is a popular type of teaching method which synchronizes learning vocabulary and language structures with body movement (2002: 26). The Total Physical Response method of teaching had been largely used to teach commands, vocabulary, and motivational activities in the classroom (Asher, 1969: 3-17).

Gestures could also be employed to scaffold learning and student responses. Walqui outlines the major types of scaffolding measures teachers use to aid students in their comprehension and production of a foreign language: Modeling, bridging, contextualizing, schema building, representing text, developing metacognition (2006: 170-177). Gesturing can be used to model correct responses and contextualize the appropriate vocabulary and sentence structures applicable to the responses.

Park et al. found that the use of gestures was valuable because it prompted word retrieval amongst learners (2006: 20). O'Neill & Miller's study concluded that gesturing can also scaffold children's understanding of linguistic rules through an additional reinforcement of meaning (2013: 1525). Thus, gestures become applicable in reinforcing lexis and syntax.

Students can respond to this feedback in a plethora of ways. Lyster and Ranta explain the possible responses with the concept of uptake: "A student's utterance that immediately follows the teachers' feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (1997: 49). The authors discuss how learners can acknowledge the feedback, repeat their original mistake, repair the error, or partially repair it (Lyster and Ranta, 1997: 49-51). TPR scaffolding would prompt student uptake in eliciting and/or providing a repair for their errors.

Scaffolding can be provided to aid students to become autonomous learners. George shows how teachers scaffolded their students' oral communication skills by providing communication patterns to follow (11: 2011). Later, these patterns should be removed when students internalized the grammatical rules and produced the language independently (George, 13-14: 2011). Initially, the students will notice the gestures; over time, they should apply such gestures to speech in order to correct their mistake without relying on the TPR scaffolding.

#### **d. A new method: TPR scaffolding**

When considering the students' educational background, theories of interactional feedback, the TPR method, and scaffolding, it was concluded that unobtrusive gesturing would benefit the students in their English language learning experience. Thus, the students were provided with interactional feedback through TPR gestures as to scaffold

their oral communication skills related to pronunciation, syntax, and lexis. The goals of this intervention were to improve oral communication skills and encourage these young learners to produce more genuine language independently. The main research questions were the following: Does TPR scaffolding enhance students' oral communication skills? Could TPR be used to scaffold learning and increase student autonomy in problem areas?

### **3. RESEARCH METHODS**

Before starting this research, a research journal was regularly updated to evaluate how TPR was being used in the lessons and the how the students were responding to these gestures. Based on the students' language behavior that was noted starting in October, the students needed more interaction and scaffolding in their lessons to improve their speaking skills (H, 1-28: 2016). Thus, an observation log of the classes was also regularly updated. Later, this same structure was applied to note the students' language behavior in response to the TPR scaffolding intervention.

Based on these observations, it was concluded that many of the learners had difficulties in the areas of pronunciation, syntax, and lexis (H, 1-28: 2016). Thus, four students were chosen to study more closely, and notes on TRP scaffolding usage were kept. These notes served to evaluate the students' learning in certain problem areas in order to improve their oral communication skills.

During the months of November and December of 2016, a log of the students' language behavior and their reactions to the TPR gestures was regularly updated. After reviewing these logs, salient parts of the lessons were transcribed in order to better understand the students' responses to the gestures and to see if TPR enhanced their oral communication skills online classroom. The findings and discussion include various "episodes" from the lessons that have been organized into patterns for each of the four students.

Previous teachers' comments about their lessons with the selected students were also included in order to show that the observances about the students' difficulties were not biased. Other teachers shared the same ideas regarding these specific students' difficulties in learning English.

### **4. RESEARCH AND DISCUSSION**

#### **4.1. Pronunciation**

##### *4.1.1. Tom: pronouncing multi-syllabic words*

TPR scaffolding was incorporated into classes with Tom (eleven years old) in order to correct his pronunciation of difficult vocabulary words. Tom's lessons included higher-

level materials that were not as compatible with TPR practices (H 2016: 12), but gestures were implemented to help Tom slow down when reading and pronounce words correctly. At first, Tom had difficulty pronouncing multi-syllabic words. He struggled with reading, but gestures helped him to sound out words like “vegetables” by clapping when saying the various syllables (H 15: 2016). Other teachers noticed this issue with Tom as well. Another teacher commented the following: “Tom knows his English but makes a lot of pronunciation errors. Make sure he is on the right path to making responsible decisions about pronunciation” (Comment MC-L3-U9-LC2-10 2016).

TPR scaffolding helped Tom become more confident in his pronunciation skills. At first, Tom would simply repeat after the teacher when encountering multi-syllabic words as seen with the word “skyscraper” in Transcript 1.1. TPR scaffolding aided Tom in learning how to break up the sounds of multi-syllabic words by himself. Gestures were used to break down difficult words into parts/syllables so that Tom could both see and hear the difference when pronouncing the word.

This method encouraged Tom to use these harder words in sentences. In the following lesson, Tom had not gained the confidence to challenge himself to use multi-syllabic words like “skyscraper” in full sentences or appropriate responses yet (see Transcript 1.2). With the use of TPR scaffolding, Tom also began to answer questions autonomously with responses that contained multi-syllabic words. Transcript 1.3 shows how he independently used words like “skyscraper” with more confidence and fluency. During his unit assessment, he read the word “skyscraper” perfectly, and he produced the word on his own in order to respond to the question, “What are the places to go in the city?” (see Transcript 1.4).

After the intervention of TPR scaffolding, Tom produced multi-syllabic words like “skyscraper” by himself when reading passages and responding to the questions. The use of TPR scaffolding with Tom reflects improved pronunciation and more independent, meaningful production in oral communication skills.

#### *4.1.2. Maggie: reinforcing vowel sounds in word blending*

Maggie (nine years old) had trouble distinguishing between different vowel sounds and blending them herself. This issue was first observed when she attempted to blend -im and -am words (like “rim” and “ram”), which sounded almost identical (H, 19: 2016). Other teachers noticed her struggle as well: “Maggie does a great job with Nouns, Verbs, and animals, but she has a hard time with pronunciation.” (SJC 2016). These sounds were modeled for Maggie to repeat, but the production of the vowel sounds in these minimal pairs was not reinforcing this auditory difference. Seeing as Maggie was more of a

kinesthetic learner and loved to both see gestures and use them herself (H, 3: 2016), TPR scaffolding was the perfect intervention for her.

As seen in Transcript 2.1, Maggie had difficulty saying words with -ab and -ad sounds. Simply repeating the correct pronunciation of such blends after the instructor was not working effectively. Oral gestures were used with different words to exaggerate the way in which native speakers hold their mouths when pronouncing the word; in turn, Maggie copied these gestures and accurately pronounced the key vowel sounds (see Transcript 2.1).

By having the instructor point to her teeth and lips when pronouncing these different vowel blends, Maggie could both see and hear the difference. She began to mimic these gestures and pronunciation in order to produce the correct vowel sounds regularly in her lessons. As shown in Transcript 2.2, Maggie did not need the instructor to repeat or model the vowel blends first. With TPR scaffolding, gestures were only applied to remind Maggie how to hold her mouth when producing the minimal pairs. Transcript 2.3 shows how Maggie produced “-ad” word blends without the need for modeling or repetition.

During her unit assessment (Transcript 2.4), gestures were not necessary to remind Maggie how to pronounce “-ad” and “-ab” words correctly. She learned how to blend these vowel sounds autonomously. Thus, the use of TPR scaffolding helped Maggie to improve her oral communication skills by pronouncing vowel blends more autonomously. These scaffolding to self-correct her pronunciation rather than repeating after the teacher.

## **4.2. Syntax**

### *4.2.1. Beckham: eliciting correct sentence structures*

Beckham (seven years old) had difficulty applying his knowledge of syntax (combining nouns, verbs, adjectives, and articles) in order to create sentences (H 28: 2016). Beckham learned vocabulary words such as “happy,” “sad,” and “mad” quickly (H 28: 2016), but he had some difficulty creating sentences with these adjectives. Rather than simply providing the sentences for Beckham to repeat and memorize, TPR scaffolding provided increased interaction, improved oral communication skills, and more independent production within the lesson.

TPR gestures were employed in order to elicit feedback for Beckham so that he could produce a full sentence such as “I am Happy” or “This is a computer.” As seen in Transcript 3.1 the gesturing of the emotion “mad” helped Beckham to create a sentence on his own. During the next lesson (Transcript 3.2), Beckham also had a moment when he struggled to produce a target sentence including a pronoun and an emotion. By using TPR scaffolding,

Beckham produced a full sentence without the need for a direct verbal correction and repetition sequence.

TPR scaffolding was also used to reinforce the use of articles (See Transcript 3.3). Beckham understood he needed to insert the article “a” when he was shown one finger from the instructor; he consequently corrected his response without the need for a verbal correction from the instructor. Later, Beckham understood the need to use articles when responding to questions. (see Transcript 3.4). After continuing to use TPR scaffolding, Beckham produced a sentence with the correct article and noun (see Transcript 3.5). Language modeling was no longer necessary; after seeing gestures, and Beckham responded with the correct sentence structure.

Beckham autonomously produced two sentence structures with the help of TPR scaffolding. Over the course of five lessons, his lessons included greater student-teacher collaboration outside of repetition-based learning and reflected improved oral communication skills. In turn, TPR scaffolding allowed Beckham to apply his knowledge of syntax to improve his oral communication skills as he successfully produced full sentences more independently.

### **4.3. Lexis**

#### *4.3.1. Apple: applying vocabulary to responses*

Apple (nine years old) was student with great reading skills. She largely understood meaning through written examples, but Apple had difficulties answering questions on her own (H 18: 2016). Other teachers saw this issue with Apple: “Apple is a good student. She reads well. Encourage her to speak more and answer questions” (CNH 2016). Another teacher noted, “Apple gets distracted easily and I can’t find too much to hold her attention. I’m trying to make it a fun class! I tried to have some extra conversation but she ignores what she doesn’t know” (Comment MC-L2-U6-LC1-5 2016). Most of the time, Apple would read the answer written on the PowerPoint, but she would be unable to produce a thoughtful answer independently. Thus, TPR scaffolding was used to reinforce the meaning of responses and words and to model responses.

As shown in Transcript 4.1, Apple had difficulty responding to more personal questions such as “What are your favorite toys?” By providing an example response reinforced with a gesture, Apple understood how to reply appropriately. Consequently, Apple began to answer questions using such gestures rather than relying on the text and pre-written responses. Transcript 4.2 also shows how Apple would attempt to answer questions with the wrong form. TPR scaffolding was applied to vocabulary terms to reinforce their meanings so that Apple could understand the question and produce an accurate response.

Apple began to produce responses more independently and thoughtfully. She applied verbs to full sentence responses rather than misunderstanding the questions and attempting to answer with a simple “yes” or “no” (see Transcript 4.3). After, Apple independently applied the vocabulary terms, like the verb “swing,” to other responses. Transcript 4.4 shows how Apple’s oral communications skills had improved to the point where she responded to a new question based on her previous understanding of the verb “swing.”

In conclusion, the TPR scaffolding helped Apple to learn how to apply her knowledge of lexis when responding to questions. She interacted more in class because she had to pay attention to the gestures rather than just reading the pre-written responses on the PowerPoint slides to gain meaning. TPR gestures enhanced her oral communication skills since she did not need to repeat after the instructor when making mistakes, learned how to self-correct, and produced key language (vocabulary terms) autonomously.

## **5. CONCLUSION AND IMPLICATIONS**

After compiling the data on the four students, it was observed that all of these students showed enhanced oral communication skills and more independent production with TPR scaffolding. All students went through the same basic steps: At first, they repeated information and noticed these gestures. Then, they learned how to respond and apply the pronunciation, syntax, or vocabulary-related feedback to their spoken responses. Finally, they became independent in their learning and no longer relied on gestures to produce accurate speech. Altogether, TPR scaffolding helped each student improve their oral communication skills in various problem areas—pronunciation, syntax, or lexis—while every student produced such language more autonomously.

Given these results, TPR scaffolding measures can be applied in order to improve oral communication skills, classroom interaction, student talk time, and the autonomous production of meaningful language. TPR will continue to be used to aid the four students who were observed, and TPR scaffolding will be extended to enhance the communication skills of more students in the program. This research shows how this method reinforces vocabulary, pronunciation, and grammatical concepts and also keeps students motivated throughout the lessons. TPR scaffolding could especially help kinesthetic learners and students who have difficulties interacting or staying focused.

This research has brought attention to Chinese learners’ difficulties in the online classroom and issues related to interaction in a one-on-one atmosphere. With this method, the students have the opportunity to thoughtfully produce rather than simply repeat the

appropriate language. Thus, TPR scaffolding provides a solution in which gestures can model and elicit correct responses implicitly while enhancing oral communication and independent speaking skills.

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## APPENDIXES

### Transcripts: Tom

#### *Transcript 1.1*

##### **Student Tom**

*November 8<sup>th</sup>, 2016; 2:00 pm*

*Life in the City: Lesson 9*

Teacher: Tom, What is this? (circles picture of the skyscraper; mouths skyscraper while clapping three times)

Student Tom: it is uhhhhh.....

.....

(Teacher shows the text: "It is a skyscraper." Tom tries to read)

Student Tom: (teacher claps three times) sky sruh uhhhhh...sky scruh aper.

Teacher: Good. Sky-scrape-er (claps three times).

Student Tom: Skyscraper.

Teacher: What do people do in the skyscraper?

Student: People work in the sky...scarper.

#### *Transcript 1.2*

##### **Student Tom**

*November 9<sup>th</sup>, 2016; 1:00 pm*

*Life in the City: Lesson 10*

Teacher: Tom, what is this place?

Student Tom: It is a sky uh scrap uh er

Teacher: Sky-scrape-er (gestures different level of building for each syllable).

Student Tom: Skyscraper

Teacher: What do people do in the skyscraper?

Student Tom: People work there.

*Transcript 1.3***Student Tom***November 10<sup>th</sup>, 2016; 1:00 pm**Lesson 11: My Life in the City*

Teacher: Tom, what is this place?

Student Tom: It is a skyscraper.

Teacher: Good—skyscraper (teacher gestures three syllables and floors for “skyscraper”).

Student Tom: Skyscraper.

Teacher: Beautiful.

*Transcript 1.4***Student Tom***November 17<sup>th</sup>, 2016; 1:30 pm**Unit Assessment Lesson 12*

Teacher: Life in the City. A city...

Student Tom: (*reading*) A city is a big place. Wa-one can see tall skyscrapers and wide roads.

Teacher: Uh huh.

Student Tom: (*reading*) There are many place to go in the city like the parks, stores, the stadium, and the zoo.

Teacher: Beautiful.

.....

Teacher: What are the places to go in the city?

Student Tom: Uh, skyscrapers, parking garage...

**Transcripts: Maggie***Transcript 2.1***Student Maggie***November 21<sup>st</sup>, 2016; 1:00 pm**What is in My Neighborhood?: Lesson 3*

Teacher: Let's practice these words (circles word blend “mab”).

Student Maggie: Mab.

Teacher: Mab and...

Student Maggie: Mayd.

Teacher: Mad.

Student Maggie: Mad, mad.

Teacher: Very good. MaB (points to lips).

Student Maggie: Mab.

Teacher: MaD (points to teeth).  
 Student Maggie: Mad (Maggie smiles wide and shows teacher her teeth).  
 Teacher: Very good good. Let's practice these two...suh...ab...  
 Student Maggie: Sab.  
 Teacher: Sab and (gestures crying when writing sad).  
 Student Maggie: Sayd.  
 Teacher: Good. SaD (points to teeth).  
 Student Maggie: Sad  
 Teacher: Good. SaB (points to lips)  
 Student Maggie: Sab.  
 Teacher: SaD (points to teeth).  
 Student Maggie: Sad.  
 Teacher: Good. Let' do one more...(writes "Rab")  
 Student Maggie: Ruh, ab, rab.  
 Teacher: Rab. Very good. Let's try, ruh-aD (points to teeth).  
 Student Maggie: Rad.  
 Teacher: Very good job Maggie! That was beautiful!

### *Transcript 2.2*

#### **Student Maggie**

*November 23<sup>rd</sup>, 2016; 1:00 pm*

*What is in my neighborhood?: Lesson 4*

Teacher: How about this word (writes "tab" and points to lips)?  
 Student Maggie: Tab.  
 Teacher: Uh huh. Tab. How about this word? (writes "tad" and points to teeth).  
 Student Maggie: Tad.  
 Teacher: Tad. Good job!

*Transcript 2.3***Student Maggie***November 26<sup>th</sup>, 2016; 1:00 pm**What is in My Neighborhood?: Lesson 5*

Teacher: Can you say this word? (circles "mad," opens sound wide and points to teeth)

Student Maggie: Mad, mad.

Teacher: Uh huh. And this word? (circles "lad" and mouths the word, pointing to her teeth)

Student Maggie: Lad. Lad.

Teacher: Beautiful. This word? (circles "yad" and mouths the word, pointing to her teeth)

Student Maggie: Yad. yad

Teacher: Great job Maggie. Very nice work.

*Transcript 2.4***Student Maggie***November 28<sup>th</sup>, 2016; 1:00 pm**Unit Assessment Lesson 6*

Teacher: Alright Maggie. Let's start with -ab. Can you read this word?

Student Maggie: (*reading*) Ab. Fab.

Teacher: Uh huh. Fab.

Student Maggie: (*reading*) Fab, tab, mab.

Teacher: Uh huh.

Student Maggie: (*reading*) Cab, vab.

Teacher: Uh huh.

Student Maggie: (*reading*) Rab, bab, dab.

Teacher: Beautiful.

Student Maggie: (*reading the word lab*) Aab.

Teacher: /L/ (makes fingers into L shape).

Student Maggie: Lab.

Teacher: Lab. Uh huh. And...

Student Maggie: (*reading*) Yab.

Teacher: Great job Maggie. Let's try ad.

Student Maggie: Ad.

Teacher: Can you read this word?

Student Maggie: (*reading*) Fad, tad.

Teacher: Uh huh.

Student Maggie (*reading*) Mad, cad, vad,

Teacher Uh huh.

Student Maggie: (*reading*) Rad, bad, sad, l..lllad (teacher makes the letter L with fingers; Maggie gestures the same).

Teacher: Lad.

Student Maggie: (*reading*) Yad

Teacher: And yad. Very good job Maggie! That was perfect! Nice work!

## **Transcripts: Beckham**

### *Transcript 3.1*

#### **Student Beckham**

*November 14<sup>th</sup>, 2016; 1:30 pm*

*All About Me: Lesson 11*

Teacher: How are you? (shows pictures of emotions and circles mad)

Student Beckham: I'm...

Teacher: (gestures a mad face) I am mad.

Student Beckham: I am mad.

Teacher: Good. So, Beckham, how are you?

Student Beckham: I'm mad.

Teacher: Very good. I am mad. Beckham, are you happy? (gestures with a smile)

Student Beckham: Yes, I am happy.

Teacher: Good! Yes, I am. (gestures three thumbs up while saying the sentence)

Student Beckham: Yes, I am.

Teacher: Good. Beckham, are you happy? (Gestures three thumbs up)

Student Beckham: Yes, I am.

Teacher: Beautiful. Great job, Beckham!

*Transcript 3.2***Student Beckham**

*November 19<sup>th</sup>, 2016; 2:00 pm*

*Unit Cycle Assessment Lesson 12*

*Some pictures of emotions are on the screen (mad and sad)*

Teacher: Beckham, what is this? (makes angry face with crossed arms)

Student Beckham: Mad.

Teacher: Yes. Good. Let's say, "I...(points to self and makes an angry face).

Student Beckham: I am mad.

Teacher: Good. I am mad. What is this? (gestures happy by smiling)

Student Beckham: I am happy.

Teacher: Very good! What is this? (gestures sad by pretending to cry)

Student Beckham: I am sad.

Teacher: Beautiful. Great job Beckham!

*Transcript 3.3***Student Beckham**

*November 21<sup>st</sup>, 2016; 2:00 pm*

*My Classroom: Lesson 1*

Teacher: Screen.

Student Beckham: Screen.

Teacher: What is this?

Student Beckham: This is screen.

Teacher: This is A (holds up one finger) screen.

Student Beckham: This is a screen.

Teacher: Very good job. And Beckham, what is this? (shows image of a monkey).

Student Beckham: This is monkey.

Teacher: This is...(shows 1 finger)

Student Beckham: This is a monkey.

Teacher: Good job Beckham!

*Transcript 3.4***Student Beckham***November 28<sup>th</sup>, 2016; 2:00 pm**My Classroom: Lesson 3*

Teacher: Good. What is this? (holds up 1 finger and acts out mouse scrolling; circles image of a computer mouse on the slide)

Student Beckham: This...is...a...

Teacher: Mouse.

Student Beckham: Mouse.

Teacher: Good. What is this? (circles the image of the computer)

Student Beckham: This is a.....

Teacher: (holds up 1 finger and gestures a computer screen) Com..

Student Beckham: Computer.

Teacher: Good. This is a computer.

*Transcript 3.5***Student Beckham***November 30<sup>th</sup>, 2016; 2:00 pm**My Classroom: Lesson 5*

Teacher: What is this? (mouths answer, holds up 1 finger, gestures computer screen)

Beckham: This is a computer.

Teacher: Good job. Beckham, what is this? (holds up 1 finger, gestures mouse)

Beckham: This is a mouse.

Teacher: Perfect!

**Transcripts: Apple***Transcript 4.1***Student Apple***November 9<sup>th</sup>, 2016; 12:30 pm**My Toys: Lesson 7*

Teacher: Apple, what are your (points to student) favorite (hugs oneself) toys (acts out playing with toys)?

....(no response from the student).....

Teacher: (gestures my favorite toys again). My favorite toys are....

(teacher gestures with shoulders shrugged to show a question sequence and shows her ear to student)

...(no response from the student)....

Teacher: (gestures holding a baby doll). My doll.

Student Apple: Doll.

Teacher: Good. My doll. (gestures doll; shows ear to student to encourage her to speak more)

Student Apple: My favorite toys are doll...

Teacher: My doll AND my... (gestures building with blocks)

Student Apple: My my blocks.

#### *Transcript 4.2*

##### **Student Apple**

*November 10<sup>th</sup>, 2016; 12:30 pm*

*My Toys: Lesson 8*

Teacher: Can you say "swing"? (circles picture and gestures swinging)

Student Apple: Swing.

Teacher: I swing (shows ear to prompt response).

Student Apple: (reading) I swing on the swing.

Teacher: I swing on the swing. Great. Apple, do you swing (gestures swinging) on the swing?  
(mouths answer: Yes (thumbs up), I (points to self) swing (gestures swinging) on the swing)

Student Apple: Yes, I have.

Teacher: Good. Yes, I swing. (gestures swinging)

Student Apple: Yes, I swing.

Teacher: Very good.

#### *Transcript 4.3*

##### **Student Apple**

*November 14<sup>th</sup> 2016; 12:30 pm*

*My Toys: Lesson 9*

Teacher: Alright, Apple. Let's say, "I swing." (gestures swinging)

Student Apple: I swing on the swing.

Teacher: Good, I swing on the swing (gesturing).

Student Apple: I swing on the swing

Teacher: Apple, what do you do on the swing? (points to self, gestures swinging)

Student Apple: I swing on the swing.

*Transcript 4.4*

**Student Apple**  
*November 23<sup>rd</sup>, 2016; 12:00 pm*  
*My Toy: Lesson 11*  
Teacher: Very good. Apple, what do you do on the playground? (gestures swing)  
Student Apple: I play...I swing on the swing (text not available).  
Teacher: Beautiful. I swing on the swing.

**Teacher Comments**

Comment MC-L3-U9-LC2-10. December 2016:



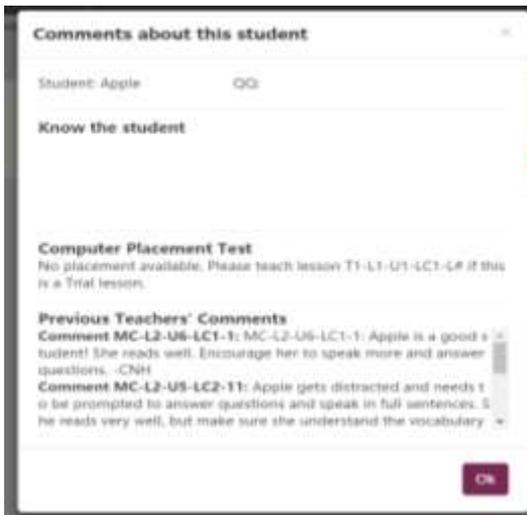
Comment MC-L2-U10-LC1-4. December 2016:



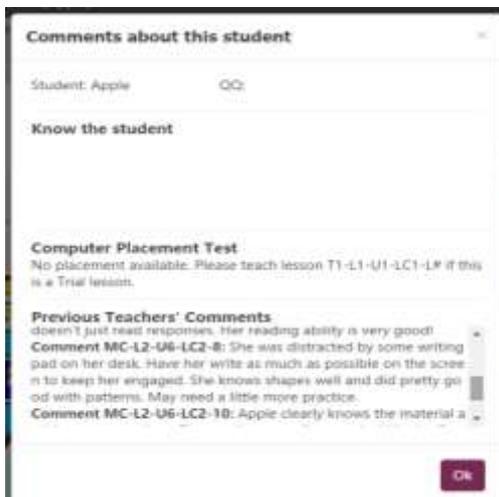
Comment MC-L2-U6-LC1-4. November 2016 and Comment MC-L2-U6-LC1-3. November 2016:



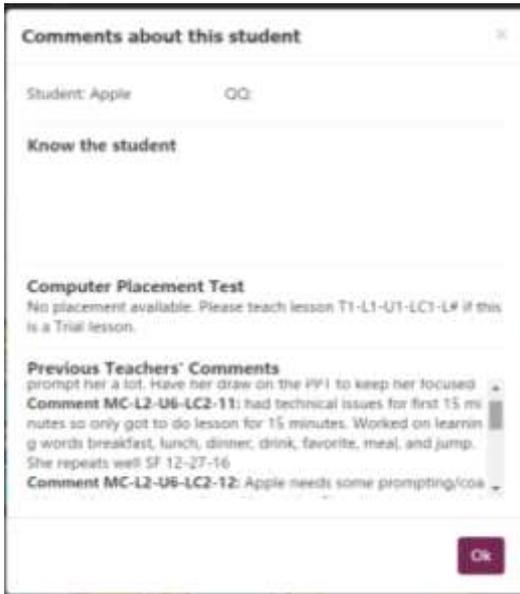
Comment MC-L2-U6-LC1-1. November 2016:



Comment MC-L2-U6-LC1-8. December 2016:



Comment MC-L2-U6-LC2-11. December 2016:



Comment MC-L2-U6-LC1-5. December 2016:

