



**How is student listening  
supported by teacher's  
revoicings?:**

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**Examination using  
immediate recall tasks**

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# Outline

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- Introduction
- The purpose of this study
- Method
- Findings
- Discussion
- Issues



# Introduction

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- Students learn through the collaborative interaction between their teachers and classmates  
(Lampert, et al. 1996; Sato, 1996;1999; Cazden, 2001)
- There, teachers assist children's learning using various kinds of interaction.

## Revoicing: O'Connor, M.C. & Michaels, S.(1993, 1996)

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- “A particular kind of reuttering (oral or written) of a student’s contribution – by another participant in the discussion”
- “Teachers’ revoicings can be one strategy for building both an ever-increasing stock of common knowledge and an ever-more-powerful community of learners” (Cazden, 2001)

# Revoicing: How do they listen to others?

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- In discussions, students must become “good listeners”. “learning means learning from others, taking advantage of others’ ideas and results of their investigations” (Hiebert et al. 2001)
- What do students listen to or how do they listen to others ?
- How do revoicings by the teacher affect the act of students’ listening in the classroom ?

# Previous work

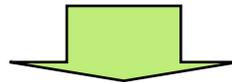
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- Akita et al.(2002)
    - Mathematical lessons in the 2<sup>nd</sup> Grade of elementary school
    - The results of immediate recall tasks showed what discussion the students remembered in the relation to the developmental structure of the lesson and the importance of utterances.
  - Usui et al.(2005)
    - Language lessons in the 5<sup>th</sup> grade
    - In the same method that Akita et al. did.
- they suggest the relation of students' recalls and the importance of utterances, and they indicate the variety of their participating styles.

# The Purpose of this study

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- It is necessary to examine the effects of teachers' revoicings on the students' way of reproducing.
- It is also necessary to make clearer the connection between the styles of the actual utterances in the lessons and that of students' recalls.



- From the result of immediate recall tasks, I study which utterances students recall from their classroom interaction and how students recalls the utterances, focusing on teachers' revoicings.



# Method 1 : Observation

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- The 4th grade social studies classes (34 students)
- Observation: March 6 and 9 ,2007
- Teacher: Ms. Sakai, teaching for 16years
  - She has been trying to develop the communication based on listening to others
- Videotaping two lessons from the front of the classroom

## Method2: immediate recall tasks

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- After each lesson, students were given a paper → material 1
- Count the students' recalls according to these rules
  1. Count 1 if a recall was about an utterance or a sequence of speeches made in the lesson.
  2. Count each word as 1 if a recall was made of the utterances from different parts of the lesson.
  3. Do not count if a recall was about an “activity” in the lesson rather than speech.
  4. Do not count if a recall was not about an utterances in that lesson.

# The Structures of Two Lessons

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- The developmental structures of two lessons → Figure 1, 2
- In both lessons, Ms. Sakai provided the materials and approached the main theme of each lesson.
- After group discussion, they engaged in a class discussion and shared ideas([4]•[7] on 3/6、 [7]•[9] on 3/9)
- On 3/6, they discussed several similar topics([4]-1 ~ [4]-5、 [4]-7 ~ [4]-9), in contrast, on 3/9, they had discussion on several juxtaposed topics.

## Findings1 : immediate recall tasks 1

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- In both two lessons, many students often reproduced the utterances or sequences of speeches that had been made in a class discussion.  
(3/6=[4]、3/9=[7]·[9]) →Table 1, 2
- Some topics were recalled by many students, the other topics were remembered by few or no students.  
→Table 3, 4

## Findings2: immediate recall tasks 2

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- The topics recalled by few or no students.
  - 3/6:[4]-2, [4]-4
    - Students' utterances were **translated into completely another words** by the teacher's revoicing.
  - 3/6:[4]-7, [4]-8, 3/9:[7]-2
    - **a one-to-one interaction** between a student and Ms. Sakai
  - 3/9:[7]-4
    - **no responses** by teacher for students' utterances

## Findings3: immediate recall tasks 3

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- The topics recalled by many students: [4]-9 on March 6
- Ms. Sakai revoiced the words of students' utterances or **added words and expanded them**, and **addressed such revoiced statements to the entire class**.
- The students' recalls of this topics cannot be attributed to one student's words or a teacher's revoicings
- In reproducing, students also added their own arguments to others', which they had **reconstructed and summarized into one sentence**.

## Findings 4: immediate recall tasks 4

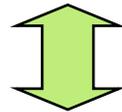
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- The topics recalled by many students: [7]-5 on 3/9
- Ms. Sakai revoiced every student's utterances and often added her comments and returned her opinion to the entire class. →the same way as revoicings were seen in earlier topic: [4]-9 on 3/6.
  - →In topic [7]-4 on 3/9, Ms. Sakai didn't respond to the students' continuing observations, and corresponding recalls were few.
- The recall task result of this topic consisted largely of **lists of single word and simple itemizations**.
  - There is no recall like the style that is reconstructed and summarized sentences founded in [4]-9 at 3/6.

## Findings 5: immediate recall tasks 5

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- There is a difference in the interaction between [4]-9 and [7]-5.
- 3/6:[4]-9=students' utterances were connected to one another, and the teacher **aligned them with each other** using revoicings to sustain their horizontal relationships .



- 3/9:[7]-5=teacher's revoicings **juxtaposed** students' observations as alternatives

→these difference in the interaction affects on the style of recalling

# Discussion 1

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- Many students recalled the spoken words of the scenes in which teacher:
  - revoiced the utterances of students without changing
  - revoiced with adding details and expanding them
  - directed these statements to the entire class.
- Teacher's revoicings involved rather than her own words, students' words.
  - "half-teacher's, half-children's word"  
(Bakhtin, 1981)
- Students not only listen to others directly, but also listen indirectly through the teacher's revoicings again.
- In addition, the difference in the developmental structure of discussion makes the different style of recalls.

# Discussion 2

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- It has also become clear that each student has a different style of addressing words through immediate recall tasks.
- What is “listen well” ? Who is a “good listener” ?
  - →teacher’s evaluation suggested some factors of good listener.
    1. Postures and eyes for others
    2. The ability to attend to words which derive from others’ experiences
    3. The ability to re-contextualize others’ words dialogically by oneself(=“flexibility”)
    4. Considering the flow of conversation and listeners, don’t make assertive talk, but start with accepting others’ utterances



# Further Research Issues

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- In order to elaborate these observation, it is necessary to compare with lessons and evaluation of students that made by other teachers.
- To compare lessons on other subjects besides social studies
- This study described only one aspect of students' act of listening.



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Thank you for  
listening to my presentation!!

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