


Teachers' Oral Language Checklist

| TARGET | COMMENTS |
|--|----------|
| Balance between oral and other presentation types | |
| Content of oral communication | |
| Questioning style | |
| Organisation and sequencing of information | |
| Rate of speaking | |
| Volume of voice | |
| Voice intonation | |
| General intelligibility | |

This form is provided as a full page, printable version in [Appendix, Page 115](#).

2. Increasing students' access to teachers' oral language: ideas for all teachers.

| POSSIBLE ISSUES | MODIFICATION TECHNIQUES |
|--|---|
| <p>Balance of presentation modes: too much 'teacher talk', too few of other presentation types.</p>  | <ul style="list-style-type: none"> • Increased use of other presentation types: demonstrations, visual aids such as videos, charts and posters, opportunities for hands-on learning. • At the conclusion of an oral presentation, such as a verbal discussion of an issue, or verbally brainstorming ideas, write the main points on the board in clear summary form. For example, a teacher might talk about the main points to be included in the students' written work, and then writes these points on the board. • Involve students in the summarising process e.g. by creating a mind map or a table of discussion points. • Create visual planners, calendars and other visual aids placed strategically in the classroom for the planning and organising of short- and long-term activities (e.g. excursions, assemblies, project due dates, and public holidays). Don't think this is just for Kindergarten classrooms! |