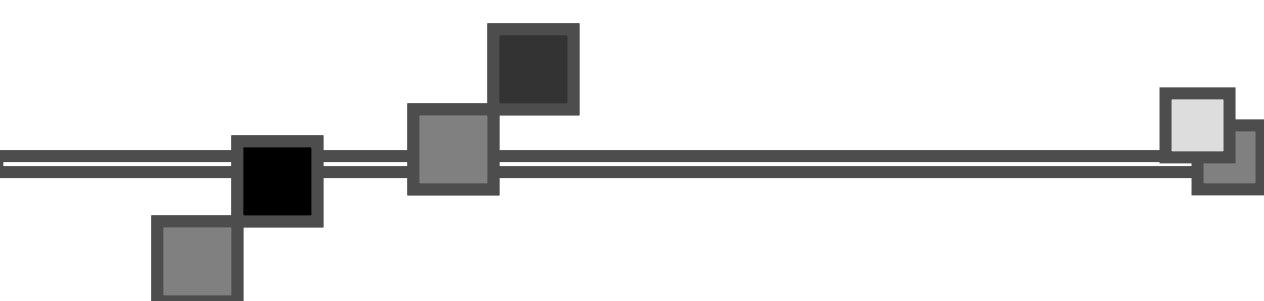



Teacher Language Matters: It Can Make a Difference in Supporting Strategic Activity

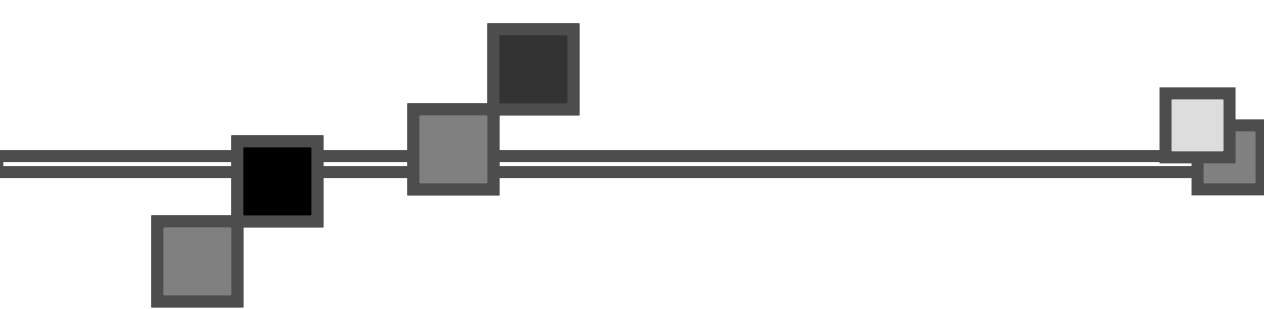
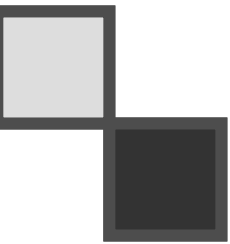



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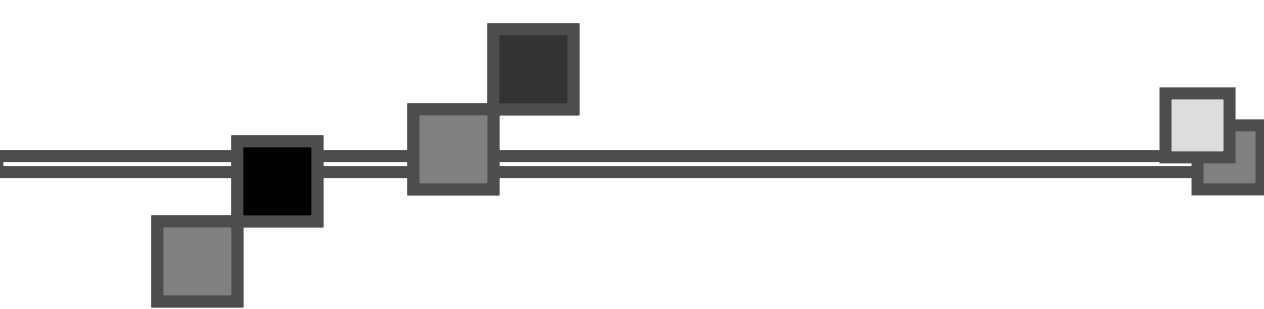
How can we use teacher language that transfers the *control* of the strategy to the children so they can use their own language to be successful readers through *self-regulation*?




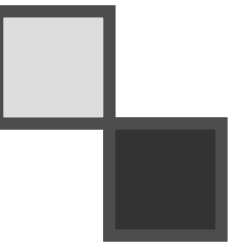
- 
- ...another important component of that inner control—the strategies the reader initiates:**
- 1. to search texts at any level of text analysis**
 - 2. to select some sources of information for momentary attention**
 - 3. to make choices among possible responses**
 - 4. to monitor the meaningfulness of the resulting “reading”**
 - 5. to detect and correct error when necessary.**
- 
- 

Strategic control over what one can do to problem-solve novel text is central to the reading process.

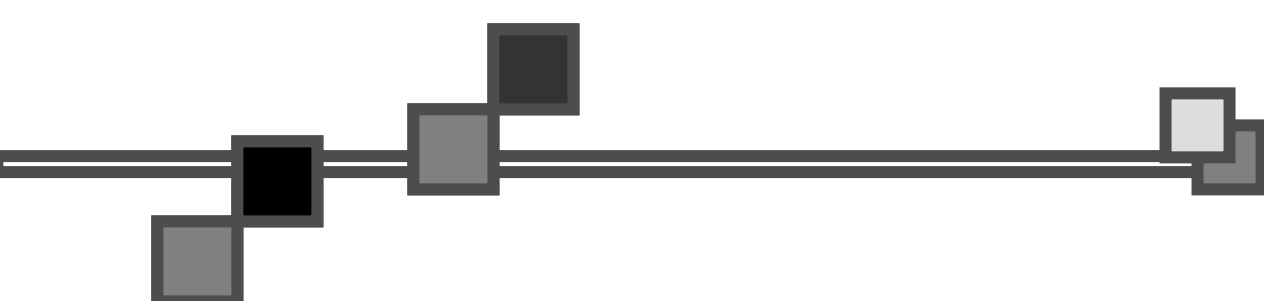
(BL p. 289)




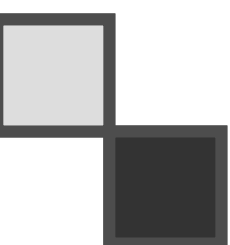
At the moment of making an error a child reading for meaning will notice it. To continue, the reader has to take some action. At this moment he is observing his own behaviour very closely because he will have to decide which response he should retain and which he should discard.



(BL p. 341)



The competent children resourcefully cast around all their experience to find cues, strategies, and solutions. The appropriate questions are: What do I know that might help? How do I know this? What can link up with this? Is the message still clear?



(BL p. 341)

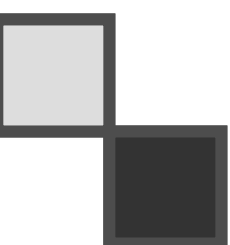
Control vs. Promote

Strategy <i>Controlled</i> by Teacher	Strategy <i>Promoted</i> by Teacher
The teacher is taking responsibility for the behavior or doing it <i>for</i> the student.	The teacher is encouraging or allowing the student to engage in the behavior <i>independently</i> .

Note: From Schmitt, M. C., & Baumann, J. F. (1990). Metacomprehension in basal reading instruction: Do teachers promote it? *Reading Research and Instruction*, 29, 1-13.



Zone of Proximal Development



Teacher assists student with generative language

Child begins to control the processes

Transition from teacher-assistance to self-assistance

Social Speech

Teacher uses language that helps the child know how to problem solve this way in the future

Private Speech


Child uses language of the teacher that helps him or her control the process

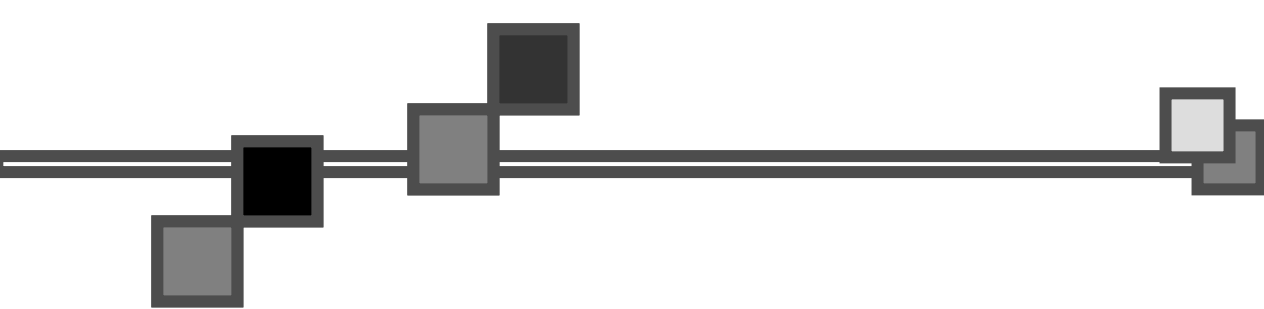
Capacity Developed

Child is in control


Inner Speech

Child uses inner verbal thinking to self-regulate

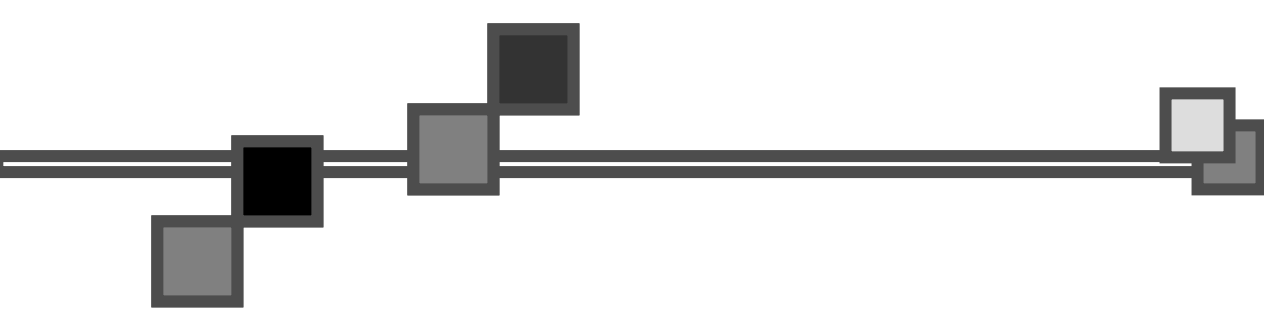





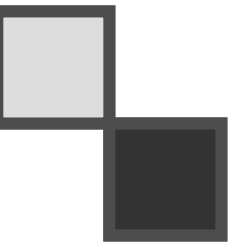
She passes more and more control to the child and pushes the child, gently but consistently, into independent, constructive activity.




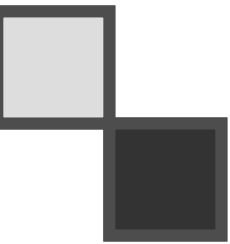
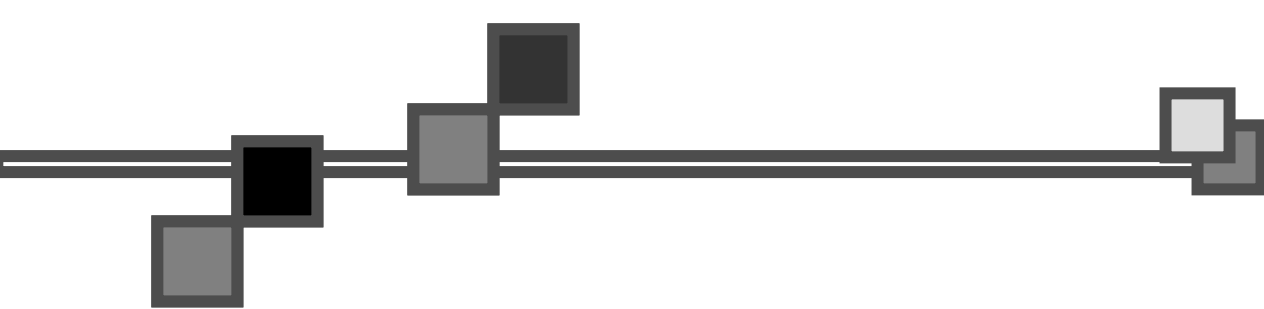
(Clay & Cazden, 1990, A Vygotskian Interpretation of Reading Recovery, p. 212)



The teacher must orient his work not on yesterday's development in the child but on tomorrow's. Only then will he be able to use instruction to bring out those processes of development that lie in the zone of proximal development.



(Vygotsky, 1987, *The Collected Works of Vygotsky*, p. 211)



The major difference between a “skill” and a strategy is the coordinating control of a human mind operating in purposeful, predictive, and self-corrective ways. The major difference, then, between “skills teaching” and “strategies teaching” concerns the presence or absence of self-direction on the part of the learner. In skills teaching the teacher tells the learner what to do and then “corrects” or “marks” the response. In strategy teaching the teacher induces the learner to behave in an appropriate way and encourages the learner to confirm or correct his own responses—the teacher does not usurp the control, which is crucial to mastering a strategy.