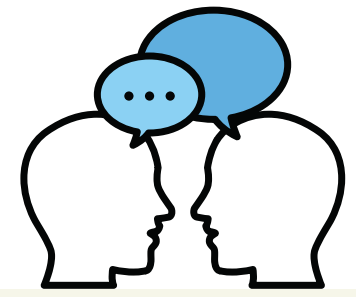




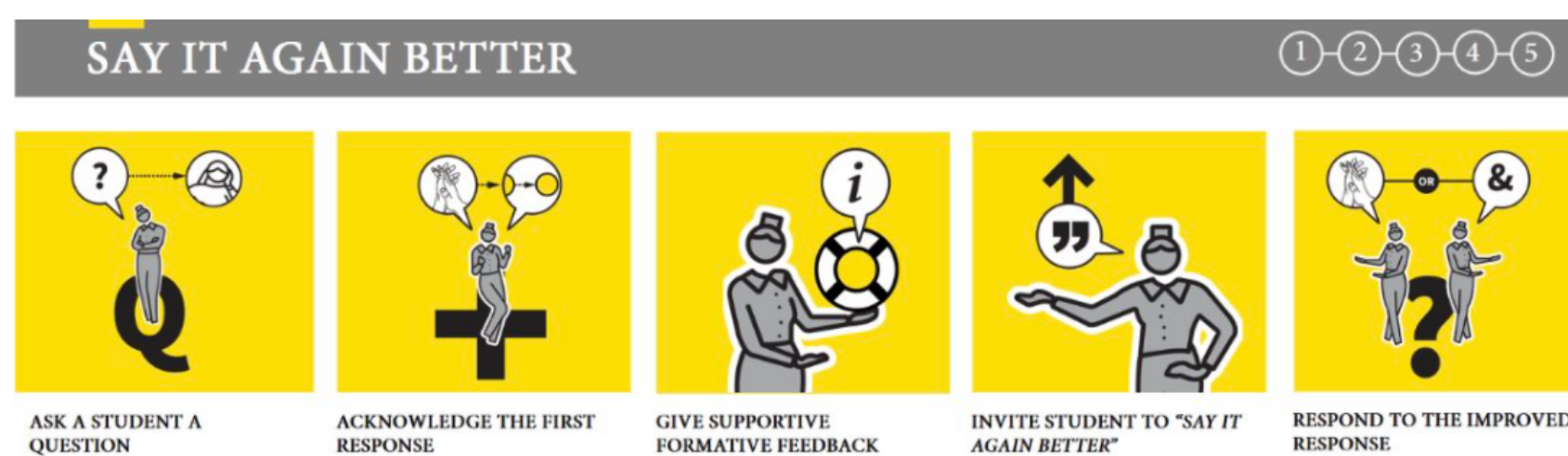
EPHS Teaching and Learning Blog

Say it again, better



WHAT'S THE IDEA?

- It's normal for first responses to be half-formed as students think aloud and formulate ideas. It's important to encourage students to give strong answers, but not inhibit them when they are unsure.



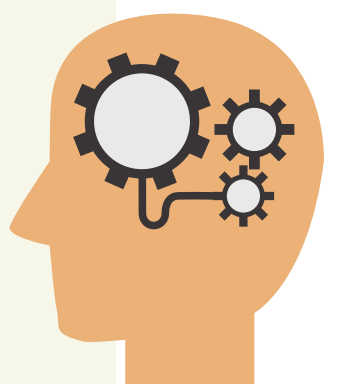
WHAT DOES IT MEAN?

- 'Say It Again, Better' gives students a chance to offer half-formed answers as they think aloud, before getting them to refine their response. Every time a student gives a verbal answer, and before they write anything down, ask them to reform their response with greater depth, detail and sophistication, or using more technical vocabulary. This simple, but effective, literacy technique helps students to improve the quality of their initial response, and sets high expectations



WHAT ARE THE IMPLICATIONS?

- Be patient; it will take time for students to develop fluency but, as their vocabulary and understanding develops, so too will their confidence.
- Accept initial answers freely (you don't want students to be inhibited), but then invite them to reframe it by saying, 'Ok, now say it again, better.'
- Offer specific feedback; for example, say, 'Thanks, that's great. Now say it again, better. Try again but make sure you add in X and link it to idea Y'. This gives them an opportunity to improve their response.
- You might be tempted to ignore minor errors for the sake of pace, but don't. Highlight mistakes and model corrections.
- Ensure that all students are actively listening throughout the exercise so everyone benefits, for example, by asking everyone to write down the reframed answer. You could also ask students to re-form each other's responses, but always return to the original student and make sure that they can confidently express their answer before moving on.



TOP TIP

- Don't be afraid to ask the same student to reform their answer several times if necessary. Be relentless in sending out the message that you won't accept weak answers



WANT TO KNOW MORE?

LEMOV, D. (2015). TEACH LIKE A CHAMPION 2.0. JOSSEY-BASS. SAN FRANCISCO.
QUIGLEY, A. (2018). CLOSING THE VOCABULARY GAP. ROUTLEDGE