

Figure 6.5: Conversational Moves

Speaking and Listening Goal Category	Student Conversational Moves
Civility	<ul style="list-style-type: none"> ♦ Offer wait time to ensure the speaking student is finished. ♦ Move your body and your eyes toward class members when you're speaking and toward the speaker when you're listening. ♦ Preface your statements with phrases like these. <ul style="list-style-type: none"> ○ "I hear that you said . . . and I'm thinking . . ." ○ "I also noticed (or thought or wondered) . . ."
Connection Making	<ul style="list-style-type: none"> ♦ Preface your statements with phrases like these. <ul style="list-style-type: none"> ○ "That also reminds me of . . ." ○ "This relates (connects) to . . ." ○ "An example that supports your point of view is . . ."
Questioning	<ul style="list-style-type: none"> ♦ Preface your statements with phrases like these. <ul style="list-style-type: none"> ○ "I am wondering if you also considered . . . ?" ○ "Why did you think . . . ?" ○ "Why does . . . ?" ○ "In what ways . . . ?" ○ "What do you mean . . . ?" ○ "Can you explain . . . ?" ○ "What if . . . ?"
Expanding	<ul style="list-style-type: none"> ♦ Preface your statements with phrases like these. <ul style="list-style-type: none"> ○ "To expand on your point, . . ." ○ "If we combine the ideas, . . ." ○ "If we consider [student's] point along with [other student's] point, . . ." ○ "If we reframe the idea that . . ." ○ "If we re-envision the notion that . . . , we can infer . . ." ○ "How is . . . the same (different) than . . . ?" ○ "How would . . . change if this happened or didn't happen?" ○ "If all of this is true, what predictions can we make?"