



SALT Expository - Elicitation Protocol

SOFTWARE

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Expository	Expo	10;7 – 18;9	5-7, 9-12	354	WI	SI, ESS

Elicitation Method

The sample may be elicited with the speaker seated near you or via a virtual session. Both methods should result in similar outcomes (Kim, 2016; Manning et al., 2020). Record all samples for later transcription and analysis.

Follow the directions below. The target speaker is asked to explain how to play a game or sport of their choosing. The speaker is given a few minutes to complete the planning sheet which lists the points that should be covered (*last page*). Following the planning phase, the speaker is asked to explain the game or sport using their notes. Using this protocol, expository samples are typically between 5 – 6 minutes in length.

- **In-person session:** Seat the speaker across the table or next to you. Have the planning sheet ready to hand over. Record the sample using a phone, tablet, or digital recorder.
- **Virtual session:** Send a copy of the expository planning sheet to the speaker ahead of time with instructions to print it out for the session. Record the sample using a phone, tablet, digital recorder, or the recorder built into the software you are using to host the virtual meeting, e.g., Zoom.

Directions

Say, ***“I’m interested in finding out how well you do at giving explanations. I’m going to make a recording so I can remember what you say. I want you to imagine that I am a student about your age. I’m visiting the United States from another country and I want to learn as much as I can about life in the U.S. You can help me by explaining how to play your favorite sport or game. You have lots of choices. For example, you could pick a sport, such as basketball or tennis. You could pick a board game, such as Monopoly or chess. Or you could pick a card game, such as poker or rummy. What sport or game do you want to pick?”***

If the speaker does not offer a choice or the choice is inappropriate, reread the examples given above and/or add more examples to encourage or aid the speaker. Discourage talking about video games as this often results in limited content.

Say, ***“Assume that in my country we don’t play [insert name of sport or game]. I’d like you to explain everything I would need to know so I could learn to play. I’ll expect you to talk for at least five minutes.”***

- **In-person session:** Say, ***“To help you organize your thoughts, here’s a list of points I’d like you to include.”*** Hand the speaker a copy of the planning sheet.

- **Virtual session:** Direct the speaker to look at the planning sheet. Say, ***“Use the planning sheet to help you organize your thoughts. It has a list of points I’d like you to include.”*** If the speaker does not have a printout of the planning sheet, share your copy of the planning sheet on the screen and ask the speaker to take notes on a blank sheet of paper, writing the label of each point followed by his/her notes.

Say, ***“Please take the next few minutes to plan your explanation by taking notes in the blank spaces. But don’t waste time writing sentences. Just write some key words to remind you of what you want to say. You can talk about the points in the order they are listed, or else you can number the points any way you wish. If you don’t want to take notes, you can use the backside of the list to draw a diagram or make a graphic organizer. Do you have any questions?”***

If the speaker has difficulty reading any portion of the checklist, read the unclear portions aloud. If the speaker has difficulty understanding the vocabulary, give an example from a sport or game different from the one chosen.

Say, ***“Go ahead and start planning.”***

Allow enough time for the speaker to write something for all of the points or to complete a diagram or graphic organizer. Verify that the speaker has done some planning for each point. If not, prompt with, ***“Please do some planning for [insert name(s) of omitted point(s)].”***

Say, ***“I’m ready to turn on the recorder. You will be doing all the talking. I’m going to listen to what you have to say. Take as much time as you need to give a complete explanation. Remember: I expect you to talk for at least five minutes.”***

Turn on recording device and have the speaker begin. If the speaker finishes before five minutes has elapsed, prompt with, ***“Is there anything else you can tell me?”*** After speaking with the assistance of the planning sheet, turn off recording device. If possible, review the recording for quality before releasing the speaker.

Examiner’s role during the exposition

The role of the examiner in the expository task is to let the target speaker do the talking. Asking questions or providing too much information compromises the process of capturing the speaker’s true language and ability level.

- Be an attentive listener.
- Use minimal prompts only as necessary.
- Do not give specific cues during the task.
- Use non-verbal prompts such as nodding and smiling to promote continued talking.
- You may use non-specific verbal prompts such as “uh huh” and “keep going”.

References

- Kim, Y. S. G. (2016). Do Live Versus Audio-Recorded Narrative Stimuli Influence Young Children's Narrative Comprehension and Retell Quality?, *Language, Speech, and Hearing Services in Schools*, 47(1), 77-86.
- Manning, B., Harpole, A., Harriott, E., Postolowicz, K., & Norton, E. (2020). Taking Language Samples Home: Feasibility, Reliability, and Validity of Child Language Samples Conducted Remotely with Video Chat Versus In-Person.

What to Talk About When Explaining a Game or Sport

Points	What's Covered	Notes
Object	What you have to do to win	
Preparations	Playing Area and Setup Equipment and Materials What players do to get ready	
Start	How the contest begins, including who goes first	
Course of Play	What happens during a team or player's turn, including any special plays, positions, or roles, both offensive and defensive	
Rules	Major rules, including penalties for violations	
Scoring	Different ways to score, including point values	
Duration	How long the contest lasts, including how it ends and tie breaking procedures	
Strategies	What smart players do to win, both offensively and defensively	

Please use the reverse of this page for an optional diagram or graphic organizer, or for additional notes.