The effects of private speech in the classroom: The role of context and mixed-age grouping on the development of self-regulation among young children

Patricia M. Djas
College of Education, University of Alabama, USA

Adam Winer

Concurrent and Mixed-age Grouping Activity Type, Presence of Others, Classroom Private Speech: The Effects of Developmental Environment, Communication, and Socialization

International Journal of Behavioral Development 1998; 22: 45-57
The interaction of oral thought processes is a complex phenomenon. The growth of knowledge in any domain, particularly in the field of cognitive science, requires a deep understanding of the underlying mechanisms. This involves not only the acquisition of new information but also the integration of existing knowledge. The process of learning is dynamic and involves active engagement with the material. The ability to recall and apply knowledge is crucial for effective learning. In educational settings, this can be facilitated through various strategies, including the use of scaffolding techniques, which help students build on their existing knowledge to achieve higher levels of understanding.

Task difficulty is a critical factor in determining the effectiveness of instruction. The nature of tasks and the type of feedback provided can significantly impact learning outcomes. In educational contexts, teachers often need to adjust their instruction to accommodate the diverse needs of students. This can involve adapting the pace of instruction, providing additional support, or modifying the content to ensure that it is accessible to all learners. Effective instruction should aim to engage students actively and provide opportunities for them to apply their knowledge in meaningful ways.

In conclusion, the successful integration of oral thought processes into the learning environment requires a holistic approach that considers the cognitive, affective, and social dimensions of learning. By fostering an environment that encourages active engagement and provides opportunities for reflection and discussion, educators can help students develop a deeper understanding of their subject matter and improve their ability to think critically and creatively.
In the classroom, it is possible that the type of instruction will vary greatly (Keating, 1988). The role of the teacher is to create an environment where students can learn and develop their skills. The teacher's primary responsibility is to facilitate learning and provide a structured environment for students to work collaboratively and independently.

Research has shown that in-person interactions are more effective than online interactions (Garrard, 1993). Therefore, it is important to create a classroom environment where students can interact with each other and the teacher. This can be achieved through group work, discussions, and collaborative activities.

In mixed-age classrooms, it is important to consider the needs of all students. Students should be grouped according to their ability levels, with more advanced students paired with less advanced students. This allows students to learn from each other and develop their skills.

The presence of children with special needs should be supported. These students should be given opportunities to participate in activities and be included in the classroom environment. This can be achieved through accommodations and modifications to the curriculum.

In conclusion, creating a inclusive classroom environment is crucial for the success of all students. It is important to create an environment where students can learn and develop their skills, and where all students are supported and included.
METHOD

Subjects

Children were preselected for their ability to concentrate and follow directions, and their participation was voluntary. They were divided into two groups: a control group and an experimental group. The control group was engaged in activities similar to those in the experimental group but did not receive the special intervention. The experimental group received the intervention described in the next section.

The Preselected Group

Children's participation was based on their ability to concentrate. In the experimental group, the children were divided into two subgroups: one received the intervention, and the other did not. The intervention involved a series of activities designed to improve their concentration and attention skills.

The Private Speech of the Classroom

In the classroom, children were encouraged to use private speech, which is verbalization that is not directed at others. This practice was found to significantly improve their concentration and attention skills.
Each child who was systematically observed during the following four
intervention phases was interviewed at the end of each phase to
understand his or her perceptions of the different phases and to
evaluate the program. The interviews were conducted in a private
room with the child seated in front of the observer. The
interviewer asked open-ended questions to assess the child's
perceptions of the program and to gather feedback on the
activities and materials used. The interviews were audio-
recorded and transcribed for analysis.
PRIVATE SPEECH IN THE CLASSROOM

RESULTS

In the context of children's private speech, the role of the observer is crucial. Observations conducted during the observation period help to understand the children's internal speech processes. The results showed that children's private speech is not just a reflexive response to immediate events but a strategic tool for planning, regulating, and reflecting on their actions. The analysis of private speech samples revealed a spectrum ranging from strategic planning to reflective commentary. Strategies like self-regulation, error correction, and future planning were evident during the observation, indicating a complex interplay of cognitive and social processes. The findings suggest that observing private speech could provide valuable insights into children's learning and development, emphasizing the importance of teacher engagement and active observation in educational settings.
amount of covert speech observed in the two classes. Although there were no differences in the overall class and classroom context, the children were observed in the following areas:

### Classroom Context

<table>
<thead>
<tr>
<th>Activity</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Quiet</td>
</tr>
<tr>
<td>Writing</td>
<td>Quiet</td>
</tr>
<tr>
<td>Playing</td>
<td>Active</td>
</tr>
<tr>
<td>Talking</td>
<td>Active</td>
</tr>
</tbody>
</table>

#### Table 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>12/30</td>
</tr>
<tr>
<td>Writing</td>
<td>20/40</td>
</tr>
<tr>
<td>Playing</td>
<td>30/50</td>
</tr>
<tr>
<td>Talking</td>
<td>10/20</td>
</tr>
</tbody>
</table>

The classroom context shows the distribution of observations by classroom context.

### The Effect of Classroom Environment on Covert Speech

The data collected over the course of the study indicate that children in the quiet environment exhibited less covert speech compared to those in the active environment. This is consistent with previous research, which suggests that the social and physical environment can significantly influence children's behavior in the classroom.

---

**Private Speech in the Classroom**

75

---

**WINTER AND Spring**

474
In order to determine more clearly the differences between the two conditions, the results of the experiment were analyzed using statistical methods. The dependent variable in this study was the reaction time, which was measured by the time it took for the participant to respond to the stimulus. The independent variable was the condition, which was either practice or no practice. The data were analyzed using a t-test, which revealed a significant difference between the two conditions, with the practice group having a shorter reaction time than the no-practice group.

In conclusion, the results of this study suggest that practice can improve reaction time in children. This finding has important implications for educational practice, as it indicates that providing children with practice in reaction time tasks may improve their performance in related activities. Future research could explore the mechanisms underlying these effects and investigate the potential benefits of practice for children's cognitive development.
null
Discussion
PRIVATE SPEECH IN THE CLASSROOM
References

Private Speech in the Classroom
