

**The reciprocal nature of Cambourne's Conditions for Learning  
and the Ability to Participate in Purposeful Talk**

<p align="center">→ → → <b>Cambourne's Conditions</b> ← ← ←</p>	<p align="center">→ → → <b>Purposeful Talk</b> ← ← ←</p>
Immersion: Learners need to be immersed in the content they are acquiring.	As children talk freely and continuously throughout the day, they are immersed in both language and the power of talk as a constructivist tool.
Demonstration: Learners need many opportunities to hear and see and understand what is expected in a variety of contexts.	Children have multiple daily opportunities to observe the teacher and peers as models of proficient, purposeful talk.
Engagement: Learners must believe they are thinkers, speakers, and meaning makers, and participate actively.	Through immersion in and demonstration of talk, children develop a desire to engage and a belief that they can.
Expectation: Learner, teacher, and peers must believe that success is possible.	The social nature of purposeful talk ensures support and response, which creates a sense of agency.
Responsibility: Learners must make decisions and hold themselves and others accountable to gain independence.	Children are in charge of their own role in purposeful talk, and are responsible for engaging to express an idea or elicit more information. All children expect support from each other in the meaning-making process.
Use: Learners need time and opportunity to engage in meaningful contexts.	Purposeful talk permeates the day, and is used to construct real understandings about our world.
Approximation: Learners need to be allowed to be risk takers and learn from mistakes.	Conversational responses from others allow children to notice and rethink errors without judgment.
Response: Learners need feedback from knowledgeable others.	Conversational responses from others allow children to gauge their success with communicating their ideas.

**Table 2-2**

from *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop* by Maria Nichols