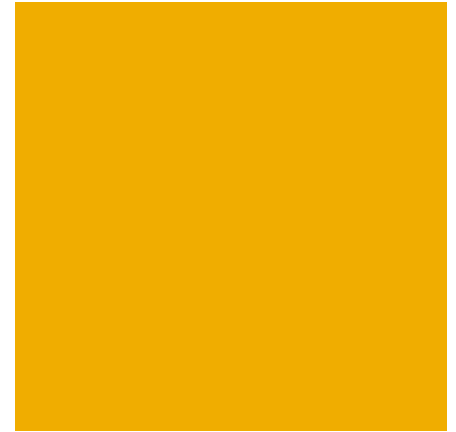




Let's Talk Foundations: Oral Language Development 1



Excerpt: Supporting English Language Learners



Oral language development

“The more children know about language, the better equipped they are to succeed in reading.”



+ Oral Language Development: Overview

Key Areas	You Will Learn
<ul style="list-style-type: none">■ Foundations of Oral Language Development☑ Creating a Language-Rich Classroom■ Circle Time■ Read Alouds■ Small Group Instruction■ Choice Time	<ul style="list-style-type: none">☑ Key concepts of language development■ Building receptive and expressive language■ Ideas to promote background knowledge development in young children■ Activities that build <i>vocabulary</i>☑ Supporting English language learners■ Organizing instruction, including how to enhance language through <i>curriculum integration</i>

+ What is oral language development?



- Children learn language as they interact with responsive adults and peers and experience language use in meaningful contexts



Essential language systems

Quick Quiz

- The basic sound units of language? _____
- Words and word meanings? _____

- Phrases and sentences that make sense and are correct? _____
- The rules for communicating effectively?



The language and literacy connection

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Phonology



Phonological awareness
Letter-sound correspondences

Vocabulary



Listening
Word recognition
Reading comprehension

Pragmatics



Understanding teacher talk
Social interaction
Written composition

Grammar



Listening
comprehension
Comprehending written
language



Development of language in the early years

- The early months (birth-8 months)
- Crawlers and walkers(8-18 months)
- Toddlers and 2-year olds (18 months-3 years)



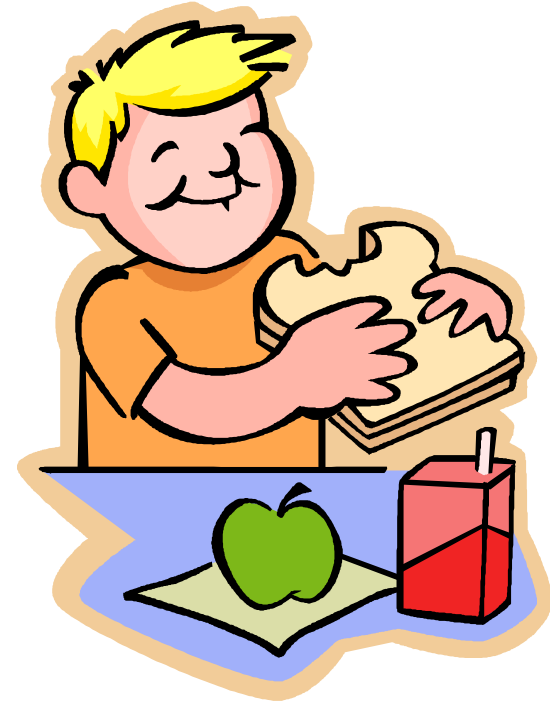
Vocabulary development

- Vocabulary is the store of words children know. It's usually organized in two types:
 - Expressive vocabulary-- speaking
 - Receptive vocabulary-- listening



Activity....

- Snack time
 - Make a list of ways in which snack time might be used to support children's language development.
 - Think about the different kinds of language strategies you can use.





Second language learners

- Many children enter preschool already bilingual to some degree
- Bilingual 4-year olds may have more limited vocabularies in each of their two languages than their monolingual age peers. However, their combined vocabulary in both languages is likely to be equal to or exceed that of the English-only child.



How can teachers plan instruction that takes into account children's native language abilities?

+ Optimal language development occurs when....

- ...children have opportunities to use language frequently

“Children who are constantly exposed to an environment rich in oral language and who interact frequently with adults in a supportive social and emotional environment will develop more facility with oral language than children lacking these opportunities”

+ Facilitating second language acquisition

- Hold high expectations for children's learning
- Create a safe and secure learning environment
- Create opportunities for children to use English for playful and interesting purposes
- Try to involve children in one-on-one informal conversations



Stages of second language acquisition

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1. Home language use
2. Nonverbal or silent period
3. Early production or telegraphic speech
4. Productive language use

+ Making language comprehensible to second language learners

- Use meaningful language in context
- Use simplified language
- Use nonverbal cues
- Use manipulatives, visuals, and objects



+ Making language comprehensible to second language learners

- Introduce content in the child's primary language
- Speak slowly and enunciate clearly
- Provide opportunities for interaction in English



Remember.....

- The English language learner is doing twice the cognitive work of the native speaker because he or she is:
 - Acquiring new literacy concepts and skills, AND
 - Attending to the sounds, meanings, and structures of a new language.



Embracing Diversity

- Development and learning are influenced by multiple social and cultural contexts.
- Teachers should learn about the culture of the majority of children they serve

+ Room arrangement for optimal language interaction

- Small partitioned spaces promote:
 - Higher quality verbal interaction
 - Increased cooperative play
 - Greater use of language-related activities
- Large open spaces result in:
 - Poor language interactions
 - Less use of language-related activities



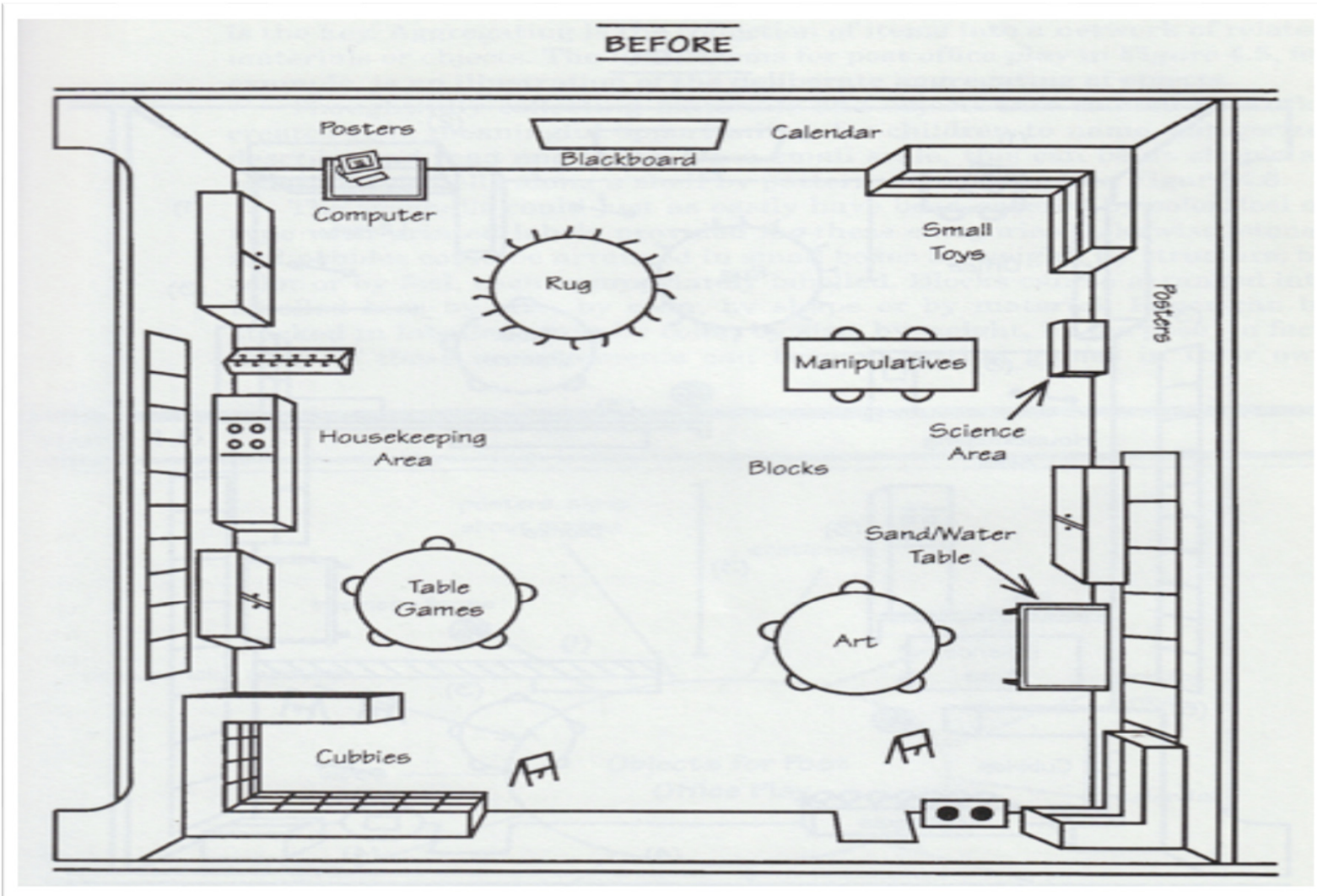
Focus on room design

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**Designing environments for rich
language interactions**

+ Activity....

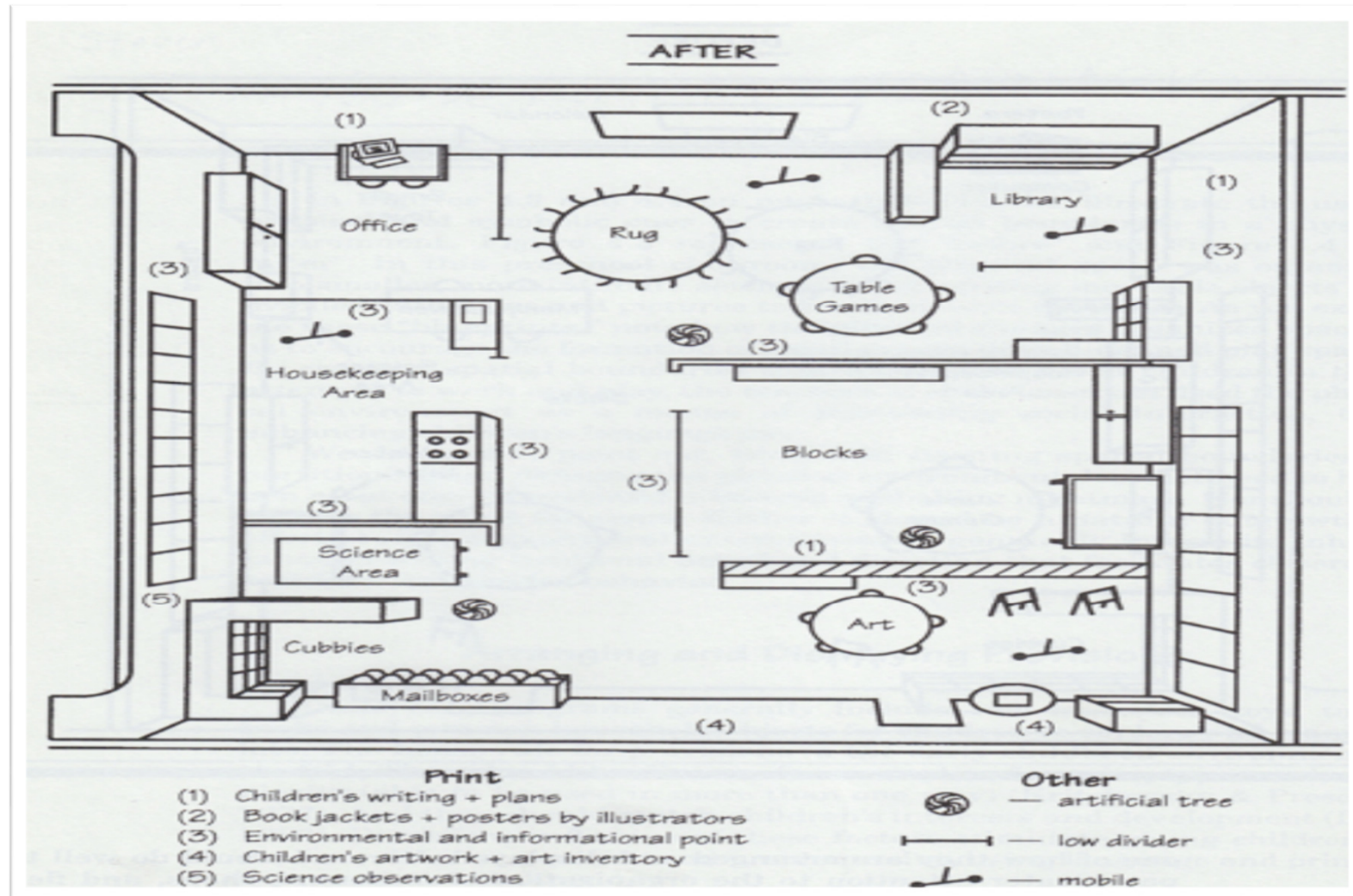
Room arrangement (Before)



+ Activity....

Room arrangement (After)

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+ Literacy and play

- Keep in mind children's interests in the development of play themes
- Prepare the environment WITH children
- Encourage children to bring in cultural artifacts
- Include print



Activity....

- See Handout 14
- How would you identify good play? What are its characteristics?
- How would you identify play that is less ideal? What are its characteristics?



Literacy and play

- Build background knowledge and vocabulary
- Model play dialogue and scenarios
- Observe and interaction children to monitor progress
- Refresh centers on a regular basis

+ Documenting language interaction and play

- To systematically assess children's learning, try this
 - Photo Documentation
 - Play plans and logs
 - Samples of play stories and writing
 - Play maturity and language use checklists

