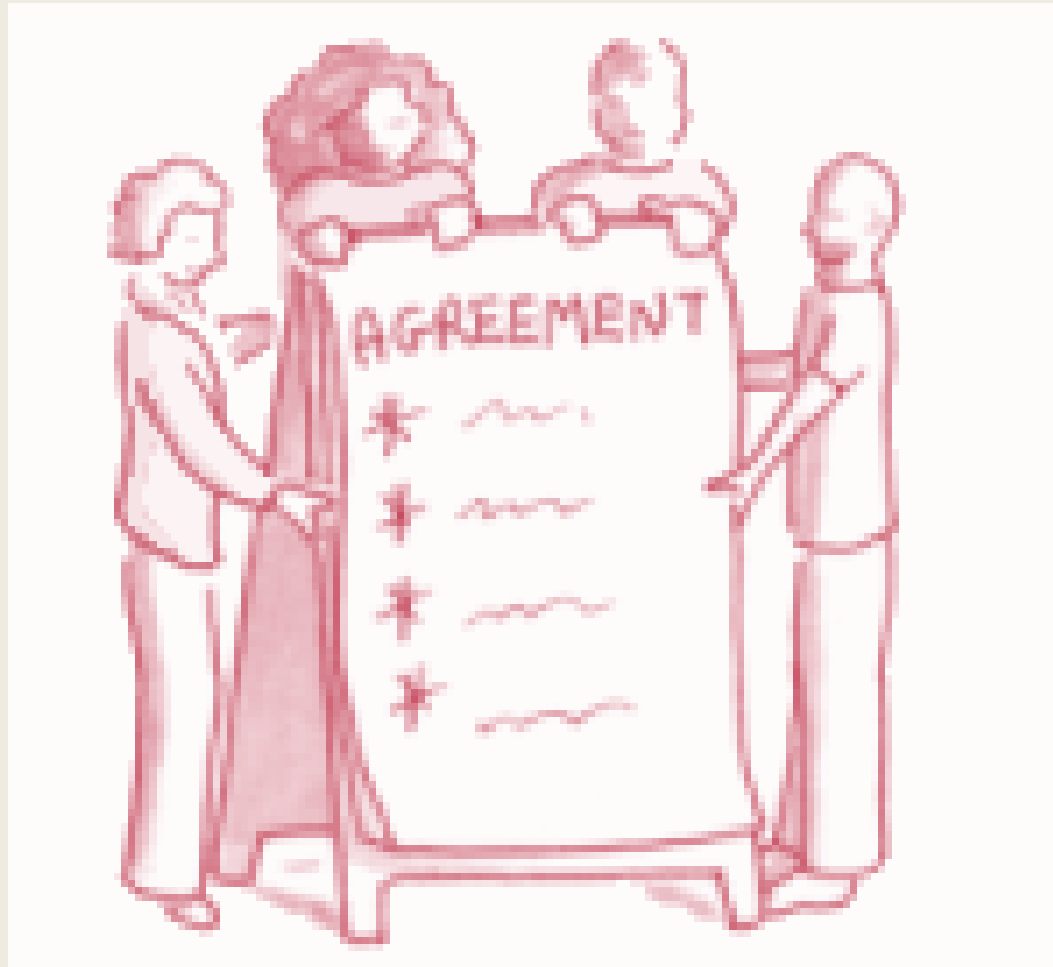


It's More Than Words:
Oral Language as a Foundation for Children's
Thinking and Learning Ages 0-5

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Group Agreements



Interactive Style

- I encourage other's perspectives
- Please raise hands, ask questions and/or make comments
- I like to hear about your experiences and ideas for promoting children's development of oral language
- We are a community of learners and teachers
- Enjoy the experience and have fun

Objectives



- Focus on the **development of oral language 0-5 years**
- Briefly review the early childhood development of language development
- Review of the research and Importance of oral language for **developing the whole child**
- Ways to enhance **everyday experiences with strategies and activities to increase oral language development** in the home and child care environment
- **Reflect** on the **strategies you** will use

What are your memories of developing oral language?

- What are your early memories?
 - Do they involve oral language?
- When you think of language, what comes to mind?

What is oral language and why is it important?



Communication

Process of exchanging ideas or information.



Language

How we communicate our thoughts and ideas, usually spoken but can be based on gestures, printed symptoms



Speech

Motor behavior by which most people communicate their language. Can have speech (articulation) problems without underlying language problems



Expressive and Receptive Language

Expressive

- Words and sentences we produce

Receptive

- What we understand

Oral Language: listening, speaking, thinking

Phonological Awareness

- Phonological awareness is the ability to hear, identify and manipulate the sounds of spoken language
 - (hearing and repeating sounds, separating and blending sounds, identifying similar sounds in different words, hearing parts or syllables in word “hel-icop-ter)

Phonemes



- Phonemic awareness is a **more advanced component** of phonological awareness
 - Ability to notice, think about, and work with the individual sounds (phonemes) in spoken words (identifying the three sounds in the word bug as /b/ /u/ /g/).
- The basic building blocks of language
 - The unique sounds that can be joined to create words
 - The sound of “p” in pin, pet, and pat
 - The sound of “b” in bed, bat, and bird
- Infants can distinguish many of these sounds, some of them as early as 1 month after birth
 - Can discriminate sounds they have never heard before such as phonemes from a foreign language (puh and buh)

Let's Play a Game!



10 minutes

A version of an “Alliteration Game”

Repetition of the first consonant sound in a phrase.

Peter Piper picked a peck of pickled peppers



Take an alphabet letter



Introduce yourself then take turns completing the sentence, “I took my friend _____ with a _____, and _____.”

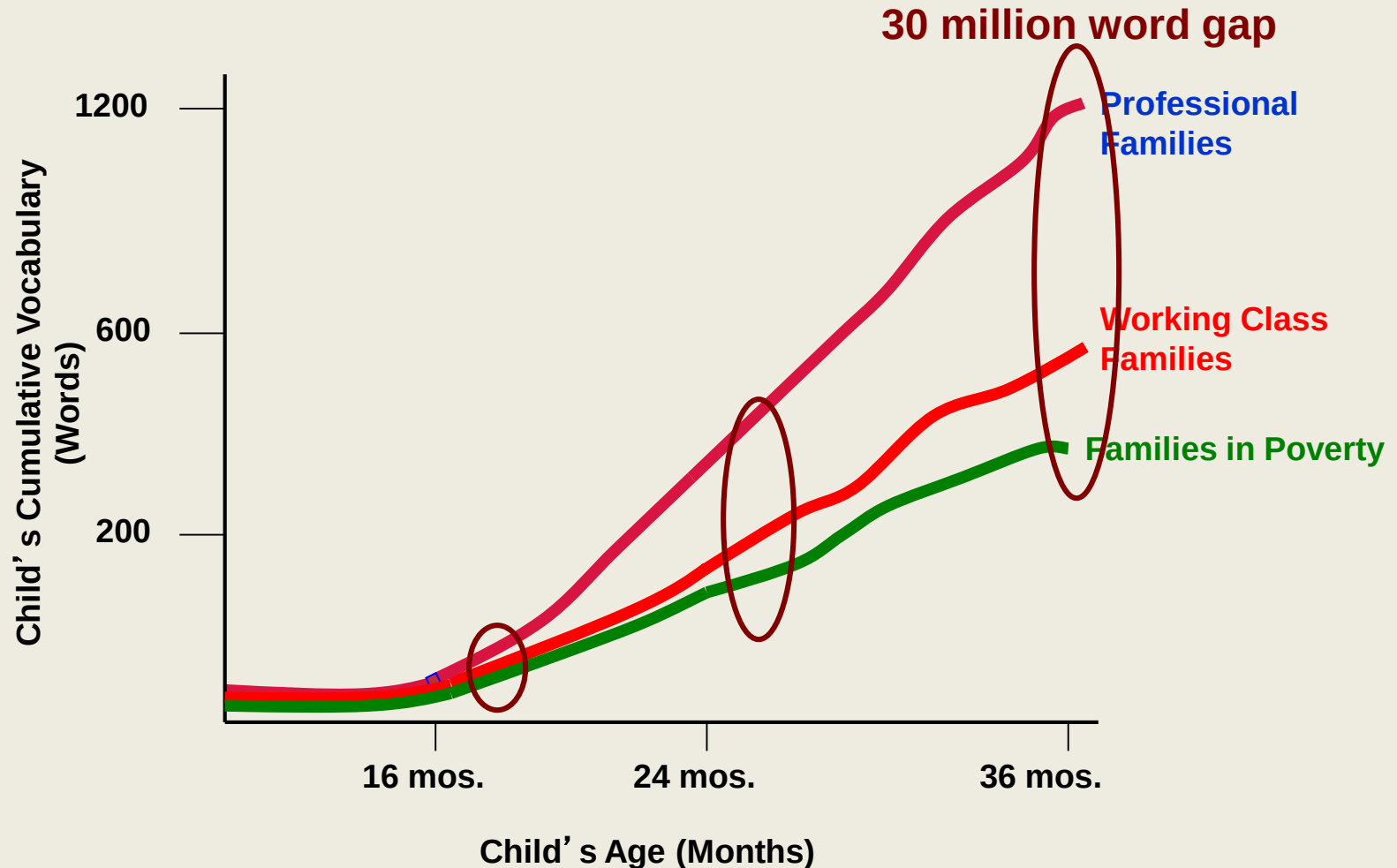
Early Impacts of Social Interaction to Elicit Communication

Still Face Paradigm



<https://www.youtube.com/watch?v=apzXGEbZht0>

Barriers of Educational Achievement Emerge at a Very Young Age

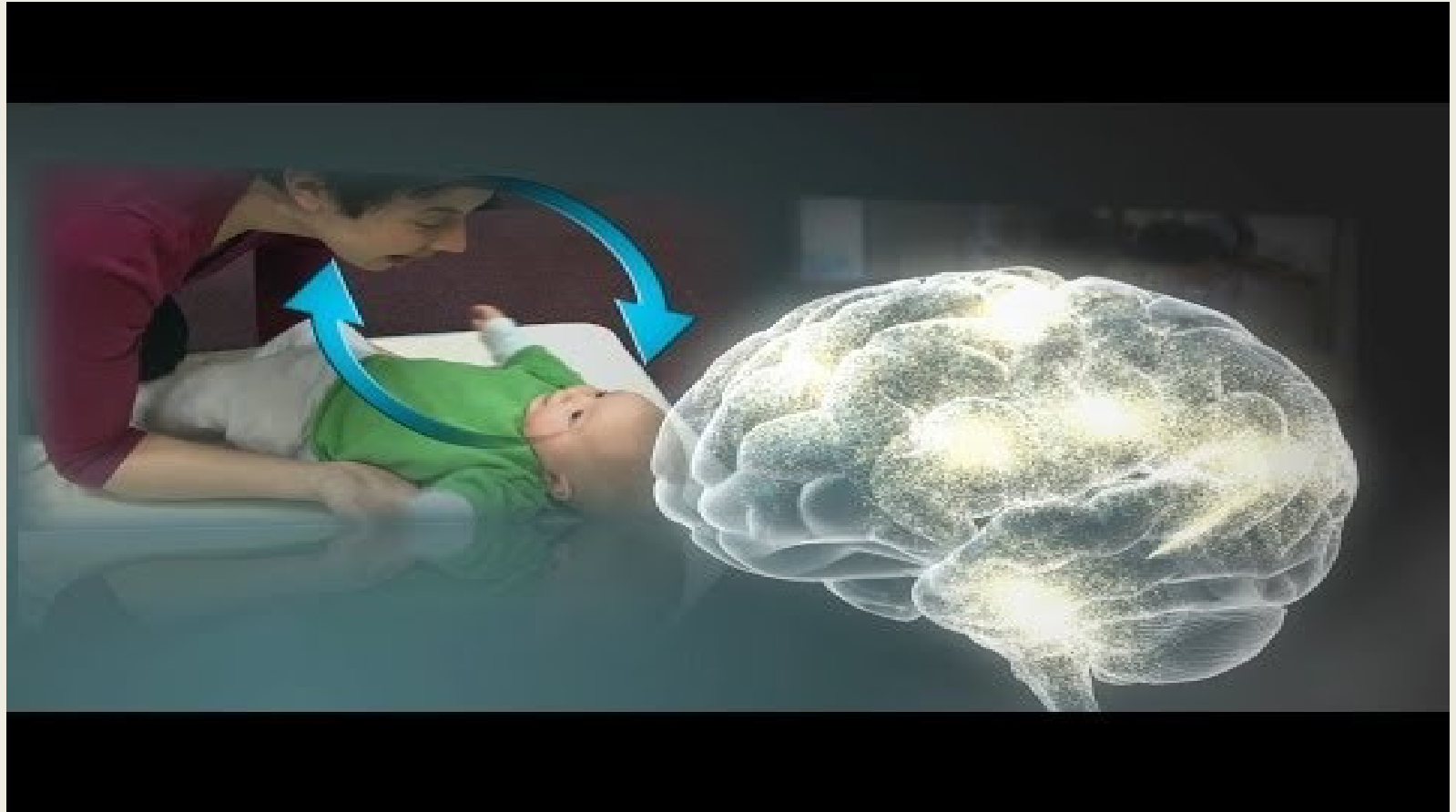


Source: Hart & Risley (2003)

What do these Findings Mean?

- First glance, socio-economic is playing a factor BUT what is important is the **amount of language** and the **quality of what you say**
 - Talking a lot related to more richness in the language, “talk a lot”
 - Use longer and more complex phrases
 - Use more open-ended questions
 - Use less directives
- **Language rich environments lead to more KNOWLEDGE**

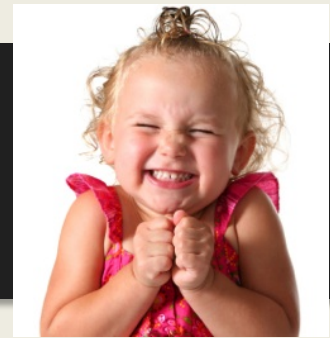
Importance of Interactions with Caregivers: *Serve and Return*



<http://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/>

Connection in Relationships Helps Open Children's Minds to Better Thinking

Why is Oral Language so Important?



- **Language is vital** for learning, social-emotional health, making friends, later success in school
 - Related to literacy which plays important role in civic participation, health care/wellness, economic success, social success
 - Children need to be **nurtured and supported** in their **language development**
 - **Quality early years environments** and **interactions** big impact on language development
 - The **earlier we support** children's development of language **the better**
 - **Success in reading** influenced by time spent **talking with** and **listening to** a child when they are young

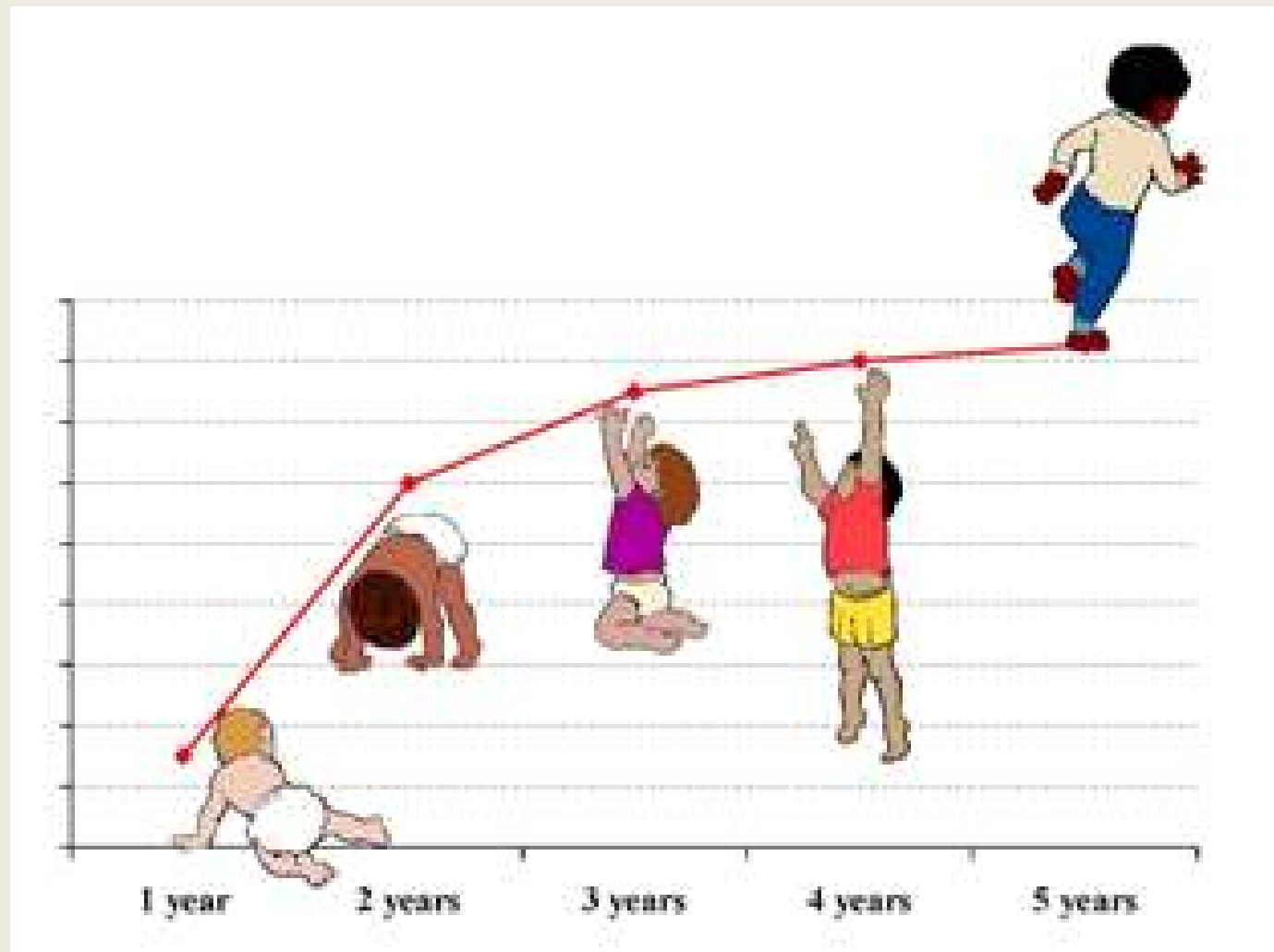
Children's Language Important Because...

- Allows children to relate to parents, peers and society
- Expression of wants and needs
- Importantly related to academic development

Quick Review of Early Language Development

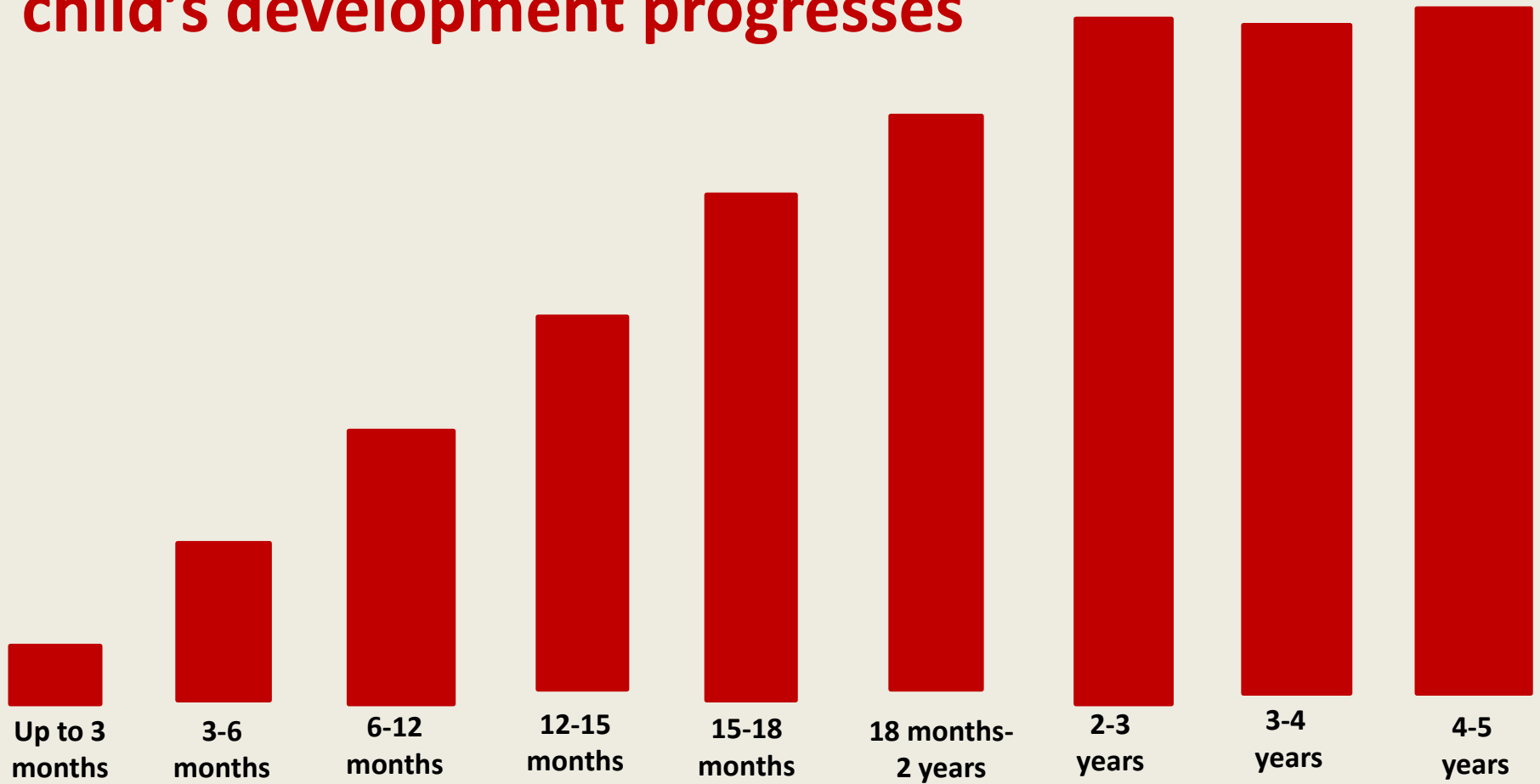


Map the developmental milestones!

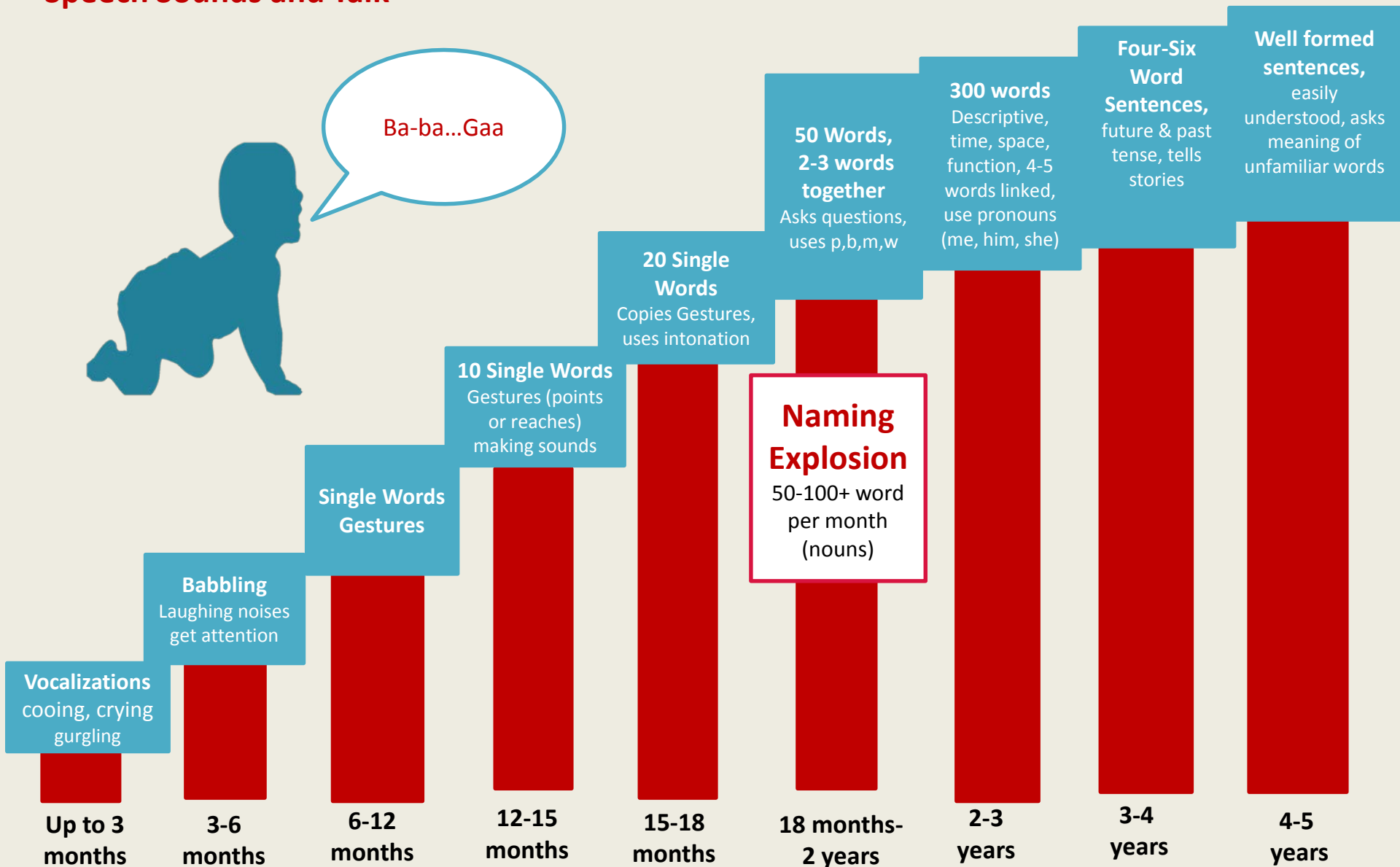


Children's Development in Speech
Sounds and Talk

Put the cards in the order of how a
child's development progresses



Speech Sounds and Talk



Listening and Attention



Turns towards familiar sounds, startled loud noises

Up to 3 months

Watches face when someone talks

3-6 months

Locates voice with accuracy, focuses on different sounds, clock, phone

6-12 months

Attends to music and singing, enjoys making sounds objects

12-15 months

Listens and responds to simple information/instructions

15-18 months

Focuses on an activity of their choice, may find difficulty being directed by adult, child's name brings attention

18 months-2 years

Listens with interest (still distracted easily), listens when prompts are provided

2-3 years

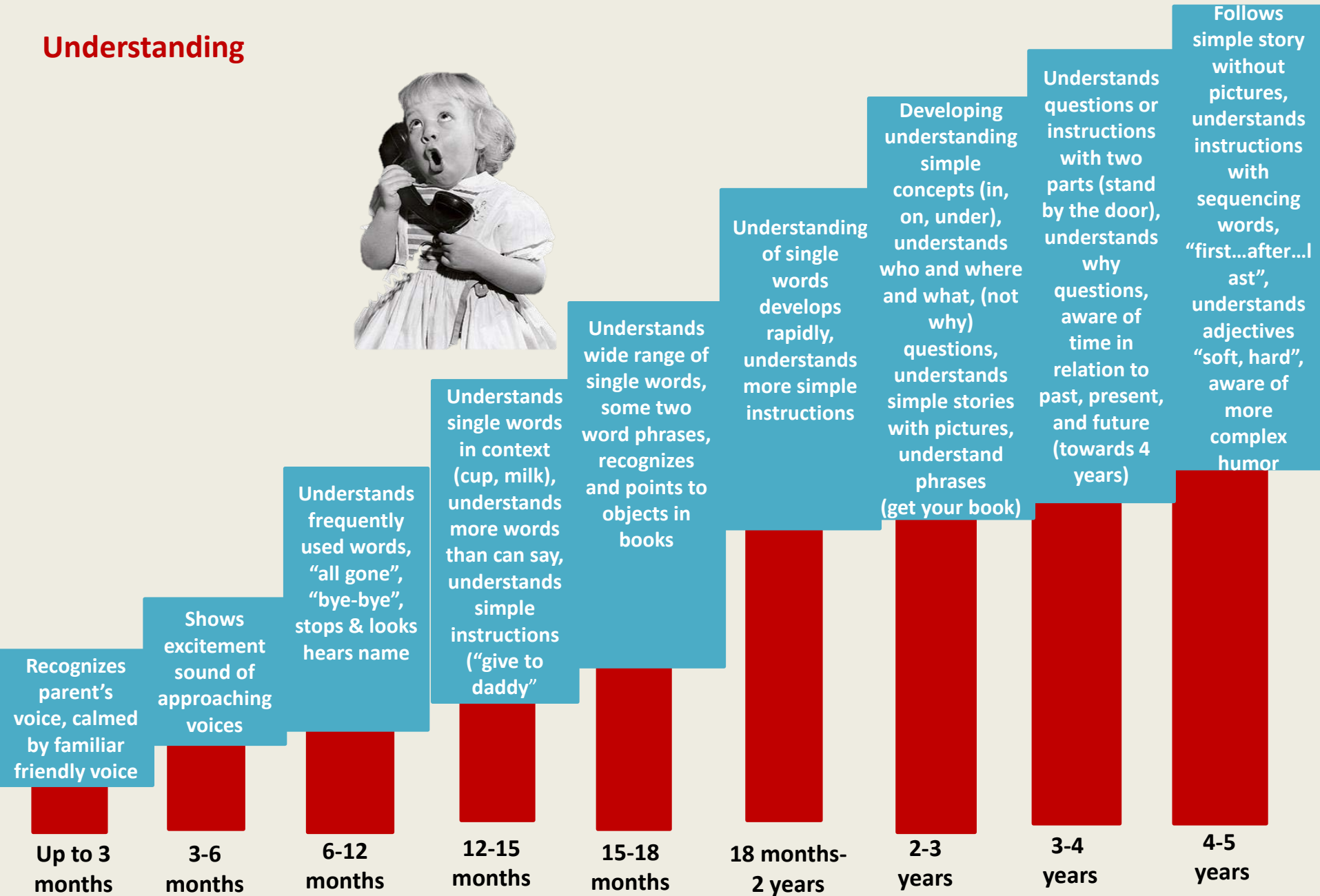
Enjoyment in listening to longer stories, still can be difficult to attend to more than one task

3-4 years

Attention is more flexible: can listen while playing with a toys, coloring, etc.

4-5 years

Understanding



Building the Language of Babies



Parents and adults help infants master language sounds by talking in a distinctive style

Think on your own...

In what distinctive way do adults talk to infants? How can this help infants master the language?

Building the Language of Babies



- **Parentese or Caregiverese**- High pitched tone of voice, slower tempo, simple sentences, stretched vowels
 - Not the same as baby talk
 - “Loook! Dooggy!”
 - Repetition of words
 - Strongly related to the child’s developing language skills
 - Adults using ‘parentese’ in 1:1 interactions is strongly and positively associated with infant’s current speech and word production at 24 months (Ramirez—Esparza, Garcia-Sierra, & Kuhl, 2014)
 - *“Caregivers who provide quality speech input to their infants will likely observe who’s talking in the near future.”*
- **Implications:** Engage in short one-on-one conversations with babies using ‘parentese’

SONGS & FINGER PLAYS

Pat-A-Cake

Pat-A-Cake, Pat-A-Cake,
Baker's Man.
Bake me a cake,
As fast as you can. (clap hands to beat)
Roll it. (roll hands)
Pat it. (pat lap or floor)
Mark it with a "B," (finger write "B" on baby's belly)
And put it in the oven for baby and me.
(tickle baby's belly)

Hickory, Dickory, Dock

Hickory, Dickory, Dock
(Touch your baby's toes, knees and hips)
The mouse ran up the clock.
(Tickle up your baby's body)
The clock struck one,
(Touch your baby's nose)
The mouse ran down,
(Tickle down your baby's body)
Hickory, Dickory, Dock.
(Touch your baby's toes, knees and hips)



Clean Up

Clean-up, clean-up
Everybody get some toys.
Clean-up, clean-up
All the little girls and boys.
Clean-up, clean-up
Everybody do your share.
Clean-up, clean-up
Everybody, everywhere.



This Little Piggy Went to Market

This Little Piggy went to market.
This Little Piggy stayed home.
This Little Piggy had roast beef.
This Little Piggy had none.
And this Little Piggy went "wee wee wee"
all the way home!

Row, Row, Row Your Boat

Row, Row, Row Your Boat,
Gently Down the Stream,
Merrily, Merrily, Merrily,
Life is but a Dream.



I Hear Thunder

(sung to the tune of "Are You Sleeping?)

I hear Thunder, I hear Thunder, (drum feet on the floor)
Oh don't you? Oh, don't you? (pretend to listen)
Pitter-patter raindrops, (flutter your fingers for raindrops)
Pitter-Patter raindrops
I'm wet through, (shake your body vigorously)
So are you! (point to your child)

The Itsy Bitsy Spider

The itsy bitsy spider
Climbed up the waterspout
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain
So the itsy-bitsy spider
Climbed up the spout again!



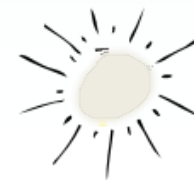
Where is Thumbkin?

(Hide both hands behind your back)
Where is Thumbkin? Where is Thumbkin?
Here I am. (bring out one hand with thumb up)
Here I am. (repeat with other hand)
How are you today, sir? (move one thumb as if talking)
Very well, I thank you. (move other thumb as if talking)
Run away. (move one hand behind back)
Run away. (move other hand behind back)

Repeat with each finger.
Pointer finger – where is pointer?
Middle finger – where is tall man?
Ring finger – where is ring man?
Pinkie – where is pinkie?

Good Morning Song

Good Morning, Good Morning
Good Morning to you.
I'm Happy to see you,
And how do you do?



True or False

Children benefit from parents and caregivers reading to them starting at 6 months.



TRUE

Recent survey found **45% parents** say the benefits of reading start at 2 years of age or older

Children start benefiting from their parents talking to them at 3 months.



FALSE

Benefits begin at birth!
Recent survey found **63% parents** say the benefits start at 3 months

What do babies think?



http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies

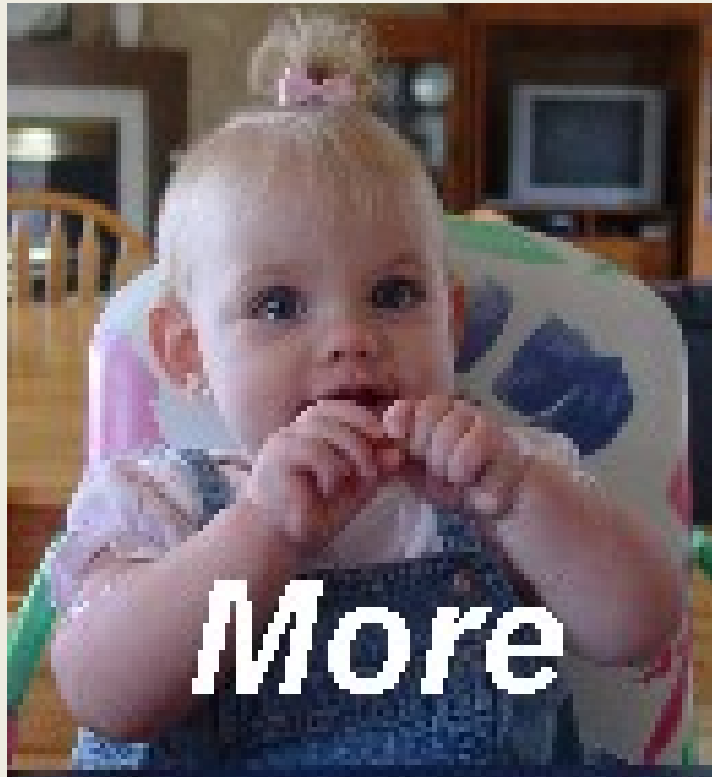
Take Aways of “Linguistic Genius of Babies”

- **Early language learning** is critically dependent on **social interactions**, and on the quality of speech that children hear (Kuhl, Tsao, & Liu, 2003)
- Young babies learn best **through frequent, high-quality social interactions** with native speakers
- Rate of children’s vocabulary development influenced by the quality of the speech they are exposed to
- Bilingual babies
 - Language growth related to the quality and quantity of speech heard in each language
 - **Amount of infant-directed speech** heard in **one-on-one interactions** in a language positively related to growth of that language (Ramírez-Esparza et al., 2016)

Communicating with Babies

- Acknowledge each baby by name
- Wait for the baby's response
- Talk directly to each baby about what is happening
- Talk to babies before touching them
- Refrain from talking about babies to others in the baby's presence

What about “Baby Signing”?



- Impact of baby signs on language skills at age 2
 - Difficult to tell difference between language skills of children who had and had not been taught
- Helps in promoting other aspects of communication and development
 - Assist child express needs and wants
 - May increase one-one interactions with caregivers
 - Preventing the terrible two's
- **Caregivers' sensitivity** is important for supporting the use of common and symbolic gestures (Vallotton et al., 2017)



Listen and Tell a Story



10 minutes

**Strategies and Activities
to Increase Oral
Language Development**

Purposeful and Intentional in Our Everyday Practices

Quality Conversations

- *Kind of conversation* between child and adult makes biggest difference for language and literacy development
- What makes for a **quality** conversation?
 - Adult follows child's lead, what interests the child
 - Child and adult take back and forth turns
 - Real conversations are interesting to children and have 3-4 turns or exchanges between child and adult (Roskos, Tabors, & Lenhart, 2004)
 - Child and adult enjoy the time together
 - Story telling (who, what, where, when, and how), sequencing of events

Strategies

Quality Conversations

- **Expand the message**
 - Child: “Eat now!”
 - Adult: “Yes, let’s eat some bananas.”
- **Add New Words**
 - Child: “House is so big.”
 - Adult: “Yes, that house is gigantic.”
- **Storytelling is a part of the day**
 - Adult: What happened the last time we were at the museum?

**Intentionally Using Activities
and Experiences in Our
Everyday “Routines” to
Optimize Children’s Learning**

What Daily Routines Support Language Development?



- What **opportunities** exist during the day engage in **quality conversations** with children throughout the day?
- What makes it **challenging to have quality conversations**?

Hearing Words in Meaningful Contexts

- **Any activity is an opportunity** for language learning
 - Conversations in the car, at dinner, while playing
 - Talk the foods you both like to eat while preparing snacks
 - Introduce new words during a doctor's visit
- **Children learn to communicate** in their **everyday interactions** with their **parents and caregivers**.
- Be a **responsive** communication partner
 - Follow the child's lead, don't take over the conversation
- **Vocabulary and grammar are important**
 - Complete sentences, "I'm brushing my teeth" rather than "Mommy brush teeth"

Promoting Children's Oral Language with **PLAY!**....



- Your **interest, questions, and comments** as you play alongside children helps grow a child's oral language, social-emotional development and critical thinking
- Example: Playing doctor*
 - **Describe things:** (matching, identifying labeling, *show me a bandage*)
 - **Describe and Analyze:**(what is seen, heard, touched, *I'm going to use the stethoscope to listen to my heart*)
 - **Retelling:** (sequencing, predicting, excluding, *What is the doctor going to do after taking my temperature?*)
 - **Beyond the here and now:** (cause and effect, problem-solving, imagining, *what happens if the doctor is sick?*)

* Hill, S. 2010, Oral language and play

Older Children: Drama Center

- Small group activity, opportunity to
 - Negotiate roles to complete a task successfully
 - Learn to ask for and give help
 - Share speaking time and take turns
 - Listen to each other
 - Empathy, consider each other's feelings

(Trehearne, M. 2006).



Mealtimes

- Mealtimes as an opportunity to connect and communicate
 - Facilitates language and literacy skills
 - Children get older, talk about non-immediate events (not what is happening at mealtime)
 - What did they do today?
 - What are they going to do this weekend?
 - Model active listening skills and paraphrase the child and expand on their thoughts asking open-ended questions.
 - Model correct language use without correcting the child directly
 - child says, “I thee the thehose”, caregiver says, “Yes, you did see the seahorse.”

Keep the Conversation Going

Do the crackers taste good?



What are you going to do outside this
afternoon?



Did you have fun painting this morning?



Are you eating bananas?



I saw you playing with blocks this
morning. What were you working on?



Oral Storytelling

- Supports young children's learning and development differently than stories read aloud from picture books.
- Children are given the opportunity to:
 - use their imagination
 - communicate effectively
 - enhance their social literacy (e.g., problem-solving)
 - physical experience (kinesthetic learning supports understanding of the story, connect with the story more personally)



Movement and Oral Language



<https://www.youtube.com/watch?v=BvZJhQ3MBy8>

Movements and Oral Language

- Incorporates visual, auditory, and kinesthetic learning
- Helps to relax children when learning
- Link of **physical and speech-language skills** (Murata, 2004)
 - Phonemic awareness, rhyming
- Improves **attention and language organization**
- Movement may **help with auditory processing of information** (Mauer, 1999)
- Speech and Yoga linked by breath (Sumar, 2000)
- Receptive and Expressive Language
 - Once upon a time there was a name “TREE” to tree pose



Puppets

with Toddlers and Preschoolers

- Creating scenarios for different characters can:
 - Increase children’s vocabularies and storytelling skills
 - Brown Bear, Brown Bear with popsicle “puppets”
 - Be a safe place for children to express challenging feelings.
 - It’s FUN!



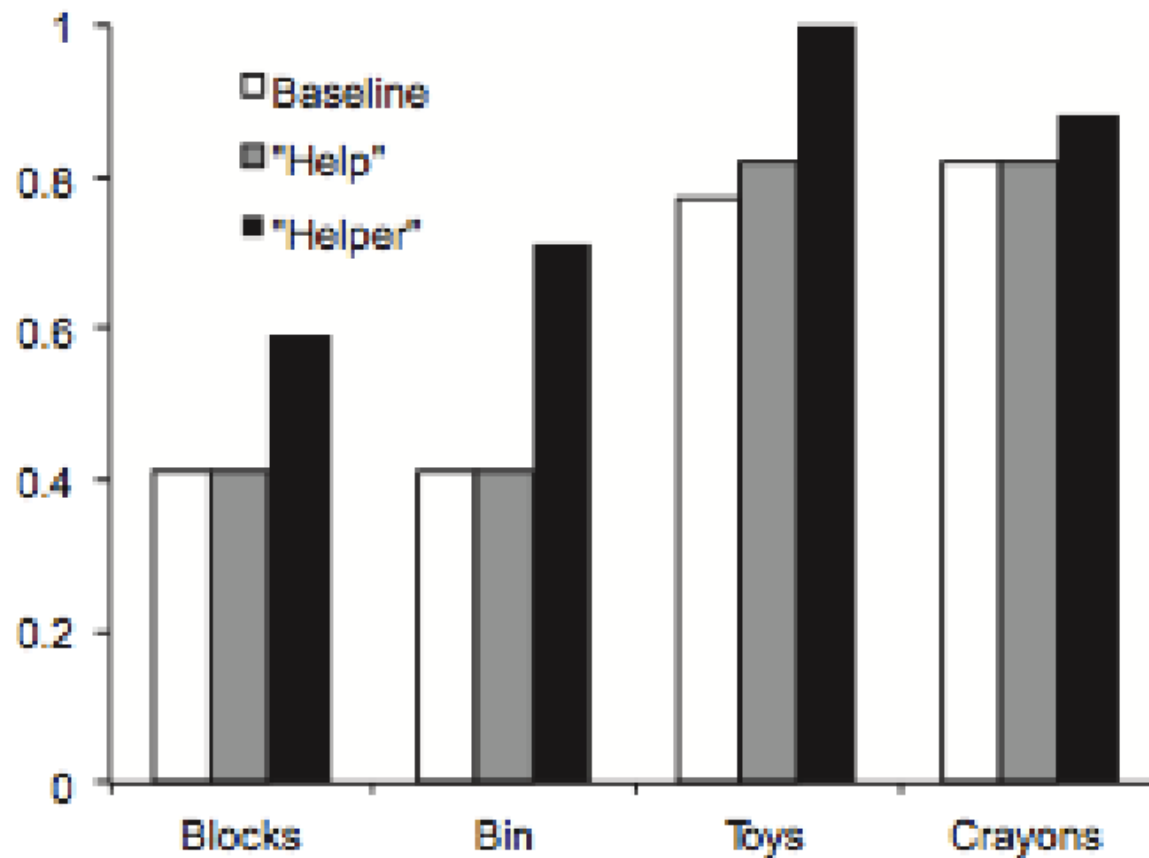
Young Children Sensitive to Linguistic Cues

- **Want a young child to help or be a helper?**
- **Children's helping behaviors**
 - 3-6 year olds tested whether referring to helping with a noun (vs. a verb) would affect children's helping behavior
 - See if noun wording related to prosocial behavior in children
 - Children significantly helped more in the noun condition, “helper” (29% more)

Bryan, Master, & Walton, 2014.

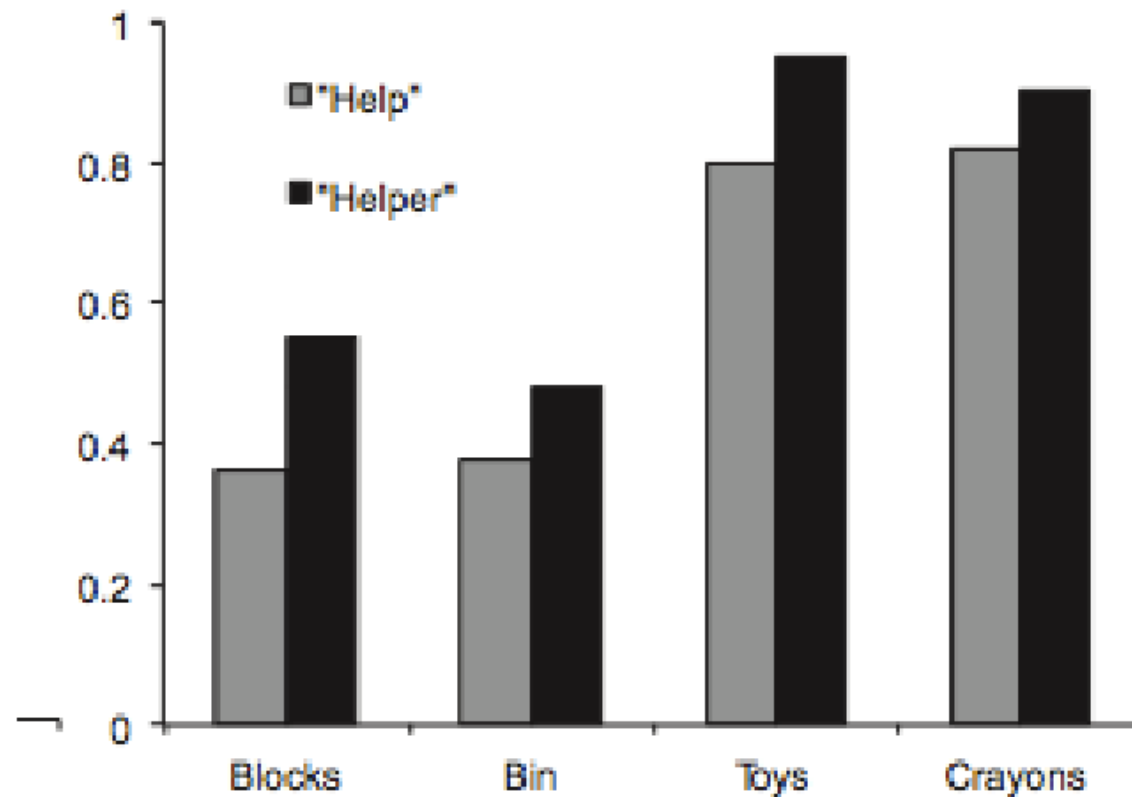
EXPERIMENT 1

Participants and Procedures



EXPERIMENT 2

Participants and Procedures



What does that mean for Teachers and Parents?

- Being a helper invokes identity, in this case positive identity, not just behavior
- Where do we do it?
- How do we do it?



How Do We Increase the Oral Language of Children with Books and Reading?



Selecting Books and Sharing them with Children

- Include a **variety of texts**
- Recommended to use **colorful, realistic photos** for child under **24 months**
- Some children **may be distracted** by the “bells and whistles: **pop-ups, tabs, and electronic games**
 - Takes away from the conversation and understanding the story
 - BUT may help child with language impairment
- More important to **be responsive to** child **when reading**
- **Repeated readings** reinforce the language in the texts
 - Older children (3 years & older), three readings related to more rich retellings, application of what is read



Simcock, & DeLoache (2006); de Jong & Bus (2002)

Sharing Books with Toddlers

Lowry, L, 2016 The Hanen Centre

- **18-2.5 years**

- Enjoy holding a book, turning the pages, looking at pictures and talking about what they find interesting
- Love to read their favorite books, again, and again, and again!

- **Goals of reading**

- Child develop interest in books
- Opportunity for child to interact with you
- Learn new words
- HAVE FUN!



- **Choosing Books**

- Books that are colorful, realistic photos
- Board Books
- Repetitive Books
 - Goodnight Moon
- Photo Albums
- Short, simple
- Homemade “make a book”
- Avoid lengthy complicated stories, fairytales

Read Aloud Demonstration for Infant and Toddlers



Sharing Books with Preschoolers

Lowry, L, 2016 The Hanen Centre



- **2.5-5 years**

- Enjoy holding a book, turning the pages, looking at pictures and talking about what they find interesting
- Love to read their favorite books, again, and again, and again!

- **Goals of reading**

- Encourage child's interest in books and wanting to share them with you
- Learning new words, ideas and concepts
- Understanding stories, increase imagination
- HAVE FUN!

- **Choosing Books**

- Repetitive Books (younger preschooler)
 - Goodnight Moon
- Non-Fiction about interesting topics such as animals, occupations
- Simple stories main event, beginning, middle, end.
- Homemade “make a book”

Follow the CAR

2-5 year olds



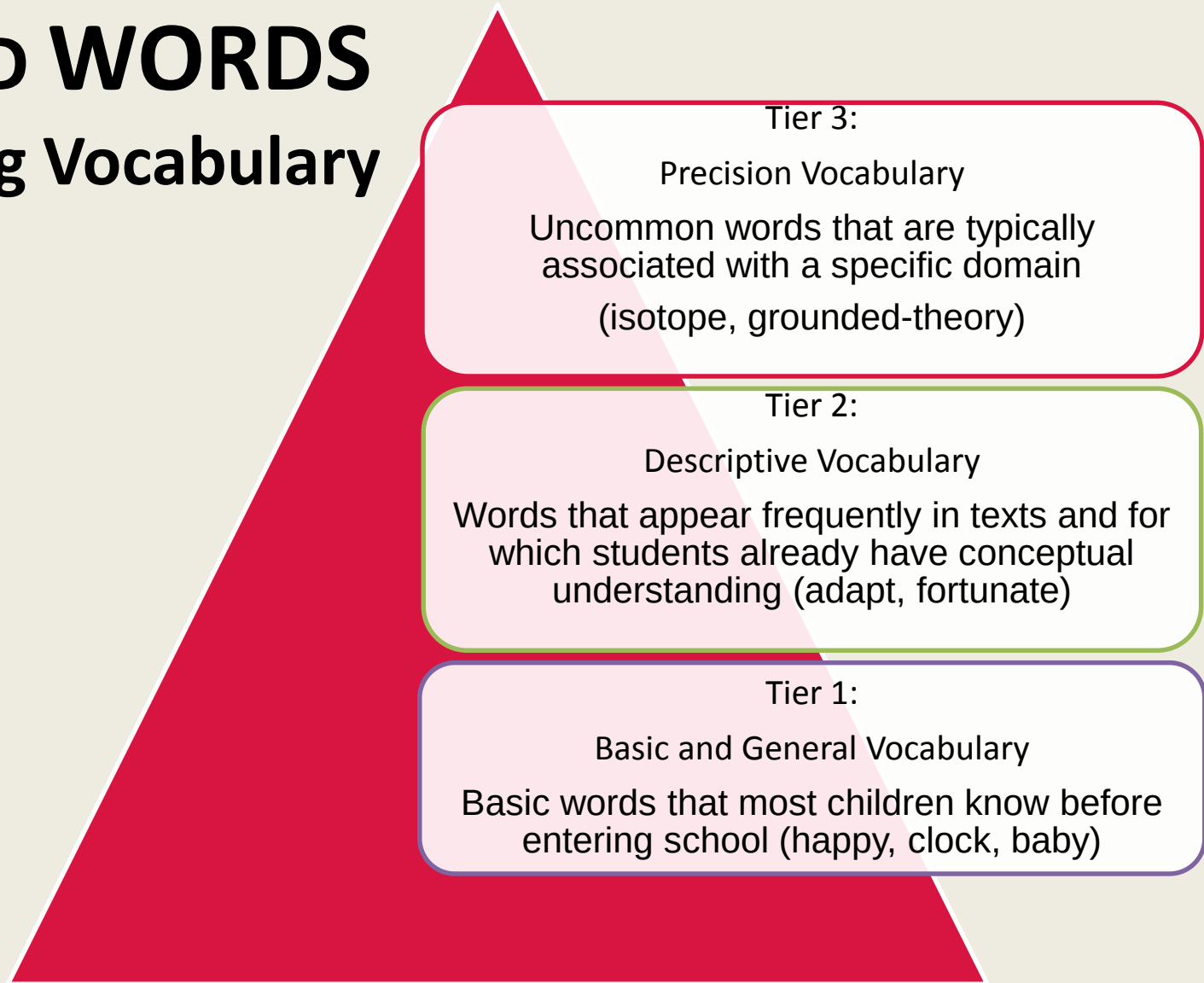
- **C**omment on what the child is looking at, touching, or talking about and **WAIT FIVE SECONDS**
- **A**sk questions about what the child is looking at, touching or talking about in a book and **WAIT FIVE SECONDS**
- **R**espond by adding a little more to the child's response

Using Books as an Opportunity to Expand Knowledge and Vocabulary



TIERED WORDS

Building Vocabulary



I really have to try **hard** while climbing this **big** mountain!

I really have to be **persistent** while climbing this **enormous** mountain!

(Beck, McKeown, Kucan, 2002)

Tier Two Words...(fairly general but sophisticated)

Tier Two Words	Tier One Words
mention	tell
occurrence	Something happened
tend	take care of
haunting	scary
fortune	luck
sinister	scary

Your turn...use 50-Cent Words

Collins, 2012, The importance of Discussing
50-Cent Words with Preschoolers

- Picture Books can provide **Opportunities to add language**, not every day words
- A way for children to learn sophisticated words
 - Weather man “meteorologists”
 - Words in picture books

Get in groups of 4

Choose a children's book

Read the book in the group, identifying
ways to use tier 2 words...BE CREATIVE!

Shared Reading Prompts

- Completion prompts are typically used in books with rhyme or repetitive phrases.
 - Example: “Chicka chicka boom boom. Will there be enough _____”
- Recall prompts ask children to recall what has already occurred in the story.
 - Example: “Remember when we read *Toot and Puddle*? Who were they?”
- Open-ended prompts ask children to focus on the illustrations in the book.
 - Example: “What is happening on this page?”
- Wh- prompts (what, where, when, why, and how) help children to learn new vocabulary.
 - Example: “What is that?”
- Distancing prompts require children to relate book content to experiences in their own lives
 - Example: “I think Sophie was really angry. When do you feel angry?”



Media Use During Early Childhood:

Does it promote oral language development?

Media Use Statistics

- **90% of children** under the age of **2 years** watch electronic media
- **1-2 hours of television** watched each day by children under the **age of 2 years**
- **1/3 of children** have a television in their room by **age 3**
- **39% of young children** say that **TV is on for at least 6 hours in the home**
- **75% of top selling infant videos**



American Academy of Pediatrics Recommendations November 2016

- Children younger than 2 years, **adult interaction with the child during media use is crucial!**

Avoid digital media use (except video-chatting) children younger than 18 to 24 months

2 to 5 years, limit screen use to **1 hour per day** with high quality programming

No screens 1 hour before bedtime

Some Assumptions Not Supported by Research

- **If content is educational, its okay for my children**
 - Not all shows claiming to educational foster learning in children
- **The TV being on in the background does not affect children**
 - Decreases time spent interacting with children and impacts the quality of interactions
 - Interferes with children's play even if they aren't "watching" the TV
- **All media for children under age 2 is damaging**
 - Look at the Three C's- *content*, *context*, and the individual *child*
 - Interactions, talk about what is on the screen
- **Young children are not impacted by scary programs**
 - (the evening news, PG-rated movies with aggressive scenes)
 - Watching violent media in the presence of young children related to more sleep problems during nap and bedtime

When using remember...



- Regardless of the technology you and your child are using together, **be an active participant, a “media mentor”**
 - Some children with this mentoring do learn more words and gain more knowledge
- **Remember the Three C’s- *content, context, and the individual child***
- *Recommended ones by Reading Rockets (Free)*
 - *ABCmouse.com (Pre-K-K), learning phonics, spelling*
 - *Learn with Homer (PreK-K), Comprehension, phonics*



Language Rich Opportunities in Every Day Events

- **Reflect and Make a Plan**



Take Home Messages



Key Points



- Children need **high quality experiences in relationships that are connected and safe** for oral language to serve as foundational for learning and thinking
 - Parent/caregiver sensitivity and responsiveness
 - Quantity or frequency exposure and experiences
 - High quality conversations and contexts
- **Skills beget skills**, simpler skills support later developing skills
- Specifically, children need **exposure to books, language-rich play, and quality conversations** (singing, rhyming, books)
- **Parent's (caregivers) words have the power to "build their child's brain"**
- Both the **home and school environment** play important roles in language and development.

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