Planned Language Approach Big 5: Focus on Oral Language and Vocabulary

Presenters:
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Introductions

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Webinar Features

- Slide Deck
- Question & Answers
- Group Chat
- Closed Captioning (English & Spanish)
- Help
- Media Player
- Resource List
- Webinar Tips (English & Spanish)
Here's what we're doing today:

Session Agenda

- Introduction
  - Connections to Planned Language Approach and the Big 5, Coordinated Approaches, and ELOF
- Understanding the Research
  - Oral Language, Vocabulary, and Culture
- The Developmental Progression
  - Infant and Toddler—Preschool
  - Children who are dual language learners
- Effective Practices that Support Oral Language and Vocabulary
- Examples of Effective Oral Language and Vocabulary Practices

Session Objectives

At the end of this presentation, you should be able to:

- Understand the connections to a PLA, Coordinated Approaches, and the ELOF
- Explain what the research says about oral language and vocabulary
- Describe the developmental trajectory from birth to age five
- Identify strategies to support children who are dual language learners (DLLs)
- Identify effective practices for supporting each skill in different early learning settings

Oral Language and Vocabulary Include...

- Interactive and social language skills
- Academic language skills
- Receptive language skills
- Expressive language skills
Coordinated Approaches

Education staff (teachers, home visitors, providers, etc.)
• Support book knowledge and print concepts every day, throughout the day as part of the curriculum.
• Assess children’s learning of oral language and vocabulary.
• Support families to develop children’s oral language and vocabulary.


Head Start’s Early Learning Outcomes Framework (ELOF)

Infants and Toddlers - Language and Communication (under Language and Literacy)

Attending and Understanding
• IT-LC 1. Child attends to, understands, and responds to communication and language from others.
• IT-LC 2. Child learns from communication and language experiences with others.

Communicating and Speaking
• IT-LC 3. Child communicates needs and wants non-verbally and by using language.
• IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.
• IT-LC 5. Child uses increasingly complex language in conversation with others.
• IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.

Vocabulary
• IT-LC 7. Child understands an increasing number of words used in communication with others.
• IT-LC 8. Child uses an increasing number of words in communication and conversation with others.

Preschoolers – Language and Communication (under Language and Literacy)

Attending and Understanding
• P-LC 1. Child attends to communication and language from others.
• P-LC 2. Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking
• P-LC 3. Child varies the amount of information provided to meet the demands of the situation.
• P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
• P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary
• P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
• P-LC 7. Child shows understanding of word categories and relationships among words.
Understanding the Research and Effective Practices that Support Oral Language and Vocabulary

Understanding the Research

• "Children learn the words that they hear most."

• "Social interaction matters."

• "Children learn words for things and events that interest them."

Understanding the Research (cont.)

• "Children learn words best in meaningful contexts."

• "Vocabulary learning and grammatical development are reciprocal processes."

• "Keep it positive."
Oral Language, Vocabulary, and Culture

- Children develop ideas about how and when to use language beginning at birth.

- Families and cultures may have varied expectations about how much children should talk.

- Families and cultures may also differ in their expectations for when and how children should talk.

Understanding the Research for Children Who Are DLLs

- Children likely know many more words overall than they know either in English or in their home language.

- Children often code-switch when learning more than one language.

- Children should be supported in making connections between new English words and words they already know in their home language.

Poll Question: What classroom language model is your program using?

- A. English with Home Language Support
- B. Dual Language
- C. Home Language as a Foundation for English Development
- D. English
- E. I'm not sure
The Developmental Progression and Examples of Oral Language and Vocabulary in Early Learning Settings

Developmental Progression

Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.

<table>
<thead>
<tr>
<th>Developmental Progression</th>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>Birth to 9 Months</td>
<td>Learns how to use different means of communication to signal distress or discomfort, solicit help, and communicate interests and needs to others.</td>
</tr>
<tr>
<td>8 to 18 Months</td>
<td>Uses a variety of ways to communicate interests, needs, and wants, such as crying or making a sign for “milk” or “more” eating.</td>
</tr>
<tr>
<td>16 to 36 Months</td>
<td>Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk.” “I want juice.” “Mas leche,” or “Quiero juice.”</td>
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<tr>
<td>By 36 Months</td>
<td>Children who are dual language learners may combine their two languages or switch between them.</td>
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How to Support Babies

- Respond to babies’ needs for feeding, changing, comforting, and cuddling.
- Use child-directed speech or “parentese.”
- Talk, read, and sing to babies in one or more languages.
- Engage babies in back-and-forth exchanges or “conversations.”
- Talk to babies about what they see, hear, touch, smell, and taste.
More on How to Support Babies...

- Explain routines to babies as they are doing them.
- Use gestures to direct children’s attention to objects or people of interest.
- Teach older babies (9 months and up) simple signs or gestures to help them communicate.
- Share books with brightly colored illustrations or photos; label and describe the pictures.

Dual Language Learners (DLLs) Research to Practice Briefs

- Hearing Language is Learning
- Brilliant Bilingual Babies

Video: Stacking Cups
Questions

• What strategies did you see the teacher use? How might these be the same or different if this infant was a dual language learner?

• What did you see the infant doing?

• What did this tell us about what the child knows?

Developmental Progression

• Goal IT-LC 8: Child uses an increasing number of words in communication and conversation with others.

How to Support Toddlers...

• Talk and/or sign to toddlers frequently using different and interesting words.

• Have one-on-one conversations every day and aim for two or more conversational turns for each speaker.

• Intentionally teach words and word meanings.

• Answer children’s questions, particularly those about why and how the world works.

• Build on what children sign or say.

• Say words in the child’s home language.
More on How to Support Toddlers...

- Model how to use language correctly.
- Ask questions that invite toddlers to provide explanations.
- Read (and re-read) culturally and linguistically diverse books written just for them.
- Encourage imaginary play and introduce words not used in everyday experiences.

Developmental Progression

- Goal P-LC 1. Child attends to communication and language from others.

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<tr>
<td>Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</td>
<td>Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</td>
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</table>

- Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.
- Shows ongoing connection to a conversation, group discussion, or presentation.
How to Support Preschoolers...

• Use lots of different and interesting words.
• Explicitly teach what new words mean—especially when the child asks.
• “Tuck in” definitions of new words during conversations with children.
• Explain unfamiliar words when reading.

• Read books to help children learn about their cultures and traditions as well as the natural world, and talk about them with children.

More on How to Support Preschoolers...

• Have one-on-one conversations every day.
• Help children describe past events or tell stories.
• Take outings frequently and talk or sign to children about what they see, hear, touch, and smell.
• Model appropriate language without correcting children.

• Support pretend play by providing objects, such as boxes of different sizes, blocks, and dress-up clothes, and playing along.

Video: Lunch Conversation
Question

What strategies are you using to promote preschoolers' oral language and vocabulary?

Culturally and Linguistically Responsive Practices (CLRP) on MyPeers

Keep the conversation going... look for our conversation starters tomorrow!

Share ideas, questions, and resources on the CLRP Community on MyPeers!


Strategies for Parents and Families

• Builds home-school connections
• Supports daily activities for infants, toddlers, and preschoolers
• Provides multiple examples
Interactive Curriculum Consumer Report
Updated and Available on the ECLKC!

Features
Easily accessed from your computer or any mobile device, this interactive report allows you to:
• Search for a review of a specific curriculum
• Search by a specific criterion to see how various curricula rate based on that criterion
• Compare reviews and ratings for two curricula at a time
• View ratings for all curricula at-a-glance
• Print reviews and ratings for specific curricula
• Print a PDF of reviews and ratings for all curricula by type (e.g. home-based)

Evaluation and Thank You!
For more information, please contact us at edtl@ecetta.info or call (toll-free) 1-844-261-3752
Resources

- Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families

- Dual Language Learners Program Assessment (DLLPA)

- Dual Language Learners (DLL) Research to Practice Briefs

- Effective Practice Guides – Language and Literacy

- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five

- Planned Language Approach

- MyPeers