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

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NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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Introductions

Deborah Mazzeo,
Cultural and Linguistic
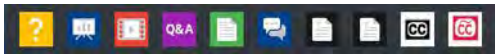Practices Coordinator

Karen Nemeth,
Senior Training & Technical
Assistance Specialist - DLL

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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)

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Session Agenda

Here's what we're doing today:

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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

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Session Objectives

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

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- 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

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Oral Language and Vocabulary Include…

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

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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.

Refer to the Education and Child Development Services in the Dual Language Learners Program Assessment (DLLPA): https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa

Dual Language Learners Program Assessment

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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.

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Head Start's Early Learning Outcomes Framework (ELOF)

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.

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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.

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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.

Code Switching
Why It Matters and How to Respond
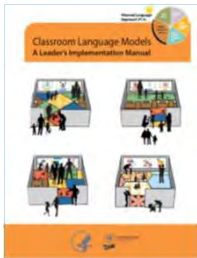
Look! 'M' is my letra!

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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

Classroom Language Models
A Leader's Implementation Manual

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The Developmental Progression and Examples of Oral Language and Vocabulary in Early Learning Settings

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Developmental Progression

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

Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	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." Children who are dual language learners may combine their two languages or switch between them.	• Uses combinations of words and simple sentences or signs in a variety of situations. • Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.

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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.

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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.

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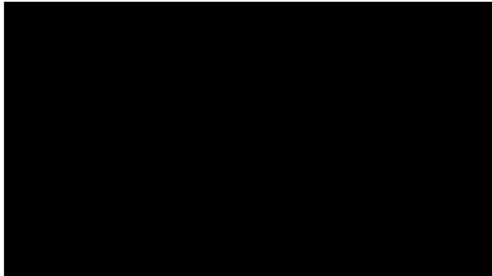## Dual Language Learners (DLLs) Research to Practice Briefs

- Hearing Language is Learning
- Brilliant Bilingual Babies

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Video: Stacking Cups

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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?

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Developmental Progression

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

Developmental Progression			Indicators
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
May use signs or verbalizations for familiar people or objects.	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.	• Shows rapid growth in number of words or signs used in conversation with others. • Demonstrates a vocabulary of at least 300 words in home language. • Asks questions about the meaning of new words.

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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.

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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.

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Video: Comparing Bananas and Avocados

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Developmental Progression

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

Developmental Progression		Indicators
36 to 48 Months	48 to 60 Months	By 60 Months
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	• 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.

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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

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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.

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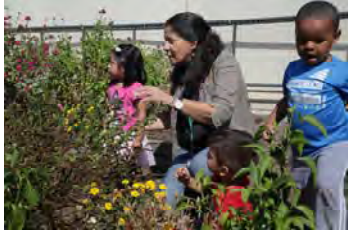## Video: Lunch Conversation

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Question

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

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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!

http://www.123formbuilder.com/form-2230355/My-Peers

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Strategies for Parents and Families

- Builds home-school connections

- Supports daily activities for infants, toddlers, and preschoolers

- Provides multiple examples

How Parents and Families Support Oral Language and Vocabulary

Cómo los padres y las familias apoyan el lenguaje verbal y el vocabulario

STRATEGIES

ESTRATEGIAS

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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)

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Evaluation and Thank You!

For more information, please contact us at ecdtl@ecetta.info or call (toll-free) 1-844-261-3752

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Resources

- Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families
  https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/connecting-research-practice-tips-working-infants-toddlers-their
- Dual Language Learners Program Assessment (DLLPA)
  https://eclkc.ohs.acf.hhs.gov/culture-language/guide-dual-language-learners-program-assessment-dllpa/download-dllpa
- Dual Language Learners (DLLs) Research to Practice Briefs
  https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-dlls-research-practice-briefs-primed-ready-learn
- Effective Practice Guides – Language and Literacy
  https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/language-literacy
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
  https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five
- Planned Language Approach
  https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach
- MyPeers
  https://eclkc.ohs.acf.hhs.gov/publication/engage-mypeers

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