Language Facilitation Strategies in Early Learning Programs

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FIRST GRADE TEACHER
Community Agreements

- Respectful and Understanding
- Give Input
- Be Positive
- Listen
Learning Objectives

• Learn about the stages of Language Development.
• Reflect on the teacher’s role in providing an environment that supports early language development.
• Learn and develop a plan to use language facilitation strategies in the classroom.
Learning is like building a house. You need a **strong foundation**

For the house of learning; the foundation is **oral language**

Oral Language consist of **listening** and **speaking**
Language Experience and Outcomes
YOUR BABY IS ALWAYS LISTENING
MAKE SURE YOU’RE TALKING

Improving Language Development
Stages of Language Development

Birth to 1 year
1 to 2 years
2 to 3 years
Preschool
Pre-K 4
-3 years
Kindergarten
Infants

- React to environment
- Respond to tone of voice rather than words
- Use eye gaze to establish joint attention
- Understand simple gestures and familiar words
Younger Toddlers

- Use one word/sign to communicate
- Use gestures in response to words (i.e. up, bye)
- Attempt to sing familiar songs
- Associate sounds with objects
- Imitate words/signs
- Understand simple directions when paired with gesture
Older Toddlers

- Combine two to three words/signs to communicate
- Understand words when object is not present
- Respond to simple yes/no questions (i.e. “Want juice?”) and simple what questions
- Understand simple directions including two-step related directions (i.e. “Get your napkin and put it in the trash.”)
Younger Preschoolers

- Use two to five word phrases and sentences to communicate
- Engage in conversational turn taking
- Respond to where and what...doing questions
- Follow two-step directions
- Understand descriptive concepts such as big/little, hard/soft
- Understand spatial concepts including in, on, out, off, under and behind
Older Preschoolers

- Use long, complex sentences to communicate
- Engage in extended conversations
- Understand directions including two-step unrelated commands (i.e. “Go get your jacket and sit down.”)
- Use regular past tense verbs (i.e. “pulled”) and irregular past tense verbs (i.e. “broke”)
- Respond to who, why, how, how many, when and what happens if... questions
- Ask when and why questions
Language Facilitation Strategies
Strategy 1: Let’s TALK!

TUNE IN
- Watch and notice
- Describe
- Get into child’s world

ASK QUESTIONS
- Open-ended questions often
- Closed and either/or questions sparingly

LIFT LANGUAGE
- Encourage
- Respond using complex sentences, correct grammar, and rich vocabulary

KEEP IT GOING
- Strive for 5!* 
- Reinforce target vocabulary: Vocabulary is key!
- Allow for think time

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Let’s Practice
Strategy 2: No Shhhhh Zone
Let’s Practice
Strategy 3: Read With Me!
Strategy 3: Reflection
Strategy 4: Reading with TIPS

- Tune In
- Introduction
- Promote Language
- Summarize book
Strategy 4: Reflection
Strategy 5: Support Bilingual Development
Strategy 5: Reflection
Strategy 6: Be Responsive

- Prompt and appropriate
- Inmate the child’s action
- Make responses connect with the child’s word
- Respond with a comment or a question
Strategy 6: Let’s Practice
Thank you!

Your Baby is always Listening. Make sure you are always Talking’

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