

Oral Language

SPE 509

- Read the following transcript of a part of an interview.
- Identify components of oral language in use (form, content, and pragmatics).
- Critique how each component is used by the interlocutors to communicate their intentions and meanings with each other in the conversation.

A: Do you agree with the Bush doctrine?

B: In what respect, A?

A:The Bush -- well, what do you -- what do you interpret it to be?

B: His world view.

A: No, the Bush doctrine, enunciated September 2002, before the Iraq war.

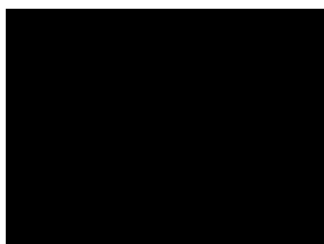
B: I believe that what the President has attempted to do is rid this world of Islamic extremism, terrorists who are hell bent on destroying our nation. There have been blunders along the way, though. There have been mistakes made. And with new leadership, and that's the beauty of American elections, of course, and democracy, is with new leadership comes opportunity to do things better.

A: The Bush doctrine, as I understand it, is that we have the right of anticipatory self-defense, that we have the right to a preemptive strike against any other country that we think is going to attack us. Do you agree with that?

B: A, if there is legitimate and enough intelligence that tells us that a strike is imminent against American people, we have every right to defend our country. In fact, the president has the obligation, the duty to defend.

The clip

- <http://www.youtube.com/watch?v=Z75QSExE0jU>



Have you ever...?

"We pledge a legions to the United States of Ameriga, and to the republicans for witches stand..."

Oral language has the potential to...

- Engage all students as confident, valued members of the academic and socio-cultural life of the classroom
- Provide a bridge to academic literacy
- Foster deeper conceptual understanding in content learning

Dual Language Education of New Mexico (DLENM) 2012

- A weak foundation in oral language may impede children's progress in reading (Snow et al., 1998).
- Important aspect of reading instruction
- Essential part of a child's academic and cognitive development
 - Current research literature on critical thinking and cognitive development indicates that the development of language has a close relationship to the development of thinking abilities (Berry, 1985; Gambell, 1988).

Pause and Think

- What are some of the manifestations of oral language difficulties you have observed in your students, specifically in:
 - Language use
 - Language form
 - Language content
- What causes these difficulties?

Language **Content**—Vocabulary Development

Differences arise early, and the gap between students grows larger over time.



Students with poor vocabularies, including diverse learners, need strong and systematic educational support to become successful independent word learners .

Activating Background Knowledge

Activating background knowledge helps students draw on their personal experiences as a means to understand new information.

Teacher Role

- The teacher can encourage students to bring their ideas and background knowledge into class learning activities. To achieve this goal, the teacher must be a good and responsive listener to children's talk.

Language Content—Word Retrieval

- | Problems | Teaching Strategies |
|------------------------------------|--|
| • Storage: under-developed storage | <ul style="list-style-type: none"> • Organize and classify words • Use visual imagery • Provide cues • Use word association clues • Use synonyms and antonyms • Present a visual representation • Ask students to demonstrate their understanding of new words (e.g. drawing pictures, making up the sentences, etc.) • Thematic units |
| • Retrieval/search | |

Language Form Instruction

- Language use is the ultimate goal
- Emphasis on meaning-based instruction
- Limit mechanical drills that are separate from meaning and use
 - Embed drills in communicative content if possible
- Provide input and language models

Language Use Instruction



- Write down several methods through which you can informally assess your students to demonstrate their language use in your classrooms.
- Provide opportunities
 - Role-play
 - Rehearsal
 - Instructional conversation
 - Peer conversation
 - Multiple contexts
 - Puppet shows
 - Literacy play centers...
 - Drama

- Vowels are generally acquired by age 3, before consonants, and are less likely to be misarticulated.
- Consonant sounds easiest to be mastered in all positions within a word include /p/, /m/, /n/, /b/, /k/, /g/, /d/, /f/, and /j/.
- Common pronunciation errors: "cinnamon" → "cimmanon", "Yellow" (yewow), "animal" (aminal), "hospital" (hopsital)

Language Experience Approach

- ▶ Oral language and personal experience bridge the gap between spoken and written language.
- ▶ When children's language and experience are accepted as a starting point for literacy, learning to read and write is easy.
- ▶ It is one of the most efficient ways to initiate reading and writing.

- The language experience approach uses children's spoken language to develop material for reading.



- Literacy instruction is organized around the personal experiences of the learner.
- Language experience makes learning to read and write accessible for nearly any child -- or adult for that matter.

Can you adapt this language experience approach in some ways to help you build language-rich literacy environment?

Speaking and listening are present in nearly every aspect of the language experience approach.

- Book talks
- Sharing writing
- Responding to literature
- Comprehension discussions
- Dictating accounts,
- Peer discussions

Recording dictated accounts gives children a model of how written language is produced by observing the teacher recording their accounts.

A sight vocabulary is derived from dictated accounts to support growth in word recognition.

Story Recall:

Have children recall the events of the story in sequential order as you write them on the chart.

Daily News:

At the conclusion of each day, have children recall the day as you write their comments.

Complete the Sentence:

Write part of a sentence at the top of the chart, then write children's names and how they would complete the sentence. For example:

- ▶ "I am special because _____."
- ▶ "When I grow up I want to be a/an _____."
- ▶ "I like to read _____."
- ▶ "My favorite center at school is _____."

- ▶ Learning to read and write had been difficult for Jamal, a third grader, who came to the Oakland University's Reading Clinic able to read only three words on a pre-primer list. He stumbled through a primer passage and said, "I can't read this, either." So, I asked Jamal to tell me about something he had done recently. He described his attendance at a Piston's basketball game. I recorded his account, and read it back to him. Then we read it together.

- ▶ Finally, I said, "Jamal, read your story to me." He read it fluently, though I helped him on two or three words. Why was this so easy? Why could Jamal read words like *basketball*, *Detroit Pistons*, *scored*, *Jerry Stackhouse*, and *Grant Hill* in the context of his own account and not read a seemingly simple list and passage? There is a reason.

Summary of Language Experience Guiding Principles

- Oral language and personal experience bridge the gap between spoken and written language.
- Literacy instruction is organized around the personal experiences of the learner.
- The language arts must be integrated.
- Language is for making meaning and is best acquired through meaningful use.
- Writing knowledge is acquired most easily in company with the acquisition of reading.
- Literature models and motivates language arts instruction.
- A sight vocabulary is derived from dictated accounts to support growth in word recognition.

iPad apps

- Student-centered, interactive, applied, and project-based
- Engaging and motivating
- Visual literacy—pictures, sound & video
- Relevant, instantly useful and connected to real life

LanguageBuilder for iPad

• \$9.99



https://www.youtube.com/watch?v=goD9lQ_9rCA

Story Wheel

- Story Wheel
- http://www.storywheelapp.com/about_story_wheel.shtml
- http://www.youtube.com/watch?v=325WH_xJrbQ
 - (story example: starts at 2:03-4:38)
- Super Duper StoryMaker
- <http://www.youtube.com/watch?v=R4ktJ-BcYHU>
- Green Eggs and Ham-Dr. Seuss
- https://www.youtube.com/watch?v=cWur3Fw_oYA
- Toonastic https://www.youtube.com/watch?v=9_kajmRVroc
- Puppet Pals <https://www.youtube.com/watch?v=zzeLg8DOps>
- Sock Puppets <https://www.youtube.com/watch?v=fM83udhORoE>
- Dragon Dictate <https://www.youtube.com/watch?v=iGfMybJkf5E>
