

# Promoting Oral Language Development in an Early Childhood Classroom: From Theory to Practice

ECH 332 Cognitive/Language Development of Young Children - Spring 2013

by Shelby Post

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## Purpose:

This project investigated the success and impact of various educational activities on oral language development. The purpose of this project was to provide the teacher candidate the opportunity to implement theory-based activities learned at Stephen F. Austin State University in an early childhood classroom. This allowed the teacher candidate to learn from experience whether the activities planned would be successful in the classroom.

## Setting:

These activities were created by the teacher candidate and implemented in a kindergarten at an elementary school in rural East Texas every Thursday for seven weeks.

## Conclusion:

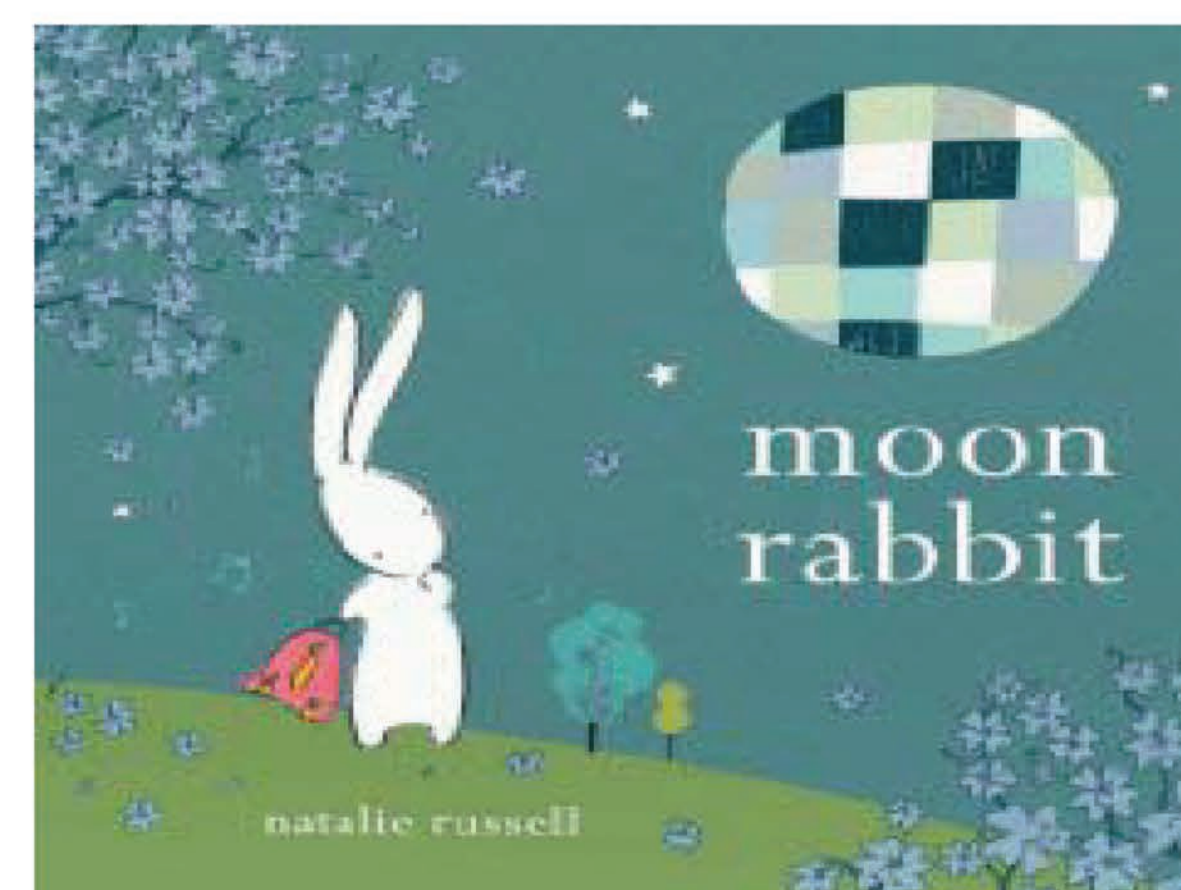
Working with kindergarten students in public school classrooms to implement activities learned in the college classroom had quite an impact on the teacher candidate. The teacher candidate learned not only what would and would not work in the classroom, but also experienced a new classroom environment. This experience was important in that the teacher candidate was able to learn about implementing activities and evaluating the success of the activity in increasing oral language development by working with students rather than imagining how the activity would work in the future.

## Components of the Project:

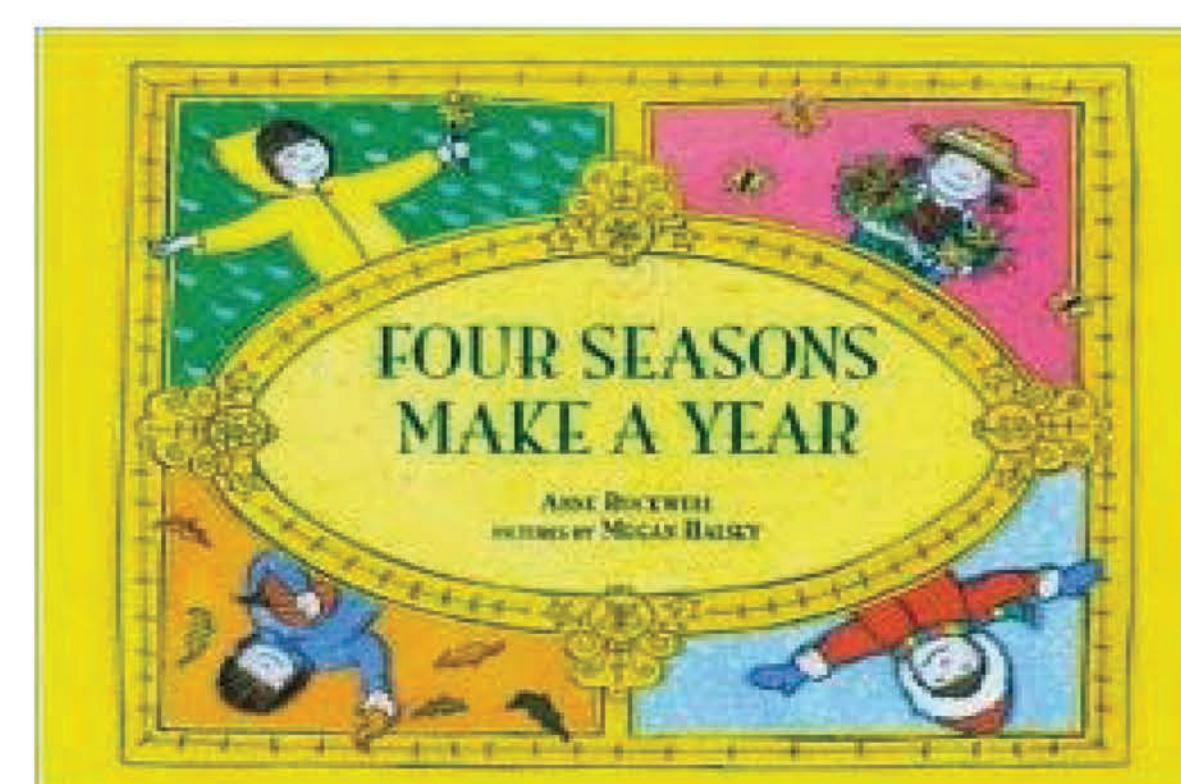
In the kindergarten classroom the teacher candidate implemented three different types of activities promoting oral language experiences: a book with souvenirs, a book with props, and a learning center focused on science. In each of these activities the teacher candidate was working with students in a hands-on manner. She explored the different ways to encourage literacy using engaging activities that would promote vocabulary building and oral language development. As language increases, the spoken word transitions more easily into the written word.



The book with souvenirs activity gave the teacher candidate the opportunity to create souvenirs to go along with the book *I Want My Hat Back* by Jon Klassen. She was able to read the book with three different small groups of students and give each student a paper hat that had the title of the book written on it. This book souvenir was made with the intention to help students to remember the book that they may be able to tell others about it, including their family.



The teacher candidate's book with props included making laminated characters and scenery to go with the book *Moon Rabbit* by Natalie Russell. The teacher candidate learned that the props need to be sturdy so that students may retell the story using them without the props falling apart or becoming too damaged. Props help students use concrete objects to more easily retell and summarize a story orally before transferring their words to the written page.



The science learning center focused on the four different seasons. The teacher candidate included a book that discussed the four different seasons in order to provide a bit more information about the different seasons to the students. This cross curriculum literacy project required the students to discuss the seasons and interact with their peers using oral communication.