

Literature Review

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Language Development in Children that Attend Preschool

Language development is a vital part of a person's development. Exposure can be a big aid in developing language skills. Preschool is a perfect place for children to have immense natural experience with language. Language is a predominate indicator of school readiness. Language development is closely linked to the achievement in other academic area, especially reading. With proper language development children are more likely to succeed in the rest of their education. Preschool teachers need to be effective in their instruction and interactions with children. Preschool is where children receive the building blocks to the rest of their educational career. The quality of teacher child interactions does make a difference and research has shown; children that receive high quality experiences develop language skills sooner and are more prepared for kindergarten than those that do not (Mashburn, 2010).

Preschool teachers have a starring role in a child's language and literacy development. Children enter preschool at all different levels and should leave prepared to enter elementary school. Children that go to preschool are often more prepared than children that do not. Preschool is intended to get children ready for kindergarten. Oral language is a major area that defines a child's readiness and later academic achievement. Language is a link to all other areas of learning, especially reading. Those who have proficient language skills have an advantage for school success than those who do not. Children who have language development weaknesses often experience educational achievement gaps throughout their schooling. The continuum of literacy development starts with children attending preschool. For development to be put into motion preschools have to support and focus on language growth, so that children gain the skills they need to continue on into reading and writing skills that follow (Gosse, 2014).

Providing young children with high quality experiences gives them the advantage of experience. Children who come from higher income families and attend preschool have shown to have positive outcomes in their later schooling. Children who are showing achievement gaps in education are linked to not receiving high quality language experiences or opportunities from a young age. Evidence shows that preschool experiences have positive long-term effects on a persons' life. The United States and federal government are recognizing that Children from disadvantaged homes are in need of preschool supports. The importance of preschool is growing and children need that step up in the educational world. Preschool gives children many experiences including oral language and communication development that children need to achieve (Gosse, 2014).

Children who live in poverty in urban areas of the united States often enter kindergarten behind the rest of their peers. *The effectiveness of a model of language-focused classroom instruction on the vocabulary and narrative development of kindergarten children* say that this is from lack of exposure. Often times these children were wrongly identified for needing special services and were placed in special education classes because their language was not as developed as it should be for mainstream schools. IDEA identified this as a problem and created the "response to Intervention" program. This was a shit that helped stopped inappropriate placements in special education. Now children are screened before entering kindergarten to find out if they need any additional supports. Children that enter kindergarten unprepared open fall behind and need interventions to catch up or end up on a lower track of education in which they struggle to get out of (Hipfner,2014).

Learning to read is a crucial part of school. Teachers know that to learn to read and to be a good reader a student has to be proficient in letter recognition, phonemic awareness, and

decoding skills (Nielsen, 2012). These skills are important to have, but oral language is another basic piece to reading. Competence in oral language is linked to being a successful reader.

Schools are starting to move to “core” academics, but all parts of their core curriculum needs to be based on reading and language development (Hipfner,2014).

The enrollment of preschool has increased majorly and is continuing to increase. In 2010 there were over 1 million 4 year olds attending preschool. There has been an increase in funding for preschools across the United States, giving families the opportunity to enroll their children in preschool programs. There are many things preschools can do to create high-quality experiences for young children. Something as simple as creating social-interactions puts an emphasis on language development. Verbal interactions with peers and adults is good exposure and practice. These types of everyday natural interactions are very important to language development. Children are able to learn from other children and take part in authentic conversation with one another. When children have verbal interaction with other adults they are able to hear and see the proper way to move your mouth to speak. Preschool teachers use times such as these to model how to properly talk to one another. Conversing with an adult gives the child a chance to practice new linguistic patterns and broaden their vocabulary. Research shows that adapting language to children’s language level and scaffold children’s language to help them improve and advance themselves, they are more likely to further their ability more than they would on their own (Gosse, 2014).

Vocabulary development is major part of learning to read. Preschool teachers need to know how to successfully teach children how to develop language. Preschool teachers are finding that this is not as easy as it sounds. Teachers need to go through professional development training to properly learn how to talk to children in ways that enhances their

language development. There is much research on the effects of early language development and its long term effects for children's educational growth, but there is now research on how to implement these kinds of experiences. Research has shown that teachers are interested in increasing language development but few are actually achieving this type of development, and few children are making significant gains in language development. Most teachers need to participate in workshops to learn how to integrate language development into their curriculum. If parents and teachers are able to have conversations with young people in a way that provides them with proper opportunities to develop language, then children will learn in a more productive natural way (Wasik, 2010).

In training workshops one of the best ways to expand vocabulary and work on literacy skills is through story reading and discussion. Story reading makes the students focus on the words and what they mean. After students are able to comprehend the story they get the chance to express how they feel about certain parts of the books. Research shows that reading interventions provides children with the opportunity to listen to the story and discuss the book using a blend of their vocabulary plus the vocabulary they learned from the story. Preschools that used reading interventions outperformed schools that only worked on picture books. The amount of information and discussion that comes from story books gives preschools an advantage to provide high quality language experiences. Recent study shows that most preschool teachers do not know how to teach and put to use new vocabulary. This storybook method is an authentic way of giving, practicing, and implementing new words and other literacy skills. What teachers know about language development and how they put it to use within their classrooms and curriculum will have a significant impact on their students. Everything teachers do should have a

purpose. Meaningful teaching is the way to helping students grow and change in positive ways (Wasik, 2010).

Teacher can easily use the words children are being exposed to or are interested in many ways throughout the school day. This method is another authentic ways allows children to hear and know how to properly use vocabulary in a normal realistic manner. Fostering language doesn't have to be hard. By weaving new words into everyday conversation is a good way to model how to best use vocabulary. Questioning is another simple way to develop language (Wasik, 2010).

According Barbara A. Wasik from the journal article *What teachers can do to promote preschools' vocabulary development: strategies from an effective language and literacy professional development coaching model*, most teachers do not know how to have meaningful conversations with children to deepen their thinking and grow their communication skill. It is important to take the time to ask children what they are thinking and why they are thinking what they are thinking. This is an easy way to promote good conversation that is appropriate and can pertain to any lesson. Language development can be integrated into any lesson. Giving children a chance to say what they are thinking is all preschool teachers need to do. With the opportunity to talk things through and think about the process of things they are more able to find that moment offer reasoning behind what they are doing, and this is called purposeful learning (Wasik, 2010).

In our ever advancing educational world the demand to enroll children in preschool is becoming more important. Children who do not have the chance to go to preschool before entering the school world in kindergarten are noticeably behind. The skills children gain from being around other children their age and interacting with other experiences such as structure, routines, and having expectations are all skills they need. Language development is a major part

of preschool and is needed to succeed in later education. Children that go to preschool are more successful in kindergarten than children that do not.

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