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Theory to Practice

Oral Language-

a. Describe the strategy/practice

Oral language is the practice of speaking to a child as soon as they are born. When the child is spoken to they are able to hear words that help them understand what certain things are and what word is associated with it. Oral language is the practice of speaking in itself.

b. What materials/equipment/technologies are needed?

For oral language no equipment is necessary but props can be used to help the child. For example, for a mother to show their child what an apple is, they should show them an apple and pronounce the word when showing the apple to the child.

c. Describe how this strategy/practice is culturally relevant.

This practice is culturally relevant because oral language is a form of communication for the parent and child that teaches the child of its surroundings and of concepts. Although some children aren't able to orally express themselves yet they are being introduced to what their environment is like at an early age.

d. How does this strategy/practice build English proficiency?

Oral language is a practice that builds English proficiency because for those who have English as a second language, they are able to be introduced to the language at an earlier age so that it isn't

hard on them to be able to understand English when they enter school. The earlier the child is introduced to a language the faster they learn. Being introduced to a language then later in life to a new language is hard on a person. Being introduced to two languages at an early age makes it easier for the child to understand as the time goes by.

e. How does the strategy/practice build upon a child's existing knowledge?

The practice of early language is for a child that isn't able to speak fluently or isn't able to speak at all. This practice builds on their existing knowledge by correcting what might have been wrong in their knowledge and helping their existing knowledge grow through new words and experiences.

f. How does the strategy/practice support critical thinking?

The practice of oral language is what allows the child to be able to communicate to be able to think critically. The child must be able to communicate to be able to think critically and makes analysis or observations. Without oral language and communication the child won't be able to learn about social cues which will make communication difficult for the child with peers.

g. How does the strategy/practice reinforce phonics or fluency?

Oral language reinforces phonics and fluency because these are things that will be learned by the parent speaking constantly to their child. The child will learn how to pronounce words which will lead them to later be able to start to imitate the sound resulting in being able to pronounce words correctly.

h. Describe how the strategy/practice reinforces the Common Core Standards

Oral language is a basic practice that when introduced early to a child, it helps their development at an earlier age. The Common Core Standards are set in place to help provide children with the

skills they need to be able to finish high school with the basic skills necessary to succeed. Oral language is the most important basic skill because everything else comes after being able to speak, read and write. If not, there isn't really a way to advance without being able to communicate. By being presented with oral language from an early age, children are able to pick up on new vocabulary and social cues.

i. Give any references/quotes/ and names of theorists from your readings

“Preschoolers, then, build a large vocabulary from listening to language from the people around them and from exposure to books. Their sentences become longer and more complex, and they are able to talk about their experiences. Most preschoolers continue to learn more new words every day, and by the time they enter kindergarten, many have a vocabulary of 10,000 words or more. It is through these early experiences with different aspects of language and different activities that children develop rich oral language.” (Page 79)

McK, Jo Anne L. Vacca; Richard T. Vacca; Mary K. Gove; Linda C. Burkey; Lisa A. Lenhart; Christine A. Reading & Learning to Read. Pearson Education (US), 2017. [MBS Direct].