

Supporting the language development

Sipoo, Finland
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Backgroud

- Sipoo is a bilingual municipality/commune with a mount of bilingual families and children.(finnish-swedish)
- We have observed the importance of language development and supporting language development has always been in central of our day care activities.
- Some findings of language development dilemmas has been found during years.
- Feedback from speech therapists and maternity clinics.
- Generally studies has shown the importance of language development and a risk of weakening of language development if it isn't taken care of properly.
- A survey "How to support the language development in Sipoo day care in everyday life":

Survey

- A survey in the everyday life in Sipoo day care; how much reading, nonsense poems, jingling, rhyming is used under daytime in different groups of children in all day care units (kindergarten).
- The maternity clinics launched a survey of early finding of possible challenges in language development (reading and writing); this survey is made for children of 4 to 5 years (LUKIVA).

Survey answers

- **Language development in everyday life**, in all different activities, small group activities, planned and spontaneous activities, during library (librarycar) visits, drama
- **Outdoors and indoors:** during lunch time and eating, get-togethers, morning or day circuit, gymnastic activities, forest excursions, dressing and undressing, daytime resting, basic care situations, children's meetings, music gatherings, transition from one place to an other, celebrations
- **Used material:** a bag of poems, rhymes, jingling, speech sounds, cards, pictures, books, songbooks, instruments, playitems, properties, supported sign language, week-calendar, own body, glove puppets, role clothing for drama, play maps and cards

Our aim and target in all activities

- To help educators/pedagogs develop their **skills in supporting language development of children** in the everyday life in day care.
- To **prevent and support** all children as early as possible.
- To combine the expertise of pedagogues and parents for the benefit of children = **educational partnership**.
- **As a base**; true interaction that is based on the presence of the moment (Carpe Diem)
- Using of **small group activities** to support the prospect of a true interaction.



- The adults role; to be nearby and encourage to peer contact. The enrichment of communication in roleplay and outdoors activities.
- To observe what is childrens objekt of interest. We are all individuals. It's important to accept diversity.
- Activities in playmate/peer group with the support of adults; by plaing, by drama -using and enriching imagination and fantasy.



- Enriching imagination and fantasy. Themes and activities that ties with the supporting of language development; songs, rhymes, drama. Children's own ideas and their object of interest, activities for different agegroups or skillgroups – doing nearby the adults (by the presence of adults who enable the activities).
- Increasing the supported activities, increasing and supporting interaction between children – supporting peer contacts. **The commitment of children increases when intress and participation increases!**



Adults role: To support the children to take contact with other people and to support the social development.



- The adults role; Educational Partnership, doing and playing together, interaction in small groups in everyday activities or celebrations. Supporting social skills, supporting concentration, supporting the skills of adaptation to new situations. Supporting the skills of focusing the attention.



- Adults role; To help the children to find meaningful activities. To experience something new. To be a part of different things. To do things together. To increase commitment.

The process

- Goes on and on.....
- Together with children, parents and educators
- With the help of special day care, speech therapists and library
- With the help of new education, training and schooling
- Paying attention to new research findings
- Making surveys for early prevention of difficulties in language development (speech, reading and writing)



- Adults role; Continuous observation. Also during outdoor sports; supporting the language and enriching the vocabulary , give names to equipment, give names to year-round-terms (dress and movement), new vocabulary.
- In focus the big importance of peer contacts and presence of adults. It's important also to support the gross motor skills and to support the making of peer contacts in everyday activities outdoors too.

To support the language development by supporting
the child as a individual and doing things together.



Supporting drama, play, imagination and peer contacts. Enriching outdoor play.



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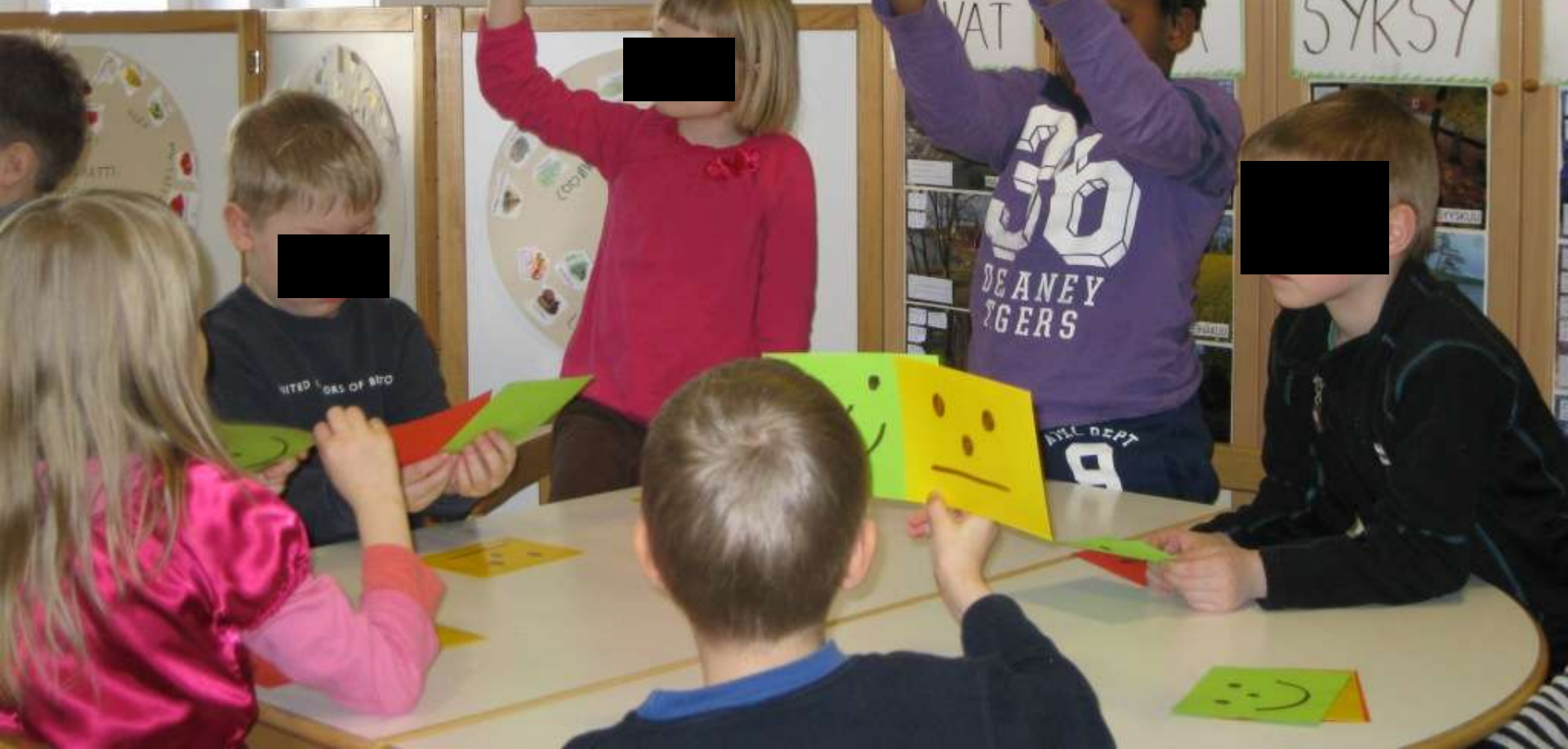


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- Contacts with other children - fine motor skills, nominating emotions.
- What kind of a day is it today? How do you feel today?
What do you think about this activity?
- Evaluation and self-awareness.
- Colorful learning environment. Adding highlights in children's learning environment.



- To make it possible -> peer contact-child-to-child or adult-child; Reading, rhymes, playing with words.
- An adult nearby at the playground.
- Crafting a small group, peer group, free discussion among the children.
- Support for fine motor skills, creativity, independence and self-direction support. Social skills support.

To support-> By coloring learning environment! Naming things.
New experiences. Enrichment meal.
Comprehensive experience; seeing, smelling, tasting, carrying, presentation.



An example how to enrich the learning environment.
Example how to increase commitment and participation;
everyone can bring its own garden harvest for all to share, inspect and taste.



Example –

to taste together with peer connect – nearby the adult/mom – the feeling of security!



New situations – to taste a new taste- to learn something new – to make an own opinion/ own feeling and show and tell it.





Our own garden harvest! ! Esthetic experiences! To increase childrens motivation.
To increace Inclusion and Commitment.

Supporting of language development

- By enriching to communication in free play, in outdoor games, under meals and basic care.
- By adding the percentage/share of supported play.
- By encouraging children to role play.
- By supporting children to cope with new situations.
- By adding colors to the children's learning environment.
- By helping the children to learn how to commit.
- By helping the children to find meaningful activities for themselves.
- **By helping the children to tie linguistically rich relationships with children of the same age/ peers!**



An example of enriching and coloring the learning enviroment.



Participation - an object of interest. Maybe not the one the adult thought of....



- Adult's role: To help the children who need language support to build linguistically rich relationships through meaningful activities! By enriching communication in free play, in outdoor games, under meals and basic care. By adding the share of supported games. By encouraging children to role play. Supporting children to cope with new situations. Adding colours to the children's learning environments. To help the children in learning commitment. To help the children find themselves meaningful activities.