

DESCRIPTION OF INDIRECT LANGUAGE STIMULATION TECHNIQUES

Indirect language stimulation is a set of language enrichment techniques. The primary goal, for adults, in using these techniques is to help young children learn to talk.

Parallel Talk (child centered) Short phrase (4-5 words) the adult says that describes what the child is doing, seeing, hearing, as he does it e.g., “You’re pushing the car”, “You are digging in the sand”, “You see the red bucket”. Give the child words to describe the action he is involved in.

Self-Talk The adult uses short sentences to describe what he is doing, seeing, hearing, e.g., “I am washing the cups”, “I see the yellow shovel”. Use short, simple sentences to help the child know there are words to describe things people do. Give him words for what he sees you doing.

Description (object centered) Short phrase or sentence that describes objects the child sees or interacts with. “That’s a big brush”, “The toy is broken”, “The water is cold”.

Comments The typical teacher talk that sets the stage for activities and/or provides children with additional information: “We are going to paint after snack”, “The weather man promises snow for us today”, “The aprons are to keep paint off of our clothes”.

Open-ended Questions Questions that are broad in their context; that allow for multiple responses and that do not limit the child to single word responses such as “it’s blue”, “yes” or “no” responses. Good example of open-ended question: “What do you think will happen if?”, or “I wonder what you could use this for?”.

Expansion Repeat the child’s “baby sentences” the way an adult would have said them. You are providing a good model for the child by revising and completing his speech. For example, the child says “Doggy run”, and the adult would say, “Yes, the doggy is running”.

Expansion Plus The adult expands on the child’s short “baby sentences” by adding one more sentence; the adult is adding a little more information: The child says “Yellow puzzle”, and the adult responds “You have a yellow puzzle. It’s a big puzzle”. The underlined phrase is the plus sentence - it adds a little more information to what the child has said.

Repetition Adult repeats exactly what the child says, but uses correct articulation. For example, the child says, “Widdle wed wabbit”, and the adult would say, “Little red rabbit”.

Source: Good Talking With You Series: Oh Say What They See - An Introduction to Indirect Language Stimulation Techniques. Educational Productions, Portland, OR

How To Stimulate Language During Art Activities

- Parallel talk:

- The adult describes what the child is seeing, hearing or doing as he or she does it.

Example:

"You cut with scissors."

"You're painting a rock."

"You glued it on."

- Descriptive talk:

- In descriptive talk the adult provides word labels for the objects the child is playing with, touching or seeing.

Example:

"It's playdough."

"Playdough is sticky."

"It is wet."

"Paintbrush is big."

- Self talk:

- Self talk is talking about what you are doing while the child watches.

Example:

"I like painting."

"I'm painting on paper."

"I push the playdough."

Ideas for Open Ended Questions

How do the parts go together?

Why do you think...?

Why did they say that?

Why would you...?

Tell me why...?

If you change this, what would happen?

How would you make a...?

Why did you choose...?

Why is this good?

How did...happen?

How would you show...?

Why did...?

Which is the best part? Why?

How can you solve this problem?

What would happen if...?

Why is this important?

Which is your favorite? Why?

What do you think comes next? Why?

Ideas About Stimulating Children’s Language with Questions

“Fact” questions don’t stimulate children to think about the story.



This question encourages the children to use language to imagine, making them go beyond the book and think about the story in a new way:



Get the children thinking about the book by encouraging them to:

- **Predict** what will happen next
- **Draw upon their knowledge and experiences** and relate these to the book—e.g., “Has anyone here ever been lost like the boy in this book?”
- **Project** themselves into the story and describe how they would feel or behave in that situation.
- **Explain** why something happened or why one of the characters said or did something.