

Teacher leadership and the Language Disorder Program (LDP)

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The aim of the Language Disorder Program (LDP)

The aim of the Language Disorder Program (LDP) is to provide students who have language difficulties the opportunity to improve their language knowledge. It intends to do this by enhancing the capacity of schools to improve students' language skills and assist them to learn more successfully.

The context for the aim is for student assistance in the classroom. It provides a student focused program that will extend classroom teacher capacity in oral language /speaking/ listening teaching skills. It links explicitly to speech pathology support for students. It acknowledges the requests from teachers and schools for additional support with strategies to support students with special language needs more effectively.

The aim is not

1. to replace speech pathology services or to train teachers in speech pathology. Instead, it is to bridge between the regular English KLA and Speaking and listening strand in particular and the provision of specialized language support in the classroom context.
2. to replace the current funding models or procedures for students who have specific language impairments.

The goals of this session

The purpose of this session is to familiarize teacher leaders at P-2 with the LDP and to assist you to 'get your school ready' for implementing it. This means developing in the school an enhanced knowledge for teaching oral language and for monitoring students' learning progress in this area. The school needs to have the capacity to learn professionally about fostering oral language.

To this end, we will examine a number of issues:

- Why the need for an explicit oral language program ?
- The tools for achieving the aim of LDP, the materials that will be made available to schools to assist this.
- How will professional learning be implemented ?
- How the LDP links with essential learnings ?
- What will the oral language program teach students ? What will students actually be learning when they are engaged in the oral language program ? In what specific areas would you expect to see their language knowledge and skills changing ?

- How will the teaching be implemented, both in regular classroom activities and in small group activities. What might you expect to see in a language screening session? What will the oral language teaching actually look like in both situations? What will teachers and students be doing?
- How will the LDP be co-ordinated and managed at the school level? The program involves training a staff member from the school as a 'teacher leader in oral language teaching or TLOLT. This teacher will lead the practical aspects of the implementation.
- Which children can be involved in the explicit oral language teaching program?
- How can you build in your school a professional learning capacity to improve opportunities for oral language learning? Decisions that the school leadership team needs to examine include the following:
- What can you do now to 'get your school ready' for engaging in the implementation?

Why an explicit oral language program?

Oral language is the foundation for all learning. It is essential for literacy learning. It is also critical for students' well-being.

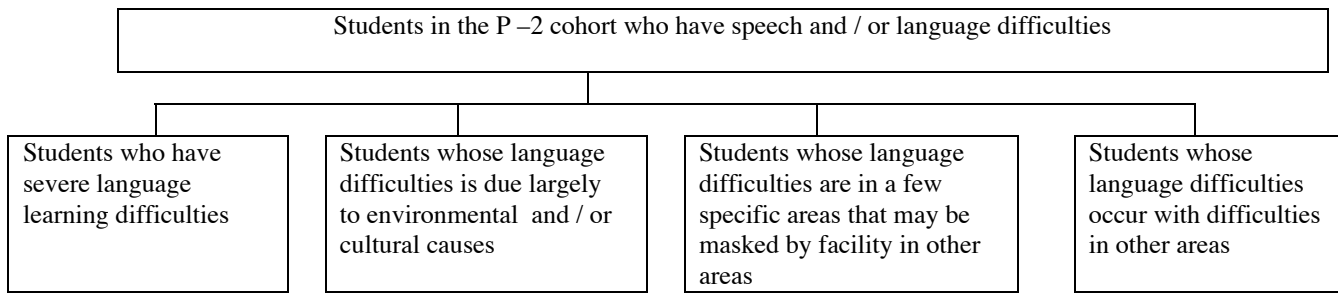
Students entering Prep vary in their ability to use their existing language in order to learn. The entry level of oral language knowledge of some Prep children students is substantially different from that required for the beginning phases of the Speaking and listening strand of English.

Examination of the learning outcomes for Level 1 of the Speaking and listening strand shows that students need to be able to listen to and talk about familiar ideas in appropriate ways, using relevant language structures and to take steps to clarify meaning where appropriate. The outcomes and indicators for Levels 1 and 2 are shown in Appendix 1. Many students in P-2 lack the language knowledge necessary for learning these outcomes. They need additional teaching that will enhance their language knowledge to a point where they are able to benefit from conventional teaching targeting Speaking and listening. This discrepancy in oral language knowledge, if not addressed in a systematic and consistent way will lead to the child becoming increasingly disengaged from academic success.

The oral language difficulties of some of these children will be such that they will need access to on-going specialized speech pathology services. Their classroom learning will be optimized when their teachers have access to a professional knowledge that allows the classroom teaching to take account of their language learning needs.

Other children will not be eligible to receive on-going specialized speech pathology services although they may be referred for these. Some may not have their language learning needs met. Access to an explicit oral language program may provide them with the opportunity to improve their oral language knowledge to the point where they can engage in regular academic learning.

Some of the major clusters of oral language difficulty that teachers may observe in a typical P-2 cohort are shown in the following.



An initial classroom – based oral language program could potentially target the needs of all of these children.

The level of literacy achievement of many schools may be restricted by areas of oral language of their students, for example, poor phonological knowledge for reading accuracy, poor oral language knowledge for comprehension and poor semantic-pragmatic knowledge for discipline, knowledge of how to learn. To enhance the overall student outcomes, for example, to achieve the literacy, numeracy, higher order thinking goals in the School Charter, a school may need access to oral language programme for its students.

The explicit oral language program that contributes to the LDP acknowledges that the current speaking and listening strand of English requires further elaboration for students who may have oral language difficulties or who enter Prep without the language experiences, knowledge and skills necessary to benefit from teaching that does work for their peers. It unpacks these areas of knowledge and recommends teaching activities in various aspects of language learning.

The tools for achieving the aim of Language Disorder Program

The tools that will be made available to schools to assist them to achieve the aim include

1. a set of professional development materials that will assist teachers to improve their knowledge of oral language learning and possible causes of oral language difficulties.
2. screening procedures to identify students who may have oral language difficulties in the classroom. The screening procedures draw teachers' attention to the display of language associated behaviours in regular classroom activities.
3. a set of language tasks that will allow teachers to probe in greater depth the oral language knowledge of particular students of concern.
4. a teaching framework for enhancing students' oral language.
5. the opportunity for a staff member to be trained as a 'teacher leader of oral language learning'.
6. procedures for identifying those students whose oral language needs are such that they warrant access to specialised speech pathology services efficiently and early.

These comprise the 'deliverables' of the program for enhancing school curriculum and pedagogy provision. Each is described briefly in the following sections.

A framework for understanding oral language difficulties The set of professional development materials will assist teachers to improve their knowledge of oral language learning and possible

causes of oral language difficulties. These materials cover the following areas

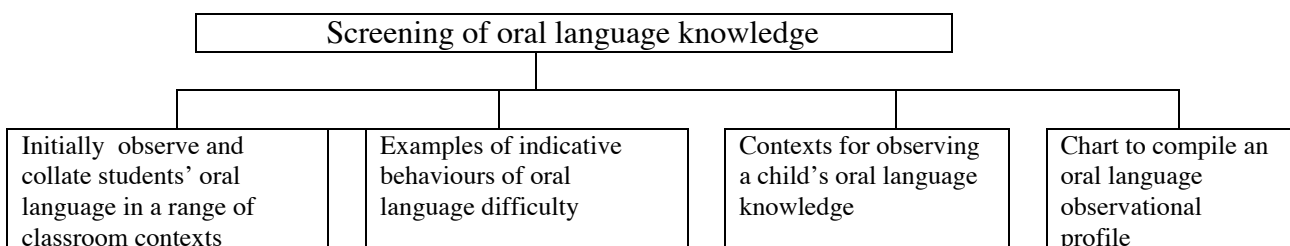
- What language is
- How the aspects of language are used during a spoken communication
- How language develops
- How language is usually shown in the classroom
- Areas of language difficulties
- How language difficulties may be displayed : indicators of language difficulties

Screening procedures to identify students who may have oral language difficulties in the classroom and their areas of difficulty. The screening procedures assist teachers to observe children’s use of language in regular classroom learning activities and to complete an observational checklist that describes each child’s language transactions in the classroom.

These procedures recognise that most teachers have either an implicit or an explicit awareness of what constitutes learning behaviours in the ‘regular spectrum’ and can recognise when the behaviours of particular children fall outside of this spectrum. They draw teachers’ attention to language knowledge and skill in the following areas

- Vocabulary
- Sentence structure
- The meanings of sentences
- Longer spoken discourse, listening comprehension, narration and recounting ability
- Articulation, speech and speaking patterns
- Using language to communicate
- Pragmatic aspects of speech
- Use of language to learn
- Perceiving and attending to spoken information

Indicators of oral language difficulty in area are provided. It is recommended that teachers observe student use in a range of classroom activities including listening to stories, gross motor and perceptual-motor, spatial activities and puzzles, art, morning talk, spontaneous and incidental conversations with peers and adults and learning new topics. A framework and procedures for collating these data systematically are provided.



Initial collation of students' oral language in a range of classroom contexts

How well the child	gross motor	listening to story	learning new topics, skills	perceptual-motor, art	morning talk	spatial activities, puzzles	incidental conversations
Comprehends vocabulary							
Uses words							
says words accurately (articulation)							
Understands sentences							
Says sentences that the child had heard earlier							
listens and retains what was heard							
Learns new language							
Uses language to communicate with peers							
Uses language to learn							
Perceives, attends to spoken information							

Examples of indicative behaviours for the various areas of difficulty To assist teachers to interpret students' oral language in these contexts, examples of indicative behaviours for the various areas of difficulty are provided.

Area of difficulty	Examples of indicative behaviours
<p>Vocabulary</p> <p>Difficulty recognising and comprehending instances of the words and terms that children of the age usually understand</p>	<p>When you direct students' attention to particular items in everyday situations, you get the impression they can hear you but don't recognise / understand the specific items to which you are referring.</p> <p>When you are reading a story, they have difficulty pointing to items you name.</p> <p>When you give them instructions, they may</p> <ol style="list-style-type: none"> 1. have difficulty comprehending nouns, verbs or adjectives, 2. confuse terms such as 'over' and 'under'.
<p>Have a limited expressive or productive vocabulary; the speech is not extensive / is not elaborated, recall few words</p>	<p>When recounting a story they have heard or an experience they have had, the students use words in restricted ways, for example they may often</p> <ol style="list-style-type: none"> 1. have difficulty recalling words you would expect them to know. 2. say "you know", "what you call it" to substitute for words (see also
<p>Take a comparatively long time to recall or say most words</p>	<p>They recall words very slowly, for example, the names of items and actions and may use gestures to help them remember words.</p>
<p>Use broad, generic words, has difficulty with specific words, difficulty in finding the right word (anomia), create new words (neologisms)</p>	<p>They tend to use generic words such as "good", "big", "sort of", "stuff" rather than specific words and terms</p> <p>"The thing, you know, that goes here".</p> <p>Child makes up words for words that can't be recalled, for example, intends <i>boots</i> but said <i>pull-ons</i>.</p>
<p>Show immature vocabulary uses 'baby words'</p>	<p>Their speech has more 'baby words' than their peers</p>
<p>Take a long time to learn new words, both what they mean and how to say them. They frequently mispronounce them</p>	<p>When you introduce new words and phrases, for example, the name of an item in a story, a new action or preposition, the student needs many more repetitions and learning trials than peers to learn to say them. While they are learning them, they mispronounce them and may confuse the words they are learning with words they already know</p> <p>They take longer than peers to learn new words, for example, the name of an action in gross motor or games activities, the name of an item in a story or the name of new concept in maths or science. They also need more learning trials to form the link between the spoken word and what it means.</p>

Chart to compile an oral language observational profile When teachers have had the opportunity to collect these data for a group of students, they can compile an oral language observational profile for students using the following chart.

Oral language observational profile

Name of child _____

From your observations, how often does the child show each language behaviour below ? Rate each one on a 5-point scale from never (1) not often (2), sometimes (3), often (4), very often (5)

- Vocabulary:** how often does the student
- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. have difficulty recognizing examples of the words typically known by age peers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. show a limited expressive vocabulary, recall few words? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. have difficulty recalling and using synonyms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. take a comparatively long time to recall or say most words? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. have difficulty recalling and using the most appropriate word, uses 'simple' generic words eg good, big, sort of, stuff? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. take a long time to learn how to say new words, frequently mispronounces them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. show immature vocabulary, uses 'baby words'? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. have difficulty learning new words, needs excessive exposure to learn them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- Sentence structure :** how often does the student
- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. use comparatively short sentences? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. make grammatical errors, say words in an incorrect order? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. use speech that has immature grammar? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. have difficulty imitating, or repeating accurately sentences that were heard? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. omit key grammatical categories for example, "I go toilet" ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. use tense incorrectly, has difficulty with verb- tense agreement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comprehend what sentences mean: how often does the student have difficulty understanding

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. simple sentences that describe one event? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. sentences that describe two events using a subordinate clause? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. events linked by adverbs, conjunctions, eg., 'before you stand touch your head'? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. events linked by relative pronouns, for example, linked by 'that', 'which' ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. the links between questions and the statements answered by them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. two or more sentences linked by pronouns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. verb tense agreement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. inclusive / exclusive relationships, eg., ideas linked by 'all', 'except', 'but'? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Listening comprehension : how often does the student have difficulty

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. doing what they are told, following spoken instructions in class? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. understanding stories that they hear? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. recalling, keeping track of the ideas mentioned in a story? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Articulation, speech and speaking patterns how often does the student

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. show hesitant speech, filled with pauses or numerous 'ums'? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. have difficulty saying some sounds eg: 'th'? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. speak with little fluency, say things that don't have natural oral language fluency? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. have difficulty using stress patterns well to communicate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. speak excessively slowly, low rate of articulation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. show inaccurate articulation patterns, mis-pronounce many words, say sounds in the wrong order, especially when saying similar sounding words? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. show stutter, stammer patterns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. show an influence of lbot on speech? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. have difficulty making themselves understood ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. prefer not to talk, but communicate in other ways? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Using language to communicate How often does the student

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. mis-interpret nonliteral language literally eg pull up your socks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. have difficulty saying what she/he will do or has done, to finish a task? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. have difficulty telling stories, providing enough information or sequencing ideas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. use language in restricted ways, eg., speak only when they want something, less likely to use language to express feelings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. have difficulty understanding what other people say and mean? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

□□□□□

Pragmatic aspects of speech How often does the student

- 1. have difficulty using language in social contexts to achieve social purposes? □□□□□
- 2. have difficulty using the words most appropriate to a context, eg., to be polite? □□□□□
- 3. initiate conversation with peers? □□□□□
- 4. have difficulty with the rules of conversation, eg., taking turns with peers, give and take, know when to stop, or respond to social cues from the audience? □□□□□
- 5. have difficulty following the thread of a conversation, eg., goes off the topic, forgets what has just been said? □□□□□
- 6. have difficulty keeping a conversation going, communicate in grunts? □□□□□
- 7. talk a lot but convey little meaning? □□□□□
- 8. make inappropriate assumptions about what the audience knows, is egocentric? □□□□□

Use of language to learn How often does the student have difficulty

- 1. learning to use new words to label unfamiliar events or items? □□□□□
- 2. having their attention directed through language? □□□□□
- 3. actually doing actions that match what they say they will do? □□□□□
- 4. converting instructions they hear into self talk for themselves? □□□□□
- 5. internalising oral language, forming subvocal patterns? □□□□□
- 6. learning in group situations, learn better in one-to-on situations? □□□□□

Perceiving and attending to spoken information. How often does the student

- 1. be inattentive or easily distracted especially when background noise is present? □□□□□
- 2. learn better when visual cues accompany auditory information? □□□□□
- 3. have more difficulty learning when two or more speakers participate in the talk ? □□□□□
- 4. have difficulty recalling auditory information, ask for instructions to be repeated? □□□□□
- 5. misunderstand what is said, especially if it was said rapidly ? □□□□□
- 6. have more difficulty understanding the teacher when the teacher moves around the room than when remaining stationary? □□□□□
- 7. have difficulty understanding speech when it is said at a normal level? □□□□□
- 8. become frustrated when trying to learn auditory information? □□□□□
- 9. seem unaware of their language difficulties and not seek clarification ? □□□□□

You use the data in this survey in two ways.

- 1. First, to diagnose specific areas of oral language difficulty. Any individual item that you have scored as 4 or 5 requires further attention..
- 2. Second, what you now need to do is work out the average rating value for each category of oral language.

Contexts for observing a child's oral language knowledge

Vocabulary comprehension When you are reading a Big Book such as *Peter Goes Shopping* with the group, ask students to point to, locate and indicate familiar objects and events in pictures, for example, “point to the red car”, the grass, the door of the pantry”. Note how easily each child can do this.

Ask students to indicate or locate familiar items in their classroom, in pictures around the room, etc.

Vocabulary expression When you are estimating each student's vocabulary expression in the activities below, note whether the student (1) recall the correct or most appropriate word/s (2) the accuracy with which the student says the word and (3) the time the student takes to recall the word (rapidly, slowly, very slowly) (4) uses actions and gestures to help them remember words.

When you are reading a Big Book ask the students to name familiar objects, actions and attributes such as colours, shapes and sizes in pictures in the stories. If you are reading *Peter Goes Shopping* you could point to the picture of a truck or an icy pole and ask “What is this called? Point to pictures that show Peter doing actions and ask “What is Peter doing here?”

When students are talking about a story they have heard or an experience they have had, note whether they use words in restricted ways, for example they may often

- have difficulty recalling words you would expect them to know.
- say “you know”, “what you call it” to substitute for words
- use generic words such as “good”, “big”, “sort of”, “stuff” rather than the more specific words and terms
- use ‘baby words than their peers

When you introduce new words and phrases, for example, the name of an item in a story, a new action or preposition, note whether the student

- needs to hear the word more often and more attempts than peers to learn to say them.
- mispronounces them and confuses the new words they with words they already know

They take longer than their peers to comprehend new words. When they are learning the name of a new action in gross motor or games activities, the name of an item in a story they are listening to or the name of new concept in maths or science, they take longer and need more learning trials to form the link between the spoken word and what it means.

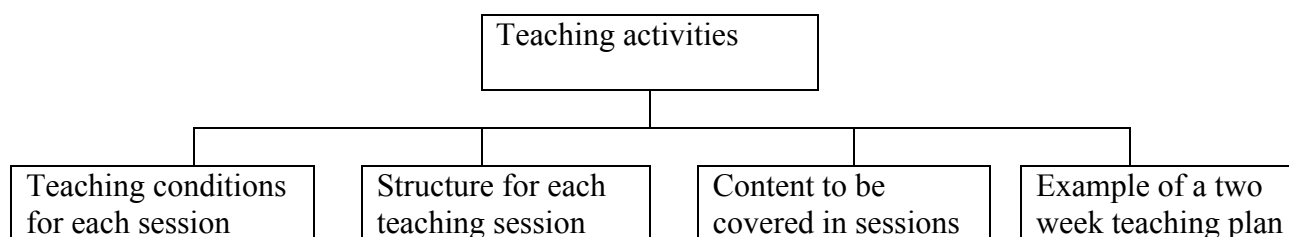
In depth oral language assessment tasks

A set of language tasks that will allow teachers to probe in greater depth the oral language knowledge of particular students of concern.

A teaching framework for enhancing students' oral language a teaching framework for enhancing students' oral language. The teaching activities for the P – 2 grade range include the following materials:

- Teaching conditions for each small group teaching session
- Structure for each small group teaching session

- Content to be covered in sessions
- Example of a two week teaching plan



The teaching procedures used in the small group teaching sessions can be adapted easily for teaching in the whole class context. Trialing them in the small group context will help teachers to gain experience and confidence with them.

Small group sessions

You can select the key activities for the small group sessions from the following, depending on the oral language needs of children in the group. Select the texts you use for the listening activity, the picture sets and the phonological skills at any time based on the knowledge of the children involved.

Each small group session or set of sessions could have a theme or context. You could develop each theme for one or two weeks. Examples of themes at the P-2 level could be

- Eating out, going to a fast food restaurant
- Keeping pets
- Common every day experiences for example, getting up, watching TV, what we like to eat
- Going shopping
- Magic
- A night walk
- A bus or train journey
- Playing with toys around a theme, for example, a farm, our street, the zoo.
- A group experience such as an excursion, for example, the beach
- Occupations and areas of work such as working in an office, being a fireman, being a taxi driver.

Language knowledge and skills will developed in a number of task contexts:

- Shared Big book or story listening activity.
- Picture, a sequence of pictures showing an event, or real life situation
- Toy play, drama and other action sequences
- Short term memory activities
- Phonological knowledge
- Object and action naming and story telling.
- Spontaneous speech and story telling.
- Storing knowledge in long term memory and retrieving it.

Two or three task contexts may be used during each teaching session.

Structure of each teaching session. How each context will be used to develop language skills is shown in the following table:

	SBB/S LA	PS	TDA	SSST	OAN	PK	STM	LTM
review existing vocabulary – reception	√	√	√				√	√
review existing vocabulary – say	√	√	√	√	√		√	√
introduce new vocabulary	√	√	√		√	√	√	
sentence comprehension	√	√					√	√
sentence production	√	√	√	√	√		√	√
Grammar reception								
grammar production	√	√		√	√			
question, 4W + H questions	√	√	√					
Put sentence into actions, follow instructions.			√	√			√	√
listening comprehension								
strategic prose listening strategies	√	√	√					
Recount, retell,	√	√		√	√		√	√
converse discussions				√			√	√
use pronouns and intonation to refer to people or things,				√				
judge how much information you need to give	√	√	√	√				
initiate, maintain conversation or discussion, tell story			√	√				
stay on the topic	√	√	√	√				
infer cause – effect and temporal sequences of ideas	√	√	√	√				
think about ideas in more abstract or imaginative ways			√	√				
Comprehend and use common idioms	√	√	√	√	√		√	√
Short term memory activities	√	√					√	√
Store knowledge in long term memory, retrieve it.	√	√					√	√
Phonological skills	√	√	√	√	√	√	√	√
Pronunciation skills	√	√	√	√	√	√	√	√
Auditory perceptual skills, discrimination and sound localization, etc.	√	√	√	√	√	√	√	√

Examples of some of the activities for one small group could include the following activities:

<p>Shared Big book or story listening activity</p>	<ul style="list-style-type: none"> • review existing vocabulary and introduce new vocabulary. • retell what they know about the story; (sentence production, grammar). • answer 4W + H questions and to teach new question • comprehend sentences • Recall and practise pre – and while – listening and strategies learnt. • Introduce new pre – and while – listening and strategies • individually and in group repeat sentences heard during the listening. • review new vocabulary, talk about new ideas, suggest synonyms • re-tell what they heard / remember about the text • use pictures of the new vocabulary items as (1) flash cards to name items (2) items to talk about in 1 or 2 sentences (3) a sequence to talk about • organise one’s self as a listener, learn to a disciplined listener • progressive memory activities such as In the story I met.... • on later occasions, recall the new vocabulary they had learnt earlier, the key ideas, the images they had of what they had heard on earlier.
<p>Picture, a sequence of pictures showing an event, or real life situation</p>	<ul style="list-style-type: none"> • introduce new vocabulary • review existing vocabulary • say in sentences what pictures show. • answer 4W + H questions about items or event s in the picture. • comprehend sentences, teach new grammar. • Teach visualising and verbalising strategies. • review new vocabulary and talk about new ideas, suggest synonyms • re-tell what the picture/s showed.
<p>Toy play, drama and other action sequences</p>	<ul style="list-style-type: none"> • review existing knowledge, begin with receptive and productive vocabulary. • learn new vocabulary. • answer particular 4W + H questions and to teach new question form. • comprehend sentences by putting them into actions • contextualise sentence • Follow instructions. • say what they did in other ways. • Imagine they are one of the animals talking to another or being interviewed. • Make up a play action story for the group.
<p>Short term memory activities</p>	<ul style="list-style-type: none"> • Recall events, characters in the story they heard • Lists of items of increasing length (I went window shopping, Old MacDonald)
<p>Phonological knowledge</p>	<ul style="list-style-type: none"> • Pronunciation / articulatory activities for new vocabulary. • Rhyming activities. • Blending activities. • Segmentation; onset/ rime, identify each sound in sequence, strip off first and last sounds, decide whether a word contains a particular sound.
<p>Object and action naming and story telling.</p>	<ul style="list-style-type: none"> • name items as rapidly as possible in flash card activities. • suggest synonyms for them • use them in rhyming activities and other phonological activities • talk about the items shown in each picture in 1 or 2 sentences. • say what is shown in sentences in 3 cards in a sequence.
<p>Spontaneous speech and story telling.</p>	<ul style="list-style-type: none"> • Favourite story or television program • Recent event • Talk about what is shown in a picture that no one else in the group can see.
<p>Store knowledge in long term memory and retrieve it</p>	<p>Students are guided to review what they have learnt in the session.</p>

In summary the oral language program proposes to provide schools with the knowledge and materials to implement a classroom level language support program for those students who have language difficulties. It recognises that not all language problems can be targeted in this way.

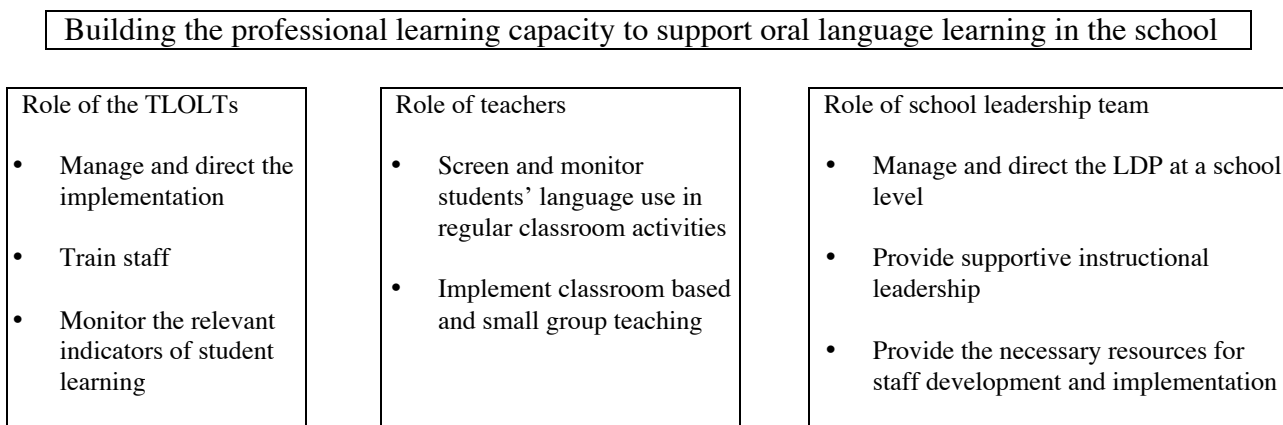
Given that the language difficulties of some of the students will be such that they will not be ameliorated only by classroom assistance, it is not appropriate to specify particular oral language outcomes at each year level.

How will LDP be implemented ?

Building a professional learning capacity for oral language enhancement involves a number of components. These include the following:

1. The practical implementation in a school will be led by a specially trained teacher, the teacher leaders of oral language teaching or TLOLTs.
2. Teaching staff will have the opportunity to learn to evaluate and where necessary enhance their teaching to cater for students who have language difficulties. They will learn skills for screening oral language knowledge in classroom activities, for investigating potential language difficulties in greater depth and for implementing teaching.
3. The school leadership team will oversee and foster the implementation of the LDP in the school. The leadership team will foster a school-wide focus on language learning, identify school wide indicators of learning progress, allocate resources for the work of TLOLTs to supervise and administer the implementation and for the professional learning and implementation by relevant staff. They will put in place processes for collating and integrating emerging staff knowledge about oral language teaching and for leading the implementation at a school level.

These aspects are shown in the following diagram:



Key steps in the implementation include the following:

1. Schools nominate a teacher in the P-2 area to be trained to lead the LDP. These staff will lead the development of a professional learning capacity for language enhancement in the school. They are the TLOLTs.
2. These teachers will attend an intensive ‘train the leader’ program that will equip them with the knowledge and skills to use the tools described above in an integrated way.

3. The TLOLT will work with colleagues in the school to plan and develop an implementation strategy and action plan. The roles in the school likely to be involved in this work are school leadership team, the curriculum team, the professional development team and the teachers at the P-2 level.
4. The action plan will indicate the following:
 - How current relevant staff knowledge will be collated (what the P-2 teaching group knows about children's oral language development, areas of oral language difficulties and typical indicative behaviours of these difficulties, what are useful teaching strategies).

Implementing the LDP will build on existing staff knowledge. This knowledge can be earlier experiences teachers have had of teaching in this area, relevant conceptual knowledge and pedagogic knowledge. Staff need to see that their existing knowledge in these areas is valued and relevant.

As well, as teachers become increasingly aware and familiar with the LDP, their knowledge in this area should increase. The action plan can indicate how, periodically, teachers will come together to pool what they have learnt and build a 'group professional knowledge' of oral language teaching.

- How staff will be assisted to fine-tune, where necessary, the procedures they use to identify students who may have oral language difficulties. The action plan will specify the professional learning opportunities staff have to learn improved procedures and to trial the screening procedures.
- How staff will be assisted to fine tune their explicit teaching to facilitate oral language learning, the professional learning opportunities to be provided for staff to learn improved procedures and to trial the screening procedures.
- How the on-going success of the professional learning program will be evaluated, what the P-2 team sees as indicators of success in terms of enhanced staff professional knowledge, satisfaction with meeting students' needs, improved student learning outcomes.

What will the oral language program teach students ? What will the students involved in the program be learning ? You would expect to see (and hear) their language improving in the following areas:

- Enhanced vocabulary knowledge; these are the building blocks of all learning. The students will be able to recognise what more words mean, recall the names of items more accurately and rapidly, recall the names for objects, events and actions that are not present. They should be able to recall and recognise synonyms for words and, when given a topic, suggest the names of increasingly more items that are linked with it.
- Enhanced phonological knowledge. The students will be able to learn how to say new words more accurately and can recognise and use sound patterns in words. They can recognise words that rhyme, words that begin with the same sound, and recognise the same sound pattern in different words. They can, for example, move the spoken version of 'ed' that indicates an action has finished, from 'skipped' to say 'stopped' or 'jumped'.

- Enhanced sentence comprehension and production. The students will be able to express ideas in sentences more accurately and efficiently and also comprehend increasingly more complex ideas in sentences.
- Enhanced grammar, both reception and production. Linked with the above, you would expect them to show improvement in their use of grammar.
- Enhanced listening comprehension. You would expect that the students would be more able to listen to and comprehend prose such as stories, sets of instructions, comments or descriptions. They may also be able to say what they do in order to listen, for example, as they listen they might try to say to themselves what they are hearing, or visualise or imagine it happening in particular contexts. Having listened, they might work on ‘putting together’ the bits that they heard.
- How to ask and answer questions about the language in which they participate. They are increasingly more able to answer and to ask ‘who’, ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’ questions.
- Enhanced ability to use language. They are more able to use language effectively. They learn how to match how they say something to the context, how to initiate and maintain conversation, they learn how to comprehend stress and intonation in sentences they hear and to understand idioms and metaphors in their classrooms.
- Storing knowledge in long term memory and retrieving it. They will be more able to recall long term what they have heard and learnt.

Teacher leaders at P-2 can, in an on-going way, monitor anecdotally how students seem to be progressing in these areas. When teacher leaders at P-2 have conversations with students involved in the LDP and when they communicate with these students generally, they can look for growth in these areas.

As well, these indicate in a more formal sense the areas in which the students’ language development can be monitored. The areas of language described above can be mapped into student indicators. Teachers can develop tasks that examine knowledge growth in each area.

How do these areas of knowledge relate to an essential learnings curriculum ?

It is reasonable that teacher leaders at P-2 ask how the learning outcomes of the explicit oral language program will contribute to an essential learnings curriculum. Oral language knowledge is a critical foundation for successful engagement in essential learnings. As noted, the words provide the building blocks for knowledge, the meanings in sentences are the basic relationships and the meaning links in a text is the topic knowledge, the network of meanings that underpins any theme or subject.

How will the teaching be implemented ?

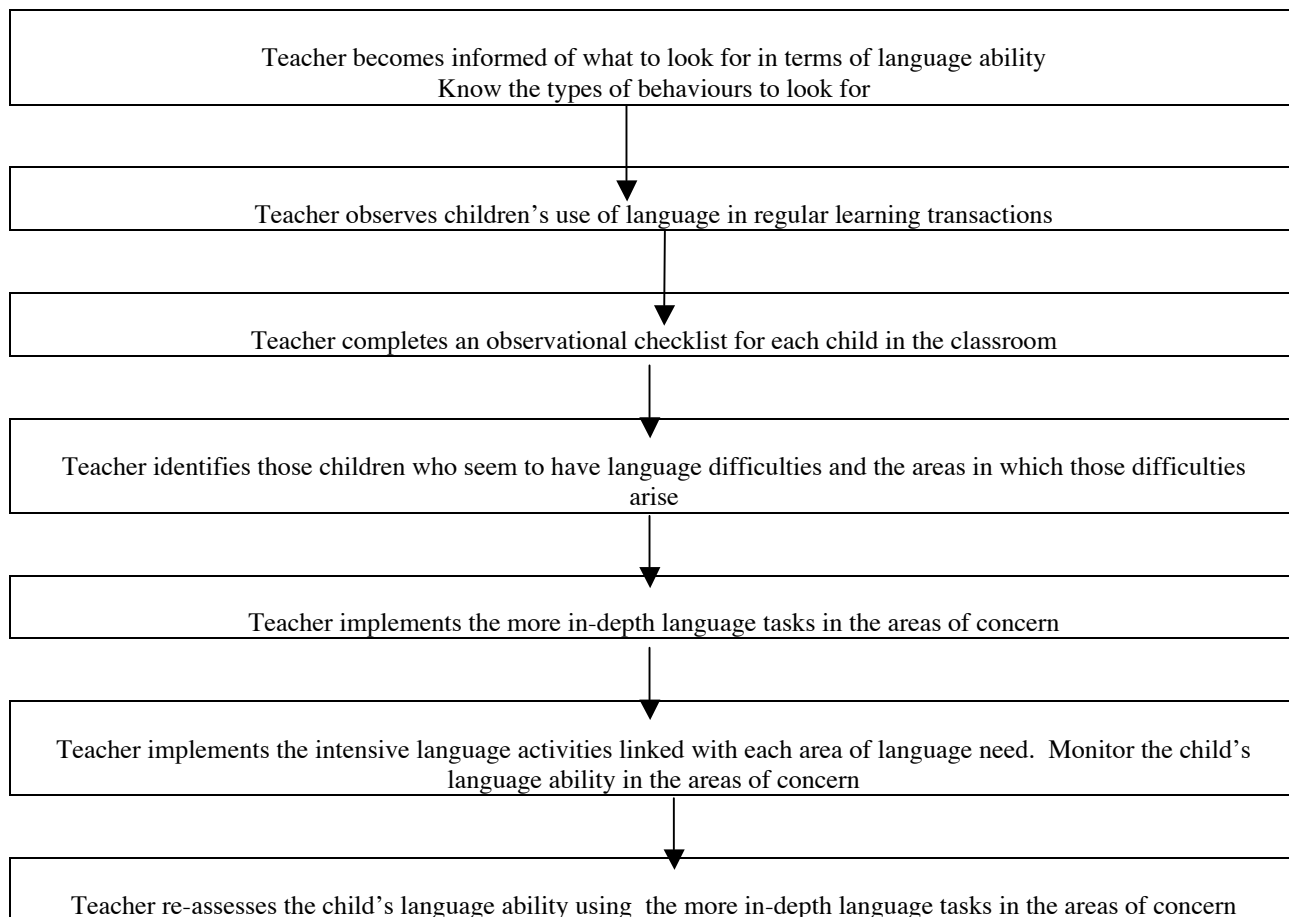
Each school makes this decision, in terms of what it perceives as its needs and options available to it. The teaching can be implemented at two levels:

1. classroom level : teachers can incorporate the teaching strategies into regular speaking and listening activities, for example, while developing strategic listening.

2. small group activities that may be implemented as part of the literacy teaching sessions for students identified as likely to benefit from explicit oral language teaching

The key activities for the small group sessions are recommended from the following. Schools will select the texts they use for the listening activity, the picture sets and the phonological skills that will be targeted at any time as these will depend on the knowledge of the children involved.

What will each teacher do ?



What might you expect to see in a language screening session ? As a teacher reads a Big Book such as *Peter Goes Shopping* to the group of students, you would observe the teacher asking the children to engage in various oral language activities that examine the children's

- vocabulary
- sentence structure
- comprehension what sentences mean
- listening comprehension?
- articulation, speech and speaking patterns
- use of language to communicate
- pragmatic aspects of speech
- use of language to learn
- perception and attention to spoken information

The teacher will already be aware of what are indicative behaviours for each area of skill. The teacher would record individual children's responses on a set of checklists. From each child's ratings in the various areas, the teacher can identify those who are experiencing comparative language difficulties. From this initial screening in the classroom, the teacher will have access to a more in depth set of language tasks to examine specific difficulties in greater depth.

What will the oral language teaching actually look like in both situations ? What will teachers and students be doing ? Teacher will select from the following activities

Shared Big book or story listening activity	<ul style="list-style-type: none"> • review existing vocabulary and introduce new vocabulary. • retell what they know about the story; (sentence production, grammar). • answer 4W + H questions and to teach new question • comprehend sentences • Recall and practise pre – and while – listening and strategies learnt. • Introduce new pre – and while – listening and strategies • individually and in group repeat sentences heard during the listening. • review new vocabulary, talk about new ideas, suggest synonyms • re-tell what they heard / remember about the text • use pictures of the new vocabulary items as (1) flash cards to name items (2) items to talk about in 1 or 2 sentences (3) a sequence to talk about • organise one’s self as a listener, learn to a disciplined listener • progressive memory activities such as In the story I met.... • on later occasions, recall the new vocabulary they had learnt earlier, the key ideas, the images they had of what they had heard on earlier.
Picture, a sequence of pictures showing an event, or real life situation	<ul style="list-style-type: none"> • introduce new vocabulary • review existing vocabulary • say in sentences what pictures show. • answer 4W + H questions about items or event s in the picture. • comprehend sentences, teach new grammar. • Teach visualising and verbalising strategies. • review new vocabulary and talk about new ideas, suggest synonyms • re-tell what the picture/s showed.
Toy play, drama and other action sequences	<ul style="list-style-type: none"> • review existing knowledge, begin with receptive and productive vocabulary. • learn new vocabulary. • answer particular 4W + H questions and to teach new question form. • comprehend sentences by putting them into actions • contextualise sentence • Follow instructions. • say what they did in other ways. • Imagine they are one of the animals talking to another or being interviewed. • Make up a play action story for the group.
Short term memory activities	<ul style="list-style-type: none"> • Recall events, characters in the story they heard • Lists of items of increasing length (I went window shopping, Old MacDonald)
Phonological knowledge	<ul style="list-style-type: none"> • Pronunciation / articulatory activities for new vocabulary. • Rhyming activities. • Blending activities. • Segmentation; onset/ rime, identify each sound in sequence, strip off first and last sounds, decide whether a word contains a particular sound.
Object and action naming and story telling.	<ul style="list-style-type: none"> • name items as rapidly as possible in flash card activities. • suggest synonyms for them • use them in rhyming activities and other phonological activities • talk about the items shown in each picture in 1 or 2 sentences. • say what is shown in sentences in 3 cards in a sequence.
Spontaneous speech and story telling.	<ul style="list-style-type: none"> • Favourite story or television program • Recent event • Talk about what is shown in a picture that no one else in the group can see.
Store knowledge in long term memory and retrieve it	Students are guided to review what they have learnt in the session.

What will the TLOLT do ?

A key factor in the success of the LDP in your school will be how well it will be co-ordinated and managed. The program involves training a staff member from your school as the ‘teacher leader in oral language teaching or TLOLT. This teacher will lead the practical aspects of the implementation. This role will include

- Training teachers in the school to do the screening and assessment of oral language.
- Training teachers to administer the teaching
- Collaborating with speech pathologists
- Monitoring the effectiveness of the small group teaching activities
- Sequencing the areas of knowledge to be taught in a developmental way:
 - Phonological knowledge
 - vocabulary
 - Sentence meanings; active one event in the present, one event in the past, one event in the future, question, instruction, conditional (might)
 - Sequence of questions
 - Sequence of strategies; make a picture in your mind (of what you see, of what you hear), say to yourself (whisper to yourself), do it in your mind (for example, be Peter, what would you do ?)
- Collaborating with school leadership team in an on-going way.

Who will teach the small groups ?

This is a decision to be made by the school. It may be classroom teachers or teacher aides. It is important that those implementing the teaching have the necessary knowledge.

Which children can be involved in the explicit oral language teaching program ?

This is a decision to be made by the school. It could include all those who have language needs but particularly SLI. It may also include children whose mother tongue is not English, who do not have access to other oral language support and who are judged to benefit from an intensive exposure to oral language instruction.

How can you build in your school a professional learning capacity to improve opportunities for oral language learning ?

How can you build in your school a professional learning capacity to improve opportunities for oral language learning ? There are various decisions the school leadership team may need to examine. These include the following:

Getting ready for implementation of the LDP.

What can you do now to ‘get your school ready’ for engaging in the implementation ?

- Introducing the staff to the LDP, its purposes and procedures, the ways in which it may differ from current curriculum provision, the types of professional knowledge and skills it requires. How its implementation may impact on current staff professional activity.
- Increasing staff awareness, where necessary, of the influence of students’ oral language difficulties on a range of aspects of school life, including behavioural and disciplinary problems, academic learning capacity and a student’s self confidence as a learner and

ability to manage one's self independently. Staff are more likely to 'come on board' with the program if they can see that it will improve students' learning effectiveness.

- Decide an implementation strategy, for example, the school may decide that for 2005 the TLOLT embed the LDP in the school and provide colleagues with ideas for monitoring children's oral language knowledge and trialing oral language teaching over 2005. The direct involvement of other school staff could begin in 2006.
- How it might be implemented procedurally in the particular school context, for example, when the screening and teaching will be implemented, how they might be aligned with the current literacy program, possible dates and time lines, the impact on current curriculum provision, finding times and /or location for provision.
- The resources needed for its implementation; the physical resources such as toys, Big Books, time resources, setting aside time for the TLOLT to train other staff if necessary. The school may allocate part of a teacher aide's time to work with the TLOLT to assemble a set of resources to support the program.
- How the school's level of readiness will be monitored.
- How the school's language screening and monitoring will be implemented, procedures for parent information and participation.
- Identify what students who have oral language difficulties will be doing differently? What will their learning look like?
- Procedures for determining what your staff already know about oral language, how it is learnt, the influence of oral language on learning, and screening and teaching procedures currently used to assist those who have difficulty learning it, staff knowledge of how to recognise oral language difficulties.
- What are goals for oral language enhancement?

Implementing the LDP.

- Staff training and development for LDP implementation. This may include the TLOLT having time to (1) demonstrate screening and teaching procedures in the classes of colleagues, (2) engage in peer coaching and (3) establish a proactive planning schedule that involves teachers evaluating how they might modify their teaching of future topics to build oral language knowledge

This may also include the opportunity for staff to learn about additional teaching options that they can trial, evaluate and embed in their regular classroom teaching.
- How staff will share successful novel teaching procedures with colleagues. What opportunities will they have to trial the teaching procedures colleagues found successful?
- How progress towards the goals for oral language enhancement will be monitored.
- Actions the school leadership team will take to support the implementation.

Appendix 1 : The outcomes and indicators for Levels 1 and 2 of the Speaking and listening strand of English

Level 1: Speaking and listening

Learning Outcomes	Indicators
Texts : Listen to and produce brief spoken texts that deal with familiar ideas and information.	<ul style="list-style-type: none"> • describe briefly a classroom or personal experience to interest others • ask and answer simple questions for information and clarification • contribute relevant ideas and information during discussion • give and follow simple instructions and directions to complete a task • listen and respond to texts, including audiotapes or films.
Contextual understanding : Use speaking and listening appropriately for classroom situations.	<ul style="list-style-type: none"> • make relevant contributions during class or group activities • use spoken language to establish social relationships with peers and adults within the classroom • enter conversations appropriately and take turns in discussion with others • make, agree to or refuse requests appropriately in structured classroom situations.
Linguistic structures and features : Use some basic linguistic structures and features when speaking or listening in a variety of classroom situations.	<ul style="list-style-type: none"> • sequence main events or ideas coherently in speech • explain the meaning of cues such as shrugs, nods, frowns • speak audibly and at an appropriate volume and pace for listeners' needs • use appropriate intonation patterns to add emphasis to meaning in role play, storytelling or recounting an event • use a range of grammatical forms correctly, with the exception of some irregular plural and verb tense forms.
Strategies : Self-correct to clarify meaning, listen actively and respond appropriately in a variety of classroom situations.	<ul style="list-style-type: none"> • self-correct, by rephrasing a question or statement, when meaning is not clear • listen to a speaker or recorded text and ask and respond to simple questions on a familiar topic • enter and develop a simple informal dialogue with a partner.

English Level 2: Speaking and listening

Learning Outcomes	Indicators
Texts : Listen to and produce predictable spoken texts that deal with familiar ideas and information.	<ul style="list-style-type: none"> • describe real or imagined events in speech, such as through retelling a story • explain known procedures or give simple instructions, showing awareness of the steps required • listen to and interpret texts such as serialised reading or viewing • listen to live or recorded presentations and effectively recall some of the major information or ideas mentioned.

<p>Contextual understanding : Vary speaking and listening for familiar situations.</p>	<ul style="list-style-type: none"> • use negative or supportive language appropriately when speaking with others • sustain a conversation for an appropriate time with a familiar adult or peer • listen and respond to the ideas and requests of others, varying language according to situation • speak clearly and confidently in a variety of familiar formal and informal groups • speak to a familiar formal group using the support of audio, visual or computer technology.
<p>Linguistic structures and features : Identify and use some of the linguistic structures and features of predictable spoken texts.</p>	<ul style="list-style-type: none"> • vary tone, volume and pace of speech to create or emphasize meaning • identify and use different spoken text structures for purposes such as description or instruction • organize spoken texts using appropriate features to signal beginnings and endings • use a range of connective words such as <i>but</i>, <i>so</i>, <i>because</i>, and <i>if</i> to link ideas • maintain consistency of tense, such as when retelling a story.
<p>Strategies : Use questioning and comments to expand or clarify ideas.</p>	<ul style="list-style-type: none"> • contribute to a group activity by making relevant comments and asking questions • ask clarifying questions to facilitate communication • listen to responses of others and respond appropriately to what has been said.

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