

“LLLI is based on the premise that educators can positively influence children’s acquisition of language and literacy through frequent, high quality interactions in which educators practice linguistic responsiveness”

- Children develop language and emergent literacy through naturalistic interactions with the adults and children around them.
- Responsive language input is essential to children's language development.
- Children benefit from being involved in extended interactions in which they are full and active participants.
- Exposure to decontextualized language in the context of everyday interactions is critical to children's language and literacy outcomes.

Child-oriented strategies encourage children to initiate and engage in conversational interactions so that educators can then provide responsive language input on the child's topic of interest.

Follow the Child's Lead



Observe, Wait, Listen



Be face to face



Imitate



Interpret



Comment



Join in and play

Interaction- promoting strategies

encourage extended, balanced conversations between educators and children in both one-to-one and small group interactions.

Encourage Interaction in Group Situations

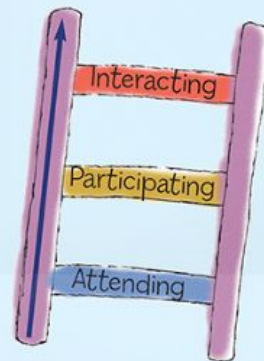
Small groups are best

Set up an activity

Carefully observe
each child

Adapt your response
to each child's needs

Now keep it going



Keep the Conversation Going with Questions and Comments



Ask sincere
questions that
interest the child

I'm going to keep this container
because I'm sure we can use it for
something. What could we use it for?

Stimulate
creative thinking



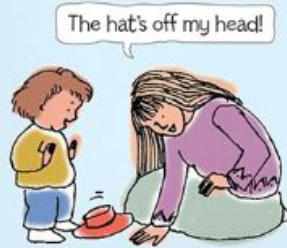
www.hanen.org

From McArthur, K., and Crawford, J. Learning language and literacy in a garden:
Promoting children's social, emotional, and literacy skills in early childhood settings.
Toronto: Ontario Ministry of Education, 2002.
Reprinted by permission of the Ontario Ministry of Education.

Make Turn Taking Easy in Social Routines



Know what turn
you expect



Wait expectantly
and cue



Keep it going!




www.hanen.org

From McArthur, K., and Crawford, J. Learning language and literacy in a garden:
Promoting children's social, emotional, and literacy skills in early childhood settings.
Toronto: Ontario Ministry of Education, 2002.
Reprinted by permission of the Ontario Ministry of Education.


Language-modeling strategies build children's receptive and expressive language skills, as well as emergent literacy knowledge by providing models of more advanced oral language and emergent literacy knowledge

Adjust the Way You Talk



Let's put your **hat** on, Michael. OK? Put your **hat** on?

Say less and stress
Go slow and show




This **juice** is made from apples.

Mmm, these apples are **yummy**!

The **apples** are **crunchy**. Chew them slowly.

Yummy!

Expand on what the child says **Label** with a variety of words

 The Hanen Program. www.hanen.org

From Matthews, K. and Rosenberg, J. Learning language and using it: A Guide to Promoting Children's Social, Language and Cognitive Skills in Early Childhood Settings. Toronto, Ontario: Hanen Early Language Program, 2010. Adapted from the original version of this document.

Extend the Topic



Talk about feelings
"I bet those fish feel happy when you visit them."

Inform
"The fish are swimming like you swim in the pool!"

Talk about the future
"We are going to feed the fish after sleep time."

Pretend
"Let's pretend we're fish swimming in the water."

Explain
"The fish are swimming to the top because they want to get the food."

Project
"If I was a fish, I think I would want to hide under the rock at the bottom of the tank."

 The Hanen Program. www.hanen.org

From Matthews, K. and Rosenberg, J. Learning language and using it: A Guide to Promoting Children's Social, Language and Cognitive Skills in Early Childhood Settings. Toronto, Ontario: Hanen Early Language Program, 2010. Adapted from the original version of this document.