**Question 6**

**How can students’ diversity in oral language be catered for in the early childhood or classroom setting?**

**Information taken from**

* **Lecture 3 notes**
* **eReading 3**

Children’s oral language development is certainly influenced by the environment in which they engage with and the people around them. As children grow up in their homes, they become influenced by their family’s practices such as they way in which they behave, how they get things done, the interaction skills and how they socialize with others. Each of which will influence the diversity of oral language within the early childhood and classroom setting. The understanding of oral language is an essential aspect of children’s learning and it is fundamental teachers cater for the diversity within the classroom and early childhood setting.

To begin catering for the diverse needs of oral language a lesson can be started with a picture book, story or poem, followed by a discussion about the student’s thoughts and questions. To ensure each student’s oral language is being influenced these conversations can be done throughout the story and also beginning a conversation around the illustrations of the stimulus to engage the student’s with limited understanding of oral language. Children will generally enter the classroom with a natural curiosity to investigate and question the world in which they live in, simple activities as such are beginning to cater for the diverse students within the early childhood and classroom setting as they are able to engage within natural conversations.

‘Children who acquire large vocabularies are better prepared for literacy than those with poor vocabularies’ (Coppola, 2005). Throughout both the early childhood and classroom setting conversations between students should be continually encouraged, as students are able to learn from others and their interests. Therefore the different diversities are being catered for as through conversations with other students they are developing their vocabularies.

It will be noticed within a early childhood and classroom setting that each child is different, teachers are able to help cater for natural language development by providing environments with language development opportunities. As was previously mentioned conversations should be encouraged, therefore within an early childhood setting the same applies the interaction can be encouraged by getting them to do block-building where the diverse needs will be catered for as conversations may be needed for the task to work effectively. Once children have entered the primary school or classroom setting continue to encourage interaction even when some students understand written language as there may be students that are a little far behind. This will ensure each diverse need is catered for and each student’s oral abilities can be improved with engagement with others.

**Question 13**

**What educational value do you see in a text-type approach to the teaching of writing? What are some of the negative aspects in this approach?**

**Information taken from:**

* **Write ways: Modeling writing forms. Lesley Wing Jan.**
* **Berk p. 323-325**

There are a variety of educational values gained from taking a text-type approach to the teaching of writing. A text-type can be easily understood as things such as narratives, recounts, information reports and explanations. Each of which can be beneficial to learning of writing. Through these different text-types it allows students to express their knowledge or previous events. There are both factual text-types and also fictional text-types each of which allow students the opportunity to express the correct ways of writing. Through **factual text-types** It allows children to expand their experiences, knowledge and vocabulary, as well as their reading, writing and thinking skills. Each of which are essential to students have a clear understanding of writing and this can be done in a simple yet effective way. It is also beneficial for them to make connections between what they are writing and reading to their own experiences, which will influence the way they learn. The importance of focusing on **fictional texts** is allows children opportunities to develop a positive attitude towards a wide range of readings. Gives each child a chance to explore the possibilities to allow them to clearly understand other and their perspective.

Each of which have been mention show that engaging with different text-types whether they are fictional or factual it becomes beneficial to the learning of writing.

**Negative aspects.**

* As it widely known students within primary schools or undergoing the naplan test, throughout the test students are needed to have a clear understanding of one text-type. This means that students will be focusing on ensuring they have a clear understanding on just one rather then viewing each other area, which can potentially affect their learning of writing.
* As is generally understood there are a variety of different text types in which students need to understand. A negative aspect in relation to teaching them through each of these types, is it can begin to confuse them and they may be get some of them mixed up and have their writing done with two different text-types within it.
* According to Gardner’s multiple intelligences there are 8 different kinds of learners. **Linguistic**- Sensitivity to the sounds, rhythms, and meaning of words and the functions of language**. Logico-mathematical**- Sensitivity to, and capacity to detect, logical or numerical patterns; ability to handle long chains of logical reasoning. **Musical**- Ability to produce and appreciate pitch, rhythm (Or melody), and aesthetic quality of the forms of musical expressiveness. **Spatial**- Ability to perceive the visual-spatial world accurately, to perform transformations on those perceptions, and to re-create aspects of visual experience in the absence of relevant stimuli. **Bodily-kinesthetic**- Ability to use the body skillfully for expressive as well as goal-directed purposes; ability to handle objects skillfully. **Naturalist**-Ability to recognize and classify all varieties of animals, minerals, and plants. **Interpersonal-**Ability to detect and respond appropriately to the moods, temperaments, motivations, and intentions of others. **Intrapersonal-** Ability to discriminate complex inner feelings and to use them to guide one’s own behavior; knowledge of one’s own strengths, weaknesses, desires, and intelligences.

Due to these ways of students learning, some student’s may then find it difficult to learn through certain text-type, as they will generally be able to learn through their own ways. This does not mean the student will not be able to learn through text-types but it just means the teacher will need to focus on children who do generally not learn that way.