A STUDY OF LANGUAGE DEVELOPMENT PRACTICES IN PRESHCOOL SETTINGS IN NEWFOUNDLAND AND LABRADOR

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A STUDY OF LANGUAGE DEVELOPMENT PRACTICES IN PRESCHOOL SETTINGS IN NEWFOUNDLAND AND LABRADOR

by

© Gwendolyn Andrews, B.A.(Ed.), B.S.W.

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Language is one of the characteristics which distinguish man from the animals. It is a gift of nature bestowed on him alone. It is an expression of his intelligence.

Maria Montessori (1974, p. 110)

Abstract

Research in the area of language development focuses upon two important facts:

(1) The years between birth and five are crucial to the acquisition and development of language skills necessary for learning and hence to future success.

(2) The quality of the language environment has a continuing impact on the quality of language skills acquired by the child.

Informal interviews, conducted at selected preschools in St. John's, seemed to reflect a lack of planned activities and structured programs designed to facilitate language development in the early years. The purpose of this study was to determine the current status of language development programs and practices at the preschool level, as well as to develop a language experience package to supplement existing materials and to suggest direction toward a comprehensive approach to language development.

A questionnaire was developed and mailed to all existing preschool facilities in the province for the purpose of collecting data pertaining to language development practices in preschool settings in this province.

Chapter I provides a statement of the problem, outlines the purpose of the study and demonstrates a need

for a comprehensive language development program in the preschool setting.

Chapter II reviews the literature relating to theories of language acquisition, the importance of the first five years to the learning process, and environmental influences on the acquisition and development of language.

Chapter III outlines the methodology of the survey and provides information concerning the instrument used to collect data, description of the sample and sampling procedure.

Chapter IV provides an analysis of data and a summary of conclusions reached on the basis of data obtained. Areas for further research have been suggested.

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For my son, John Grimes,

with love

and

for Missy

A special thank you is extended to the Coish family of Mount Pearl.

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CHAPTER I

INTRODUCTION

Language as a Learning Tool

The importance of language to the learning process has long been established. John Dewey (1933) points out that the word "logic" is derived from the Greek word logos and means both word or speech and thought or reason.

In discussing the relationship between thought and language, Dewey (1933) identifies three typical views:

(1) Thought and language are identical.

(2) Words are necessary not for thought but for conveying it.

(3) While language is not thought, it is necessary for thinking as well as for communication. (p. 230)

Dewey (1933) also points out that while the primary motives for language are to influence the activity of others and to enter into more intimate sociable relations with them, language is also employed as a "conscious vehicle of thought and knowledge" (p. 239). He describes this as the intellectual use of language.

Vygotsky (1962) shows how using words facilitates the development of concepts that cannot be derived directly from concrete experiences and are therefore dependent on language.

Piaget (1967) maintains that thought originates independently of language, but he does concede that

language transforms thought thereby making concept formation possible. The process of concept building is the child's construction of reality.

Studies conducted by Inhelder, Sinclair and Bovet, (1974) also demonstrate the relationship between language and learning. Their findings show that children's reasoning processes necessary to the acquisition of conservation concepts can be influenced by teaching children to use higher level quantifiers. In short, a change in verbal patterns can lead to a change in ability to group conservation concepts.

Bruner (1973) claims that thinking and reasoning are made possible through language. To think symbolically means to think in words. In this sense language is seen as a prerequisite to symbolic thought.

Statement of the Problem

An examination of programs and materials used in preschools in the St. John's area suggests a lack of structured programs designed to facilitate language development in the early years. While most preschools visited have developed a collection of materials and activities for their own use centered around story time, art activities and play activities, there is a lack of specified goals and behavioral objectives to give purpose, direction or desired outcomes to these activities.

Moreover, those preschool workers interviewed expressed a need for some type of language experience program to supplement their own resources and guide them in their endeavour to provide for the needs of children in their care, especially those children who are developmentally delayed.

Based on information gathered from informal interviews at several preschool facilities in St. John's, this interviewer felt that a more extensive study was required to determine a need for a language experience program for use in preschools. Accordingly, a questionnaire was developed for distribution to preschool personnel in all preschool facilities in the province.

Purpose of the Study

The purpose of this study is two-fold:

(1) To determine the current status of language development practices at the preschool level.
   (a) What formal programs are presently being used?
   (b) If informal programs developed by preschool personnel are being used, what is the content and form?

(2) To develop a language experience package for use in preschools.

The Activity Package to be proposed is not intended to replace those already developed by preschool personnel.

Instead it is intended for use as a supplement to existing programs as well as to suggest direction to a comprehensive approach to language development. It is hoped that through exposure to a structured language experience program at an early age, children will enter school better equipped to cope with the entire curriculum.

The Need for a Language Development Program

A survey of randomly selected preschool facilities in the city of St. John's does seem to indicate a need for a structured program in the area of language development to complement existing programs developed by preschool personnel.

This investigator found that a variety of programs were being utilized. While some preschools placed a good deal of emphasis on language development and had organized specific activities for this purpose, others apparently did little to provide experiences designed to facilitate the development of language skills. It is hoped that the package to be supplied will be of some use to those concerned with the education of young children.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

Before attempting to develop a language experience package for use in preschools, it was first necessary to research related literature in a number of areas, as follows:

1. In order to develop a package based on principles derived from research in this area, this investigator attempted to determine how children acquire and develop language.
2. Since the package will be used in a preschool setting, it was necessary to establish a case for language intervention at an early age. Of particular interest is the importance of the first five years to the learning process.
3. It was felt that in order to develop a rich and stimulating activity package in the area of language development, an investigation of environmental influences on the acquisition and development of language would be of interest as well.

Theories of Language Acquisition

The bases for competence in language emerge between the ages of one and one half years and three and one half years, and by the time a child reaches school age he has already established a considerable working vocabulary.

This monumental accomplishment occurs with amazing speed and ease and without benefit of formal teaching. The question is: How does this take place? Various theories have been put forth but as yet there is no theory which adequately explains the phenomenon. One is inclined to agree with the well-known psychologist who, after four days of discussion on the subject of language acquisition, remarked that he still favoured the "Miracle Theory" (cited in Fry, 1979, p. 35).

Systematic study into how children acquire language is a relatively recent endeavour. Until the mid 19th century the focus was on "surveys of vocabulary, frequency counts of various grammatical classes and case histories of the gradual elimination of errors in speaking" (McNeill, 1967, p. 16). The basic assumption was that "child language was adult language filtered through a great deal of cognitive noise and impoverished of vocabulary" (McNeill, 1967, p. 16). More recent studies, however, have been observational and longitudinal and view the child as "a fluent speaker of an exotic language" (McNeill, 1967, p. 16).

Early attempts to describe child language focused on theories of how language is organized and attempted to show how semantics, syntax, and phonetics are interrelated in constructing sentences. The process of how children acquire language was rarely noted. At present there are

three theories of language acquisition which focus on process. These are:

(1) Behavioristic Theory, which maintains that children acquire language through a system of stimulus-response and reinforcement from the environment.

(2) Cognitive Theory, which explains language acquisition in terms of cognitive prerequisites.

(3) Nativist Theory, which assumes that language acquisition is simply the development of innate linguistic abilities and is therefore biological in origin.

Behavioristic Theory

Most notable of those advocating a behavioristic theory of language acquisition are Watson (1967) and Skinner (1957). Both stress the importance of the environment in shaping learning. According to behaviorist theory, people learn by responding to stimuli from the environment. A response that is positively reinforced will be repeated; conversely, a response that is not reinforced or relatively reinforced will be eliminated.

Watson (1967) relates language acquisition to stimulus-response learning when he claims:

> ...It is my belief that in the unlearned sounds made by the infant we have all the units of response which when later brought together (by conditioning) are the words of our dictionaries. Thus all the sounds that the distinguished, eloquent and facile lecturer makes in his impassioned address are but his unlearned infantile sounds put together by patient

> conditioning in infancy, childhood and youth. (p. 231)

B.F. Skinner also explains language acquisition in terms of stimulus-response. He proposed a theory of language behaviour in which he claims that language is <u>acquired</u> through operant conditioning and then <u>extended</u> through response generalization. Skinner (1957) maintains:

> A child acquires verbal behaviour when relatively unpatterned vocalizations, selectively reinforced, gradually assume forms which produce appropriate consequences in a given verbal community. In formulating this process we do not need to mention stimuli occurring prior to the behaviour to be reinforced. (p. 31)

Church (1961) is critical of a behavioral theory of language acquisition and offers the following criticism:

(1) Parents are apt to reinforce indiscriminately.

(2) The language the child produces does not always lead to appropriate consequences, yet there is no extinction of learning.

(3) Behaviour theory does not explain the passive language that precedes active speech.

(4) Behaviour theory doesn't help explain the child's steady improvement in pronunciation since parents are likely to reinforce baby talk.

(5) Reinforcement theory remains ambiguous as to what it is that is being reinforced.

(6) Motivation and reinforcement are essential components of behaviour theory, yet neither motivation nor reinforcement is essential to learning.

(7) If a child only vocalized what he was reinforced for, it would take him a lifetime to learn language. (pp. 80-85)

In spite of the inadequacy of reinforcement theory to explain language acquisition, many such theories have been proposed. Staats and Staats (1964); Palermo and Jenkins (1964); Lovass (1968); Bricker and Bricker (1974); and Guess, Sailor and Baer (1974) all propose theories of language acquisition based on the behaviouristic models of Skinner and Watson.

Cognitive Theory

Cognitive theories of language acquisition are based on Piaget's belief that cognitive structures are necessary for the development of linguistic structures. According to Piagetian theory, the emergence of language is part of a general mental representational ability and as such is contingent on the child's representational capacities. Piaget and Inhelder (1969) maintain that "language does not constitute the source of logic but is, on the contrary, structured by it" (p. 90).

Piaget and Inhelder (1969) go on to say "Neither imitation nor play nor drawing nor image nor language nor even memory... can develop or be organized without the constant help of the structuration characteristic of intelligence" (p. 91).

Sinclair de Zwart (1979) echoes Piaget when she maintains:

> Moreover, it seems easier, and much more hopeful, to suppose that the child brings to the task of acquiring his mother tongue a set of universal cognitive structures which have been built up during the first year of life and which provide enough assumptions about the nature of human language to enable the child to begin to join the talking community at about the age of 1½....I find it impossible to admit that language might not be a cognitive ability....I suppose that the closest link between language and intelligent activity dealing with reality is to be found during the earliest period of language learning, and that therefore Piaget's analyses of cognitive structures will be of the greatest use when one deals with the question of the basic hypotheses about the nature of human language. (pp. 133-134)

Although she stresses prior cognitive development in explaining children's emerging language, she cautions that cognitive prerequisites alone do not account fully for language acquisition. Sinclair-de Zwart (1979) points out that:

> Recent studies show that there are close links between knowledge in one field and that in another, but they also show that what were initially described as universal cognitive structures are more properly considered as symptoms of even more general structures.... Linguistic structures may well be yet another symptom of the very general, universal cognitive structures. (p. 147)

Macnamara (1972) argues that cognition is not only a prerequisite to language acquisition but accounts for it: He says:

> I have continually insisted on the child's possessing nonlinguistic cognitive processes before he learns their linguistic signal.... I accept Piaget's thesis that children gradually develop many of the cognitive structures, which they employ in association with language.... All that is needed for my position is that the development of those basic cognitive structures to which I referred should precede the

> development of the corresponding linguistic structures.. (p. 11)

Fodor (1966) also acknowledges the role of cognition in language acquisition when he points out that:

> ...the child must bring to the language-learning situation some amount of intrinsic structure. This structure may take the form of relatively detailed and language specific information about the kind of grammatical system that underlies natural language. But what cannot be denied is that any organism that extrapolates from its experience does so on the basis of principles that are not themselves supplied by its experience....the child is born with a very general capacity to learn learning principles and that it is such learned principles that the child brings to the problem of mastering his language. (p. 106)

Slobin (1979) proposes cognitive prerequisites to language learning in that certain abilities and understandings must be acquired before a child is capable of using speech for communication. He maintains that:

> The child must be able to perceive, analyze, and store verbal messages; he must conceive of a stable world, with objects and events and human participants, and he must be able to engage in social interaction for the achievement of various personal and interpersonal goals. (p. 89)

Slobin (1966) further says:

> It seems to me that the child is born not with a set of linguistic categories but with some sort of process mechanism--a set of procedures and inference rules, if you will--that he uses to process linguistic data. (pp. 87-88)

According to Slobin (1979) two factors account for language acquisition in children:

1) Intraindividual factors--those within the child and his cognitive capabilities.

2) Interindividual factors--those which are dependent upon experiences and social interactions with caregivers.

Those critical of a strong cognitive theory of language acquisition offer the following arguments:

1) Emphasis is placed on only one direction of influence, from cognition to language, ignoring other possibilities.

2) The idea that language is a manifestation of more general cognitive structures, does not take into account that language constitutes a "problem-space" of its own.

3) Cognitive theory is concerned with abstract organizational structures which over-shadow a recognition of the role of specific mental processes, such as information getting systems, attention, and memory, all of which are crucial to language acquisition.

4) Cognitive theory models do not capture other ways children have of concept building and furthermore, these other kinds of concepts and categories have direct parallels in children's linguistic knowledge.

5) Cognitive theories underestimate a child's knowledge of the social world and the contributions of this social understanding to language development. (Rice & Kemper, 1984)

Nativist Theory

Nativist theory assumes that language is determined from within the child and that language acquisition is the maturational unfolding of innate linguistic abilities triggered by social interaction and environmental

experience. Arguments in defense of this theory are as follows:

1) Language occurs in only one species--man--and only man possesses the anatomic and physiological features necessary for speech. (Nottebohm, 1975)

2) Language is unique to humans and cannot be taught to non-human forms of life. (Nottebohm, 1975)

3) Language acquisition in humans cannot be suppressed and even those with severe handicaps, such as the blind, deaf and retarded learn language to some degree. (Lenneberg, 1967)

4) There is a regularity of onset and milestones are reached in fixed sequence regardless of culture. (Lenneberg, 1967)

5) There is a universal aspect to language, in that all languages are based on the same universal principles of semantics, syntax, and phonology. (Lenneberg, 1967)

Chomsky (1965) maintains that children have an inborn ability to learn language and that certain features of children's language are due to innate linguistic mechanisms; its rapid and apparently effortless acquisition, its universal regularities in age of acquisition and constraints on linguistic structure, and its rule-governed nature.

Chomsky (1965) says that even though the innate theory accounts for language acquisition, it is difficult to formulate an hypothesis about innate schemata. Chomsky notes that:

> The important question is: What are the initial assumptions concerning the nature of language that the child brings to language learning and how detailed and specific is the innate schema that gradually becomes more explicit and differentiated as the child learns the language? For the present we cannot come at all close to making a hypothesis about innate schemata that is rich, detailed, and specific enough to account for the fact of language acquisition. (p. 27)

Lenneberg (1967) also sees language as an aspect of the biological nature of man. Lenneberg argues that while each child must learn the specific details of the language of his culture the ability to learn language is innate and biological in origin. According to Lenneberg (1967):

> ...we must assume a biological matrix with specifiable characteristics that determines the outcome of any treatment to which the organism is subjected....with respect to language, we should like to know how narrowly defined the biological matrix is....At present we have only indirect clues (language universals, common age for language onset, and a universal strategy for language acquisition) and these point to great specificity of the underlying matrix....There are many reasons to believe that the processes by which the realized, outer structure of a natural language comes about as deeply-rooted, species-specific, innate properties of man's biological nature. (p. 394)

A major criticism of the innate theory of language acquisition is that it too often isolates language learning from other areas of knowledge and from the socio-cultural environment of a child. Recent studies have assumed an interactionist approach to language development and recognize that linguistic, social and cognitive domains of functioning are highly interrelated. Human beings are biologically predisposed to learn language but

our genetic endowments must be cultivated by an environment consisting of people, objects, and actions, thereby making development possible through interaction.

Schlesinger (1976) in discussing the role of cognitive development and linguistic input in language acquisition, points out that:

> In psychological theorizing, as in most endeavours, it is usually not wise to side with the extremists....I therefore propose that it is not either cognitive development or linguistic input which determines linguistic growth, but an interaction between these factors, which will almost certainly reveal itself to be much more complex than the above discussion makes it appear. (p. 167)

Schlesinger (1976) also says "cognitive development may facilitate the operation of linguistic input. The lessons learned by the child in his interaction with the environment subsequently converge on those he learns from the language describing this environment" (p. 166).

Bruner (1975) whose studies reflect the connection between infants actions and the beginning of language, maintains that children are inherently sociable and this provides motivation for attempts to communicate. Bruner concludes that children become language users through interaction with others. Furthermore he states that:

> The facts of language acquisition could not be as they are unless fundamental concepts about action and attention are available to children at the beginning of learning. I should add to this, perhaps, the proviso that these concepts must be ones that are developed in mutuality with a speaker of the language. (p. 6)

In this Bruner echoes Vygotsky (1962) who maintains "the principal function of speech, in both children and adults, is communication, social contact. The earliest speech of the child is therefore essentially social" (p. 19).

The Importance of the Early Years

An awareness of the importance of the early years to the education and development of the child is not unique to the modern world. Twenty-three hundred years ago Plato wrote:

> Do you not know, then, that the beginning in every task is the chief thing, especially for any creature that is young and tender? For it is then that it is best molded and takes the impression that one wishes to stamp upon it. (cited in Hamilton & Cairns, 1961, p. 624)

Plato even suggests that special care be given pregnant women to "ensure her cultivation of a gracious, bright, and serene spirit" (cited in Hamilton & Cairns, 1961, p. 1365).

In the mid 17th century Comenius, writing in The School of Infancy (1628), advocated "The Mother School" for the first six years of life. According to Comenius the earliest education of the child is the most important in that tendencies acquired in the early years are difficult to overcome. Therefore it is necessary for parents to lay the foundations of learning before children enter school at six years of age.

Comenius, in his book, School of Infancy (1628) maintains that:

> Everyone knows that whatever disposition the branches of an old tree possesses, they must necessarily have been so formed from the first growth. The animal, unless it receive in its very first formation the foundations of all its members, no one expects that it would ever receive them, for who can amend that which was born lame, blind, defective, or deformed? Man, therefore, in the very first formation of body and soul, should be molded so as to be such as he ought to be throughout his whole life. (p. 16)

Rousseau's Emile, published in 1762, also stressed the importance of education in early childhood. According to Rousseau (1911), "the earliest education is most important and it undoubtedly is woman's work" (p. 5). Rousseau firmly believed in allowing children to develop naturally and maintained that learning takes place through development of the senses in communion with nature. He maintained that:

> ...freedom, not power, is the greatest good. That man is truly free who desires what he is able to perform, and does what he desires. This is my fundamental maxim. Apply it to childhood, and all the rules of education spring from it. (p. 48)

Influenced by the writings of Rousseau, the Swiss educator Johann Pestalozzi believed in the natural goodness of the child and advocated a natural education for children. Through education all children were capable of developing into respectable, self-sufficient and socially useful adults. Recognizing the value of education in the early years, Pestalozzi stressed the

importance of providing the necessary stimulation to enable the child's potential to be fully developed during the first years of life.

In the book entitled, How Gertrude Teaches Her Children, published in 1801, Pestalozzi wrote:

> I now tried to find out the exact time when the child first began to learn, and soon convinced myself that this coincided with the hour of birth. From the moment when he is first sensitive to external impressions nature becomes his teacher. The beginning of life is nothing other than the dawning capacity for receiving these impressions... (Green, 1916, p. 86)

Frederick Froebel, a German educator, is regarded as the "Father of Kindergarten" and much of present day practice in early childhood education is based on his philosophy. Froebel (1887) felt children learn best when they are physically involved in activity and stressed the use of play as a method of instruction. Play, according to Froebel, allows for development of the mind while simultaneously giving the child knowledge and experiences.

Froebel felt that since the early years of life is the time when a child first experiences and interprets the environment, these years are crucial. Froebel (1887) contended that:

> At this stage of development the young and growing human being is called saugling (suckling), and this he is in the fullest sense of the word; for sucking in (absorbing) is as yet the almost exclusive activity of the child. Does he not, indeed, such in (absorb) the condition of surrounding human beings?...
>
> At this stage the human being absorbs and takes in only diversity from without;...For this reason even this first stage of development is

> of the utmost importance for the present and later life of the human being. It is highly important for man's present and later life that at this stage he absorbs nothing morbid, low, mean; nothing ambiguous, nothing bad...for, alas! Often the whole life of man is not sufficient to efface what he has absorbed in childhood, the impressions of early youth, simply because his whole being, like a large eye, as it were, was open-to them and wholly given up to them. (p. 24)

The philosophy of Maria Montessori as well, has had tremendous influence on educational programs for young children. Dr. Montessori was the first woman to receive a medical degree from the University of Rome and she began her work with young children in the early 1900's. The first "Children's House" was established in Rome in 1907. In recognition of the importance of the environment to the learning process, the environment of a Montessori "Children's House" was scaled to the child's physical needs and made responsive to the child's unique mentality.

Dr. Montessori maintained that the brain developed according to special periods of sensitivity, and therefore sensory stimulation designed to refine the child's perception of the world must be introduced during this critical period (Corcoran, 1976).

Like her predecessors, Montessori (1912) saw the early years from birth to six as being the most important years of growth, because it is during this period that the child is constructing his personality in response to his experiences with the environment.

Jean Piaget (1964), a Swiss psychologist constructed a theory of cognitive growth based on four developmental stages. The first two stages are concerned with the preschool years and are therefore pertinent to this study.

These two stages are as follows:

Stage 1 - The sensorimotor period, lasting from birth to eighteen months, covers a period of transition from a reality that only is self, to a reality that includes others and the environment. The practical knowledge which constitutes the substructure of later representational knowledge is developed during this stage.

Stage 2 - The preoperational period, lasting from two to four years approximately, is characterized by the development of symbolic functioning. This is a period of investigation of the environment and play becomes a primary tool for adaptation.

Piaget maintains that during this preoperational period two important events take place; the development of language and the development of symbolic play. The emergence of language in conjunction with the development of symbolic play accounts for dramatic changes in the young child's thinking.

According to Piaget (1967), language enables objects and events to be:

> experienced within a conceptual and rational framework which enriches the understanding of them....language alone is not responsible for these transformations...symbolic play appears at about the same time as language but independently of it and is of considerable

> significance in the young child's thinking. It is a source of personal cognitive and affective representations and of equally personal representative schematizations. (p. 89)

Piaget's cognitive developmental theory has serious implications for those concerned with the education of young children. Early childhood is a time when the foundations of learning are laid. Enriched educational experiences during the early years of life are crucial to the growth and development of the child. Furthermore, given the importance of language throughout life, education during the early years becomes increasingly important.

Bloom (1965), compared results of longitudinal studies of intelligence and concluded that 50 percent of development takes place between birth and four years. Bloom also concluded that the development of verbal and language behavior is, in part, a function of the environment and that environmental effects appear to be greatest during the early and more rapid period of intelligence development.

The Plowden Report (1967), responsible for outlining the educational implications of environmental influence on school performance, noted that since language plays a central role in learning, the development of language is crucial to the educational process. Moreover, since the child's language skills grow at a dramatic rate between the ages of 2 and 5, intervention should take place as soon as possible. The report reveals that:

> Poverty of language is a major cause of poor achievement and attempts to offset poverty of language are best made as early as possible....The argument thus leads to the conclusion that since development in communication begins in the earliest years, one way in which the consequences of social deprivation can be overcome is to provide richer experience as soon as children are ready for nursery education. (p. 119)

Woodhead (1976), in his report on the National Foundation for Educational Research (NFER) pre-school project maintains that:

> The focus on the early years arises out of the numerous developmental studies which have pointed to the years before five as the major growth period for language, conceptual, and social development. This is the time when the basic skills are acquired and on which subsequent educational progress depends....it is argued that the most profitable strategies to reduce inequalities will be those that concentrate on the years before school. (p. 11)

Environmental Influence on Language Acquisition and Development

Froebel's "kindergarten" is based on the philosophy that children learn primarily through self-activity. The child is encouraged to actively explore his environment and thereby develop inner resources through investigation. In other words, it is the environment which provides the resources and stimulation needed for learning. Hence, Froebel believed that later language skills depend on the quality of the language environment in early childhood. In his writings, Froebel (1887) stated:

> If, then, we would restore our children to a true, higher, spiritual, and inner life, we must again awaken in them that inner life of language, of nature-contemplation, and of feeling....instead we put an end to budding life with crude, dead, heartless words, and frighten back into rigid inactivity whatever of life strives to free itself. (pp. 218, 219)

Froebel (1887) goes on to say that children will express themselves naturally and creatively "were we not ignorantly blunting so many tendencies in our children or starving them into inanition" (p. 220). Never the less, "we expect our children, who have grown up so barren and empty of feeling, to understand poets and nature at a later period" (p. 220).

Like Froebel, Montessori believed that the child absorbs knowledge, such as language, through interaction with his environment during the formative years. She maintained that the intellectual potential of the child can be stimulated or limited by the environment, especially during the first six years of life. Interaction with the environment and exposure to a great variety of sensory stimuli is crucial if the child is to develop to the limits of his genetic potential.

The importance of environment to learning is evident in the writings of Montessori (1974). She stated:

> One of the most urgent endeavors to be undertaken on behalf of the reconstruction of society is the reconstruction of education. It must be brought about by giving the children the environment that is adapted to their life. (p. 100)

Piaget stressed experience, through interaction with a rich and stimulating environment, as a factor in the mental development of the child. In discussing this theme in Piaget's work, Hunt (1961) says:

> Piaget's conception of organism-environment interaction through assimilation and accommodation is neither hereditarian nor is it environmentalistic; it is both. The role of genetic influence is never denied, but it falls far short of being the whole story....What variations in the environment do is to force the child to cope with this variation, and, in the coping, to modify the structures. This later is accommodation, and the modifications are then assimilated through repetition in practice play. (p. 258)

Hunt (1961) outlines three principles found within Piaget's theme of organism-environment interaction. These are as follows:

1) Appropriate stimulation and opportunity to exercise schemata are required for the survival of both reflexive and acquired schemata.

2) New accommodative modifications and new assimilative combinations of schemata are sources of function pleasure which promotes their rehearsal in practice play.

3) The rate of development is in substantial part, but certainly not wholly, a function of environmental circumstances. Change in circumstances is required to force the accommodative modifications of schemata that constitute development. Thus, the more new things a child has seen and heard the more new things he is interested in seeing and hearing; and the more variation in reality he has coped with the greater is his capacity for coping.

In terms of language development, these principles can be interpreted in the following way:

(1) The child needs both motivation and opportunity to exercise his newly acquired verbal skills if verbal behavior is to continue.

(2) If verbal behaviour is experienced as a pleasurable activity, the child will rehearse verbal skills in play.

(3) An environment that is rich, stimulating and varied in experiences, will facilitate language development in that the child will seek out and deal with new ways to use language as a learning tool.

Bernstein (1979) puts forth a theory in which he relates social class and environment to language acquisition and development and hence to educational achievement and success in life. Bernstein's concern is with the contextual constraints upon speech and the sociological factors which affect linguistic performances within the family which are critical to the process of socialization.

Bernstein (1979) argues that the most formative influence upon the process of socialization is social class and that forms of socialization orient the child towards speech codes which control access to relatively context-tied or relatively context-independent meanings.

According to Bernstein (1979) there are two types of speech codes--elaborated and restricted. Elaborated codes orient the child towards universalistic meanings in which principles and operations are made linguistically explicit, are less tied to a given context and therefore are available to all because the principles and operations have been made explicit and public. Restricted codes, on the other hand, orient the child towards particularistic meanings in which principles and operations are linguistically implicit, are more context bound, and because it is tied to a local social structure, may be restricted to these who share a similar contextual history.

One of the effects of the class system is that it limits access to elaborated codes. Those who have access to elaborated codes, by virtue of belonging to a particular social class, have an advantage over those who do not.

Bernstein (1979) maintains that:

> the different focusing of experience through a restricted code creates a major problem of educability only where the school produces discontinuity between its symbolic orders and those of the child. Our schools are not made for these children; why should the child respond? To ask the child to switch to an elaborated code which presupposes different role relationships and systems of meaning without a sensitive understanding of the required contexts may create for the child a bewildering and potentially damaging experience. (p. 323)

In this respect, the child's environment is crucial to the development of language skills necessary for school success.

Bloom (1965), citing evidence from various studies, concluded that the environment, and especially the early environment, has a significant effect on the development of the child. Support for this can be found in studies of siblings and fraternal and identical twins reared together and reared apart. Several investigators, Burt (1958), Newman, Freeman, Holzinger (1937) and Husen (1959), as cited in Bloom (1965) concluded that hereditary makeup accompanied by similar environments results in similar levels of general intelligence, while similar hereditary makeup accompanied by dissimilar environments results in different levels of general intelligence. Further support can be found in studies by Kirk (1958) and Lee (1951) in which children in contrasting environments were repeatedly studied. The evidence from these studies make it clear that the environment has a significant effect on the development of selected characteristics, especially in the early years (cited in Bloom, 1965).

Bloom (1965) identifies three reasons for the importance and influence of early environment and experience:

(1) There is a very rapid growth of selected characteristics in the early years and the environment is so important because it shapes these characteristics in their most rapid periods of formation.

(2) Because of the sequential nature of much of human development, each characteristic is built on a base of that same characteristic at an earlier time, on the base of other characteristics which precede it in development. Therefore, development at one period is, in part, influenced by earlier developments which in turn will influence and determine the nature of later development.

(3) Learning theory points to the effects of earlier learning on later learning, in that first learning takes place more easily than a later one that is interfered with by earlier learning. Thus the influence of the early environment is critical to later learning. (p. 215)

Since language is one of the most critical factors in the development of human intelligence, it is of particular importance in the early years. The environment must provide good models of language and ample reinforcement and practice for the child, in order to lay the foundations for intellectual growth.

The Plowden Report (1967) noted that "children who are brought up in a home background where the forms of speech are restricted are at a considerable disadvantage when they first go to school and may need to have considerable compensatory opportunities for talking if they are to develop verbal skills and form concepts" (p. 19).

The Bullock Report, published eight years later, restated this but added, "There is an undeniable relationship between social class and language development (but) what is really at issue is the language environment

in which the child grows up, and particularly the role played by language in his relationship with his mother" (p. 52).

The Bullock Report (1975) also noted that the effects of the language environment becomes apparent at approximately 24-30 months and that differences in language skills become more marked as children grow older. The child cannot be expected to come to school with ready-made language skills if he has not been exposed to previous experiences in which he has to explore, recall, predict, plan, explain, and analyze. However, this does not mean that any facility for language use is beyond the child. What it does mean is that conditions favourable for the development of language skills must be set up.

The Bullock Report (1975) clearly outlines the role of the environment in language learning and further points out the importance of the preschool setting in providing this environment. All children should be helped to develop a wide range of language usage, and one of the means to accomplish this is through the skill and knowledge, imagination and creativity of the teacher.

Conclusion

Studies into how children acquire language has resulted in an interactionist approach to language development, in that linguistic, social and cognitive

domains are recognized as being highly interrelated. While people are biologically predisposed to learn language, genetic factors, nurtured by a rich and stimulating language environment, make development possible.

The years between birth and five are crucial to learning, and especially to the development of language, since that is the period in which language is first acquired. Moreover, since language development plays such an important role in the educational process, emphasis should be placed on providing a stimulating language environment during the preschool years.

The quality of the language environment, especially during the first five years, has tremendous impact on the quality of language skills acquired by the child. The preschool setting, staffed by knowledgeable and creative people can play an important role in providing a nurturing environment.

CHAPTER III

METHODOLOGY

Definition of Preschool

For the purpose of this study the term "preschool" refers to day care centers, nursery schools and preschools. The children are cared for in a group setting which encourages the physical, social, emotional and cognitive development of the child.

Scope and Limitations

(1) This study is focused on preschool settings in this province. Results cannot be generalized to other provinces.

(2) Because of the relatively limited rate of responses, the results of this study may not be truly representative of what is actually happening in preschool settings in this province, with regard to language development programs and practices. Nevertheless, we have no choice except to generate conclusions on that basis.

Procedure

A. (1) Informal interviews were conducted at four randomly selected preschools in St. John's in October of 1987.

(2) Informal interview with Susan Capps, Director of "The Early Childhood Training Center" was conducted in October of 1987.

(3) Informal interview with Bernadette Coady-Condon, Early Childhood Education consultant with the Department of Education was conducted in October of 1987.

The purpose of these interviews was to address the following concerns:

(1) Are there commercial language development programs in use in the preschool setting in this province?

(2) Are there localized materials in use in the preschool setting in this province?

(3) Is there evident an awareness of theory, research, and suggested practices in the preschool setting in this province?

B. Based on information gathered from these informal interviews, this investigator felt that a more extensive study directed towards the issue was required. Accordingly, a questionnaire was developed for distribution to preschools in this province.

C. Questionnaires, together with a prepaid, self-addressed return envelope were then mailed to all preschools in Newfoundland and Labrador in November of 1987.

Since information about the exact number of preschool workers in each facility could not be obtained, additional questionnaires were enclosed to insure an adequate distribution. Consequently 350 questionnaires were mailed to 80 preschool facilities in the province. The maximum number of returns possible was estimated to be 289.

Instrument

The area of interest in this study has been that of language development practices in preschool settings. Accordingly, an instrument was designed to elicit the information required. The questionnaire (see Appendix B) was developed under the following headings:

(1) personal and professional characteristics
(2) administration variables
(3) scheduling
(4) formal programs in use
(5) content of informal programs in use

Personal and professional characteristics, administration variables and activities listed for scheduling purposes were compiled by this writer.

A list of formal language development programs (see Appendix E) was compiled from information on file at the Curriculum Materials Center, Memorial University.

A list of activities for developing language skills was compiled from information gathered from formal language development programs on file at the Curriculum Materials Center, Memorial University.

Description of Sample and Sampling Procedure

The questionnaire was directed toward all preschool personnel from the 80 preschool facilities in Newfoundland and Labrador. The sample is estimated to consist of 289 people (information as to exact number is unavailable). This estimation was obtained as follows:

2 year olds — 1 worker for 6 children

3-5 year olds — 1 worker for 8 children

(as per guidelines set out by Department of Social Services)

A ratio of seven children for every worker seems to be a reasonable estimate.

The total number of children that can be accommodated throughout the province is 2017 (as per information from the Department of Social Services).

$2017 \div 7 = 289$

Additional questionnaires were included in each envelope sent, in order to insure an adequate number of questionnaires distributed.

CHAPTER IV

DATA ANALYSIS

This section provides a description of results of the survey. Tables are included to illustrate findings. Data is presented under the following headings:

(1) Rate of Return
(2) Demographic Information
(3) Administrative Data
(4) Scheduling Practices
(5) Programs in Use
(6) Checklist of Activities Appropriate for Language Development

Rate of Return

Three hundred questionnaires were mailed to 80 preschools in the province. However, the maximum number of returns possible was estimated to be 289. A total of 62 questionnaires were returned from 26 preschools. Thirty two and a half percent of the preschools surveyed responded to the questionnaire, while only 21.5% of the estimated preschool personnel responded.

Demographic Information

The first section of the questionnaire was designed to elicit demographic information on the subjects.

Table I

Age Group

Number	Percentage	Subjects
22	35	25 and under
16	26	26 - 35
16	26	36 - 45
5	8	46 - 55
3	5	over 55

Fifty two percent of respondents said they were between the ages of 26 and 45.

Table II

Gender

Number	Percentage	Subjects
62	100	Female
0	0	Male

Tables I and II show that the majority of the respondents (a total of 52 percent) were between the ages of 26 and 45 and all of the respondents were female.

Table III

Respondents with Children of Their Own

Number	Percentage	Subjects
37	60	Yes
25	40	No

Sixty percent of respondents said they had children of their own.

Table IV

Number of Children

Number	Percentage	Subjects
11	30	1 child
13	35	2 children
8	21	3 children
3	8	4 children
1	3	6 children
1	3	9 children

Eighty six percent of respondents said they had three or less than three children.

Table V

Number of Children of Preschool Age

Number	Percentage	Subjects
13	35	said they had children but did not indicate how many, if any, were of preschool age
19	51	no children of preschool age
4	11	one child of preschool age
1	3	two children of preschool age

Tables III, IV and V show that 60 percent of respondents said they had children of their own. Eighty six percent of those said they had three or less than three children, while only 14 percent had more than three children. Fourteen percent of respondents who said they had children indicated they had children of preschool age.

Table VI

Academic Qualifications

Number	Percentage	Subjects
6	9	no response
1	2	less than grade 9
1	2	grade 9
7	11	grade 10
30	48	grade 11
13	21	grade 12
3	5	grade 13
1	2	other (graduated high school in Kenya)

Table VI shows that 76 percent of respondents are high school graduates (given the recent introduction of grade 12 in this province, the assumption that grade 11 constitutes high school graduation seems reasonable).

Table VII

Post Secondary Courses or Degrees Obtained

Number	Percentage	Subjects
7	11	no response
5	8	no post secondary courses or degrees
50	81	post secondary courses or degrees

Table VII shows that 81 percent of respondents said they had completed post secondary courses or degrees, while only eight percent said they had not.

Table VIII

Breakdown of Respondents Who Had Completed Post Secondary Courses Or Degrees

Number	Percentage	Subjects
9	18	said they had completed courses in early childhood education but had no diploma or certificate
9	18	said they had a diploma or certificate in early childhood education
15	30	said they had some university education but did not graduate
17	34	said they were university graduates

Eighteen percent of respondents said they had completed courses in early childhood education but had no diploma or certificate. They indicated that they had done courses through workshops, in-service sessions or courses from the Early Childhood Training Center.

Eighteen percent of respondents indicated they held a diploma or certificate in early childhood, and said they had received their training at the "Early Childhood Training Center" in St. John's.

Thirty percent of the respondents said they had some university education but did not graduate. Of these, three people said they had completed less than one academic year at university but had completed courses in primary education; one person said she had completed one academic year in primary education; seven people said they had completed two academic years in primary education; two people said they had completed three academic years in primary education and were doing courses towards a degree; and two people said they had completed four academic years in primary education and were doing courses towards a degree.

Thirty four percent of respondents said they were university graduates. Of these, ten people said they held B.A. (Ed.) degrees, four people said they held B.A. degrees, one person held a B.Sc. degree, one person held B.A. and M.A. degrees. And one person holds B.N. and M.Sc. degrees.

Table IX

Position Held

Number	Percentage	Subjects
20	32	director
42	68	other

Table IX shows that the majority of respondents (68 percent) hold positions other than director.

Table X

Breakdown of Respondents Description of Position other than Director

Number	Percentage	Subjects
14	33	teacher
8	20	day care worker
4	10	teacher assistant
4	10	care giver
3	7	supervisor
2	5	early childhood educator
2	5	working with handicapped child
1	2	assistant director
1	2	assistant director
1	2	helper
1	2	part-time worker with after school children
1	2	cook and childcare worker
1	2	social work student

Table X shows that 57 percent of respondents who indicated they held positions other than director described their position as Teacher, Early Childhood Educator, Teacher Assistant, Supervisor, Assistant Director.

Table XI

Years Experience in a Preschool Setting

Number	Percentage	Subjects
7	11	less than 1 year
8	13	1 year
10	16	2 years
10	16	3 years
9	3	4 years
6	9	5 years
6	9	6 years
2	3	7 years
1	2	8 years
3	5	10 years
1	2	11 years
3	5	12 years
1	2	15 years
1	2	18 years
1	1	19 years

Table XI shows that the majority of preschool workers (56 percent) have three or fewer than three years experience in a preschool setting. This would seem to suggest a high rate of turnover of workers.

Administrative Data

Table XII

Location of School

Number	Percentage	Subjects
2	3	no response
4	6	gave name of community
11	18	basement of private home
9	14	apartment building
9	14	a building of its own
5	8	campus (M.U.N., Cabot Institute
4	6	church basement
4	6	women's group building
3	5	library
2	3	public school
2	3	Vera Perlin building
1	2	Kinsmen hut
1	2	community center
1	2	mini mall
1	2	renovated house
1	2	above garage
1	2	industrial park
1	2	Confederation Building

Results show that preschools have been set up in a wide variety of locations. Thirty two percent of respondents identified private homes or apartment buildings as their place of work, while 68 percent indicated a variety of other locations.

Table XIII

Number of People on Staff

Number	Percentage	Subjects
1	2	no response
1	2	said "does not apply"
2	3	one on staff
3	9	two on staff
13	21	three on staff
3	8	four on staff
2	3	five on staff
8	13	six on staff
11	19	seven on staff
3	5	eight on staff
4	6	nine on staff
4	6	ten on staff
2	3	eleven on staff

Table XIII shows that 55 percent of respondents worked in preschool settings with five or more people on staff.

Table XIII

Number of Children in Attendance

Number	Percentage	Subjects
2	3	no response
2	3	less than 10 children
11	19	10 - 19 children
9	14	20 - 29 children
15	24	30 - 39 children
10	16	40 - 49 children
10	16	50 - 59 children
3	5	60 - 69 children

Table XIV shows that the majority of respondents (56 percent) indicated that they worked in settings with between 30 and 60 children in attendance, while 39 percent said they worked in settings with less than 30 children in attendance. Only five percent of respondents said they worked in settings with more than 60 children in attendance.

Table XV

Age Range of Children in Preschool Settings

Number	Percentage	Subjects
1	2	no response
3	5	2 - 4
5	8	3 - 4
3	5	3 - 4½
1	2	3½ - 4½
16	25	2 - 5
6	10	2½ - 5
14	22	3 - 5
1	2	4 -5
2	3	2 - 6
2	3	2 - 7
2	3	2 - 9
1	2	2 - 10
2	3	3 - 10
3	5	2 - 12

Table XV shows that the ages of children in preschool settings range from two years to twelve years. Eighty one percent of respondents said the ages of children in their workplace was between two and five, while 19 percent said their workplace accommodated children over five years of age (school age) during after school hours.

Scheduling Practice

Table XVI

Ordering of Scheduled Activities by Frequency

Activity	Frequency (%)				
	Daily	2-3 times a week	once a week	no time	no response
Free play	89	2	2	2	5
Permitting children easy access to books	86	6	2	0	6
Reading to children	82	10	2	0	6
Arts and crafts	73	19	3	2	3
Music	64	18	10	0	8
Structured play	58	21	3	5	13
Pre-reading activities	58	19	5	8	10
Movement education	55	19	10	3	13
Mathematical concepts	49	19	11	5	16
Show and tell	36	11	32	10	11
Drama	32	13	34	10	11
Science activities	29	11	29	16	15
Social studies activities	26	13	16	18	27

Table XVI shows the frequency of scheduled activities. Clearly free play, permitting children to look at books, reading to children, arts and crafts, and music are the most popular activities; while social studies activities, science activities, drama, show and

tell, and mathematics concepts appear to be the least popular. One possible explanation for this might be a lack of direction and limited resources which could provide suggestions regarding the integration of various subject matter with daily activities and assist teachers in planning and implementing a wide variety of learning experiences.

Table XVII

Field Trips

Number	Percentage	Subjects
2	3	no response
57	92	yes
3	5	no

The majority of respondents (92 percent) said they take their children on field trips or outings to selected places in the community. A total of sixty five settings (see Appendix C) were listed by preschool workers as places where they might take children. However, fifty one settings were visited by less than 10 percent of respondents. Results indicate that while a wide range of settings, appropriate for field trips and outings, are available in the community, very few local resources are being utilized to any significant extent.

Programs In Use

Table XVIII

Commercial Language Development Programs Used

Number	Percentage	Subjects
6	10	no response
20	32	yes
36	58	no

Table XVIII shows that 32 percent of respondents said they used a commercial language development program. Sixty percent of those using a commercial program said they used the Peabody program, 25 percent said they used the Edge 1 program, and five percent said they used the Neal Scales of Early Childhood Development. Ten percent of respondents indicated they used programs not listed on the questionnaire and these were identified as "Language Through Play" and "Lady Bird Reading Series".

Table XIX

Programs Developed by Preschool Personnel

Number	Percentage	Subjects
10	16	no response
20	32	yes
32	52	no

Thirty two percent of respondents said they used a program they had developed themselves. However, descriptions of localized programs (see Appendix C) revealed little regarding structure, content or procedure.

Table XX

Breakdown of Data According to Type of Program Used

Number	Percentage	Subjects
29	47	do not have any program
13	21	have a commercial program but do not have a program which they have developed themselves
13	21	have a program which they have developed themselves but not a commercial program
7	11	have both a commercial program and a program which they have developed themselves

Table XX clearly shows that 47 percent of respondents have no language development program in use.

Checklist of Activities Appropriate for Language Development

In addition to the list of activities designed to elicit information concerning scheduling, the questionnaire also included a list of thirty seven activities appropriate for language development at the preschool level. Subjects were asked to check those activities which they normally used in developing language skills in children (see Appendix C). Some respondents (16 percent) added activities of their own in addition to checking those on the list supplied.

An analysis of the activities least often checked showed a decline in the number of responses regarding those items concerned with using books and stories to foster imagination and self expression--particularly those activities involving responding, describing, predicting, reporting, expressing, recalling, relating, interpreting, comparing and relating word to print.

The final section of the questionnaire provided opportunity for subjects to add any comments they felt worthwhile to the study. Only 14 percent of respondents added comments (see Appendix C).

Summary

The purpose of this study was to determine the current status of language development programs and practices at the preschool level. Informal interviews conducted at selected preschools in St. John's seemed to suggest limited planned activities and a lack of structured programming in the area of language development. Subsequently, a questionnaire was developed in order to elicit information regarding what formal programs, if any, are in use in preschool settings in this province, as well as the content and form of informal programs, if such exist.

The results clearly show that many of the preschool facilities surveyed do not have any form of language development programs in place. Table XX shows that 47 percent of respondents indicated they have no language development program in use, 21 percent said they used a commercial program, while 21 percent indicated they have developed a program of their own and only 11 percent of respondents said they used both commercial and localized material. Descriptions of localized programs provided scant information regarding content, form or rationale.

A look at Table XVI which shows the frequency of scheduled activities seems to suggest a lack of integration of a variety of subject matter with normal daily activities. Areas such as social studies activities, science activities, drama, mathematics

concepts, pre-reading activities and movement education were scheduled less often than the more traditional activities such as free play, arts and crafts, music, reading to children and permitting children easy access to books. Moreover, an analysis of a list of thirty seven activities (see Appendix C) suitable for language development shows that the items least often checked by respondents as activities they normally engage in are those items dealing with using books and stories to foster language skills through imagination and self expression, particularly those activities requiring children to respond, describe, predict, report, express, recall, relate, interpret, compare, and associate talk with print.

Table XVII shows that 92 percent of respondents said they took their children on field trips and outings to selected places in the community. An analysis of those settings listed by respondents indicates that while there is a wide range of local resources available, very few are being utilized to any extent.

To date, studies in early childhood education in this province have focused on kindergarten and the primary grades, while the educational potential of preschools has been largely ignored. Clearly there is a need for more research and involvement in this very important area.

Results of this survey indicate that while there is much to be said that is good, language development programs and practices in this province are inadequate.

There is a crucial need for a language development program which would assist preschool workers in planning and implementing a wide variety of learning experiences, using a variety of methods, and integrating various subject matter with planned daily activities.

Suggested Areas for Further Research

1. Presently, the Cabot Institute in St. John's is offering a two year course in Early Childhood Education. Their first graduates will be ready for the work force this spring. A replication of this study should be conducted at a later date, to determine what impact, if any, this will have on language development programs and practices in the preschool setting in this province.
2. A comprehensive language development program should be developed and delivered to preschool settings in conjunction with the Department of Social Services and the Department of Education. A follow-up study could then be conducted to determine effectiveness.
3. An in-service program dealing with planning and implementing a language experience program should be developed for use in preschool settings.
4. A study aimed at worker attitudes and job satisfaction should be conducted to determine what factors contribute to the high turnover rate of workers in preschool settings.

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APPENDIX A

Letter to Preschool Directors

P.O. Box 87
Education Building
Memorial University
St. John's
Newfoundland
A1B 3X8

Dear Director

As part of graduate degree requirements at Memorial University, I am developing a Language Experience program for use in preschools in Newfoundland. This program is intended for use as a potential supplement to existing programs already developed by preschool personnel, and it is hoped it will be of some benefit to you in providing a comprehensive and integrated program in the area of language development.

As an experienced primary teacher in this province, I am well aware of the contributions made by preschools to the overall development and well being of young children. The effects of a good preschool experience can readily be seen when a child enters kindergarten.

I would be grateful to you if you and other preschool workers employed at your preschool would complete and return the enclosed questionnaire to me at your earliest convenience.

Your response is critical to the investigation. I will of course share the results of this study with you at the appropriate time.

Thank you for your assistance.

Yours sincerely,

GA/mk

Gwen Andrews

APPENDIX B

Questionnaire for Preschools

Questionnaire for Preschools

A

1. To what age group do you belong?

   __ 25 and under
   __ 26 - 35
   __ 36 - 45
   __ 46- 55
   __ over 55

2. Your sex.

   __ Female
   __ Male

3. (a) Do you have any children of your own?

   __ Yes
   __ No

   (b) If yes, please specify:

   Number of children. _____

   How many are of preschool age? _____

B Please indicate your background.

1. (a) Last high school grade completed. _____

   (b) Post-secondary courses or degrees obtained.

   _____

   _____

   _____

2. What position do you presently hold at your work place?

   __ Director
   __ Other. Please specify. _____

3. Number of years of experience in a preschool setting.

   _____

C

1. Where is your school located? (e.g. church basement, etc.) _____

2. How many people are on your staff? _____

3. How many children attend this preschool facility at this time? _____

4. What is the age range of your children? _____ to _____

D

1. The following is a list of general activities which might be relevant to your preschool program. What best describes the time spent on each of these activities? Please check ( ) in the appropriate column.

Activity	Daily	2-3 times a week	Once a week	No time
Music	—	—	—	—
Arts and Crafts	—	—	—	—
Movement Education	—	—	—	—
Drama	—	—	—	—
Show and Tell	—	—	—	—
Free Play (spontaneous, unstructured)	—	—	—	—
Structured Play (games, etc.)	—	—	—	—
Reading to Children	—	—	—	—
Permitting children easy access to books for leisure reading	—	—	—	—
Pre-Reading Activities (alphabet, colours, etc.)	—	—	—	—
Mathematical concepts (size, shape, numbers, etc.)	—	—	—	—
Science Activities	—	—	—	—
Social Studies Activities	—	—	—	—

2. (a) Do you organize field trips or outings to selected places in the community?

__ Yes
__ No

(b) If yes, please list places where you might take the children.

_____ _____

_____ _____

_____ _____

_____ _____

E

1. Do you use any commercial language development programs?

__ Yes
__ No

2. If yes, please check the appropriate boxes.

__ The Peabody Language Development kit.
__ The Breakthrough to Literacy program.
__ The Neale Scales of Early Childhood Development: Child--Teacher Interaction
__ Initial Experiences: An Early Learning Module
__ Ginn Reading Series--kit A (Pre-Reading)
__ EDGE 1: An Early Childhood Educational System
__ Other. Please specify: _____

_____ _____

3. Do you have a program which you have developed yourself?

__ Yes
__ No

4. If yes, briefly describe.

_____

_____

_____

_____

F Check any of the following activities which you normally use in developing language skills in children.

__ Neighborhood walks for simple observations

__ Demonstrations showing how things work

__ Viewing films on various topics of interest

__ Assembling displays of items of interest

__ Listening to stories and poems

__ Talking about real or imaginary experiences

__ Associating names of objects with the objects themselves

__ Associating names of objects with pictures of the objects

__ Adding descriptive words to names of things

__ Listening to recordings

__ Painting pictures to represent what is observed or imagined

__ Modeling with clay and paper

__ Playing games--especially ones in which words and phrases are repeated

__ Singing songs and playing singing games

__ Feeling something and describing how it feels

__ Smelling something and describing how it smells

__ Tasting something and describing how it tastes

__ Listening to sounds around them and describing what they hear

__ Listening to others and contributing to discussions

__ Answering questions

__ Following verbal directions

__ Identifying main ideas and details of stories and poems when read to

___ Extending vocabulary by using new words they hear and new meanings for familiar words

___ Participating in creative drama and role playing

___ Expressing thoughts, feelings and experiences in sentences

___ Retelling stories they are familiar with

___ Providing endings for stories

___ Making up their own stories

___ Describing characters in a story and reporting on their appearance, how they feel, etc.

___ Retelling stories they are familiar with, putting events in correct order.

___ Predicting what will happen next in a story

___ Selecting and looking at books on their own

___ Being read to by the teacher

___ Providing titles to stories

___ Playing rhyming games

___ Having children make up stories while the teacher writes their stories on chart size paper

___ Recalling and relating events from the past

___ Please describe additional activities which may not be listed here.

Please feel free to add any comments you think worthwhile to this study.

APPENDIX C

Results of Questionnaire

Results of Questionnaire

A.

1. To what age group do you belong?

Number	Percentage	
22	35	25 and under
16	26	26 - 35
16	26	36 - 45
5	8	46 - 55
3	5	over 55

2. Your sex

Number	Percentage	
62	100	Female
0	0	Male

3. (a) Do you have any children of your own?

Number	Percentage	
37	60	Yes
25	40	No

(b) If yes please specify: number of children

Number	Percentage	
11	30	one child
13	35	two children
8	21	three children
3	8	four children
1	3	six children
1	3	nine children

How many are of preschool age?

Number	Percentage	
13	35	Indicated in 3 (a) they had children but did not indicate how many if any were of preschool age
19	51	No children of preschool age
4	11	One child of preschool age
1	3	Two children of preschool age

B. Please indicate your background.

1. (a) Last high school grade completed.

Number	Percentage	
6	9	No response
1	2	Less than grade 9
1	2	Grade 9
7	11	Grade 10
30	48	Grade 11
13	21	Grade 12
3	5	Grade 13
1	2	Other graduated high school in Kenya

(b) Post secondary courses or degrees obtained.

Number	Percentage	
7	11	No response
5	8	No post secondary courses or degrees
50	81	Post secondary courses or degrees

Breakdown of 50 respondents indicating they had post-graduate courses or degrees.

Number	Percentage	
9	18	Said they had completed courses in Early Childhood education through workshops, in-service sessions or Early Childhood Training Center but had no diploma or certificate
9	18	Said they had a diploma or certificate in early childhood from Early Childhood Training Center
15	30	Said they had some university education but did not graduate
		- 3 had less than 1 year
		- 1 had 1 year in primary education
		- 7 had 2 years in primary education
		- 2 had 3 years in primary education and were doing courses towards a degree in education
		- 2 had 4 years in primary education and were doing courses towards a degree in education

17	34	Said they were university graduates - 10 said they had a B.A. (ed.) degree - 4 said they had a B.A. degree - 1 had B.Sc. degree - 1 had B.A., M.A. - 1 had B.N., M.Sc.

2. What position do you presently hold at your workplace?

Number	Percentage	
20	32	Director
42	68	Other

Breakdown of respondents description of their position other than director.

Number	Percentage	
14	33	Teacher
8	20	Day care workers
4	10	Teacher assistants
4	10	Care givers
3	7	Supervisors
2	5	Early childhood educators
2	5	Working with a handicapped child
1	2	Assistant director
1	2	Helper

1	2	Part-time worker with after school children
1	2	Cook and child care worker
1	2	Social work student

3. Number of years experience in a preschool setting.

Number	Percentage	
7	11	less than 1 year
8	13	1 year
10	16	2 years
10	16	3 years
2	3	4 years
6	9	5 years
6	9	6 years
2	3	7 years
1	2	8 years
3	5	10 years
1	2	11 years
3	5	12 years
1	2	15 years
1	2	18 years
1	2	19 years

C.

1. Where is your school located?

Number	Percentage	
2	3	No response
4	6	Gave name of community
11	18	Basement of private home
9	14	Apartment building
9	14	A building of its own
5	8	On campus
4	6	Church basement
4	6	Women's group building
3	5	Library
2	3	Public school
2	3	Vera Perlin building
1	2	Kinsmen Hut
1	2	Community center
1	2	Mini mall
1	2	Renovated house
1	2	Above garage
1	2	Industrial park
1	2	Confederation building

2. How many people are on your staff?

Number	Percentage	
1	2	No response
1	2	Said "does not apply"
2	3	1 on staff
6	9	2 on staff
13	21	3 on staff
5	8	4 on staff
2	3	5 on staff
8	13	6 on staff
11	19	7 on staff
3	5	8 on staff
4	6	9 on staff
4	6	10 on staff
2	3	11 on staff

3. How many children attend this preschool facility at this time?

Number	Percentage	
2	3	No response
2	3	Less than 10
11	19	10 - 19
9	14	20 - 29
15	24	30 - 39
10	16	40 - 49
10	16	50 - 49
3	5	60 - 69

4. What is the age range of your children?

Number	Percentage	
1	2	No response
3	5	2 - 4
5	8	3 - 4
3	5	3 - 4½
1	2	3½ - 4½
16	25	2 - 5
6	10	~~2½ - 5~~
14	22	3 - 5
1	2	4 - 5
2	3	2 - 6
2	3	2 - 7
2	3	2 - 9
1	2	2 - 10
2	3	3 - 10
3	5	2 - 12

D.

Table XVI

Scheduling

	Daily		2-3 time a week		Once a week		No time		No response	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Music	40	64	11	18	6	10	0	0	5	8
Arts and Crafts	45	73	12	19	2	3	1	2	2	3
Movement Education	34	55	12	19	6	10	2	3	8	13
Drama	20	32	8	13	21	34	6	10	7	11
Show and Tell	22	36	7	11	20	32	6	10	7	11
Free Play	56	89	1	2	1	2	1	2	3	5
Structured Play	36	58	13	21	2	3	3	5	8	13
Reading to Children	51	82	6	10	1	2	0	0	4	6
Permitting Children Easy Access to Books	53	86	4	6	1	2	0	0	4	6
Pre-Reading Activities	36	58	12	19	3	5	5	8	6	10
Mathematical Concepts	30	49	12	19	7	11	3	5	10	16
Science Activities	18	29	7	11	18	29	10	16	9	15
Social Studies Activities	16	26	8	13	10	16	11	18	7	27

2. (a) Do you organize field trips or outings to selected places in the community?

Number	Percentage	
2	3	No response
57	92	Yes
3	5	No

(b) If yes please list places where you might take the children.

Number	Percentage	
33	53	Library
26	42	Fire Station
25	40	Park
17	27	Arts and Culture Centre
16	26	Supermarket
16	26	Animal Farm
15	24	Police Station
11	18	Post Office
10	16	Playground
10	16	Skating
10	16	Airport
7	11	Walks
6	10	Nature Hikes
6	10	Hospital
5	8	Beach
5	8	Bus Ride
5	8	Shopping Mall
5	8	Sliding

4	6	Bowling
4	6	Senior Citizens Home
4	6	Vet
4	6	Restaurant
4	6	Swimming
4	6	Museum
3	5	Dentist
3	5	Ice Cream Parlor
3	5	Farm
3	5	Parents Work Place
3	5	Picnics
3	5	Berry Picking
2	3	Arts Displays at Confederation Building
2	3	Children's Farm
2	3	The Doll House
2	3	Bus Depot
2	3	Stores
2	3	Fish Plant
2	3	Interesting Community Events
2	3	Gym in School
2	3	Camping
2	3	Ski-doo Riding
2	3	Fishing
2	3	Ponds
1	2	Concerts
1	2	Visit Schools

1	2	Visit Other Preschools
1	2	Music Shop
1	2	Visit Kindergarten Class
1	2	Bakery
1	2	Community Centre Gym
1	2	Botanical Gardens
1	2	Party at K-Mart
1	2	Woods
1	2	Santa's Village
1	2	Marine Laboratory
1	2	Nurseries
1	2	Labs and Displays on Campus
1	2	Hardware Store
1	2	Boat Building Place
1	2	Ice Cream Factory
1	2	SPCA
1	2	City Hall
1	2	The Harbour
1	2	Florist
1	2	TV Station
1	2	Radio Station

E.

1. Do you use any commercial language development program?

Number	Percentage	
2	10	No response
20	32	Yes
36	58	No

2. If yes please check the appropriate boxes.

Number	Percentage	
12	60	The Peabody Language Development Kit
0	0	The Breakthrough to Literacy Program
1	5	The Neale Scales of Early Childhood Development: Child-Teacher Interaction
-	-	Initial Experiences: An Early Learning Module
-	-	Ginn Reading Series--Kit A (Pre-Reading)
5	25	Edge 1: An Early Childhood Educational System
2	10	Other. Please specify: Language Through Play Lady Bird Reading Series

3. Do you have a program which you have developed yourself?

Number	Percentage	
10	16	No response
20	32	Yes
32	52	No

4. If yes, briefly describe.

- I have developed my own style of interaction with the children which I feel is as good as any of the above.
- Through consultations with a social worker we develop activities to stimulate interest in certain areas of development.
- Translating words, stories and songs into Inuktitut.
- I have various selections of books where I get a few ideas. The teacher before me, who was experienced and qualified gave me ideas. Also much help comes from my mother who has been teaching for 30 years.
- Series of cards with pictures on them for vocab development, as well as grouping, etc.
- We allow children to communicate and tell stories, sing songs, play with their peer group as much as possible, water play, sound play, playdough, puzzles, peg boards, puppets used by children, puppets used by instructors to teach about safety and health rules, also aids us to help children learn about social skills--sharing, taking turns, etc.
- Free play, snack, circle time, free play, lunch, free play, sleepers sleep while others get teeth brushed and faces washed, art, snack, free play.
- Normal preschool curriculum.
- Water play, sand box, dress-up time.
- Picture presentation, general reading program, finger play.

- Mainly child/teacher interaction encouraging a lot of conversation from both child and caregiver. All learn from each other.
- We use books, pictures and objects to promote language development--games, e.g., lotto, feely bag, etc. music, songs.
- Inuktitut language.
- Individual programs for handicapped children.
- A program with structured activities for each teacher to follow also allowing for flexibility.
- Myself and the other staff make a weekly plan containing a theme for each week. We provide a calendar and newsletter for each of the parents, to let them know what's happening.
- Science, mathematical, pre-reading activities are continually being expressed. We do not however set a daily or weekly time to do a structured activity.

Breakdown of data according to program being used.

Number	Percentage	
29	47	Do not have any program.
13	21	Have a commercial program but do not have a program which they have developed themselves.
13	21	Have a program which they have developed themselves but not a commercial program.
7	11	Have both a commercial program and a program which they have developed themselves.

F. Check any of the following activities which you normally use in developing language skills in children.

Number	Percentage	
55	89	neighborhood walks for simple observations
54	87	demonstrations showing how things work
30	48	viewing films on various topics of interest
51	82	assembling displays of items of interest
59	95	listening to stories and poems
59	95	talking about real or imaginary experiences
59	95	associating names of objects with the objects themselves
59	95	associating names of objects with pictures of the objects
47	76	adding descriptive words to names of things
57	92	listening to recordings
56	90	painting pictures to represent what is observed or imagined
57	92	modeling with clay and paper
53	85	playing games--especially ones in which words and phrases are repeated
62	100	singing songs and playing singing games
55	89	feeling something and describing how it feels
54	87	smelling something and describing how it smells
53	85	tasting something and describing how it tastes

57	92	listening to sounds around them and describing what they hear
54	87	listening to others and contributing to discussions
58	93	answering questions
55	89	following verbal directions
49	79	identifying main ideas and details of stories and poems when read to
44	71	extending vocabulary by using new words they hear and new meanings for familiar words
48	77	participating in creative drama and role playing
45	72	expressing thoughts, feelings and experiences in sentences
54	87	retelling stories they are familiar with
31	50	providing endings for stories
47	76	making up their own stories
41	66	describing characters in a story and reporting on their appearance, how they feel, etc.
36	58	retelling stories they are familiar with, putting events in correct order
45	72	predicting what will happen next in a story
57	92	selecting and looking at books on their own
62	100	being read to by the teacher
28	45	providing titles to stories
43	69	playing rhyming games
30	48	having children make up stories while the teacher writes their stories on chart size paper

47	76	recalling and relating events from the past
10	16	please describe additional activities which may not be listed here

Please describe additional activities which may not be listed here.

- sandplay
- waterplay
- visits from elderly people to tell of their childhood experiences
- singing songs, counting and colouring in the Inuktitut language
- cooking activities
- calendar and weather chart
- computer games
- construction games
- actions with music
- trampoline, slide, balls, rocking horse, car and tractor tunnels for physical exercise
- shadow shows
- finding things with flashlight and identifying them
- visit from community workers
- preparing books about the children
- identifying colours
- invite guests such as blind person to tell about what it is like
- designate days for special activities, e.g., beach day, pajama day, camping day. For camping day you could set up tents in center, use boxes for canoes, magnets for fishing, make jam out of berries. have talks and displays on animals, birds, fish.
- dancing
- playing action and musical games

Please feel free to add any comments you think worthwhile to this study.

- Just enjoy what you do.
- Most parents, when asked which language they would like their child taught, either English or Inuktitut, answered English.
- I would like to see more people hired as a one-on-one worker who are taking courses in early childhood education.
- We operate a structure free program and provide stimulation in all areas for the children to learn naturally.
- There are so many things which a teacher can do to develop language with preschool children, without having children sit through a language development program each day. I hope your program will be quite flexible and one which the teacher can implement and weave into her own creativity.
- Most of these activities I have found to be done in almost every preschool setting I have been in.
- We use puppets a great deal to help the children learn about safety, good health rules and social skills such as sharing, taking turns, being kind to one another, good manners, and so on.
- These activities seem to be a little technical for preschoolers.
- I would welcome ideas concerning language development in young children. I would not like to see a strict, structured program at this young age. Something that is fun and interesting and at the same time a learning experience.

APPENDIX D

List of Preschools

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF SOCIAL SERVICES

DAY CARE AND HOMEMAKER SERVICES DIVISION

ST. JOHN'S REGION AND AREA

NAME OF CENTRE/OPERATOR AND TELEPHONE NUMBER	LOCATION	MAILING ADDRESS	LICENSED SPACES/ AGE RANGE	FULL/PART TIME
1. A Child's Center Mary Normore (834-2698)	Foxtrap	P.O. Box 544 Foxtrap, Newfoundland A0A 2J0	24 spaces 3 - 5 years	Half
2. A Child's Place Preschool Anne Griffiths (722-9260)	Torbay Estates Torbay Road	Apt. 110, Bldg. D Torbay Estates St. John's, Newfoundland A1A 4B8	35 spaces 2 - 8 years	Full
3. A Small World Day Care Karen Bavis & Joseva Thistle (364-8678)	Mount Pearl	33A First Street Mount Pearl, Newfoundland A1N 1X7	14 spaces 2 - 5 years	Full
4. Busy Bee Day Care Theresa Rose (753-1623)	Janeway Apts. Pleasantville	51 Newfoundland Drive Bldg. B., Janeway Apts. St. John's, Newfoundland A1A 2Y3	30 spaces 2 - 6 years	Full
5. Brookfield Day Care Daphne Rice (364-2161)	Brookfield Road	19 Brookfield Road St. John's, Newfoundland A1E 3T7	46 spaces 3 - 5 years	Full

6.	Care-A-Tot Day Care Lotraine Croft (753-0009)	Wishingwell Road	27 Wishingwell Road St. John's, Newfoundland A1B 1G4	16 spaces 3 - 5 years	Full
7.	Christopher Robin Day Dare Zita McCallum (753-3820)	Military Road	55 Military Road St. John's, Newfoundland A1C 2C5	20 spaces 3 - 12 years	Full
8.	Children's Centre Peggy Hogan (579-7053)	Golf Avenue	40 Golf Avenue St. John's, Newfoundland A1C 5C8	24 spaces 3 - 6 years	Half
9.	Daybreak Parent/Child Centre Cass Shannahan (726-8373)	Barnes Road	3 Barnes Road St. John's, Newfoundland A1C 3X1	50 spaces 2 - 5 years	Full
10.	Early Childhood Training Centre Deborah Capps (753-6002)	Newfoundland Dr.	P.O. Box 5116 St. John's, Newfoundland A1C 5V3	24 spaces 2 - 5 years	Full
11.	French Language Day Care Laurence Martin (726-4900)	St. Andrew's Parish	c/o Assbciation Francophone de St. Jean 2 Henry Street St. John's, Newfoundland A1C 1R5	24 spaces 3 - 6 years	Full
12.	Hansel & Gretel Playschool Marilyn Murphy (364-5049)	Canada Drive	217 Canada Drive St. John's, Newfoundland A1E 2N1	12 spaces 2½ - 5 years	Full

13.	Happy Times Preschool Dorothy Lono (753-2406)	Cochrane Street United Church Bannerman St. Entrance	703D Arnold's Loop St. John's, Newfoundland A1A 1R6	45 spaces 3 - 5 years	Half
14.	Humpty Dumpty Day Care Joan Innes (364-5041)	Kilbride	2 Stead Place St. John's, Newfoundland A1G 1E7	40 spaces 2 - 12 years	Full
15.	Little Friends Playschool Sybil Andrews (754-2468)	Weymouth Street	37A Weymouth Street St. John's, Newfoundland A1B 2B7	12 spaces 3 - 5 years	Full
16.	Little People's Workshop Beverly Green/Valerie Taylor (739-5496)	Ropewalk Lane	P.O. Box 13741, Station A St. John's, Newfoundland A1B 4G3	23 spaces 3 - 5 years	Full
17.	Magical Wonderland Renee Kent (368-8819)	Brookfield Road	100 Brookfield Road St. John's, Newfoundland A1E 3T9	50 spaces 2 - 10 years	Full
18.	Mother Goose Play Centre Patti Burry (726-8570)	St. David's Church Elizabeth Avenue	Perlin Street St. John's, Newfoundland A1E 4C3	32 spaces 2½ - 12 years	Full
19.	M.U.N. After-School Activity Centre Rosemary Crawley (753-5200)	Corte Real Bldg. MUN Campus	Burton Pond Annex M.U.N. Campus St. John's, Newfoundland A1B 3S7	50 spaces, 3 - 5 years	Half

20.	M.U.N. Preschool Marion Butt (753-6791)	Corte Real Bldg. MUN Campus	Burton Pond Annex M.U.N. Campus St. John's, Newfoundland A1B 3S7	50 spaces 3 - 5 years	Full
21.	Nursery Time Preschool Linda Sutherby (722-9081)	Portugal Cove	205 Logy Bay Road Portugal Cove, Newfoundland A1A 3T7	24 spaces 3 - 6 years	Half
22.	Play N'Grow Day Care Carolann Legge (368-5010)	Ruby Line	75 Barbour Drive Mount Pearl, Newfoundland A1N 2X3	32 spaces 3 - 5 years	Full
23.	Portugal Cove Preschool Carol Ann Squires (895-3124)	Legion Road	P.O. Box 81 Portugal Cove, Newfoundland A0A 3K0	12 spaces 2½ - 5 years	Half
24.	Rainbow Day Care I Elaine Radi (364-6175)	Mount Pearl	50 Roosevelt Avenue Mount Pearl, Newfoundland A1N 1Z8	20 spaces 3 - 12 years	Full
25.	Rainbow Day Care II Elaine Reid (739-9326)	Crosstown Multi-Mall	50 Pippy Place Crosstown Multi-Mall St. John's, Newfoundland A1B 3X3	50 spaces 2 - 11 years	Full
26.	Rhymes N'Tymes Preschool Maxine Mercer (754-2960)	New Cove Road YM-YWCA Building	P.O. Box 9127 St. John's, Newfoundland A1A 2X3	40 spaces 3 - 4 years	Half

27.	Rockliffe Day Care Bernice Blake (579-4554)	Rockliffe Heights	235 Blackmarsh Road St. John's, Newfoundland A1E 1T0	29 spaces 2 - 6 years	Full
28.	St. John Bosco Early Childhood Centre Rhonda Chaulk (579-1927)	Shea Heights	General Delivery Shea Heights St. John's, Newfoundland A0A 1J0	14 spaces 3 - 4 years	Half
29.	Sunshine Preschool Janice Hopkins (364-4545)	Mount Pearl 1 Churchill Avenue	First United Church 2 - 4 years Mount Pearl, Newfoundland A1N 1V5	16 spaces	Half
30.	The Learning Lobby Catherine Drover (368-7790)	Topsail Road	655 Topsail Road St. John's, Newfoundland A1E 2E3	37 spaces 3 - 5 years	Full
31.	The Promise Box Wallace & Carolyn Williams (364-1381)	Portugal Cove	P.O. Box 96 Portugal Cove, Newfoundlad A0A 3K0	16 spaces 3 - 6 years	Full
32.	Vera Perlin Preschool Veronica Adams (722-0167)	Pennywell Road	P.O. Box 7114 St. John's, Newfoundland A1E 3Y3	9 spaces 2 - 5 years	Half
33.	Wee Care Day Care Catherine LeDrew/Judith Hanley (895-6555)	Pippy Place	Toytman Building Pippy Place St. John's, Newfoundland	32 spaces 2 - 5 years	Full

34.	Wee Gems Ruth Gosse (368-5827)	Newtown	37 Yetman Drive Mount Pearl, Newfoundland A1N 3A7	32 spaces 2 - 12 years	Full
35.	Wee Zee Playalong Louise Hallingham (739-8394)	Kenmount Road	205 Kenmount Road St. John's, Newfoundland A1B 3P9	44 spaces 2 - 12 years	Full
36.	Wishingwell Early Childhood Centre Bernice Blake (753-3951)	Crosbie Road	44 Crosbie Road St. John's, Newfoundland A1B 4A7	50 spaces 2 - 12 years	Full
37.	Wonderland Preschool Zillah Alyward (834-8362)	Kelligrews	P.O. Box 293 Kelligrews, Newfoundland A0A 2T0	8 spaces 3 - 4 years	Half
38.	Torbay Child's Play Centre Debra Butt (437-6383)	Torbay	Kinsmen Centre Torbay	25 spaces 2 - 8 years	Full
39.	Cabot Institute of Applied Arts and Technology Day Care Centre Denise Stone (778-2400)	St. John's	Gooseberry Lane Prince Philip Drive Campus	50 spaces 2 - 5 years	Full
40.	Paradise Day Care Ethel Street (782-1668)	Paradise	147 paradise Road Paradise	15 spaces 3 - 8 years	Full
41.	Bo-Peep Nursery & Day Care Centre Ltd. Lynette Curran (753-8655) Sharon Martin	St. John's	18 Cavell Avenue St. John's	26 spaces 2 - 5 years	Full

42.	Confederation Building Parent Co-operative Day Care Deborah Capps (576-6038)	St. John's	Confederation Bldg. Annex Prince Philip Drive St. John's	50 spaces 2 - 5 years	Full
43.	The Y Afterschool Club Maxine Mercer (754-2960)	St. Bon's School St. John's	P.O. Box 9127 St. John's, Newfoundland A1A 2X3	30 spaces 6 - 12 years	Half
44.	Wee Care Day Care Ltd. (Care and Share) Regina Bowering (834-2267)	122 Fowler's Road Chamberlains	P.O. Box 541 Topsail, Newfoundland A0A 3Y0	16 spaces 2 - 6 years	Full
45.	Busy Children's Day Care Centre Lenora Shortall (368-5820)	Forbes Street St. John's	14 Forbes Street St. John's, Newfoundland A1E 3L5	16 spaces 3 - 6 years	Full
46.	Miss Anne's Day Care and Preschool Anne Puddester (753-2335)	213 Portugal Cove Road St. John's	213 Portugal Cove Road St. John's, Newfoundland A1B 2N5	20 spaces 3 - 5 years	Full
47.	The Cherrington Early Childhood Centre Bev Greene/Val Welsh	77 Bond Street St. John's	P.O. Box 13741, Station A St. John's, Newfoundland A1B 4G3	36 spaces 3 - 8 years	Full

EASTERN REGION

NAME OF CENTRE/OPERATOR AND TELEPHONE NUMBER	LOCATION	MAILING ADDRESS	LICENSED SPACES/ AGE RANGE	FULL/PART TIME
1. Cuddley Korner Patricia O'Toole/Denise O'Keefe (227-5154)	Dunville Placentia Bay	P.O. Box 257 Dunville, Placentia Bay Newfoundland A0B 1S0	14 spaces 2 - 6 years	Full
2. Fun & Learn Preschool Frances Godreau (832-0635)	Grand Bank Memorial Library	P.O. Box 711 Grand Bank, Newfoundland A0E 1W0	22 spaces 3 - 5 years	Half
3. Fun & Learn Time Preschool Cathy Murray (279-2389)	Marystown	P.O. Box 995 28 Forest Road Marystown, Newfoundland A0E 2M0	13 spaces 2 - 6 years	Full
4. Kiddie Korner Play Centre Pat Cole (466-2332/7561)	Anglican Church Clarenville	P.O. Box 220 Clarenville, Newfoundland A0E 1J0	24 spaces 3 - 4 years	Half
5. Kiddie Patch Daphne Dawson (786-7878)	Bay Roberts	P.O. Box 398 Conception Bay Highway Bay Roberts, Newfoundland A0A 1G0	16 spaces 3 - 5 years	Full
6. Kids World Christine Janes (596-3688)	Harbour Grace	P.O. Box 445 Harvey Street Harbour Grace, Newfoundland A0A 2M0	15 spaces 3 - 8 years	Full

7.	Rosegarden Day Care Deanna Rose (596-3629)	Harbour Grade	P.O. Box 548 Harbour Grace, Newfoundland A0A 2M0	14 spaces 2 - 6 years	Full
8.	Care-A-Lot Day Care Joy Dawe (786-9646)	Clarkes Beach	P.O. Box 408 Clarke's Beach Conception Bay, Newfoundland A0A 1W0	13 spaces 3 - 6 years	Half

CENTRAL REGION

NAME OF CENTRE/OPERATOR AND TELEPHONE NUMBER	LOCATION	MAILING ADDRESS	LICENSED SPACES/ AGE RANGE	FULL/PART TIME
1. Exploits' Y Preschool Anne Sampson (489-7361)	Notre Dame Academy Kindergarten Class	P.O. Box 113 Grand Falls, Newfoundland A2A 1Z8	30 spaces 2 - 5 years	Full
2. Gander Day Care Rose Walsh (256-8193)	Gander	7 McKay Street Gander, Newfoundland A1V 1R6	36 spaces 3 - 4 years	Full
3. Gander Preschool Ida Locke (256-4074)	St. Paul's School	49 Edinburgh Avenue Gander, Newfoundland A1V 1C5	32 spaces 3 - 4 years	Half
4. Gingerbread House Nursery Brenda Gavin (532-4403)	St. Pius X Elementary Baie Verte	P.O. Box 105 Baie Verte, Newfoundland A0K 1B0	15 spaces 2 - 5 years	Half
5. Happyland Nursery School Elvina Stryde (535-2794)	Lewisporte	P.O. Box 291 Lewisporte, Newfoundland A0G 3A0	17 spaces 3 - 4 years	Half
6. Kiddies Korner Preschool Beulah Linthorne (257-2873)	Peterview	P.O. Box 40 Peterview, Newfoundland A0H 1Y0	9 spaces 4 years	Half
7. Preschool Playgroup Bonnie Parsons (884-2141)	Lions Centre Twillingate	P.O. Box 261 Twillingate, Newfoundland A0G 4M0	35 spaces 3 - 5 years	Half

WESTERN REGION

NAME OF CENTRE/OPERATOR AND TELEPHONE NUMBER	LOCATION	MAILING ADDRESS	LICENSED SPACES/ AGE RANGE	FULL/PART TIME
1. Angie's Day Care Angela Colbourne (634-5593)	Corner Brook	7 Willow Avenue Corner Brook, Newfoundland A2H 3B5	12 spaces 3 - 5 years	Full
2. Care-N-Lot Day Care Thomas & Joan Benoit (643-4206)	Stephenville	30 West Street Stephenville, Newfoundland A2N 1C6	20 spaces 2 - 12 years	Full
3. Cox's Cove Preschool Jacob House (688-2220)	Cox's Cove	P.O. Box 40 Cox's Cove, Newfoundland A0L 1C0	8 spaces 4 - 5 years	Half
4. Deer Lake Preschool Deborah Ball (635-3991)	Orange Lodge Church Street	P.O. Box 1089 Deer Lake, Newfoundland A0K 2E0	14 spaces 2 - 6 years	Full
5. Emma's Day Care Emma Kehout (643-4535)	Stephenville	223 Queen Street Ext. Stephenville, Newfoundland A0G 4C0	12 spaces 2 - 5 years	Full
6. Happy Tots Nursery School Doreen Barnes (646-9866)	Hospital Road Stephenville Crossing	P.O. Box 249 Stephenville Crossing Newfoundland A0N 2C0	12 spaces 3 - 5 years	Half

7.	Humpty Dumpty Day Care Olive Powell (639-9866)	Corner Brook	210 O'Connell Drive Corner Brook, Newfoundland A2H 5N4	42 spaces 2 - 6 years	Full
8.	Shirley's Day Care Shirley Osmond (785-2436)	Corner Brook	73 Valley View Drive Corner Brook, Newfoundland A2H 6T5	14 spaces 2 - 5 years	Full
9.	Small World Day Care Violet Piercey (634-7419)	Corner Brook	9 Willow Avenue Corner Brook, Newfoundland A2H 3B9	12 spaces 2 - 5 years	Full
10.	Tiny Tot Day Care Marjorie Vatcher (634-2041)	Corner Brook	2 Elizabeth Street Corner Brook, Newfoundland A2H 5Z4	12 spaces 2 - 5 years	Full
11.	Wise Owl Co-Op Marie Lohnes (458-2100)	Rocky Harbour Lions Den/Kinsmen Centre	P.O. Box 153 Rocky Harbour, Newfoundland A0K 4N0	20 spaces 3 - 4 years	Half
12.	Kiddies Korner Nursery School Theresa Sheppard (647-3530) (647-3764)	Stephenville Crossing	St. George's Integrated School St. George's	10 spaces 2 - 5 years	Half

LABRADOR REGION

NAME OF CENTRE/OPERATOR AND TELEPHONE NUMBER	LOCATION	MAILING ADDRESS	LICENSED SPACES/ AGE RANGE	FULL/PART TIME
1. Carol Lake Parent Co-Op Nancy Chamber (944-5906)	Carol Lake United/ Anglican Church	P.O. 283 Labrador City Labrador, Newfoundland A2V 2K5	24 spaces 2½ - 5 years	Half
2. Churchill Falls Nursery Joyce Greene (925-3982)	Eric G. Lambert High School	P.O. Box 61 Churchill Falls Labrador, Newfoundland A0R 1A0	15 spaces 3 - 4 years	Half
3. Hudson House Nursery Gail Pike (944-6820)	Hudson Drive Labrador City	P.O. Box 71 Labrador City	20 spaces 3 - 4 years	Half

APPENDIX E

List of Commercial Language Development Programs Available

Adler, Sol; King, Deborah; and Hodges, Ann Lacy. A Communicative Skills Program for Day Care, Preschool and Early Elementary Teachers. Charles C. Thomas, Springfield, Illinois, 1982.

Allen, Roach Van; and Allen, Claryce. Language Experiences in Early Childhood Teacher's Resource Book. Encyclopaedia Britannica Press, Chicago, Illinois, 1969.

Brigance, Albert H. Brigance Diagnostic Inventory of Early Development. Curriculum Associates, Inc., North Billerica, MA, 1978.

Clymer, Theodore; Christenson, Bernice M.; and Russell, David H. Building Pre-Reading Skills, Kit A--Language. The Ginn Basic Reading Program. Ginn and Company, Boston, Mass., 1965.

DeFranco, Ellen B. Learning Activities for Preschool Children. Olympus Publishing Company, Salt Lake City, Utah, 1975.

Dunn, Lloyd M.; and Smith, James O. Peabody Language Development Kits Level 1. American Guidance Service, Inc., Circle Pines, Minnesota, 1965.

Department of Education, Government of Newfoundland and Labrador. Preschool Parent Resource Package, 1986.

Edge 1: Language and Reading Skills. Developed by Universal/Learning Achievement. D.C. Heath and Company, Lexington, Mass., 1970.

Education Programs and Evaluation Division, Department of Education, Northwest Territories. Language Development. Primary English Edition, 1978.

Language Development Cards. Group A, Concept Cards. The Economy Company, Oklahoma City, Oklahoma, 1968.

MacKay, David; Thompson, Brian; and Schaub, Pamela. Breakthrough to Literacy. Teachers Resource Book, Bowmar, Glendale, California, 1973.

McInnes, John A.; and Gerrard, Margaret G. Down In Hickory Hollow. Teachers' Guidebook. Thomas Nelson and Sons, Don Mills, Ont., 1969.

McInnes, John; Gerrard, Margaret; Ryckman, John; Garry, Mimi; Graves, Clayton; and Turner, Margaret. Teachers' Resource Book for Hickory Hollow Friends, Hickory Hollow ABC. Thomas Nelson and Sons, Don Mills, Ont., 1977.

Neale, Marie D. Neale Scales of Early Childhood Development. Child-Teacher Interaction (SRA) Science Research Associates Pty. Ltd., Sydney, Australia, 1976.

Neuman, Donald B. Experiences In Science For Young Children. Delmar Publishers, Albany, N.Y., 1978.

Pasamanick, Judith. Talkabout. Book 1. An Early Childhood Language Development Resources. Center for Media Development, Inc., Little Neck, N.Y., 1976.

Reader's Digest Educational Division. Initial Experiences: An Early Learning Module. Reader's Digest Services, Inc., Pleasantville, N.Y., 1972.

Shreiner, Curt, and MacLaughlin, Barbara. 127 Reproducible Activities for the Early Childhood Teacher. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1982.

APPENDIX F

A Language Experience Package

Definition of a Language Experience Approach

A language experience approach to language development requires the use of many materials and a variety of methods. It is designed to help children at all levels of ability to be increasingly sensitive to the world in which they live. The role of the teacher is to select activities and establish learning situations designed to promote both divergent and convergent thinking, thereby maximizing success for each individual. (Allen and Allen, 1969)

The Goal of a Language Experience Approach

The goal of a language experience approach is to translate language learnings into meaningful behavior. Successful communication is the major emphasis and planning is guided by three major emphases.

(1) The child uses his own language.

(2) The child understands the language he uses.

(3) The child understands his language as used by other people.

(Language Experiences in Early Childhood-Teachers Resource Book. Allen and Allen, 1969, p. 9)

Some Basic Assumptions Underlying a Language Experience Approach

- It is important for children to achieve success at all stages of their learning experiences.
- As children learn about language, they have the greatest measure of success working with their own spoken language.
- The teacher should be an active participant in the child's learning process, constantly offering guidance and help.
- Language, spoken and written, is highly patterned. The more that learning materials help to reveal this patterning, the more effectively the children will be helped to learn to read and write.
- Children should become well acquainted with language through listening to it and experimenting with it before they are ever expected to read it or write it.
- Children need materials to manipulate and create their own situations, both factual and imaginative, that stimulate their oral expression.
- Children should have their own learning materials that allow them to progress, each at his own rate.
- Listening to and looking at many stories, nursery rhymes, and poems help the children understand the concept of a writing system. Experiences with peer-produced books, stories written in children's own

language, nursery rhymes, and poems will help children to eventually read themselves.

- The first materials children are asked to read should be related to their own interests and experiences and should include forms of imaginative writing.
- Printed materials, from the beginning, should be linked to the child's spoken language. The children's neighborhood dialect may be the only resource that they have for learning to read and write, and to present them with written language unrelated to their own is to cut them off from what they know.

(MacKay, Thompson and Shaub, 1973, p. 4)

SELECTED ACTIVITIES

Activity: "Paper Bag Puppets".

Objective: To foster self expression through art activity and role playing.

Materials:

1) paper bag
2) glue
3) scissors
4) crayons
5) scraps of coloured wool
6) scraps of construction paper

Procedure:

1) Have children make a paper bag puppet using wool for hair or beard-and scraps of coloured paper for eyes, nose, mouth or children may prefer to draw the eyes, nose and mouth with crayon. Encourage children to use their imaginations.
2) Have children discuss and share their ideas as they work.
3) When all the puppets are made the children may play with their puppets or put on a puppet show.

Activity: "Snack Time Fun".

Objective: To provide opportunity for tasting different foods and describing how they taste.

Materials:

1) bread
2) peanut butter
3) raisins
4) carrots
5) celery
6) nuts
7) coconut, etc.

Procedure:

1) Have children make funny faces out of round bread. Raisins can be used for eyes, celery for a mouth, etc.
2) Have children describe the taste and texture of the food as they eat. Encourage descriptive words -- for example, sweet, sticky, chewy, crunchy, delicious.

Activity: "A Story About Me".

Objective: To generate excitement about words, reading, talking and listening.

Materials:

1) construction paper, wall paper, felt, etc., for use as covers
2) sheets of white unlined paper
3) length of coloured wood (approximately 12 in.)

Procedure:

1) Guide the children in making a book, using the wool to thread through paper and covers to bind the book together.
2) Print the story as the child tells it, making the child the central character.

   For example, p. 1 This is me. My name is John.

   p. 2 This is my house. It is white.

3) Have the children make a drawing for each page or cut pictures from a magazine for each page.

Activity: "What's in the Bag?".

Objective: To develop descriptive language by describing how things feel.

Materials:

1) paper bag
2) a variety of small objects to feel- (Sponge, rock, felt, velvet material, wool material, steel wool, etc.)

Procedure:

1) Place all the objects in the paper bag.
2) Name an object and have a child reach into the bag and find the object named.
3) Have the child describe how the object feels.

Activity: "My Book of Words".

Objective: To provide opportunity for associating names of objects with the pictures of the objects.

Materials:

1) sheets of white unlined paper
2) material suitable for book covers (construction paper, wall paper, felt material, etc.).
3) crayons or markers
4) 12 in. length of wool
5) glue
6) scissors

Procedure:

1) Help the children construct books using the wool to bind the book together.
2) Have the children cut pictures of familiar objects from magazines or catalogs and paste a picture on each page.
3) Underneath each picture, print in the word that corresponds.
4) Print a title on the cover.
5) Have the children "read" their books periodically.

Activity: Listening Time

Objective: To develop sensitivity to word pictures.

Materials:

1) paper
2) crayons or paints

Procedure:

1) Read a poem or story to the children: -- for example, "The Noisy Book" by Margaret Wise Brown, "The Listening Walk" by Paul Showers.
2) Ask the children to listen carefully to find out what the author makes us see, smell, hear as you read.
3) List their responses on poster size chart paper.
4) Have each child draw a picture to illustrate his favorite word picture.
5) Arrange the pictures on the bulletin board and have the children talk about their pictures.

Activity: Sharing Stories

Objective: To provide opportunity for children to express ideas.

Materials: A book appropriate for pre-school children -- for example, "Alexander and The Terrible No Good, Very Bad Day" by Judith Voist. "Where Did My Mother Go?" by Edna M. Preston.

Procedure:

1) Read the story to the children. Show the picture to the children while the story is being read.
2) Discuss the story with the children.
3) Have children make up their own stories and share with the class.
4) Print each child's story on poster size chart paper.
5) Have the children draw pictures to go with their stories.
6) Display the stories and pictures around the room.

Activity: Group Fun

Objective: Vocabulary Development.

Materials: A book appropriate for age group and purpose of the activity.
Eg., "A Snowy Day" by Erza Jack Keats.

Procedure:

1) Read the story to the children.
2) Ask the children to suggest as many words as they can with the word snow in it.
   Eg., snowman, snowball, snowsuit, snowstorm, snowy, etc.
3) Print the words on poster size chart paper and display.

Activity: Discussion Time

Objective:
1) To stimulate discussion
2) To provide opportunity for predicting outcomes

Materials:
1) Drawing paper
2) Crayons
3) The book "Sylvester and the Magic Pebble" by William Steig or any book appropriate for age level and activity.

Procedure:
1) Read the story to the children. Stop reading before the ending is reached. Close the book and have the children discuss how the story might end.
2) Have children draw pictures of how they think the story will end.
3) Finish reading the story and have children compare endings.

Activity: Retelling Stories

Objective:
1) To develop oral expression
2) To provide opportunity for retelling stories, keeping events in sequential order.

Materials: Any book suitable for age group. For example, "Curious George Rides A Bike" by H. Rey or "Naughty Nancy" by Mercer Mayer.

Procedure:
1) Read the story to the children.
2) Have the children retell the story putting events in sequential order.

Activity: Picture Stories

Objective: To stimulate oral expression.

Materials: Any book that tells a story through illustrations. For example, "A Boy, a Dog, and a Frog" by Mercer Mayer.

Procedure:

1) Explain to the children that there are no words in the book and that the story is told through its pictures.
2) Have the children tell the story by discussing and describing what is happening in the pictures.
3) Print the story on poster size chart paper as the children tell it.
4) Have the children re-read the story from the chart.

Activity: Choral Reading

Objective: To provide opportunity for associating verbal language with written language.

Materials: Stories and poems suitable for age level and activity. For example, "I Can't Said the Ant" by Polly Cameton, "Nuts To You and Nuts To Me: An Alphabet of Poems" by Mary Ann Hoberman, "The Gobble-Uns'll Get You, If You Don't Watch Out" by J. W. Riley.

Procedure: Read the poem or story to the children. Encourage them to join in on repeated lines and phrases.

Activity: Dramatization

Objective: To stimulate oral expression.

Materials: Book suitable for age level and activity. For example, The Three Bears, The Three Billy Goats Gruff, The Gingerbread Man.

Procedure:

1) Read the story to the children.
2) Discuss the story with the children. Ask questions about the story.
3) Have the children act out the story, making up the dialogue as they go along.

Activity: Pantomime

Objective: To improve listening skills. To develop self-confidence.

Materials: A book suitable for age level and activity. For example, The Three Little Pigs, Snow White and the Seven Dwarfs, the Three Bears.

Procedure:

1) Read the story to the children.
2) Stimulate group discussion by asking questions.
3) Explain to the children that they are going to pantomime the story as you read the conversational parts.
4) Assign a part to each child to pantomime.
5) Reread the story. Have the children pantomime the actions as you read.

Activity: A Diorama

Objective:

1) To stimulate creativity.
2) To develop an appreciation for books.

Materials:

1) shoe boxes
2) sand
3) modelling clay
4) paints
5) Book appropriate to age level; activity. For example, "The Tale of Peter Rabbit" by Beatrice Potter.

Procedure:

1) Read the story to the children.
2) Have children discuss the story. To stimulate discussion, ask questions about the story.
3) Have the children make a diorama of Peter's home in a sandbank, under the roots of a fir tree.
4) Have children decorate a shoe box with paints. Put sand in each shoe box and have the children make Peter, Floppy, Mopsy and their mother out of modelling clay and put them in the scene.

Activity: Using Descriptive Words

Objective: To build vocabulary

Materials: "The Emperor's New Clothes" by Hans Christian Andersen.

Procedure:

1) Read the story to the children.
2) Ask the children to describe one another's clothing.
3) Have the children describe clothing people might wear on other occasions. For example, a party, to the beach, skating, etc.

Activity: Let's Pretend

Objective:
1) To stimulate discussion.
2) To provide opportunity for expressing ideas.

Materials: Bdok "Curious George" by H.A. Rey or any suitable story.

Procedure:
1) Read the story to the children. Ask questions to stimulate discussion
2) Have the children pretend that George came to their school. Have the children tell stories about what they think would happen.

Activity: A Neighborhood Walk

Objective:
1) To sensitize children to the neighborhood.
2) To provide opportunity for observing and reporting.

Materials: None required.

Procedure:
1) Have the children name and talk about things they see as they walk. Encourage descriptive language.
2) When the group returns to the school, have the children report on what they saw on their walk. The teacher can then print each contribution on poster size chart paper for display around the room.

Activity: Guessing Game

Objective: To encourage self-expression.

Materials: None required.

Procedure:

1) Play - act silently, something that is familiar to the children. For example, Taking a bath. Ask the children to describe what you are doing and guess what it is.
2) Have each child play-act while the teacher and the other children guess what it is.

Activity: Small Bottles

Objective: To stimulate use of descriptive language.

Materials:

1) Small jars such as pill bottles, baby food jars, etc.
2) Small amounts of various things for children to smell--pepper, coffee, onion powder, perfume, jelly powder, etc.

Procedure:

1) Place a small amount of each thing into a jar and punch small holes in the cover.
2) Have the children smell the contents of each jar and describe the odor.

Activity: Labeling

Objective:

1) To develop the concept that everything can be described by words, which can be spoken or written.
2) To develop an awareness of print as talk written down.

Materials:

1) Cardboard strips about 2 in. x 5 in.
2) Wide marker.

Procedure:

1) Make labels for objects or areas in the room. For example, Bathroom, chair, table, door, window, dress-up box, toy-box. Tape labels to objects or areas to be labelled.
2) Help the children make a scrapbook with pictures of familiar objects cut from magazines or catalogues. Print the appropriate word beneath each picture. Encourage the children to "read" their scrapbooks.
3) Keep a box of familiar pictures along with corresponding labels. Have the children pair each picture with the correct label.

Activity: Sharing Experiences

Objective: To extend language through sharing experiences in group discussions.

Materials: None required.

Procedure:

1) Have the children sit in a circle on the floor.
2) Encourage each child to talk about a real or imaginary experience. The teacher can stimulate discussion by asking questions. For example, "John, can you tell us what you saw on your car trip to Grandmother's Sunday?" "Mary, I hear you have a new baby brother. Would you like to tell us how you help mommy take care of him?"

Activity: Colour Clues

Objective: To provide opportunity for children to identify the colour of an object, to match according to colour and to sort according to colour.

Materials:
1) styrofoam trays
2) plastic discs of various colours or squares of coloured construction paper

Procedure:
1) Distribute a tray containing coloured discs or paper squares to each child.
2) Hold up a coloured piece of paper. Name it and have the children find the same colour in their tray. Proceed through all the colours.
3) Have the children group their discs or squares according to colour.
4) A child is chosen to hold up a coloured disc or square and the other children have to guess the colour.

Activity: Tool Hunt

Objective: To expand language through observing and describing.

Materials: Tools or utensils the children use every day. For example, Knife, fork, spoon, brush, comb, toothbrush, pencil, etc.

Procedure:

1) Have the children collect various utensils around the room.
2) Talk about each object's purpose and how it helps us. Demonstrate how each is used.
3) Have the children make a tool scrapbook using pictures cut from magazines.

Activity: See, Feel, Smell and Taste What Happens.

Objective:
1) To provide opportunity for children to note and compare changes in appearance, texture, consistency and taste in food as it is cooked.
2) To develop descriptive language through discussion.

Materials: Raw fruit or vegetables--carrots, potatoes, broccoli, apples, etc.

Procedure:
1) Have the children eat a piece of fruit or vegetable that has not been cooked. Discuss its appearance, texture, and taste.
2) Prepare food for cooking and have the children describe what is being done--peeling, cutting, scraping, coring, etc.
3) As food is being cooked allow children to feel changes in consistency with a fork.
4) Serve cooked food to the children and encourage them to talk about changes in its raw and cooked stages.

Activity: Dress Up Time

Objective: To provide opportunity for self-expression through dramatic play.

Materials: Dress up box containing grown-up clothing, shoes, handbags, etc.

Procedure:

1) When the children are involved in dramatic play, ask if you can join in.
2) Let the children assign you a role to play or make one up for yourself.
3) Follow the theme of the play as developed by the children.
4) Talk with the children afterwards about what happened and how they felt.

Activity: Making up stories.

Objective: To involve children in composing and providing titles for stories.

Materials: A large poster or picture of people or animals.

Procedure:

1) Show the picture to the children and have them discuss what they see, what they think happened, what could happen, etc.
2) Have the children make up a story about the picture. Print the story on poster size chart paper as the children tell it.
3) Have the children decide on a title for the story.
4) Read the story back to the children.
5) Display the story in the classroom.

Activity: Story Plays

Objective:

1) To involve children in dramatizing familiar stories.
2) To involve children in composing and dramatizing familiar stories.

Materials:

1) Cardboard tubes from toilet paper rolls.
2) Crayons.
3) Scraps of wool.

Procedure:

1) Have the children make puppets out of cardboard tubes, using wool for hair and drawing the faces with crayon.
2) Retell a familiar story and have the children act out the story with puppets.
3) Have the children make up and dramatize their own stories.

Activity: Telephone Calls.

Objective: To provide opportunity for expressing ideas and feeling.

Materials: Toy telephones or make telephones out of cardboard tubes from toilet paper rolls and wool or string.

Procedure:

1) Call a child on "the phone". Encourage him to talk. If necessary supply him with ideas. For example, Can you think of one thing that made you feel good today?
2) Have children pick a partner to talk on the telephone with.

Activity: Bean Sprouting

Objective: To extend language through describing and discussing.

Materials:

1) Lima beans.
2) Small dishes or jars.
3) Water and absorbent cotton.

Procedure:

1) Have each child plant several beans. Describe and discuss each step with the children.
   - First you presoak the beans.
   - Next you line the jar with cotton.
   - Then, you wet the cotton.
   - Next you place the beans in the jar.
   - After they're in place, count the beans.
   - Then you set them aside for watching.
2) Have the children observe and describe what is happening daily.

Activity: Moving to Music.

Objective: To link children's movements with a verbal expression of the movements.

Materials: Tapes or records of wordless music.

Procedure:

1) Have the children move spontaneously to the music.
2) Have the children describe how the music sounds to them and how it makes them feel. Draw attention to musical features that might go unnoticed.
3) As the children experiment with various movements, use descriptive words appropriate to the children's actions. For example, twist, turn, shake.

Activity: Farm Animals.

Objective: To encourage the use of new vocabulary.

Materials:

1) Pictures of farm animals.
2) Books about farm animals.
3) Modelling clay.
4) Trip to a farm, if possible.

Procedure:

1) Read books about farm animals to the children.
2) Display pictures of farm animals and have children identify each animal. Talk about what each animal eats, the size of the animal, the sound made by the animal, etc.
3) Have each child make a farm animal with modelling clay.
4) Have each child present the animal he has made and tell something about it.
5) Display the animals in the classroom.

Activity: Baby Chicks.

Objective: To strengthen understanding and use of descriptive words.

Materials:

1) Construction paper.
2) Cotton balls.
3) Yellow tempera paint.
4) Glue.

Procedure:

1) Draw the outline of a baby chick on sheets of construction paper.
2) Have the children glue cotton balls inside the outline.
3) Have the children paint the cotton balls with yellow tempra paint.
4) When the paint is dry help each child draw a face on the head of the chick, using a black marker.
5) Have the children describe a chick, using such words as soft, fluffy, pretty, cuddly, etc.

Activity: Listening Walks

Objective:
1) To develop listening skills.
2) To expand vocabulary.
3) To relate print to talk.

Materials: None required.

Procedure:
1) Take children on a walk in the neighborhood to listen for as many sounds as possible. Encourage conversation about sounds heard.
2) When the children return to their classroom, make a list of the various sounds they heard, and display in the room.

Activity: Rhyming Words.

Objective: To familiarize children with words that rhyme.

Materials:

1) Tapes or records.
2) Stories and poems. For example, Mother Goose Books, Dr. Suess Books.

Procedure:

1) Read or sing rhymes and let the children identify the rhyming words.
2) Encourage children to sing along with tapes or records which emphasize rhyming words.
3) Have children make up their own rhyming words.

Activity: Silent Moves.

Objective:
1) To develop vocabulary through observing and describing.
2) To stimulate discussion and self expression.

Materials: Any film appropriate for age level.

Procedure: Show the film with the sound track turned off. Encourage children to talk during the film. Stimulate discussion by asking questions such as "Why do you think this happened?" "What will happen next?", etc.

Activity: Painting Sky Pictures.

Objective: To foster language development and self expression through art.

Materials:

1) Art paper.
2) Paints and brushes.

Procedure:

1) Talk about different appearances of the sky that children could paint.
2) Have children paint their pictures. When dry, make captions for the sky pictures that include appropriate words of color, size, mood and movement.

Activity: Telling stories to accompany filmstrips.

Objective: To stimulate oral expression.

Materials: Any filmstrip appropriate for age level.

Procedure:

1) Show a filmstrip and have the children make up a story for it. Get one child at a time tell about each frame as it is projected.
2) Tape the story and play it back to accompany the filmstrip.

Activity: Imaginary Creatures.

Objective: To foster self expression through art.

Materials:

1) Art paper.
2) Paints.
3) Crayons.
4) Modelling clay.
5) Scrap material (buttons, scraps of wool, fabric, etc.)

Procedure:

1) Children paint or draw imaginary creatures, or combine scrap material to fashion imaginary creatures or construct imaginary creatures out of modelling clay.
2) Have each child make up a name for his or her creature. Print the name on a card and display with each child's creation.
3) Have the children tell something about their creatures. For example, where they live, what they eat, etc.

Activity: Name Games.

Objective: To provide opportunity for children to recognize their own names and names of others when printed.

Materials:

1) Strips of cardboard, approximately 4 x 3.
2) Wide marker.

Procedure:

1) Children and teacher sit in a circle. The teacher begins. "My name is _____" and then turns to the child on the right and asks, "What is your name?" The child responds, "My name is _____ (first and last names)". He then turns to the child on the right and asks, "What is your name?". The game continues around the circle.
2) Paint each child's name on a strip of cardboard. Each child holds up the strip and says, "This is my name. It says _____".
3) Display the name cards one at a time and describe the child whose name is on the card. Children guess whose name it is.