

# General Language Stimulation Ideas

The following language stimulation techniques are used frequently by teachers throughout the day and can be very effective if used in a targeted and consistent way.

## Reduction

This means reducing the length of your sentences or the amount of information you provide to match the level of language that the child understands.



For example:

Original sentence:

“Tell me all about what you have brought today and what you do with it at home?”

Reduced sentence:

“What does it do?”

## Expansion

When the child makes a comment, build on what the child has said and add one more element to the child’s sentence. The child is then able to listen and learn the extra element.

For example:

*Child:* “I made a rocket.”

*Adult:* “Yes, you made a **red** rocket.”

## Modelling

It is very important to give a child accurate language models. If a child makes an error, repeat the sentence back in its corrected form, emphasising the key words.

For example:

*Child:* “Him throwing ball.”

*Adult:* “Yes, **he** is throwing **the** ball.”



It is not important that the child repeats the sentence, it is only important that they hear a correct model of the sentence. If they do however, spontaneously repeat the sentence, praise them (eg. “You said ‘she’. Well done.”)

### **Forced choice**

If a child uses an incorrect word or is struggling to answer a question, give the child a choice of two possible answers. The alternatives can make the choice easy or difficult, depending on the choice you offer.

For example:

*Child:* "I stuck it with paper."

*Adult:* "Did you stick it with paper or with glue?"

*Child:* "I stuck it with glue."



### **Repetition**

Use lots of repetition in your language but try and use it in a variety of different contexts or activities. Children also benefit from repetition of oral language tasks, particularly those children with language learning difficulties.

### **Parallel Talk**

Parallel talk can be particularly useful during activity based sharing activities. Parallel talk involves describing out aloud what the child is doing.

For example:

*Adult:* "That's a long piece of string you are sticking to your boat. You're using sticky tape to stick it. And now you're colouring in the sail."

### **Negative Practice**

The adult makes deliberate errors and the child corrects the error.

For example:

*Adult:* "I like your blue teddy"

*Child:* "It's not blue, it's a **brown** teddy".

### **Sentence Closure**

Ask the child to finish the sentence for you. This is particularly helpful for children who are having difficulty getting their ideas organised.



For example:

*Adult:* "So you coloured it in and then you..."

*Child:* "...cut it out with scissors"