1. The English language is always changing and has gone through many developments over time. There are always new words being added and taken from other languages. Linguistics refers to the study of language and a linguist is the person who studies different means of language including phonology, morphology, syntax and semantics. When learning how to develop language, children must first learn the phonology, or sounds the letters make and the morphology, the forms or structures of language, for example words that can stand alone, such as cat or ones that cannot such as ly or ness which can be used as suffixes, before they can understand syntax, arranging words into sentences and semantics, the meanings of words. We go through a process of acquiring language that begins at birth. Newborns convey meaning through crying this eventually turns into babbling and cooing. At around one year they begin to speak single words and by two some begin speaking in sentence form. It is important to remember that no child is alike and they all develop at different levels and times in their lives. Around three they begin to arrange words more thoroughly into sentences and begin speaking and having conversations with other children around this time as well. By ages 9-11 children usually understand the meanings of most words in a variety of contexts. Incorporating language in the classroom is essential for children because it gives them the opportunity to express themselves and increases their communication skills at the same time. Farris also mentions how different dialects exist in this diverse world in which we live, especially the US. The most familiar to us may be ebonics spoken by African Americans. Finally we must also consider the other cultures and how they acquire the English language as well. They are going to bring a number of variations and some often switch back and forth between English and their first language, this is known as codeswitching.

2. "..."when children feel that their cultural identities have no place in the classroom, they often reject the curriculum, resist learning, and may eventually drop out of school" (p. 209). I chose this quote because it really shocked me when I first read it. Those are some very upsetting effects of leaving culture out of the classroom but it makes more sense now. Children want to feel like they belong and are important and this includes incorporating their cultures as well. If I were to always only see or hear books in school about males being the best at everything, I would become upset and think that I do not matter. I am sure this, in a larger sense, is what they are feeling when they feel they cannot express their cultures or do not see them being bought into the classroom.

3. I really liked the bingo activity we did in class. It is a familiar game to students and can always be fun and motivating for them. I like the idea that Dr. Walker gave us about creating our own bingo cards with quotes from our own students work. This is a great idea and would make any student proud and feel special of their accomplishments.

4. The reader's theater was really fun as well. I think it gives those students who like to act and perform the opportunity to express themselves and the whole class is able to have fun with a story, while understanding it at the same time.

5. The development of language in a child is fascinating to me. I think that children learn best by being spoken to and it is essential for parents to speak to their children all the time. It is also important to remember each child develops differently and not to force children to talk by a certain age. I found the following quote to be extremely interesting in talking about a child's language development, "after producing their first words, children rapidly acquire about 50 words in the next 6 months." This is truly amazing.

Comments

1. Your summary is fine and I esp. like how you use this quote, "We go through a process of acquiring language that begins at birth." Yes, we must teach to the whole child and prepare parents/guardians with the proper trainings so they can nurture learning at early ages that will develop the needed schema that later learning can connect to and grow from.
2. I love your selected quote and your analysis. I am presenting at the Keystone State Reading Association's conference in October on this very issue. You handle the diversity issue with maturity and respect.

3. Yes, incorporate students' work into anything you can. I think creating or having your students create the Bingo cards could be very productive and later long-lasting learning for many years ahead.

4. Readers' Theatre is a productive learning and fun combination activity. Just remember to use it like spices in cooking, sparingly. Too many educators over-use and kill the joy of unique activities.

5. Yes, the research is fascinating and too often teachers do not instruct or encourage students to learn enough new words and to truly develop a working vocabulary. There is a great deal of new research on vocabulary development and you would be astonished as to how many words student sin the elementary grades should be learning and using each year. The number is staggering.

Friday, 06/13/2008 8:45 PM by DAVID

Tammy (permalink)
Created on Tuesday, 06/10/2008 11:41 PM by Tammy

1. Chapter five focuses on oral language and developing the base of expression beginning with an in-depth background of the development of the english language. Farris then goes on to describe the aspects of language including phonology, morphology, syntax, and semantics. Phonology refers to the sounds of language with a phoneme being the smallest unit of speech. Phonemes are represented by symbols called graphemes. Morphology refers to the forms or structures of a language with a morpheme being the smallest unit of meaning in any language. Semantics is the study of word meanings while syntax is the arrangement of words into meaningful phrases, clauses, and sentences. The next part of the chapter discusses language development in children ranging from babbling, semantic development, holophrastic speech, telegraphic speech, overgeneralizations, and the functions of language. The functions of language include instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative. Dialects are a linguistic variation of the English language that is regional and differs distinctively from standard English. The three major dialects that exist in the United States include Northern, Southern, and Midland as stated by the text. Within these dialects include black english or ebonics. The most important part of any classroom is the multicultural considerations within. Some languages among many that are used in the classroom is Spanish-influenced English, Native American, and Asian-influenced English. Codeswitching is also used in many classrooms which the the use of two languages simultaneously or interchangeably.

2. "Reading and writing float on a sea of talk." (James Britton) (page 189)

-This quote is very influential. I feel that if children have the chance to talk and be engaged in conversation more often they are liable to become better readers and writers.

3. I definitely feel that this is one of my favorite chapters so far. I think language is very interesting because it comes in so many different forms and is derived from so many different places. It is what sets many of us apart from one another and also lets our ethnicities shine from our ancestors. For example, my ethnic background is Italian and though I do not speak Italian I would someday love to learn it. My great grandmother spoke Italian fluently which sets her apart because not only was she English speaking but spoke Italian as well. Learning more than one language is beneficial in anything you do in life and will expand you knowledge of the world.
4. I loved in the book how Farris included the English and Spanish cognates. I took Spanish for two years in high school and two years in college but wished I could have gone further with it. Spanish words are similar to English words in many ways and are sometimes easy to interpret by their spelling. For myself, it is easier to understand and read Spanish then it is to actually compose sentences.

5. In reflection to the whole chapter their is much connection to the practicum I was enrolled in. I did my practicum in Hazleton where I also live. I had a class of 32 second graders where approximately at least 20 were Spanish speaking and came from homes where Spanish was the initial language used. As teachers, it is important to show much respect and interest for students of diversity because not only as the teacher will you learn more, but the students will learn off of one another. In our society today there is much more diversity than in past generations so it is important that we favor that and learn off of it!

Comments

1. A fine summary. I esp. like that you thoroughly covered these significant concepts: "Farris then goes on to describe the aspects of language including phonology, morphology, syntax, and semantics. Phonology refers to the sounds of language with a phoneme being the smallest unit of speech. Phonemes are represented by symbols called graphemes. Morphology refers to the forms or structures of a language with a morpheme being the smallest unit of meaning in any language. Semantics is the study of word meanings while syntax is the arrangement of words into meaningful phrases, clauses, and sentences."

2. Yes, use the language art skill of speech and you will develop better readers and writers. That's why I demonstrated team work in the Nellie Blye biography and the Jr. Great Book demonstration with the fable *The Bad Kangaroo*. We must encourage our students to discuss, talk, network, and converse more.

3. I agree and wish that I was bilingual. I try to converse in French, but I am far from fluent. It is a humbling experience to learn a new language and I think all educators should try to do it as a course of study so that they can truly appreciate what the ELL students must endure learning English!

4. This is a super text, tab the section that has the Spanish phrases and use it in your classroom. Students who speak Spanish as their first language will feel so respected when you try to converse with them in their native tongue.

5. I am preparing a presentation for the Keystone State Reading Association's conference in October related to cultural diversity and respecting the notion of learning for all. I agree with your statement that we are better off by learning from the diversity and building a better society from this learning.

Friday, 06/13/2008 8:36 PM by DAVID

1. Great summary. You did a really good job covering all of the main points in the chapter.

2. I agree. I think that if students are able to communicate and express ideas with each other, they will have an easier time getting their ideas down onto paper.

3. I agree with this comment as well. I took Spanish in high school but can barely speak it now. I think it is important for children to be bilingual because it is so crucial in today's world.

4. I took Spanish as well and I wish I would have retained more of it than the few words and phrases that I did.

5. I did the same practicum and had the same experiences with the Spanish-speaking children as well. I loved
Chapter 5 focuses on oral language; developing the base of expression. The English language is known as a hybrid language which means that it the English language is a combination of multiple languages. English is broken down into three different time periods; Old English 600-1000, Middle English 1100-1500, and Modern English 1500 to present. There are many languages that help establish the English language and contributed to our language. Next, Farris discusses the differences between phonology, morphology, syntax, and semantics. Phonology refers to the sounds of language and there are 24 phonemes, which are the smallest unit of speech, which each makes a different sound. Morphology refers to the forms or structures of the language. A morpheme is the smallest unit of meaning in a language. Syntax is the arrangement of words into meaningful phrases, clauses, and sentences or otherwise known as the grammatical rule system of a language. Semantics is the stuffy of word meanings which is the most important thing about language. Next, Farris talks about language acquisition and development. Babbling is the beginning stage of linguistic acquisition which leads into semantic development, holophrastic and telegraphic speech, and overgeneralization. Babbling is the combination of a consonant sound and a vowel sound that is usually repeated. Holophrastic speech is a one-word utterance first used by children from 12-18 months of age to convey meaning. Telegraphic speech is two-word utterances used by children 18 months to 24 months of age to convey meaning. Lastly, overgeneralization is when children use their acquired grammatical rules of English and extend them which indicate that the child is using his or her creativity to invent words that are neither spoken by an adult nor heard by the child. Farris offers a variety of instructional approaches and strategies to help meet the needs of special needs students as well as second language learners.

“Good teaching emerges from the teacher’s solid convictions, identification of a goal, and adherence to that goal through the flow of the classroom” (p. 191). I am indecisive about this quote because although teachers must have a plan when entering a classroom there are times, such as teachable moments, that do not adhere to that plan. Modify and adjust is a quote to live by in a classroom and although I can defiantly see why this quote is correct I can also see its flaw.

I didn’t mention in my last blog how much I really like the password game. I think it is so interesting how, as a student, you see something just as a game but in a teachers eyes a game can be a great teaching tool. I think it is defiantly worth the money to have that game in my classroom in the future.

On page 213 through 216, Farris gives a small selection of Spanish words that translate to English words. She wanted the reader to see how similar some Spanish words are and how the two languages relate to one another. I think that is a need resource even if you don’t have Spanish speaking students in your class because you are preparing your students for an encounter that they will have later on in life.
1. Today in class we did a readers theatre which we had a great time with. I thought the story line of our story was not only cute and fun for younger students but as well with our age group. The list of reader's theatres online is a great resource and I can't wait to bring this activity to my own classroom.

Comments

1. "A morpheme is the smallest unit of meaning in a language." I have heard several students tell me that this was on the PRAXIS II. You summary is fine and includes a great deal of history that led to the develop of English as we know it today.

2. You can have solid convictions and when a teachable moment presents itself stick with the convictions as to what constitutes the best learning for the most students and improvise as needed.

3. Wonderful, Password is both productive learning and fun. A superb combination for the classroom.

4. A fantastic reference, keep this text and tab the section on the Spanish phrases. Students who use Spanish as their first language will feel respected when you try to talk with them in their native tongue.

5. Readers' theatre has so much worth built into the activities. Just be careful not to over-use the method. Keep it fresh by using it sparingly.

Frida

1. Chapter 5 talks about oral language and expression. We use modern English now but a quarter of our words derive from Old English. The printing press gave common people more of an opportunity to read. We have gotten words from many sources including Latin and Spanish. Noam Chomsky sees the importance of language to the mind. Phonology, the sounds of a language, is a part of linguistics that are made up of phonemes, the smallest part of speech. Our language has 42 of them. The symbols that represent them are graphemes. Morphemes have to do with the actual structure. The syntax is the grammatical rule system, and semantics focuses on the meaning. The next section gives examples of development of speech for certain ages like first words are said typically during eight to 14 months old. A one word phrase is a holophrase and a two word utterance is telegraphic speech. Children tend to overgeneralize. Retelling of stories is very important in a classroom. The chapter talks about language that is regional like dialects and ebonics. Teachers should not prejudge those with language deficits it says in the multicultural section. After a little about Spanish-influenced English and Asian, it ends on a note about evaluating the development of the children's language. You can even use informal means of assessment.
2. "Teachers can note language problems during informal and formal conversations in the classroom" (p.219). I agree that teachers should always be aware and always be making mental notes if not writing them down even for future reference. Knowing the child in everyday situations gives you a clearer grasp on their development rather than just haphazardly teaching a lesson and taking an exam.

3. I liked the reader’s theatre we participated in as a class today! It was a cute activity and gets everyone talking and involved and reading. I think it will motivate children to follow along better too because they have to pay attention to when their character has to say something.

4. The grammar BINGO we played was a good idea. I like the extention you added about using actual sentences from work that the children in your class have written. I think that is a fun way to enhance grammar knowledge.

5. I think it is fascinating how language develops in children. On page 192 the child makes up the word yestermorning but the listener knows what he means. This reminds me of when I used to do the same thing. I would say skabetti instead of spaghetti. I also remember liking the camel on the commercials for the cigarettes and ran around singing jo cammy. This reminds me just how impressionable children are so teachers need to realize they need to be good role models.

Comments

1. You cut right to the core of the chapter by quoting, "Noam Chomsky sees the importance of language to the mind." We must teach to the minds of our students. There is simply too much knoweldge to instruct and expect will be retained for usage. we must teach our students to use their minds productively.

2. Yes, keep checklists and records of where your students are, set goals, and keep track of the student's progress towards mastery.

3. The key is to encourage the involvement of all. Here we experience the language arts and learn an awareness if not a love of drama.

4. Parts of Speech Bingo is another way to show students productive learning and fun simultaneously.

5. I love your use of background knowledge aka schema as you express your own learning with, "...skabetti instead of spaghetti." Remember to share your personal experiences with your students, they will learn from you and learn to love the person who you are.

Friday, 06/13/2008 8:20 PM by David

Samantha (permalink)

Created on Tuesday, 06/10/2008 8:22 PM by Samantha

1. This chapter is Oral Language Developing the Base of Expression. English can be broken into three periods: Old English, Middle English, and Modern English. English is a member of the Indo-European language family. The
development of English is thoroughly explained. Linguistics study language through a variety of means, including phonology, morphology, syntax, and semantics. The sound of human speech distinctively differs from other sounds. Between 3-6 months babies begin to babble. During this time they only produce a subset of sounds. Semantic development in children is interesting because speaking and listening abilities can vary with the same child. After children begin producing their first first words, they rapidly develop their vocabulary, acquire 50 words in the next six months. Young children acquire the grammatical rules of English, but often they tend to overgeneralize. According to Halliday, there are seven functions of language that are used by children. These are instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative. Knowing how each child uses language both in and out of school can help teachers develop an effective language program. There are three major dialects which exist in the United States: Northern, Midland, and Southern. Dialects differ in three possible ways: phonology, semantics, and syntax. Black English or Ebonics is a vernacular dialect spoken by many African Americans in the United States. Nowadays, a large number of cultural and language variations exist in the classroom. The teacher must be cautious and not misinterpret a child's spoken language for lack of comprehension. The following sections describe differences between Spanish, Asian, and Native American influences on English. Codeswitching, which is the use of two languages simultaneously, was explained last.

2. "English is an ever-changing language in which new words are constantly being added and some old ones are occasionally dropped" (p.197). I chose this quote because I really never thought of it in that way. It is true that the English language is always changing. New words are always being added and older words are taken out. It's interesting to think that the language is constantly changing.

3. Today we played parts of speech Bingo. I found it very fun and educational. It's a great way for children to have fun and yet learn.

4. We finally were able to finish our stories today! I really did enjoy writing them. I had no idea what I was going to write about at first and it was interesting to see what I came up with. Not only interesting to see what I came up with but it was fun to read someone else's and peer-edit their paper.

5. Reader's theater was so much fun today. I know if I had fun with it, I know for a fact the students will love it.
specific stage and hopefully develop a clear understanding within students.

2. I agree, it is fascinating that English is ever-evolving: World Wide Web, Internet, Cyberspace, etc. are just a few new words that have been added to our dictionaries in recent years.

3. Let's invite our students to learn with a blending of fun and socialization.

4. Writing need to be inviting and interesting. We must teach the students to write and expect the unexpected results from their creativity. The socialization process continues with the peer-editing and the writing develops an appreciation for other eyes on their work.

5. Readers' theatre is just another active learning tool that can develop a love of learning and a love or at least an appreciation for drama.

Jen (permalink)
Friday, 06/13/2008 9:50 AM by David

1.) The English language is the most widely spoken language in the world but it does borrow words from other languages. It also creates new words and these words because part of the language and culture. Phonology (sounds of words) and morphology (meanings of words) are both important parts of language. Every language has rules that govern how words are arranged in language and children must understand this before they can master semantics of language. Children who are learning English as a second language must prepare for a difficult task because they must learn new sounds of letters, new word meanings, and syntactical patterns they may be unaware of. Teachers can help guide students' language development by incorporating language activities.

2.) “The pluralistic nature of our society yields a large number of cultural and language variations” (pg 208). This is very true. Even in small town America, there are many different cultures that make up that one community. As teachers we need to be culturally aware of all cultures in our classroom and community.

3.) I appreciated the English to Spanish chart on page 213. I took Spanish but hardly remember anything. It was interesting to see how many words look similar to English words.

I remember reading the Tuesday picture book when I was younger. I love the idea of having a story told in pictures rather then in words. It allows for different views of the same pictures and students can each get something different out of the experience.

I was disappointed we did not go over the unit plan today. I would like to start working on it but I am waiting for Dr. Walker to explain it in further detail so that I can make sure I do it correctly.
1. Nice concise overview, but a tad short.

2. I absolutely agree. Nowadays, the classrooms are very diversified and teachers need to prepared for that.

3. That I found interesting too. I took French and it also has some similar words.

4. I did not read it but I thought the illustration was amazing!

5. I am not too disappointed we did not go over today, but I would like to go over it soon so I can get a head start.

Tuesday, 06/10/2008 8:27 PM by Samantha

1. I agree with Samantha, your summary is too brief. Review other students' #1 for chapter 5 and see the important ideas that you missed entirely.

2. Even in small town, rural America, teaching diversity and multiculturalism is an important aspect of education. Everyone must learn from the variety of writings and readings across the world.

3. Yes, tab p. 213 and use the text as a reference for your future teaching career.

4. Picture books with little or no words really help students to develop their imaginations and demonstrate their creative side. Tuesday is just one example of numerous books of this nature.

5. Timing is everything. I am sorry that I did not meet your expectation for when the review of the unit assignment occurred. Yes, it did happen, and hopefully everyone is crystal clear as to what it needs to include.

Friday, 06/13/2008 9:43 AM by David

Ashley Post on June 10 2008 (permalink)
Created on Tuesday, 06/10/2008 6:42 PM by Ashley

1. Chapter 5 is informative yet very simple. The English language dates back to many, many years ago. There were three periods of the English language; Old English, Middle English, and today, Modern English. The studying of language is called linguistics. Through this we study the phonology- the sounds of language, morphology- the structure of language, syntax- the arrangements of words to form meaningful phrases and sentences, and semantics- studying the meanings of words. The chapter then proceeds with the stages of language consisting of babbling, first words, first sentences, semantic development, etc. The ages in which these stages takes place are provided which can be very helpful. Most young children use only one word to get their "wants" across, i.e. a child
saying "cookie" for "I want a cookie". This is called holophrasing. Now when a child uses two words such as "more milk" to mean "I want another glass of milk" this is called telegraphic speech. Children also overgeneralize sometimes. This means that the child will say words like "foots" for "feet". There are seven functions for language: *instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative.* Language in the classroom is developed greatly in the classroom. Being around other people, such as the teacher and other students, children are able to expand their vocabulary. Children's literature also provides a great advantage to developing a child's development. When teachers read to children, children are able to expand on background knowledge to envision the story's actions and the characters in their mind. This is important to allow children to use their imagination. When it comes to dialects and other multicultural circumstances, teachers need to be extra sensitive and aware. Endings are changed, whole words are changed and in some places a word can mean something entirely different. As a teacher we should pay attention to when children use types of incorrect language usage. When this occurs, simply tell the children the appropriate way to say what they mean. When it comes to multiple languages some people codeswitch. This means that within a sentence, two different languages can be used. Even if bilingualism isn't perfect, this doesn't mean that the person isn't capable of using more than one language. When it comes to evaluating language development, there are a few ways to do this. One way would be to show a student some pictures and ask them to come up with their own story. Some students will give you just the basics while other students will tell you a very detailed story. Also, a teacher can listen for problems such as stuttering and then work on fixing the problem.

2. "Teachers must keep in mind that "when children feel their cultural identities have no place in the classroom, they often reject the curriculum, resist learning, and may eventually drop out of school" " (pg. 209).

The children in our classrooms are going to come from all over the country and all over the world. The classroom is supposed to be a very welcoming environment, learning environment, and a place where children can come to get away from other issues that may plague them at home. If the people within a classroom portray even the slightest reaction that they don't like someone, the children aren't going to feel like they belong. We loose our students then, mentally and depending on the grade, physically. As a teacher, we are to demonstrate that everyone is equal and everyone is just as special as the one sitting next to them.

3. I'm glad we finished our stories today so that we were able to get a chance to read and edit. Most of the stories I read were very creative and funny. If we enjoyed this short assignment imagine how a little child feels when they can come up with their own story to write.

4. I liked the BINGO game. Again, learning doesn't have to be all drill and practice. This is a great method to get children familiar with the parts of speech. This game could be done with just about any subject.

5. I liked in the book where it talked about the development of speech (pg 200). It's really nice to know where about a child should be in their development and possibly even what to look for when they do reach that age or to identify something if the child is advanced.

**Comments**

1. Great summary! You covered all the main points very well.

2. This is a great quote to make you think about how much you have to try to reach all of the students in your class.

3. It was fun to read everyone’s story. The pictures were cute and gave us a lot to go off of.

4. I like the idea of learning games in the classrooms. This helps the students learn with out realizing they are learning.

5. Yes, this it important because it lets you know if you need to get them extra help.
1. I agree with Lisa, you indeed do cover the main ideas of the chapter extremely well. I esp. like the focus on the seven functions of language, “There are seven functions for language: instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative.” These are important slices of information that could be topics that instructors could connect lessons to and develop deeper understanding of why reading and writing has so many differing styles and genres.

2. We will lose students if our teachings do not respectfully include all aspects of cultural literacy. I am speaking to this very topic at the Keystone State Reading Association conference in October 2008!

3. Remember the joy of reading others’ work and them reading yours. Yes, writing is indeed for an audience and we want students to realize that their writing is transferred to readers when they pass it on to others. A social aspect of effective education.

4. Parts of Speech Bingo is a game with a productive focus on learning. Yes, students have fun while learning and thus drill and kill need not be part of reviewing or introducing concepts of grammar.

5. The text is a super reference. We all need to review where students should be in their development of speech.

---

Christine (permalink)
Created on Tuesday, 06/10/2008 5:46 PM by Christine

1. Chapter Five of Farris is about oral language. The English language has an oral base and borrows words from other languages. English is broken into three periods: Old English, Middle English, and Modern English. There are many small parts that make up the English language. The study of language is called linguistics. Linguists study language such as phonology, morphology, syntax, and semantics. Phonology is the term used for the sounds of language. There are 42 phonemes in the English language, which are the sounds of language. Graphemes are the symbols that represent the sounds. Morphology is known as the forms and structures of a language. The smallest unit of meaning in language is a morpheme. Being knowledgeable of syntax, the arrangement of words, allows a writer or speaker to see or hear a grammatical error. The learning of new words is a lifelong process. Semantics is the term given to the study of word meanings. Children begin developing language by babbling and then move onto holophrastic and telegraphic speech. After a child’s first words, their vocabulary develops to about 50 words in six months. A child uses a holophrase when they say one word to convey an entire sentence. When a child moves onto using two word sentences they are using telegraphic speech. There are seven functions of language: instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative. Children’s language develops through interaction with others. Language development can be evaluated formally or informally through conferences and observations.

2. “Good teaching emerges from the teacher’s solid convictions, identification of a goal, and adherence to that goal through the flow of the classroom.” (pg 191) I liked this quote because it is true that we have to make goals and follow through with them. Following through with our classroom goals is important to our students as well as our good teaching.

3. This chapter shows a list of English words and how they translate to Spanish. Both languages have words that are very similar which I always find interesting.

4. Today, we played a bingo game in class. I thought this was another fun yet educational game that we could use with our students to teach them about nouns, pronouns, adjectives, adverbs, and so much more.

5. I thought it was beneficial to do a reader’s theatre in class today. This is a great reading activity to pair with a lesson. I learned that our student’s will love doing this activity but we should not overuse it.
1.) Great summary

2.) I agree. Goals are an important part of the learning process.

3.) I talked about this as well and found it interesting too.

4.) I have to confess, as much as I liked that bingo game, when I was in school teachers used bingo a little too much and I got really sick of it.

5.) I agree. That is something I want to include in my classroom in the future.

1. Your summary relates to language learning as a process like writing. I like the way you discussed syntactic ad semantic forces at play in the language development. I esp. like, "There are seven functions of language: instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative." A clear understanding of the word Farris has written.

2. Yes, goals center the instruction and invite the students to the table of learning that is prepared for them.

3. One of my personal regrets, I am mono-lingual and wish to be at least bi-lingual.

4. Play games with a focus on learning and be both fun and productive simultaneously!

5. I am pleased that you appreciated the readers' theatre and know not to over-use it. Wonderful learning!

zoe (permalink)
Created on Tuesday, 06/10/2008 4:40 PM by Zoe

1. Chapter five covers speaking and oral language. The chapter discusses the history of the English language, as well as how children acquire oral language. English is a member of the Indo-European language family. This family is spoken by one third of the world’s population. English is a hybrid language that has gained several of its words from other languages. As a result of war, cultural revolutions, and trade, English developed from many different sources and groups of people. English can be divided into three periods; Old English, Middle English, and Modern English.

The study of language is called linguistics. Linguists study language through phonology, morphology, syntax, and semantics. Phonology describes the sounds of a language, and these sounds are called phonemes. Morphology refers to the forms or structures of a language, and the smallest unit of meaning in language is a morpheme. Syntax brings meaning to words, organizing them in a meaningful way. Semantics is the study of word meaning, and word meaning is the most important thing about language.
Children acquire oral speech development through a series of phases. Different children go through stages at different times, but the typical development follows this series; crying, cooing, babbling, first words, first sentences, simple syntactic structures, speech sounds correctly pronounced, and most semantic distinctions understood.

Language is obviously very important in the classroom, but teachers must keep in mind that all students develop language skills differently. Teachers also need to take into account dialects, (variations of English that are regional,) and multicultural considerations.

2. "Knowing how each child uses language both in and out of school can help teachers develop an effective language program" (pg 204).

I agree with this quote and think it is important that teachers get to know their students beyond just the classroom in order to teach them more effectively.

3. I thought it was interesting that the text stated that one in four U.S. teachers instruct in two languages, typically English and Spanish. I did not that a very large amount of students spoke Spanish, but I was not aware that this many teachers taught in Spanish.

4. It seems that every chapter in this book ties in with all of the other chapters. It has made me realize how closely related the language arts are, and how important it is for students to develop each of the language arts. When I read that people who lack skills in one of the language arts typically lack them in the others, it makes me wonder about some of the people I know who are extremely smart, but poor spellers. I do not necessarily think that if someone is bad at spelling, for example, they will be a poor reader or writer.

5. I really enjoy the games we have been playing in class lately. Thanks for the great ideas Dr. Walker!

Comments

1. I think how you broke down your summary. This chapter was informative yet easy to comprehend. I love how the different levels and stages were demonstrated and how with different dialects and cultures language changes by endings and such.

2. This is true. This could be helpful in assisting a child to make the transition of using English more proficient in the classroom.

3. Now that is interesting. I guess I had better start learning because my Spanish skills aren't too sharp. ADIOS!!

4. You're right. I think I mentioned this in class today. I suppose that the chapters relating so closely is important because then our brains aren't all over the place trying to understand everything. Language is important. How else would we communicate?

5. I agree. It definitely breaks things up. The Readers Theatre was also fun.

Tuesday, 06/10/2008 6:48 PM by Ashley

1. Your summary is tight and I esp. liked how you included the stages of oral development that are not always constant with every learner, "development follows this series; crying, cooing, babbling, first words, first sentences, simple syntactic structures, speech sounds correctly pronounced, and most semantic distinctions understood." A clear understanding of the chapter is embedded within your summary.

2. Yes, let's teach to the whole child.

3. It all depends on the philosphy of your school system. However, bi-lingual instruction is on the rise.
4. Yes, all the six LA are related and are taught best in an integrated manner.

5. You are welcome, just be sure that your students realize that learning can be fun and not just present them with cutesy activities that are fun but without merit.

---

Lisa (permalink)
Created on Tuesday, 06/10/2008 3:29 PM by Lisa

1. Chapter 5 is about oral language. It starts off by talking about the development of the English language. The English language is a hybrid language since it uses words from other languages. Most of the words used today come from Old English origins. Then it talks about how our language is broken down into four main parts: phonology, morphology, syntax, and semantics. Language develops in a general pattern. It starts with babbling where the child says sounds like da-da-da. The next stage is semantic development. Around the child’s first birthday they are saying their first words. Their vocabulary then can increase up to 50 words in the next six months. This is when they start putting words together to express meaning. Children tend to overgeneralize when learning the grammar rules of language. They may not change words to become plural or invent a new word such as plant-man for gardener. The more often children interact each other, they will begin to put meaning to their words. Language is an important part of school. This is mainly how a student and teacher interact throughout the day. Teachers should encourage language development and never limit the student. Dialects can make it hard to understand what someone else is saying. The teacher should not make one dialect more acceptable than another. Teachers also need to consider minority groups when working on language development.

2. “…one in four teacher use both English and Spanish during the school day.” (192) Learning to become fluent in another language, especially Spanish, is more important now than it has ever been. In order to communicate with all students in the class, teachers need to learn and use Spanish within their class.

3. I like how the chapter gave us a list of common words and their Spanish translation. I have not had a Spanish class in a long time and it would be beneficial to refresh myself with these words.

4. I enjoyed playing Password yesterday in class. I would have never thought of using that game in the class to help develop vocabulary.

5. I think that oral language is a very important to master. It is our main form of communication with each other. If you lack this skill, you might struggle when trying to express yourself.

---

Comments

1. Good summary, good job on the development portion.

2. I feel this is very true, and I need to brush up on my Spanish skills again.
3. I also agree with this, a lot of words are very similar.

4. I also wrote about this, I will try and use it in the classroom for vocabulary development.

5. I agree, and there is a lot of research to back this statement up.

1. Summary is very detailed and includes many main topics in Farris' text.

2. Now that Spanish is the second most common language in the United States there will be no doubt that you, as a teacher, will come across a student who speaks Spanish or is bilingual. Many teachers are getting concentrations in or even just taking a few courses in Spanish to help their students in the classroom.

3. I agree- a great reference to have in a classroom even if you don't have a Spanish speaking child you are still able to inform your students.

4. I agree- I included that in my classroom journal and it is a great tool that serves many purposes.

5. That is something definitely to think about- how are you to help students with this skill if you have not mastered it yourself.

1. I agree with Steph. and Kylie, your summary is super. I like how you include, "is broken down into four main parts: phonology, morphology, syntax, and semantics. Language develops in a general pattern." These are important ingredients for instructing English and its special usage.

2. I am mono-lingual. However, I would love to become bi-lingual and think those who are tend to be better instructors. They have schema in two languages!

3. A good list to keep by your desk to use whenever you need to express yourself with common phrases. Parents/guardians will appreciate your attempts at trying their native tongue and will feel respected.

4. Password rocks!

5. Yes, oral language is the main way society expresses itself. This skill must be taught and developed.
1. Chapter five is a study of the English oral language and a glimpse into its history, development, and use in the classroom. The English language is based in oral roots and can be broken down into three periods of history - Old English, Middle English, and Modern English. English as a language has been identified as the most widely spoken language in the world, and it traces its history back to the Indo-European language group which is responsible for a third of all the languages spoken throughout the world. After discussing further the history of our language, Farris explains the study and aspects of language itself. A linguist is a person who studies language in relation to human behavior, and this study is referred to as linguistics. Within linguistics, phonology refers to the sounds in language and phonemes are the sounds represented by graphemes which are the symbols. There are 42 phonemes in the English language and 26 graphemes more commonly known as our alphabet. Morphology refers to the form and structure of language and morphemes are the smallest form or unit of meaning within a language and morphemes (or words) can be bound or free. Syntax is the study of the arrangement of words into meaning through sentence structure, clauses, and phrases; thus it refers to the grammatical rules in the language. Finally, semantics is the study of word meaning within a language. After this section, Farris transitions to language acquisition and development which is acquired early through a stimulating environment and social interaction. The development of speech in a child begins with crying at birth, moves through a stage of babbling which can be observed when a child begins to repeat consonant-vowel combinations, and development continues until semantics are developed. Once children utter their first word, language develops quickly and on average 50 words will soon be collected by six months of age. Holophrases and telegraphic language emerges, the former meaning a child uses one word to represent meaning the latter using two-words. As children are developing and expanding their language there are seven functions of speech that have been identified associated with children and usage. These functions are - instrumental (personal needs), regulatory (control others), personal (self description), interactional (with others), heuristic (discover information), imaginative (pretend activities), informative (communicate information). Multicultural aspects among the children in a class will affect their language acquisition, but cultural and language differences do not indicate a language deficit. Spanish, Asian and Native American bilingual students are briefly discussed in relation to cultural and language differences and how these may interfere or affect learning. Codeswitching often occurs among bilingual students and it is the blending of the two languages during usage. Assessment of oral communication in the classroom is best done informally through activities such as retelling, oral directions and subsequent activities, wordless books, and conferences between teacher and student. Formal methods of assessment can be used to note language deficiencies or easily identified problems such as stuttering, articulation and lisping and the best assessment tool would be conferences while checklists may also provide insight although somewhat limited.

2. "Children at this level can expand their oral language skills with wordless books as they become adept at telling the story in their own words and elaborating on the illustrations they particularly enjoy" (p. 206). I chose this quote because I used to be a naive and ignorant person thinking that wordless picture books were useless and simply a pretty collection of pictures. After participating in activities using wordless picture books to tell a story, however, I realized that this really is a great way to spark creativity, oral language and even writing among students as they are given the chance to create a unique story.

3. The section on dialects was particularly interesting to me, I had no idea that there were as many as 26 dialects in the United States alone! I guess I always overgeneralized and just thought of the major regions. Also, how this may affect some students abilities to acquire standard English is something I never considered as being a potential problem in the classroom so this is new insight for me.

4. I thought the synonym/antonym game password was a great way to introduce vocabulary into the classroom without resorting to boring worksheets. Especially now that it is a popular tv show it will make the game more fun and interesting for students while challenging them simultaneously.

5. I remember hearing about the "I can't" story from taking Dr. Walker's Fine Arts class and I was glad he shared it with the class. One the very first day of that class I loved this idea, I remember writing it down to use in my own classroom because it really is true that negative feelings leads to negative results. Promoting the idea of being positive about problems rather then giving up through an activity like burying the Can't jars will make the concept more concrete.
1. Really nice summary. You covered the chapter very thoroughly.

2. I agree. I did not realize how much I could write from looking at just one picture.

3. I also never realized that there were so many different dialects.

4. I enjoyed the password game too. It really got me thinking. I think this would be great to use in class.

5. I like the idea of the "I can't" story. We hear kids say this so much it would be nice to get it out of our classrooms.

1. I agree with Christine, you captured the chapter's contents extremely well. I especially liked, "Formal methods of assessment can be used to note language deficiencies or easily identified problems such as stuttering, articulation and lisping and the best assessment tool would be conferences while checklists may also provide insight although somewhat limited." Here we learn the various faces of assessment. Checklists are great and easy to use and helpful in diagnosing problems and finding solutions.

2. The adage a picture is worth a thousand words truly is accurate. Here we see this as living proof through the selected quote, your analysis, and the actual activity in the classroom with Tuesday by David Weisner.

3. Superb, the text is enlightening you and your learning related to the numerous dialects present in America.

4. Yes, the popular TV show will really bring back Password to be an enticing learning activity.

5. Making learning "concrete" is a superb way to teach; the "can't" funeral most certainly demonstrates this well.

Stephanie
Created on Monday, 06/09/2008 9:56 PM by Stephanie

Chapter 5 focuses on oral language and developing the base of expression. The chapter starts off by introducing the different languages of the world, and showing how a lot of English words are generated from a variety of other languages. There are four aspects of language: phonology, morphology, syntax, and semantics. Farris goes into detail and provides definitions for each. The chapter moves on from there to discuss children's language acquisition and development. The chapter gives the different stages of language development and the age that each of the levels occur. Farris goes into greater detail with the concept of babbling, semantic development, holophrastic and telegraphic speech, and overgeneralization. There are seven functions of language: instrumental, regulatory, personal, interactional, heuristic, imaginative, and informative. The chapter then touches briefly on...
language in the classroom and how to assess how a child uses language. Dialects are the next main topic, it goes into greater detail when talking about black English or ebonics dialect. Farris begins introducing the multicultural considerations of language, he begins giving many examples of Spanish-influenced English, Asian-influenced, and Native American languages and codeswitching. The chapter is closed by discussing the best way to evaluate the oral language. Informal assessment is a good way to do this, and conferences between the teacher and the child are a very effective way to discover language abilities.

2. "Sensible activities, and the people and things entailed in those activities, provide support for children’s language learning" (Pg. 218). I agree with this statement greatly, to learn language, the child must experience it in multiple ways. If a child is not spoken to at a young age, they are more likely to be behind in their language development when compared to children who are spoken to frequently.

3. I absolutely loved playing the password game dealing with synonyms and antonyms today. I love challenges that deal with words or puzzles.

4. The story of the Terrible Things by Eve Bunting was good, and I feel it definitely had an underlying message. I like how you can also integrate the story for social studies. I wish there was a solution at the end of the story though.

5. I was kind of dreading the picture writing because it is hard for me to be creative in my writing. However, I really began to like the writing assignment today once I got started. I am interested to hear what everyone has written.

Comments

1. Your summary was very informative and well written. There is a lot more to language than one originally thinks! It is made up of many complex parts. In order to teach language arts it is good we are learning the components of the foundation ourselves.

2. I agree with the quote and what you had to say about it. Multiple activities keep interest and the more communication and interaction with young children the better!

3. I wrote about the same thing in my last RDE. Puzzles are a wonderful way to challenge the mind, learn, interact, and have fun all in one.

4. We are on the same wavelength, I wrote about this as well! The underlying message in books are good for children. Maybe she did not put a solution because it has not been solved in real life yet?

5. I am so very curious to learn what my class has written as well! I think it was a fabulous activity. Once you get rolling, it's not bad at all, the initial starting can be so frustrating I know.

Tuesday, 06/10/2008 10:20 AM by Julie

1. Very straightforward and concise outline of the finer points in the chapter. Your summary is very focused and narrowed onto what the major points of this chapter were, good job!

2. With all of the language arts, and pretty much any type of development, I feel like a home environment that is stimulating, caring and inviting is so important. It breaks my heart that there are children that do not recieve this type of home growing up while others do, the greatest injustice in this world I feel.

3. Haha I thought the game was very challenging and frustrating for me, I think if I were to use this game in the classroom- which is definitely a great activity- I would preiew the words and use words I would know.
4. I found this story to be haunting and slightly disturbing in its ending. It is so unique and different from the structure of most children's literature and I think that is why it was so effective and its message and language stayed with us.

5. I love writing like this, and I thought the picture added a new element to prompt writing. I ended up writing a narrative story about mine and I'm looking forward to finish it. The pictures were all so unique, everyone's writing is going to be very interesting I think.

1. You summary was well written and concise.

2. In my opinion it is absolutely true that the home environment greatly affects a child's education, particularly in language arts.

3. I enjoyed the game as well, it is so nice to not just sit through lectures!

4. I thought The Terrible Things was a good story to read to children, and had a strong and powerful message.

5. I was also dreading the writing, because I haven't been assigned a free write like that in years! Once I got started it became easier, and I love hearing what other people have written about.

1. Your summary is masterful from babble to dialect. A fine coverage of some important ideas.

2. Yes, to all of you who responded and to Steph., we must encourage and often educate parents/guardians to be as productive and nurturing with their children's development of language and literacy skills.

3. Thank you for your kind recognition of the Password game.

4. Not everything is life has a solution or a tidy ending that sums everything into a happily ever after scenario. This in itself is a good lesson for students.

5. Most of your colleagues felt that this activity was worthwhile and productive. The stories that developed are superb!