

Learning Through Play

Conversational Talk In Everyday Activities



Objectives:

- To understand what is conversational talk and how to observe children, use active listening and conversation to encourage children to think critically and express their thoughts.
- To understand what is scaffolding and how to use strategies such as modeling, asking open-ended questions, giving prompts, feedback, or collaborating with the child.
- To understand why we use conversational talk and scaffolding?



What is Conversational Talk (non-instructional talk) with children?

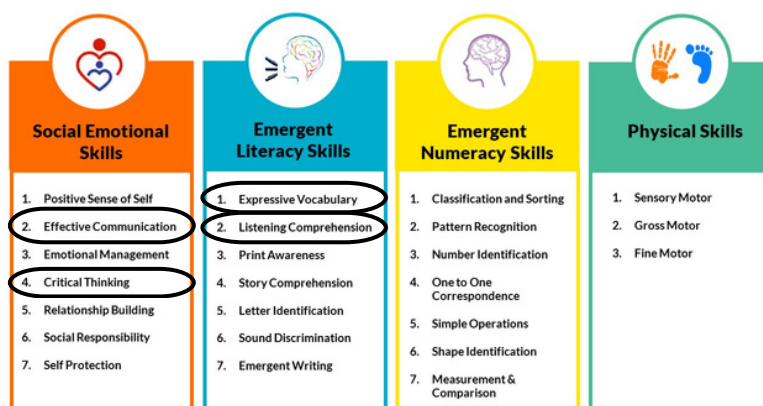
Conversational talk in everyday activities is a two-way conversation with the children:

1. Conversational talk provides opportunities for children to talk and share their ideas.
2. Use everyday activities to encourage conversations with the children.
3. Set up the play environment to encourage conversation between children,

Why do we use Conversational Talk or Scaffolding?

1. When we use conversational talk, the child is the leader of the conversation.
2. Scaffolding is when teachers listen to children's comments and ideas and then respond to what they say.
3. The role of the teacher is to enhance and encourage the children, to listen in, and to keep the conversation going.
4. Teachers can model conversations or use phrases to show children how to express their feelings and solve conflicts.
5. Scaffolding moves children from using simple language to more complex language.
6. The teacher can build the child's ideas by talking about different ways to use the materials to expand the child's thinking help the child find solutions to their problem.

Learning Skills Set



How do we use scaffolding with children?

- Increase daily conversations with children, talk with each child about their interests each day.
- Use child-led play time for child and teacher interactions. Be patient, give time for the child to respond,
- Use follow-up questions such as, 'Tell me more'.
- The child continues to play and add elements to the game based on the discussion with the teacher.
- When we talk to children, we want to think of the conversations as climbing a ladder.
- The teacher is focused on the child's conversation and is present not looking around the room or using simple phrases like good job.

The Teacher

- Uses positive body language,
- Squats down low near the child, looking at their face
- Waits for the student to finish talking
- Conversation follows the child's lead
- Asks questions rather than tells
- Scaffold the child's response

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Using Conversational Talk for Children with Diverse Needs

Teachers can build the communication skills of children with limited spoken language:

By adding one or two words to their communication.

- The teacher is observing the child pushing a car up a ramp.
- The child says “Big car” and the teacher adds the word “up”.
- Repeat Big car up or Big care goes up which builds the child’s language skills.

By using yes/no choices for the child to indicate their idea.

- Put the block here? Teacher asks after observing the child.
- Teacher waits for the child to nod their head. Teacher can model nodding their head while saying yes.

By signing, using communication cards or tactile cards if that is the child’s preferred communication method.

Reflection questions for teachers about using conversational talk with children

Ask yourself the following questions:

1. What strategies do you use to model conversations with children?
2. What other strategies will you use to have conversations with children with diverse learning needs, those with impairments, from ethnic communities or at a different stage of development?
3. What did you learn from the video that you will add to your daily practice to encourage conversations with children?