

# Expanding Language Development In Preschool Age Children

Afitriani<sup>1</sup>, Ibnu Fari Nugroho<sup>2</sup>, Undo Baliang<sup>3</sup>

Early Childhood Education Teacher Education Study Program  
Faculty Of Teacher Training And Education  
University Muhammadiyah Surabaya

afitriani@gmail.com

**Abstract.** Important language knowledge taproot during school. Preschool Classroom curriculum can help with language development through various exploration activities, activities that are guided by the teacher, and routine activities. Teachers ' understanding of the potential to expand language development in all the preschool curriculum priests provides many opportunities for children to see the language being used. Specific teaching strategies that are effective in supporting language development include asking questions, buffering language, mediation, and conflict resolution. Activities that combine books, poetry and songs encourage children to develop receptive and expressive knowledge in written language and to develop their receptive and expressive knowledge in spoken language. Keywords: Development; language; preschoolers

## 1. Introduction

How teachers and caregivers in interacting with children affect the acquisition of children's language skills as well as development and growth. An interaction template is an effective teaching strategy to broaden the acquisition of children's language knowledge in a preschool context. This section is to describe four teaching strategies, this strategy can be used in the preschool curriculum to facilitate and maintain the acquisition of language skills, namely:

- a. Ask Questions
- b. Buffer Language
- c. Mediation
- d. Conflict Resolution

Some of these strategies are also appropriate for interactions with children in other ages, however the use of each strategy is different from the level of development of the child.

### A. Ask Questions

Asking questions is a key strategy that gets a response from listeners. Teachers should consciously use this strategy to engage the children in the conversation and the psaltheism dialogue. While this strategy is a key part of the dialogue between teachers and students at the basic level, it can also be used to foster preschool to encourage language development. How the question conveyed in the form of words affects not only an understanding of the question but also the language the child uses to respond to the question. Where to ask questions there are various kinds of questions that are noted include:

- a. Question Level
- b. Pre-planned questions and spontaneous questions
- c. Various purpose questions
- d. Clarification questions
- e. Memory/Replay Questions
- f. Enquiry Information
- g. Question there and then
- h. Waiting time
- i. Responding to children's answers

## **B. Buffer Language**

Due to the increased language skills of preschoolers, the proper buffer language to interact with preschoolers is different from those used for infants and toddler. The basic approach is still by locating the proximal development zone of the child. This will make you to support the participation of children at higher levels. Together with the use of this strategy at another level of development, buffer language provides support for the child when they communicate so that the message and its intent delivered and received effectively. It is important that you use active listening strategies, along with the language of the buffer. This is that you need to carefully observe the child's response, and also consider the child's level in previous knowledge and level of development. In this case, you can become more familiar with the proximal development zone of the child and can provide the appropriate buffer language the language buffer may include:

- a. Contingent questions,
- b. Using expansion
- c. Using repetition

## **C. Mediation**

Mediation is a focus strategy to simplify learning or assignment stimuli and to use language to facilitate child learning and understanding. At the preschool level, mediation occurs in situations where preschoolers play puzzles together or when working together on a water table and experimenting with floating or drowning objects-bend,

In mediation, focus teachers are understanding how children respond to activities that demonstrate or fail to show their ability to learn from that task or activity. Blank (1973) emphasizes the role of additional dialogue initiated by teachers when interacting with children. Through special techniques involving both questions and comments, you can include whether the child understands the learning task. Then you can mediate or reorganize learning tasks by engaging the child in exchanging an oral response that can increase the child's understanding of the activity or task. In this type of interaction, the child's response determines how you process the instruction dialogue. As soon as you continue the interaction, you will focus on determining the confusion of what the child is doing and how you are orally interrogating the child in the learning task.

Mediation that occurs when the teacher changes the text in the book reading together with the child. When teachers find concepts in text that they feel are too difficult for the child to understand, they change the text based on their understanding of their semantic knowledge and the syntax. Sometimes teachers imposition the text by making a break after a new concept or name is introduced in the text and explaining the concept through questions or comments using a vocabulary that children can understand.

When presenting conceptual information for children, the teacher needs to decide what information to present and how to deliver it so that it can be understood by the child. In deciding how to present information, teachers need to have awareness about the knowledge of the child and the current conceptual understanding. His special conceptual term is not introduced until the children are familiar with the term Umumnya; Be the word dog used to show animal classes before specifically introducing the term Cocker spaniel or Labrador.

It is important to consider a child's previous experience when choosing books to read. Reading a shared book about the activity of dull shellfish in children requires a different preparation and percentage for the group of city Children and village children who are empty never go to the beach with a group of children who have visited or live on the beach. Similarly, an acidic reading of the animal husbandry will require different mediation for children living in the city and children living in the village.

## **D. Conflict Resolution**

Usually, conflict resolution is considered as a management strategy and class Dispillins (Maxsim, 1993), not language development. However, when conflict resolution is used to encourage children to use language to express themselves and resolve or improve social media agreements, it is another way to improve language knowledge among children. Children's conflicts usually appear when they try to expertize and face negative emotions that relate to their events or experiences in the classroom.

At preschool level, most kids have gained enough language skills so that teachers can start using a language-based strategy to help the child express their emotions and start to dive into their conflicts through oral communications. Preschoolers are better able to understand and consider alternative views than when they were toddlers (Wheeler, 2004). In disagreements about toys or interchangeably, teachers can begin to help children license their intentions and expectations and be able to lead them into some form of consensus or compromise.

Misalnya in a drama game, two girls alike want to act as mothers and encourage each other. When the teacher intervenes, he will suggest that one child will serve as a mother and the other as an aunt. By giving an alternative role and helping them start the division of the value of learning and communication values in the excitement is in the broadness. Without a conflict resolution strategy, these two girls may choose a different activity, to end the interaction playing the brand role.

In this example, Scott and John are on the outside, being held to play a preschool each holding a fire hose. A few minutes later Scott and John took the hose around the playground. Scott said, we are firefighters when they start playing in the toy house, John leads and Scott behind. Then Scott sat down, and then came the attraction hose. John became annoyed and complained to the teacher nearby. When John said he wouldn't let go, Scott just smiled and kept holding that hose. Guru suggests to John that he supports the activity and returns the toy's home. John did it and supported Scott's role. This tampaknya complete a stalemate, Scott rose up, holding his own tip and chasing John.

There are several things to be considered in conflict resolution:

- a. Actively Hearing
- b. Short-term goals and long-term conflict resolution
- c. Cultural Differences

#### **Additional Guide To Conversations With Preschoolers**

The four interaction strategies that have been shown above are used when conversing with preschoolers. Again for the special strategy mentioned earlier, preschool children's teachers are more effective in expanding language acquisition if they observe the following guidelines (Miller, 2000):

- a. Build eye contact and listen carefully to what the child has to say.
- b. Notice that non-verbal responses and behaviors will, which add intent to what is spoken.
- c. When you can't understand what the child has said, repeat the key word or phrase on the child, using the Ask (not in a threatening tone).
- d. Focus on child relationships and child intent as a topic of conversation.
- e. Wait for the child to "take a turn" in the conversation with Sabra and relax '
- f. Response to child comments by expanding the conversation through language additions and descriptions.

#### **Curricular Activities To Broaden The Language Of Preschool Children**

When you start planning and implementing the curriculum. You have to have a rational aim of clear education for each learning activity. In the following sections, preschool children's learning activities and their potentials to help with language development will be presented in three categories of activities:

- a. Exploring activities. This activity is a self-contained, unstructured activity that is open to all possibilities and provides an opportunity to explore how to interact with the material provided.
- b. Teacher-guided activities. This is a structured activity, directed by teachers for small groups or large groups in the classroom.
- c. Routine activities. This routine is the most a day of attendance, routines departing and returning, and lunch routines or light meals.

In each of these areas specific activities will be displayed and analyzed for their potential for the contribution of language acquisition.

#### **Encouraging The Development Of Language Through Exploration Activities**

This exploratory learning opportunity is a child to determine how they interact with the material provided. Examples of exploratory activities are beams and other toys, play center plays (with context of houses, shops, places of health centers), class libraries, listening centers, writing activities center, concept centers, and art activities Center. Outdoor games are also unstructured activities that in any given time, aspects of language knowledge can be supported. In each of these places, it is important to remember the nature of the exploratory activities that require the child to have the opportunity to interact independently with the available material, with little guidance and adult intervention. The kinds of activities from the explosive are:

- a. Beams and toys
- b. Drama Activities Center
- c. Class Library
- d. Listening Center
- e. Writing Center
- f. Concept Center
- g. Center of art Activities
- h. Computer Activities Center
- i. Centers outside the classroom

### **Encouraging Language Development Through Teacher-Guided Activities**

In preschool education, teacher-guided activities occur in large groups and small groups. Large groups generally include all children, small groups of three to five children. This small group is more appropriate to use in preschool because children have more opportunities to have a chance and can see illustrations or objects used in this activity more clearly. Activities in both large and small groups were designed and built by the teachers. The length of time and the level of activity of large groups or groups of classes should be restricted to this age because children at this age have a wide range of attention. Ppreschool children are also diverse skills of understanding listening and may not be able to understand teacher-directed speech in Besar groups. Children's participation in large group activities is also voluntary. Children must be didiorong to participate in the group, but they should not be specified if they choose not to join the group activities, or want to stick with their own group. Four types of teacher-guided activities are:

- a. Activity shows and tells
- b. Book Readings Together
- c. Choose the right book to read together
- d. Genre
- e. Starategi-The interaction strategy used in the shared ledger reading
- f. Verbal storytelling
- g. Poetry and songs

### **Encouraging Language Development In Routine Activities**

The opportunity to expand language development in everyday routines is sometimes not noticed. This routine activity is an activity that occurs regularly at preschool and provides a set of needs (such as attendance) or fidik needs (such as meal times for light snacks dressing for activities outside the class). This activity is sometimes on. Beyond consideration for curriculum preparation because it is not included in the opportunity for important learning. Instead, these routine activities provide an opportunity to acquire important language knowledge. The specific language objectives for this routine activity focus on developing conversational ability (fargmatic knowledge) and expanding all four aspects of other language knowledge (phonetic, semantic, morfemic, synphyllactic) through communication that occurs in daily routine. The various activities encouraging the development of language in routine activities are:

- a. Departing
- b. Lunch time. Eat light meals
- c. Home

### **Teacher Guide For English Learners**

- a. Supports first language child

- b. Provide opportunities for teachers to guide small groups with shared picture book readings
- c. Enable and build previous knowledge on English learners

### **Curriculum Plans**

To maximize the expansion of the language acquisition of preschool children, the curriculum for a day must have a consistent theme and focus on rich language activities. An example of a comprehensive language-themed curriculum focus on "the world of communication", developed by Schickedanz El Al., (1997). The curriculum is compiled from five specialized units that Mengagabungkan focus on verbal and written communication, as well as other forms of communication (such as sign language, body language, Morse code). Also, linguistic stories and diversity are emphasized. It includes various activities that are recommended to expand the acquisition of each of the five aspects of language knowledge. "A language-focus curriculum" developed in the language acquisition preschool of the univerty of Kansas, (Bunce, 1995, Rice and Wilcox, 1995), is also a comprehensive curriculum to expand the development of the BAHSA. This curriculum combines child-centered activities and activities that are guided by the teachers and routine obesity and changing activities that focus on various aspects of the receptive and productive language.

### **2. Conclusion**

Important language knowledge develops during preschool. A preschool class curriculum can help with language development through exploration activities, teacher-guided activities, and routine activities. Teacher understanding on the potential to broaden the development of languages across preschool curriculum provides plenty of opportunities for children to see the linguistic in use. Special teaching strategies that are effective in supporting language development include asking questions, buffer language, mediation, and conflict resolution. Activities that incorporate books, poetry, and songs encourage children to develop receptive and expressive knowledge in writing languages and to develop receptive and expressionist knowledge in spoken language.

### **3. References**

- [1] 2015. *early Childhood Development* Prenadamedia Group: Jakarta.