

STRENGTHENING VOCABULARY USE THROUGH DIALOGUES

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INTRODUCTION

- Many deaf and hard of hearing children, regardless of language modality, may struggle to understand the events surrounding them due to lack of accessible language.
- When children access information directly through narrative explanation, it will benefit their whole world view, and develop their analytic skills.
- Szurmak & Thuna (2013) explains, “a narrative creates the scope for embedding details while simultaneously serving as the vehicle for establishing the large-scale guiding structure” (p. 546).

DEFINING INCIDENTAL LEARNING THROUGH NARRATIVE

- Difference between learning deliberately and learning incidentally.
- Happens during activities or experiences. It is not isolated.
- Other words to describe incidental learning
 - Picking it up
 - Imitating
 - Observant learning



INCIDENTAL LEARNING

- Children learn about the world by watching others and imitating their actions.
- What do we do when children do not have full access?
- We encourage full access by narrating about the world.



NEVER MINDS HURT

- Never mind.
- I'll tell you later.
- It's not important.
- It's hard to explain.
- It's complicated.
- We're just talking about..
- Paraphrasing
- Not including the child



WHAT ARE THEY MISSING OUT ON?

- Radio
- No captioning on televisions.
- Conversations around them.
- Loudspeakers announcing specific details.



INCIDENTAL TEACHING AND DEAF CHILDREN

- Narratives
- Experiential learning
- Teachable moments
- Accessible environments
- Language rich environments
- Extended conversations
- Scaffolding language
- Rare words

KEY POINTS

- Be aware
- Be patient
- Be purposeful
- Be repetitive
- Be natural

