



Using a Language Simulation to Teach Techniques for Language Learning

Presented by:

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THE MOOG CENTER FOR DEAF EDUCATION
ST. LOUIS, MO

Learner Objectives

Financial Disclosure

- Receive a salary from
The Moog Center for Deaf Education

Non-Financial Disclosure

- On the Board at The Moog Center for Deaf Education



Learner Objectives

At the end of the session, participants will be able to:

🌱 list at least two techniques that encourage language learning, whether using spoken language or sign language

🌱 describe the Modeling-Imitation Technique

🌱 explain at least two adult behaviors that discourage engagement in language learning



Agenda

- 🍇 Describe the Modeling-Imitation Technique
- 🍇 Participate in a simulated
vocabulary learning experience
- 🍇 Participate in a simulated
language learning experience
- 🍇 Reflect on those experiences



Modeling and Imitation

A technique to accelerate
the acquisition of spoken language
for children
who are deaf or hard of hearing

Lund, E., & Douglas, W. M. (2017). Teaching vocabulary to preschool children with hearing loss. *Exceptional Children*, 83(1).

Rudge, A. M., Brooks, B. M., & Grantham, H. (2022). Effects of early intervention frequency on expressive vocabulary growth rates of very young children who are deaf or hard of hearing: How much is enough? *Journal of Speech, Language, and Hearing Research*, 65(5), 1978–1987. https://doi.org/10.1044/2022_JSLHR-21-00322




Why Do We Use Imitation?

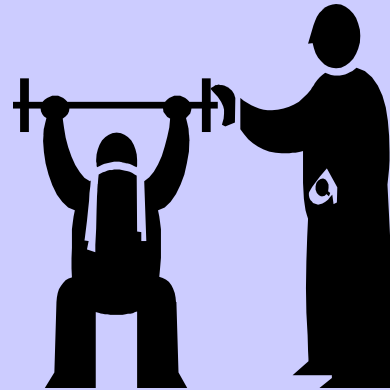
- Provides opportunities for practice talking, using the targeted elements (vocabulary and language)
- Helps children learn to recognize and understand targeted elements (vocabulary and language)
- Provides feedback for the adult about the child's level of facility with the language/allows a parent to know what their child can say



Listen for the Child's Production

 Always expect an improved production

 Always “raise the bar”



Improve Grammar by Providing a Model

- 🍷 To complete (fill in missing pieces)
- 🍷 To correct (language, vocabulary, speech)
- 🍷 To expand (increase length or complexity)



Modeling and Imitation: Summary

- 🍇 To help the child talk better
- 🍇 To provide opportunities to practice correct production
- 🍇 In every interaction



Activity: Simulation

- Engage in a simulated language learning experience
- Single-word vocabulary words and an excerpt from a story
- Think about what is easy and what is hard
- What is done to make it easier to understand/learn and harder to understand/learn



Vocabulary Learning Simulation

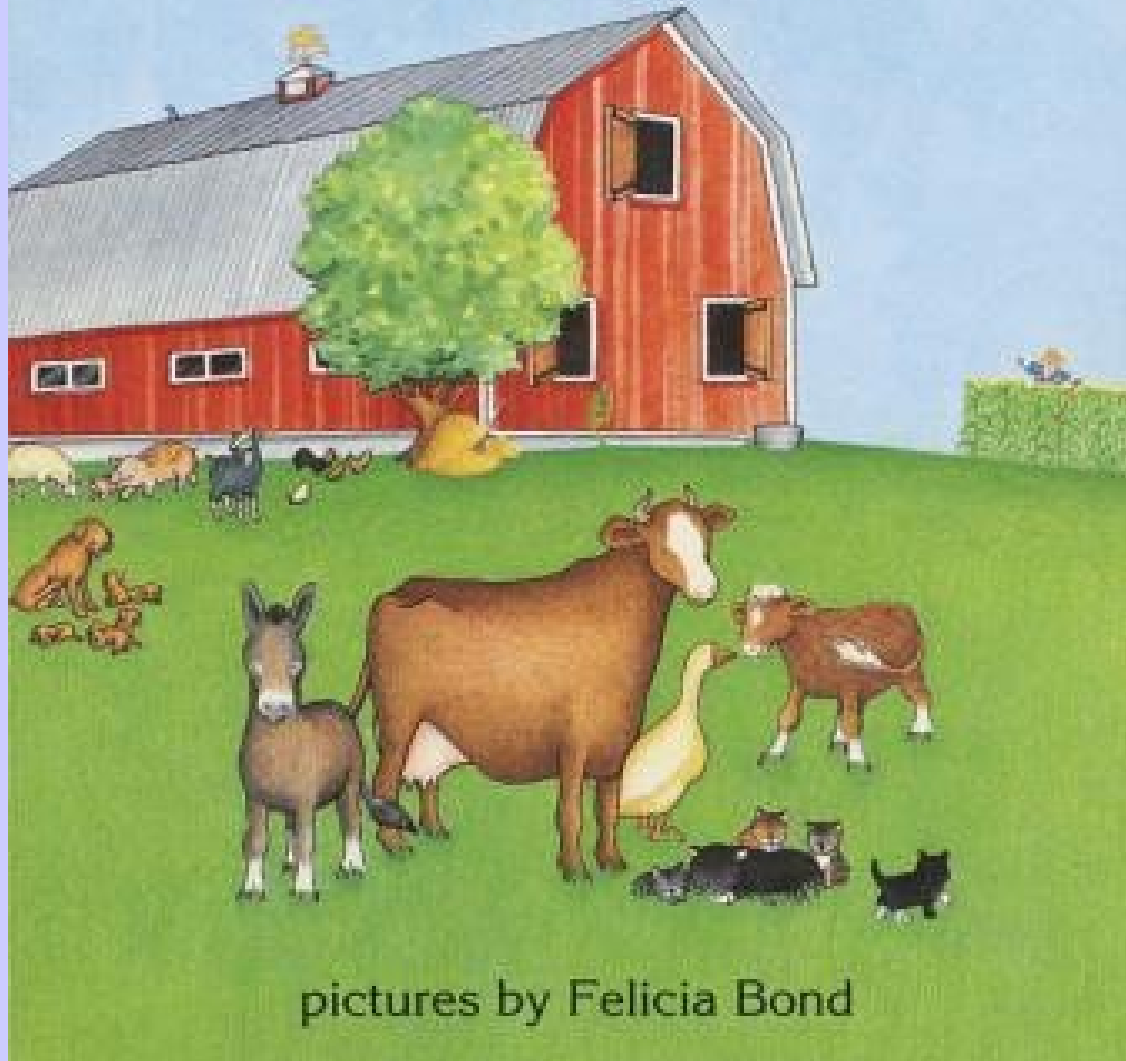


Language Learning Simulation



BIG RED BARN

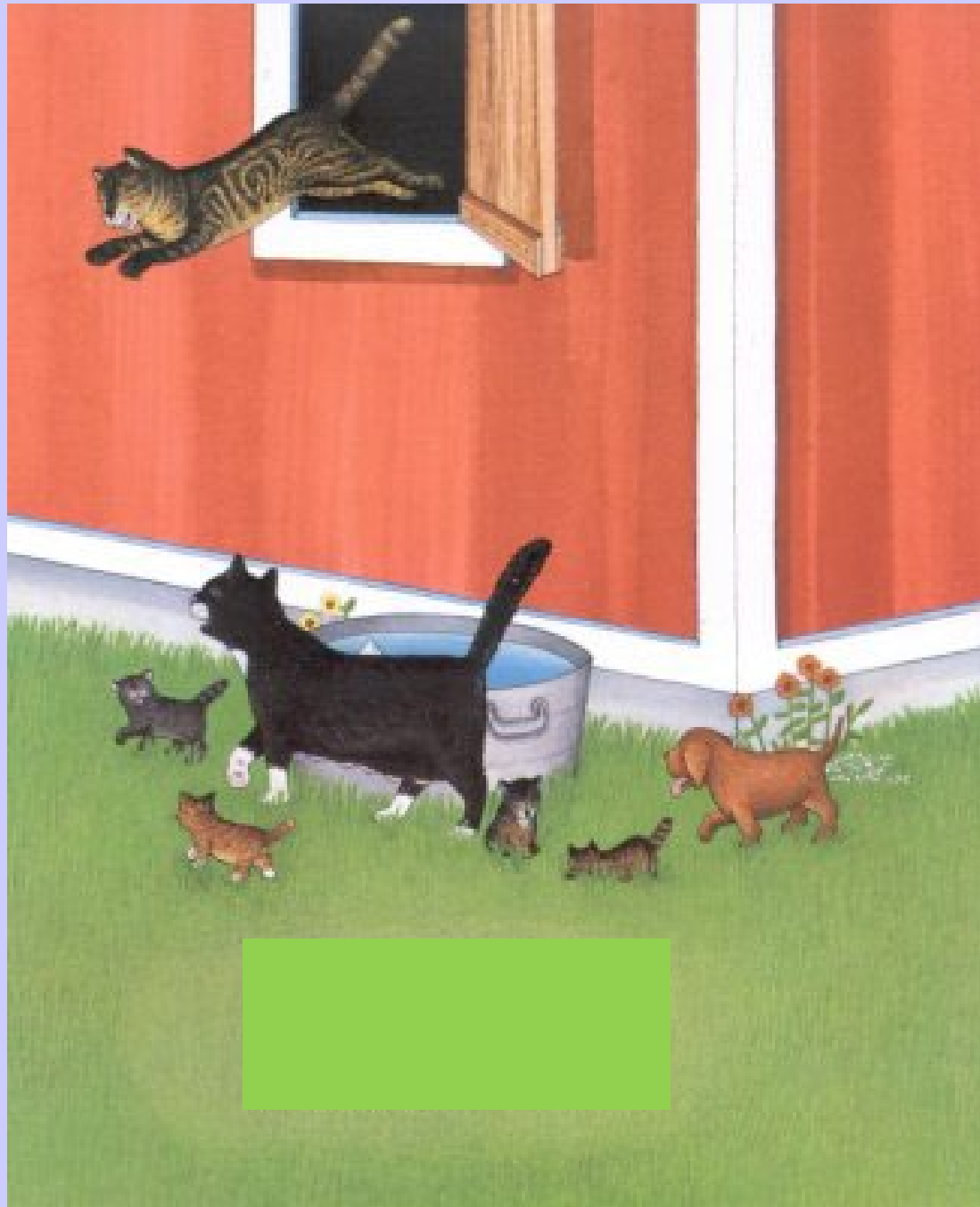
Margaret Wise Brown



pictures by Felicia Bond



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Activity: Reflection of Simulation

- 🍇 What strategies were used that encouraged you to engage/participate?
- 🍇 What strategies or actions were used that were not encouraging?
- 🍇 Were there strategies you found helpful?
- 🍇 Were there behaviors of the instructor you found encouraging or discouraging?
- 🍇 What did you learn from participating in this activity?
- 🍇 How can you apply that learning to working with children and families?



Questions and Comments

