

ABSTRACT

Developing Productive Five-Year-Old Speakers

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This action research study explored strategies for developing productive five-year-old speakers. Four oral language intervention strategies were assessed among two parents and their sons during a 4-month period. Parents provided narrative responses to open-ended questions about their sons' oral language habits at home. The two boys were observed by using field notes and a personal journal, during the intervention strategies of learning centres, literature circles, wordless books, and show and tell. Analysis of the data indicated that two strategies—the learning centre and show and tell—were particularly influential in the boys' improved speaking confidence. Boredom, individuality, comfort among classmates, and lack of self-confidence were some of the affective behavioural factors that emerged during the study.

Keywords: Case studies; Oracy; Language development; Language proficiency; Child language; Educational strategies; Trinidad and Tobago