



ENGLISH TRANSLATION

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10 Steps to a reflected and daily integrated Linguistic Education

Working material for basic and further training, team meetings
& parent-teacher conferences



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Acknowledgements

For many years now, linguistic education has been a topic of discussion. Early childhood educators know that children need a stimulating linguistic environment so that they are able to build up a differentiated vocabulary and enrich their (educational) life with relevant knowledge and competences.

However, this is not the only task of a professional and high-quality early childhood education and therefore it can easily happen that this aspect ends up being overlooked. This booklet and the illustrating videos with expert commentary form a working tool that provides various stimuli for how time can be devoted to linguistic education in kindergarten. You will find theoretical explanations, practical examples, checklists and videos from eight different kindergartens in Styria.


The material can be used by all early childhood educators working in elementary education: kindergarten teachers; educators; management teams or entire teams; lecturers working in basic or further education in Austria and all other German-speaking countries. The material can also be found here: www.sprachliche-bildung.uni-graz.at

There are many people whom we would like to thank.

- This project was initiated by department 6 of the state of Styria (Education and Society, division Education and Care for Children). We would like to sincerely thank the state government and administration for their dedication.
- Also, we would like to thank all parents and children who have given us their consent for filming at the early childhood institutions. We value the trust they placed in us and hope that all families will enjoy the video footage of everyday life in their early childhood institutions.
- A big thank you goes to the early childhood educators. They have agreed to open their doors and enabled interested colleagues to gain an insight into their professional working approach. I would also like to thank the experts for their generous contribution of sharing their knowledge and experience.

I believe that this open-access booklet and the accompanying videos demonstrate the importance of dedication to children in the early years of education. It is my sincere hope that the combination of theoretical and scientific knowledge, as well as the practical examples, provides affirmation and motivation to many early childhood educators.

Yours faithfully,



Catherine Walter-Laager, Ph.D.
Head of Department of Elementary Education
University of Graz

The Project Team

Project Management

Catherine Walter-Laager, Ph.D., is an education researcher, continuing education trainer, kindergarten teacher and trainer of kindergarten teachers. She is the head of the department of Elementary Education at the University of Graz and CEO of PädQUIS, a research and development institute based in Berlin. Her work focuses on the quality of early childhood institutions and kindergartens as well as on the processes of teaching and learning regarding early childhood education.



Project Team

Eva Pölzl-Stefanec, Ph.D., is a kindergarten teacher as well as a teacher in after-school centers, and she has several years of working experience. She studied social pedagogy and specialized in elementary education. In her dissertation, she wrote about "Requirements for the Training of Kindergarten Teachers Working in Early Childhood Institutions." Her research interests include the professionalization of teachers with a focus on elementary education, education and care of children aged 0-3 years, and quality development at early childhood institutions.



Karoline Rettenbacher, MA., is a certified social education worker and teacher in after-school centers. She studied social education, specializing in elementary education. Since 2018, she has been part of the project staff at the University of Graz. Her research focuses on early mathematical education.



Christina Bachner, MA., is a kindergarten teacher as well as a teacher in after-school centers and has several years of work experience. She studied social pedagogy and specialized in elementary education. Since 2015, she has been working as a university assistant in the department of Elementary Education at the University of Graz. She focuses on time and activity structures in kindergarten, educational expert counseling and the training of kindergarten teachers.



Experts

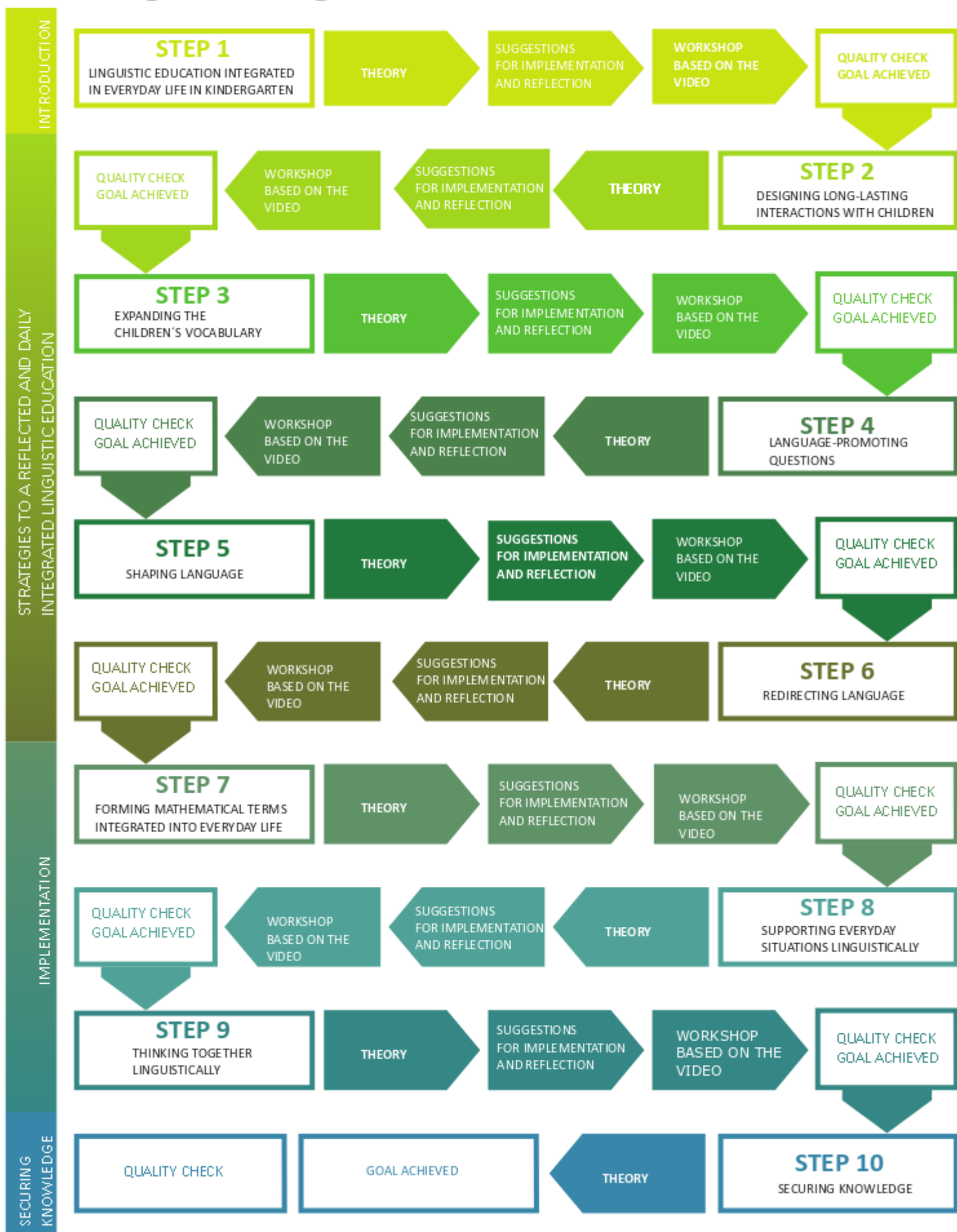
Franziska Vogt, Ph.D., is an educational scientist, lecturer and primary school teacher. She is the head of the Institute for Research into Teaching and Learning as well as the Center for Early Education at the St. Gallen University of Teacher Education. Her work focuses on linguistic education integrated into everyday life in kindergarten, childcare facilities and playgroups; education for parents regarding language promotion; early mathematical education; play; and multi-professional cooperation.



Susanne Grassmann, Ph.D., is a trained developmental psychologist and linguist. She conducted basic research focusing on communication skills during early childhood, language acquisition, and has been working on the dogs and hominids for 15 years. Since 2015, she has also been working on education research issues, in particular the acquisition of language and educational language, as well as classroom discussions. In addition to her research, she works as a trainer in continuing education with the aim of making research results accessible to early childhood educators, and engages in creating digital learning opportunities in regards to effective learning.



OVERVIEW: 10 Steps to a Reflected and Daily Integrated Linguistic Education



Linguistic Education Integrated in Everyday Life in Kindergarten

For years, the promotion and support of children's linguistic development during early childhood has been an important pillar of early childhood education. Language is one of the most important tools for dealing with the environment and thus constitutes the basis for forming social relationships (CBI 2009). This project introduces ten steps, all of which represent strategies for implementing linguistic education. Education professionals may apply these steps in their own work to reflect and further develop linguistic support of educational processes. In 2007, Fukkink and Lont showed that the knowledge, attitude and competencies of education professionals may be improved if they attend continuing education and study theory (Fukkink & Lont 2007). The project "10 Steps to a Reflected and Daily Integrated Linguistic Education" is based on these results.

This booklet and the respective videos (<https://sprachliche-bildung.uni-graz.at>) connect theory with daily routines at kindergartens. Each step includes a theoretical presentation of current scientific principles as well as research on the respective strategy. In these sections you will find the most important terminology and descriptions, what exactly defines the strategy, and what to look for when implementing the strategy in everyday life.

The 24 videos are about great linguistic education integrated in everyday life in kindergarten. All videos are assigned to one of the ten steps and have been reviewed and commented on by Franziska Vogt and Susanna Grassmann, two experts in linguistic education during early childhood. They are available for you to watch with or without expert commentary.

In addition to theory, this booklet offers suggestions for workshops that are based on the videos. Each step contains one workshop. These suggestions give education professionals and their teams the chance to interactively deal with the theoretical information on a meta level.

Furthermore, this booklet offers ideas for the implementation of each strategy in everyday life. With the help of the subsequent quality check, education professionals may check for themselves whether they feel good about implementing the respective strategy or whether they would like to test it further.

In current scientific discussions, a distinction is made between the terms "linguistic education" and "support of linguistic development." Education professionals usually provide linguistic development support when their offer is directed selectively to a specific at-risk group and, for example, when they try to minimize linguistic abnormalities. Linguistic education refers to linguistic offers that stimulate the (further) development of all children (Kammermeyer & Roux 2013). "The support of linguistic development ties in with the current needs and interests of the children. However, their interests and motivation should be part of an activity in which language is a means to an end and therefore carries meaning" (Jungmann, Morawiak & Meindl 2018, p. 3). In this context, the positive effects of adapted concepts of support and the additional qualifications of staff members in the field of early linguistic education are also discussed (Weltzien, Fröhlich-Gildhoff, Wadepohl & Mackowiak 2017; Burkhardt Kraft & Smidt 2015; Kammermeyer & Roux 2013; Hofmann, Polotzek, Roos & Schöler 2008).

In order to initiate and sustain high quality linguistic educational processes with children, stable and reliable relationships between education professionals and the individual child are required. This is one of the central aspects of quality in childcare facilities. Ideally, learning processes are built on this basis. The foundation for building a positive relationship is a focused and appreciative attitude among education professionals (Nentwig-Gesemann, Fröhlich-Gildhoff, Harms & Richter 2011) as well as the establishment of an educational atmosphere within the group (Ahnert, Piquart & Lamb 2006). Devotion is defined as "communication that is loving and emotionally available" (Ahnert 2007, p. 33). Attention and interest include active listening as well as taking children's concerns seriously. This is demonstrated by facial expressions and gestures (Remsperger 2011) and by the physical as well as psychological presence of education professionals (Walter-Laager, Pözl-Stefanec, Gimplinger & Mittischek 2018). The positive atmosphere goes one step further and includes respectful ways of dealing with children that stir up little conflict, adherence to rules and the joy of belonging to this group (Meyer, Pfiffner & Walter 2007).

If there is a positive atmosphere among the group, children develop trust. Furthermore, they like being in contact with education professionals and learn from them as well as with them (King 2010). In early childhood institution, the challenge is to value each and every child without losing sight of the needs of the other children in the group (Ahnert, Piquart & Lamb 2006).

These basic pedagogical values are also reflected in the implementation of linguistic education strategies:

- Children are perceived as active learners and accompanied in their development.
- Kindergartens are the melting pots of our society; the acknowledgement of diversity (various domestic situations, different social backgrounds, different religions, gender equality, inclusion of children with disabilities, etc.) forms the basis of pedagogical principles.
- Education professionals are always open to engage in new educational processes and strategies (i.e., they are both researchers and learners) (Walter-Laager et al. 2018; CBI 2009; Weltzien 2009).

Today, many experts agree that high-quality interactions between education professionals and children have a positive impact on children's linguistic development (Walter-Laager et al. 2018; Kammermeyer et al. 2018; Fried 2013). As part of the project (carried out in 2017), called "Visualizing Best Practices in the Education and Care of Children Aged 0-3 Years," which was directed by Catherine Walter-Laager, Ph.D., the study focused on the quality of interaction when supporting children under the age of 36 months. This project resulted in 11 good-practice criteria, which may be implemented to ensure and further develop high pedagogical quality. An overview can be found on the following page.

In adapted form, these criteria apply to the support of children of all ages. During the first six years of life, the emphasis on each good-practice criterion varies. All working material, including examples for children under the age of 3 years, can be found here:

krippenqualitaet.uni-graz.at

Part of the quality of interaction is seen in both verbal and nonverbal language. This booklet will examine strategies that stimulate linguistic education in children. Optimally, this linguistic education develops from a basis of high-quality interactions.

OVERVIEW OF BEST PRACTICE CRITERIA

ENABLING PARTICIPATION

Early childhood educators develop adequate frameworks and create situations in which children are able to participate.

EXPERIENCING RELATIONSHIPS

Early childhood educators organize the daily routine at early childhood institutions so that children are able to experience relationships.

COMMUNICATING IN A STIMULATING WAY

Early childhood educators always communicate verbally while interacting with children (e.g., while completing chores or during playtime).

OFFERING AND ALLOWING SENSORY EXPERIENCES

Early childhood educators create situations in which children are able to experience their senses. They assist them in experiencing these situations by offering guidance.



INTRODUCING RULES AND ADHERING TO THEM

In cooperation with the children and the team, early childhood educators adhere to rules.

BEING PRESENT

During the entire time of their shift, early childhood educators are emotionally and physically present and respectful.

INTERPRETING SIGNALS

Early childhood educators actively observe the children and, depending on the context, try to interpret the children's reactions and respond adequately.

PROVIDING STIMULI

Early childhood educators actively observe how children play and provide stimuli to enhance the play process.

CONSIDERING INDIVIDUAL NEEDS

Early childhood educators structure the daily routine in a variable way in order to adapt it to children's individual needs whenever it is necessary and possible to do so.

SUPPORTING THE REGULATION OF EMOTIONS

Early childhood educators help children to regulate negative emotions by removing children from stressful situations, by enabling physical contact and by providing opportunities to relax.

SUPERVISING CONFLICTS

Early childhood educators view disputes among children as meaningful interactions and support them in such a way that tension is defused for everyone involved.

ENABLING
PARTICIPATION

OFFERING AND
ALLOWING
SENSORY
EXPERIENCES

BEING PRESENT

CONSIDERING
INDIVIDUAL NEEDS

EXPERIENCING
RELATIONSHIPS

Early childhood educators who
work in kindergarten or with
mixed-aged groups may take
notes here.

**What do you consider
important for the
implementation of each
best practice criterion?**

INTERPRETING
SIGNALS

SUPPORTING THE
REGULATION OF
EMOTIONS

COMMUNICATING A
STIMULATING WAY

INTRODUCING
RULES AND
ADHERING TO
THEM

PROVIDING STIMULI

SUPERVISING
CONFLICTS

Designing Long-Lasting Interactions with Children

Franziska Vogt & Bea Zumwald

A dialogue is a conversation between two people in which the participants mutually react to the other person's statements and actions. The contributions to the dialogue are made nonverbally using gestures and facial expressions, or using language and sounds (Reimann 2009). The communication takes place during the learning process between the child, a subject or an object, and the early childhood educator. Well-conducted dialogues can be distinguished by a topic, which everyone involved in the conversation is talking about, and the child and the education professional taking turns in talking. The processes in the triangle of subject, child and education professional are a basic pedagogical triangle and thus a basic requirement for teaching and learning processes (Reusser 2008).

For dialogues to support language acquisition, they need to be persistent and gradually get more advanced. The child and the education professional are actively involved. On the one hand, children must be granted sufficient time to formulate and contribute their own thoughts. On the other hand, the education professional expresses their own thoughts and, consequently, elaborates on the subject (Vogt, Zumwald & Itel 2017). In addition, the conversation can be supported by asking questions or by talking about personal experiences.

Dialogues can be initiated by the child or by the education professional. In order to give the child sufficient space, the education professional only needs time and the willingness to have a conversation. The challenge in everyday life is to initiate dialogues situationally and adapted to the daily routine. Both parties need to be interested in the conversation. The education professional makes sure to delve into a subject, together with the children, and to elaborate on the subject according to the strategies presented here. In the course of such a genuine and intensive interaction, all strategies regarding linguistic education in everyday life, which are presented in this booklet, will be incorporated time and time again. For example, the education professional offers specific words which they explain in case they are not self-explanatory. As a result, the children's vocabulary is enhanced almost automatically through conversation.

It is recommended to focus more on the subject content rather than on linguistic forms when working with children whose mother tongue is not German, as well as with younger children or children who have a lower linguistic level for other reasons (e.g., selective mutism) (Darsow et al. 2012). So that the children in this target group experience longer interactions, it is particularly

important that the education professional take their time in order to sustain long-lasting dialogues—which are based on the children's interests and activities. The education professional is able to rely on the fact that the children understand more (receptive abilities) than they actually speak (productive abilities). Therefore, nonverbal communication tools are also used in the dialogue. The child is able to express their contribution to the dialogue through gestures, pointing, facial expressions or actions. The education professional verbalizes the actions, serves as a language model for the children (Vogt, Zumwald & Itel 2017), and responds with their own contribution to the dialogue to keep the conversation going.

Occasions that result in longer dialogue are: being present and giving the child opportunities to talk; communicating while playing together; and sustained shared thinking. The latter will be presented in chapter 7.

VERBALIZING ACTIONS

Self-talking and parallel-talking provide opportunities to verbalize children's actions and perceived emotions (Laukötter 2007; Lütje-Klose 2009). Self-talking can be defined as describing one's own actions in words (e.g., "I will put some lotion on my hands and will now put it on your forearms"). Parallel-talking can be defined as the verbalization of actions, feelings, needs or intentions of the children by the educational expert (e.g., "Place the triangular building block on top of your tower to make a roof." (Gasteiger-Klicpera 2010). Education professionals verbally express their observations of children playing (Thoun 1977).

MUTUAL ATTENTION

To engage in dialogue with another person, mutually paying attention to the subject or the object is required. In this context, this is called shared focus of attention (Best 2011; Weitzmann & Greenberg 2008). It is the caregivers' responsibility to establish such focus. They observe the children, keep eye contact with them, listen to them, communicate with them and therefore recognize what the children are looking at or what they are interested in. By observing what the children are interested in, education professionals are able to verbalize the focus of interest. Also, they are able to engage in dialogue about the subject (Weitzman & Greenberg 2008).

Linguistic education integrated into everyday life through interaction and dialogue is based on the responsiveness of the education professional.

Responsiveness is a sensitive approach to the children's communication signals. The education professional takes up the interest and needs of the children (Gutknecht 2012). Early language acquisition is closely related to the primary caregiver's responsiveness (Kiening 2011). The quality of interactions within the family plays an important role in the acquisition of reading skills later on. Thus, it matters whether and how much is spoken at home, and whether and how much caregivers read books to children (McElvany et al. 2010). Stimulating dialogues with education professionals

working in early childhood education settings are particularly important for children who grow up in an environment that provides few linguistic stimuli, who receive little attention in dialogue, and who are exposed to stressful situations. Depending on the quality of linguistic interactions and educational opportunities, kindergarten contributes to equal opportunities in the future (Kuger et al. 2012).

Above all, the strategy of sustained shared thinking has been identified as a key quality feature (Siraj-Blatchford & Sylva 2004) (see chapter 7).

PLEASE NOTE:

Below you will find:

- a workshop based on the video
 - a suggestion for implementing the strategy as well as a suggestion for reflection
 - a quality check: Goal achieved.
- Choose how you would like to continue.

WORKSHOP based on the video "Step 2 - Strategy - Designing Long-Lasting Interactions with Children"

without expert commentary

1. Watch the video "Step 2 - Strategy - Having Long-Lasting Dialogues with Children" without expert commentary.
2. Divide the team into two groups and watch the video for a second time.
 - The first group writes down the topics which education professionals and children talked about. These dialogues must have at least four turns in talking.
 - The second group writes down at what point the dialogue could have been discontinued as well as the strategy that education professionals used to keep up the dialogue.
3. Share your findings with your group.
4. With your team, watch the video "Step 2 - Strategy - Having Long-Lasting Dialogues with Children" and turn on the expert commentary.

Suggestions for Implementation and Reflection

Going for a walk

While you are going for a walk with the children, observe what they are interested in. Is a child or the group discovering things and looking at them? Do they stop to observe? Use moments like these to stop as well and to observe things together with the children.

- Start the conversation about an observation (e.g., "The construction workers use the digger to dig a hole.").
- Give the child a moment to respond and say something or to point at something. Maybe the child imitates the noises of the motor.
- Verbalize this para-verbal expression (e.g., "This digger needs a strong motor. The man who's sitting behind the wheel controls the digger.").

As early childhood educator, you are able to draw the children's attention to something. Also, you could initiate a long-lasting dialogue. Let's look at the following example.

Observing clouds

Ask a colleague to take over the overall supervision of the group in the garden for the next 20 minutes. Put a blanket on the grass and lie down on it. Observe the clouds in the sky. This rather unusual activity (for an early childhood educator) might draw the attention of the children to the clouds. You could answer questions (e.g., What are you doing?) as follows:

- "I am looking at the clouds in the sky. Would you like to take a look as well?"
- "I think this cloud over there looks like a fish. What do you see?"
- "Why are the clouds moving?"
- "The clouds are moving because of the wind. That's exciting."

Reflection:

- How long did the longest dialogue last?
- What captivated the children's attention?
- Was the topic exciting for the children and did they engage in a dialogue?
- If not, which topic would be more suitable for these children?

Quality Check: Goal Achieved

Read each of the following seven points and consider whether or not you are already doing each of them frequently. If you already are implementing them frequently, note down what exactly you pay attention to.

Consider whether or not you have already shown this to your colleague in the group. Write down one especially successful example. You can also leave this field empty ...

	What?	I do this often, ¹ frequently	I do not do this often	Reflecting on your own successes: Describe the situation. What exactly are you paying attention to?
1	I observe what things, processes or topics the child is interested in. I draw my attention to this subject and initiate a longer dialogue.	<input type="checkbox"/>	<input type="checkbox"/>	
2	If I find something exciting, I address the topic.	<input type="checkbox"/>	<input type="checkbox"/>	
3	I engage in dialogues with individual children. Both the child and I make several contributions (at least 4 turns in talking, including the child's independent contributions).	<input type="checkbox"/>	<input type="checkbox"/>	
4	I make a conscious effort to promote the active participation of the child as well as to make short and focused contributions. In doing so, I give the child space for its contributions and topics. A dialogue can be developed.	<input type="checkbox"/>	<input type="checkbox"/>	
5	I manage to understand nonverbal signs such as facial expressions or gestures, as well as the child's actions as part of dialogues and I interact with the child accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	
6	For one day, I deliberately plan to have long dialogues with a particular child in order to engage in an extensive dialogue with each child over the course of one week.	<input type="checkbox"/>	<input type="checkbox"/>	
7	I have conversations that challenge the children cognitively. These can include special topics, questions about subjects where neither the child nor I already know everything (e.g., open-ended questions, questions about experiences and feelings, philosophical questions, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	

¹Do you feel confident in implementing this strategy? If so, continue with Step 3 → Strategy: Expanding the Children's Vocabulary.

Expanding the Children's Vocabulary

Nadine Itef & Andrea Haid

Based on studies, it is known that children who have a high command of vocabulary, achieve significantly better scores in their first year of school than children with a lower command of vocabulary (Dickinson & Porche 2011). In particular, children who grow up in socio-economically disadvantaged families and live in an environment that is less supportive of linguistic development, or children who learn a second language, may face disadvantages in terms of learning a certain number of words (Vasilyeva & Waterfall 2011). Considerable differences may already be measured during the first years of life regarding a child's stage of development in understanding language and linguistic expression (Hart & Risley 1995). Therefore, a comprehensive range of linguistic offerings and early support of reading and writing skills may contribute to an improvement of equal opportunities (Nickel 2014).

To support children in engaging with their language of education, education professionals offer picture books, picture cards and pictograms with characters. The advantage of books and picture cards is that they provide access to complex and partially abstract subjects that are not offered by the daily routine in kindergarten. Looking at picture books and talking about them seems to be a suitable method to enhance the wide range of linguistic offerings (Whitehurst et al. 1999). This approach typically involves working with a small group of children. Education professionals ask children questions about the content of the book (e.g., "Why was Simon sad?" or "What could Simon's friend do so he won't feel sad anymore?") and thus encourage them to engage in dialogue and produce their own intellectual and linguistic contributions. Education professionals recognize these contributions and expand them further to provide additional stimuli for children to engage in verbal communication (Kraus 2005).

Among other things, children's early experiences with language and writing determine whether or not they joyfully make linguistic contributions (e.g., children listening to someone telling a story or recognizing a symbol by themselves). In studies, these experiences are referred to as literacy experiences (Haug-Schnabel & Bensef 2017). Specifically, this term describes the ability to communicate through language and writing. This includes "the understanding of text and its meaning; the ability to express oneself in writing (...); the joy of reading; familiarity with books, written language; and the general ability to deal with media" (Haug-Schnabel & Bensef 2017, p. 119).

Conversations throughout the entire daily routine at childcare facilities, as well as games and daily occurrences, are opportunities to integrate linguistic education in everyday life. Usually, these are welcome occasions, which support the extension of vocabulary almost incidentally. This

requires that the children are offered many new words (from different parts of speech) as abundantly and diversely as possible (Torr & Scott 2006). For example, there are many different words for trucks: A truck can also be a commercial vehicle or a van. To broaden and strengthen the children's vocabulary over the long term, children should hear the different terms in various contexts over and over again so that they will be able to apply these themselves over time (Itef 2017).

IN DETAIL: EXPANDING VOCABULARY

Depending on the children's level of language acquisition, new terms are used or known terms are consolidated and deepened through repetition. After a few presentations and repetitions, children are able to relate the meaning of a new word to the sequence of sounds so that they understand that word (receptive vocabulary). Also, deepening the vocabulary in different situations leads to cross-linking within vocabulary (Klann-Delius 2008). However, this does not imply that a child is already using this word actively (productive vocabulary). A child must hear a new word approximately 50 times before it uses the word actively (Apeltauer 2012).

For children to actively use new words and terms, it becomes apparent that the repetition of similar terms must be taken seriously. The acquisition of vocabulary is divided into three phases of acquisition: word presentation, word development and word strengthening. These are described below.

Whenever new words are introduced, it is beneficial to speak them slowly, to emphasize them intentionally and to use a slightly higher volume. This enables the child to recognize and perceive the sound structure of the word. Word presentation refers to articulating new terms particularly clearly. It should be possible for children to perceive the sound structure of the offered words, so that they also recognize the beginning and the end of the word from the speech flow of the education professional (Weinert & Grimm 2012).

Meaningful words of content are nouns, verbs and adjectives. In addition to nouns, children must especially be offered verbs as they enable the change from only using single words to forming sentences. Children who have already advanced in the acquisition of the German language are able to increasingly use function words such as articles, prepositions or conjunctions. It is important to mention that definite articles as well as prepositions are used differently in German than in various other languages. This can lead to difficulties in acquiring German for children who speak another first language. In general, it should be noted that

children's vocabulary varies greatly in their first years of life (Itel 2017).

For children with a different first language and for younger children, it is important to focus on everyday words in recurring situations. By doing so, they understand the concepts in similar situations and learn to express themselves. By contrast, children with good language skills need to hear rare and specific terms and hyponyms that are based on their basic vocabulary (e.g., by telling children that the hyponym "a rose" is a flower, education professionals specify a familiar term) (ibid 2017).

During the word processing phase, children should learn the meaning of a new word. If this new word is about a specific object or picture, education professionals should reference that during the conversation. Words that express emotions could be portrayed by expressing the respective emotion (e.g., facial expressions, pictures). The description of features is a more abstract form of word processing, but

should be closely related to conveying the meaning of the word. Children experience greater educational success if these three strategies are combined (ibid 2017).

However, enhancing children's vocabulary will not be completed at this point. Children continue to rely on having as many opportunities as possible in which they are able to use the new word independently. This allows the transition from the receptive (child knows the word) to the productive (child says the word) level of vocabulary expansion. At this point, the consolidation phase is especially important. This includes repeating the new term several times during the presentation and development phases, but it also requires cross-linking new words in other situations so that children experience the terms in various contexts. Addressing children's interests and experiences is important for acquiring vocabulary. In conclusion, the goal is that children "grasp" terms and associate them with many experiences.

PLEASE NOTE:

Below you will find: • a workshop based on the video • a suggestion for implementing the strategy as well as a suggestion for reflection • a quality check: Goal achieved.

Choose how you would like to continue.

WORKSHOP based on the video "Step 3 - Strategy - Expanding the Children's Vocabulary"

without expert commentary

1. With your team, watch the video "Step 3 - Strategy - Expanding the Children's Vocabulary" with expert commentary.
2. Each education professional chooses an educational/play area in the classroom (e.g., area where building blocks are offered) and comes up with as many different parts of speech as possible. Write them down on sticky notes.
3. Swap the sticky notes among your team. Your colleagues may add to the notes.
4. Display these sticky notes in the respective play areas for a few weeks.

Suggestions for Implementation and Reflection

This upcoming week, you could play a Sudoku-style game with the children in your kindergarten. Sudokus are number puzzles but in this case, items are used instead of numbers (e.g., a spoon, a pen, a book, a building block, etc.) to expand and strengthen vocabulary.

The field is square. For children in kindergarten, a square containing 4x4 little squares is a good starting point (see picture). Draw this field with a chalk on the ground outside. Alternatively, create the playing field on the floor indoors using masking tape.

The goal of the game is to fill each square with one object.

Basic game rules:

- In each row, each item can only occur once.
- In each column, each item can only occur once.
- In each block, each item can only occur once.

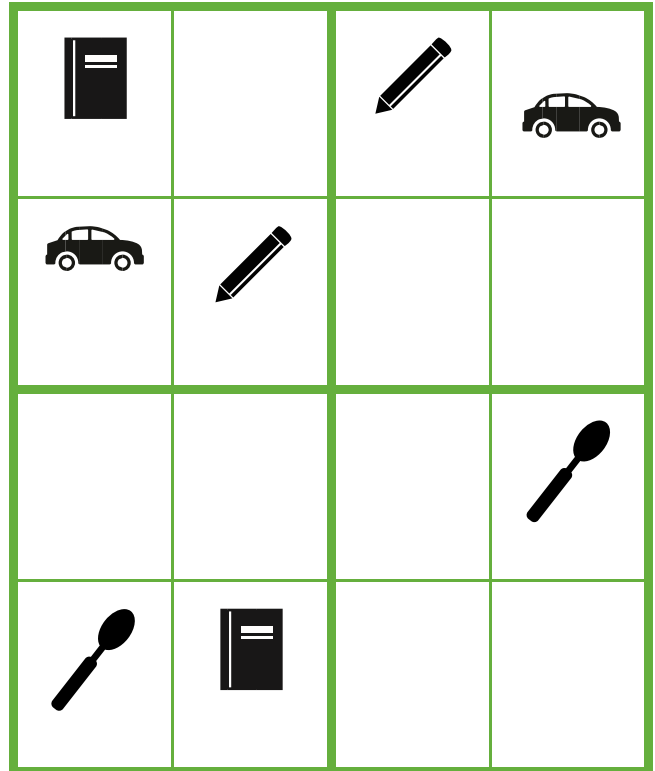
Depending on the age of the children, the rules of the game may vary. For example, the game can be extended by adding other parts of speech such as verbs or adjectives. Initially, the goal may be to complete a block while still disregarding the rows and columns. Once the children have played this game several times, the game rules can become more complex. As long as the materials are available, the children will begin to independently play the game after a while. In this case, provide templates so children can control their results.

Game rules

Prepare the game by placing various items on the field. This provides the starting point for completion (see illustration). The more fields you place objects in, the easier it is for the children to complete the sudoku. In any case, each of the 4 items must be provided.

During the game, you could take on a guiding role by asking the child to hand you a specific item from the basket, (e.g., "Please hand me the spoon."). This requires the child to understand language. It has to connect the term with the object. It hands over the item. Together with the child, you can now discuss which item is needed next.

The guiding role can also be taken over by saying to the child, "You could tell him/her, 'Please hand me the car.'" In doing so, children practice using the language.



Children with little verbal skills may sort the items without talking. You could describe the children's actions for them.

Game variations

Together with the children, you could look for different objects in the garden or group room and collect them in a basket. These items can be changed daily. Think about which words are important for coping with everyday life.

In addition, strengthen these words over the next few weeks by using them often in different situations.

Quality check: Goal Achieved

Read the following seven points and consider whether or not you are already doing each off them frequently. In the right-hand column, explain the situation as well as the children's achievements (1).

Feel free to write down how you would like to implement that particular point in your group in the future.

What?	Completed 1	Reflecting on your own successes: Describe the situation. What exactly are you paying attention to? What children are now able to use these words?
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Getting started with learning words

1	I make sure that I always choose the same words for new processes or games and for repetitions.	<input type="checkbox"/>	
2	When using words that are new to a child, I make sure to use them multiple times in the same way.	<input type="checkbox"/>	

Subsequently

3	I make sure that I expand words that a child knows well by using synonyms	<input type="checkbox"/>	
4	I offer each child a rich and varied vocabulary by using and repeating diverse words myself. Tomorrow, I will include the following five words because not all children know them yet:	<input type="checkbox"/>	
1		<input type="checkbox"/>	
2		<input type="checkbox"/>	
3		<input type="checkbox"/>	
4		<input type="checkbox"/>	
5		<input type="checkbox"/>	
5	While looking at picture books, I name various objects and activities and let the children speak about the contents of the book by asking them questions..	<input type="checkbox"/>	
6	When introducing new words, I pay attention to clear and deliberate articulation, as well as a slow pace of speech, in order to allow children to perceive the phonetic structure of a word.	<input type="checkbox"/>	
7	In order to grasp the meaning of a term, I offer the children different explanatory approaches. This means using images, pointing to the object itself, using gestures and facial expressions or verbal explanations.	<input type="checkbox"/>	

Do you feel confident in implementing this strategy? If so, continue with Step 4 → Strategy: Language-Promoting Questions.

Language-Promoting Questions

Mandy Schönfelder

Kindergarten offers a variety of everyday situations, such as discussion groups, greetings, farewells, snacks, meals, playtime, and games with instructions. All of these situations may be linguistically used for interactions between education professionals and children (Kucharz 2012). It is important to ask questions. Scientific studies show that eleven percent of language used by education professionals consists of questions (Briedigkeit 2011). However, this percentage is significantly higher when education professionals engage in dialogue while looking at picture books.

Children are stimulated by questions to express themselves linguistically and to develop continuative thoughts. Education professionals differentiate between open-ended and closed-ended questions. However, open-ended questions are the preferred type of question (King et al. 2011; Siraj-Blatchford & Manni 2008; Whitehurst et al. 1999). The argument goes as follows: A closed-ended question can only be answered with a single word (e.g., yes or no), while an open-ended question can actively promote the acquisition of language. Therefore, education professionals should ask "open-ended questions [...], using interrogatives" (Kannengieser et al. 2013, 76).

Depending on the level of language, however, it may be appropriate to integrate all types of questions (including closed-ended questions) into an effective strategy of promoting language. Individual types of questions, such as questions about decisions, additions and alternatives, provoke particular linguistic forms. These questions must always be matched to the linguistic abilities of each child. For example, a child who collects word meanings and speaks in one-word or two-word sentences does not benefit from a question beginning with "Why" (where the child may need to answer using a subordinate clause) and may be overwhelmed by it. With respect to its individual stage of language acquisition, the child rather benefits from questions that retrieve a specific term (What type of ... is that?), that ask about particular features of an object (What color is this?), or that elicit verbal connections (What do you need it for?).

To provide support and promote development relating to language acquisition in children (Ruberg & Rothweiler 2012), all questions are useful that are 1) selected based on the children's development, and 2) are gradually built up (Vygotskij 1977).

IN DETAIL: LANGUAGE-PROMOTING QUESTIONS

In kindergarten, questions are an important tool of early childhood education. The nature of the questions is pivotal (e.g., the way questions are asked and how children are able to contribute to the conversation) (König 2009; Dannenbauer 1994; Motsch 2017). The strategy of asking language-promoting questions consists of three stimulating types of questions (Altmann 1993): questions regarding decisions; questions regarding additions; and questions regarding alternatives.

Questions regarding decisions are usually questions education professionals ask children (e.g., an introductory question regarding the children's connection to specific things – "Have you ever been to...?"). By agreeing, rejecting or deciding on the basis of a question, children formulate their (possibly first) contribution to the conversation. Children are involved in decision-making processes and thus experience self-efficacy. Also, they experience themselves as active participants in a conversation and thereby gain confidence in their own language skills.

When asking questions regarding decisions, approaches of sensitive responsiveness become visible (Remsperger 2013): Education experts specializing in early childhood education observe children's signals, take them up and ask questions regarding decisions in order to accommodate these signals and to offer solutions.

Through questions regarding decisions, attention can also be directed to specific details of daily routines, to specific features, or a new conversation topic can be placed in a new context. It becomes apparent that a mutual focus on dialogue is a prerequisite for further processes of interaction. Based on this, a transfer to the children's perception is happening, which is the prerequisite for children being able to develop their own thoughts and immerse themselves in content.

Asking questions regarding additions presupposes that children already have a certain level of language skill or are able to express themselves verbally, and that they are able to express themselves with the help of texts and words (Levelt 1989; Kannengieser 2009). Individual words, phrases or parts of sentences are retrieved by questions regarding additions. These questions are especially important for the development and expansion of vocabulary. By asking children questions regarding additions, education professionals are able to challenge them to name subjects and objects.

Education professionals are able to verify if children know certain terms, characteristics and features. This makes it possible to fill the simple words with meaning and to build up a network of terms. Also, grammatical structures are supported by questions regarding additions. Questions starting with "Who" or "What" inquire about simple nouns. To encourage children to use words in the right case (subjective case he/her, objective case him/her, and possessive case her/his), the interrogative "Who" can be used. "Why" requires a subordinate clause structure and "Where" ("Where are they all standing?") must be answered with a phrase containing prepositions ("On the table"). In addition, the latter offers nuances that suit different stages of development. Grammatical elements such as prepositions can already be incorporated into the question. The questions "On whom?", "On what?", and "Where?" gradually prepare the usage of a phrase and can be selected according to the children's linguistic abilities. In the beginning, the education professional initiates the structure of the sentence. For this purpose, education professionals should offer as many grammatical units of the target response as possible. The question "On whom?" offers children the preposition and the associated case, which are basically the first two elements of response. Thus, education professionals help children to find the right preposition. For example, the interrogative "Where" would not support the linguistic target form. The content word must be automatically embedded in a phrase (dative case).

The third category of questions involves discussing alternatives. The potential for forming language lies in its model of language (Szagun 2011). The questions can accompany and support different levels of language: the acquisition of phonetic peculiarities (What is the bear eating?); the distinction of new phrases (What is in the pot meat or honey?); or the performance of difficult sentence structures (Are the pots standing on the floor or on the cupboard?). With this variety, it is possible to build on the level of language development of the child. Thus, questions regarding alternatives are particularly important in early linguistic education, and are based on the next step in development. They present new words and sentence structures, and they prepare the transition to formulating language independently. Education professionals working in early childhood education are linguistic role models and present structures that children should acquire independently. Szagun describes the repetition of a model statement as an imitation and unconscious learning process (Szagun 2011). In particular, children who learn German as a second language or who need additional support benefit from this question format. Also, by using questions regarding alternatives, the comprehension of speech can be monitored (Schlesiger 2009). If children do not understand the language requirements or content words, they often choose the answer option which was mentioned last.

Question format	Structure of answer	Areas of language acquisition	Examples
Questions regarding decisions	Approval or rejection (yes, no, after all)	Steering attention towards an object, topic or decision	Would you like something to drink? Have you just been to the garden? Have you ever seen an eagle?
Questions regarding additions	Simple nouns (nominative case), additions (using dative or accusative cases), phrases (with prepositions), subordinate clause (verb used as last word)	building up vocabulary, expansion of vocabulary, acquisition of grammatical skills (sentence structure, placement of verbs, grammatical case)	Who is holding the red ball? What are the children building in the sandbox? Who can you ask? Who do you want to give the drawing to? Where could you park the car? What is underneath the candles? Where are you waiting for Valentin?
Questions regarding alternatives	Choice between given structures (not limited in complexity)	sentence and word comprehension, word elements, grammatical cases, sentence structures	What is the bear eating? What is in this pot? Meat or honey? Are the pots standing on the floor or on a cupboard?

Chart 1 Question Formats Schönfelder 2015, p.77

PLEASE NOTE:

Below you will find: • a workshop based on the video • a suggestion for implementing the strategy as well as a suggestion for reflection • a quality check: Goal achieved.

Choose how you want to continue.

WORKSHOP based on the video "Step 4 - Strategy - Language-Promoting Questions"

without expert commentary

1. Watch the video "Step 4 - Strategy - Language-Promoting Questions" from 08:10 to 10:02.
2. Pay attention to what questions the education professional asks in the video clip.
3. Choose your favorite questions and tell your colleagues why you think they were successful.
4. Watch the video with expert commentary.

Suggestions for Implementation and Reflection

Try to talk to as many children as possible within a week and use all types of questions (yes/no questions, supplementary questions, alternative questions). Try to adjust the questions to the language level of the child. Feel free to enter particularly successful situations in the table below.

Description of the situation	Decision question	Supplementary question	Alternative question	Discoveries and achievements of children
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Quality check: Goal Achieved

Read the following six points and consider whether or not you feel confident in their implementation. In the right-hand column, write down particularly successful situations and what you would like to pay attention to in the future.

	What?	I feel confident	I do not feel confident yet	Comments
1	I consciously perceive children's contributions and formulate decision questions in order to gain information about the child and to be able to ask in-depth questions (supplementary questions)	<input type="checkbox"/>	<input type="checkbox"/>	
2	I use supplementary questions to expand the children's vocabulary and to encourage children to describe people or objects in more detail.	<input type="checkbox"/>	<input type="checkbox"/>	
3	I help children to deepen their stories by asking more questions (e.g., what is the cat sitting on? What are the children playing with?)	<input type="checkbox"/>	<input type="checkbox"/>	
4	I support children with a high level of language by asking them questions beginning with "Why," "What if," or "What do you think" questions.	<input type="checkbox"/>	<input type="checkbox"/>	
5	I address alternative questions to children who rarely formulate their own contributions or to children who are new to the second language.	<input type="checkbox"/>	<input type="checkbox"/>	
6	I am aware of making pauses to ensure that children are given enough time to answer a question.	<input type="checkbox"/>	<input type="checkbox"/>	
7	I have conversations with the children that challenge them cognitively (e.g., special topics, questions about subjects where neither the children nor I already know everything (open-ended questions, questions about experiences and feelings, philosophical questions, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	

Do you feel confident and are the questions well anchored? If so, continue with Step 5 → Strategy: Shaping Language.

Shaping Language

Cordula Löffler & Nadine IteI

Children learn language through input of speech as well as through feedback on their linguistic expressions. For example, education professionals redirect children's language by repeating or expanding their expressions correctly (Vogt et al. 2015; Weinert & Grimm 2012; Jungmann 2007). Such shaping techniques provided by adults are supportive of language acquisition (Weinert & Grimm 2012; Fernald & Kuhl 1987).

However, if children are instructed to repeat words or sentences correctly (e.g., "This means to eat, not eating."), this has a negative effect on them. This can result in children becoming discouraged and losing their joy when speaking (Ritterfeld 2007).

Shaping language always reinforces children in a positive way. By repeating the children's spoken expressions, education professionals show that they have understood what the children intended to say. At the same time, they expand on what the children said. The repetition signals a kind of solidarity statement and shows the speaker that the listener has understood the content (Tracy 2008). This has the advantage that children maintain their joy of speaking (Sieg Müller & Kauschke 2006).

IN DETAIL: SHAPING LANGUAGE

In literature, various techniques for shaping language are described (Dannenbauer 2002; Kannengieser 2009; Motsch 2017). In general, Dannenbauer differentiates between two groups of techniques: the techniques for shaping language that precede the children's expressions, and those that follow these expressions.

Preceding techniques for shaping language work well to motivate children to speak and to make expressions that can be shaped. Examples of this would be if education professionals put their own thoughts into words and repeatedly use the same term in different variations (e.g., using the noun in singular and plural as well as part of a phrase or in conjunction with adjectives). If children are not yet using certain terms with confidence, the goal of this procedure is for children to repeatedly hear the correct version of the term.

The use of the following techniques for shaping language is especially important when conducting dialogue with children. Direct dialogue offers the opportunity to provide specific feedback to the children. Studies describe three techniques for shaping language with respect to sentence

structure and grammar rules: expansion, extension, and transformation.

- Expansion refers to the completion of the sentence on the syntactic level. This happens, for example, when children skip parts of sentences and education professionals working in early childhood education take up their expressions and add to them (e.g., "There is sand." "There is sand on your feet.").
 - Extension refers to the expansion of content on the semantic level. Education professionals working in early childhood education take up the children's expressions and add content. This has the advantage that new linguistic elements can be introduced by education professionals (e.g., "That's what I put on top." "You put the pin on the shelf.").
- Transformation refers to expressing children's statements using a different sentence structure. By changing the children's language (which can, for example, also be a formulated question), they experience an alternative (e.g., "I took the car." "Who did you ride in the car with?").

Corrective feedback is another subsequent technique of shaping language. This enables adults to indirectly correct mistakes in children's pronunciation. Indirect correction may refer to: the pronunciation of the word (on a phonetical and phonological level) (e.g., "nake" instead of "snake"); a term that is not used correctly; to an incomplete word form (on the semantic-lexical level) (e.g., "Can we re-do this?" "You would like to repeat that?"); or to expressions of children regarding grammatical forms (on the morpho-syntactic level) (e.g., "There is all children" "Are all children there?"). Since some children do not pronounce sounds until they enter school, confuse words or have difficulties with grammar, they should always have the opportunity to listen to the correct form so they are able to include it in their own linguistic knowledge.

The techniques for shaping language mentioned here may not always be clearly differentiated in everyday life. With respect to daily routines at childcare facilities, it is important that education professionals choose, based on their observations, the appropriate strategy that linguistically

supports each child. This addresses the attitude of education professionals, making them focus on giving positive feedback and on applying the technique of shaping language to linguistically support children (Motsch 2017).

PLEASE NOTE:

Below you will find: • a workshop based on the video • a suggestion for implementing the strategy as well as a suggestion for reflection • a quality check: Goal achieved.
Choose how you would like to continue.

WORKSHOP based on the video "Step 5 - Strategy - Shaping Language" without expert commentary

1. Watch the video "Step 5 - Strategy - Shaping Language" without expert commentary.
Pause the video when the boy wearing the blue sweater says, "And my Melli, too."
2. In teams of three or four, discuss what the education professional might say to the boy.
3. Watch the video with expert commentary.

Suggestions for Implementation and Reflection

Initiate a dialogue with a child who is struggling to form a sentence, or try to engage a child in dialogue who you rarely speak with.

Pay close attention to what each child has to say. If the situation requires it, add to the child's input or

correct them indirectly. Do not correct the child directly. Instead, use this method to keep up the conversation (e.g., "Oh, now I have understood that well, you are doing..."). Vary the conversation by using the strategies mentioned above.

Date	Notes on the conversation and linguistically rich moments of conversation	What reactions (feelings and actions) do you notice in the child?

Quality check: Goal Achieved

Read each of following six points and consider whether or not you are already doing this frequently (1). If you are already implementing it frequently, make a note of what you are already paying attention to. Think about whether or not you have already shown this to your colleague in the group

and, if you like, write down one particularly successful example. Feel free to leave this field empty, if you wish.

Describe the situation and the achieved success with the children (2). Feel free to write down how you would like to implement this in the future.

	What?	I do this often ¹	Completed ²	Descriptions of the facial expression of the child
1	I repeat the same term in different variations, in singular (ship), plural (ships), with a pronoun (a ship) or with adjectives (the heavy ship).	<input type="checkbox"/>	<input type="checkbox"/>	
2	I complete children's sentences by adding missing grammatical elements to a child's statement.	<input type="checkbox"/>	<input type="checkbox"/>	
3	I use corrective feedback by repeating the children's statements in the correct way and by embedding them in complete sentences.	<input type="checkbox"/>	<input type="checkbox"/>	
4	I function as role model regarding language and I offer children correct grammatical, sound and semantic elements.	<input type="checkbox"/>	<input type="checkbox"/>	
5	I verbalize the child's actions as well as important characteristics of the situation.	<input type="checkbox"/>	<input type="checkbox"/>	
6	I rephrase the children's statements and repeat them by forming a sentence.	<input type="checkbox"/>	<input type="checkbox"/>	

Do you feel confident in implementing this strategy?

If so, continue with Step 6 → Strategy: Redirecting Language

Redirecting Language

Elke Reichmann

When attending kindergarten, children should be able to experience a lot of communication on a daily basis. Furthermore, they should be able to test their language skills as often as possible. Using the redirecting strategy, education professionals pass on any concerns and questions that some children may have and redirect them to speak to other children in order to resolve and answer these questions and concerns. This serves to support interactions among children (Reichmann, 2015). If children talk to each other frequently, they have a lot of opportunities to apply their own language skills. Also, the exchange among children is important because communication between children tends to follow different patterns than dialogues between children and adults (Albers 2009). Furthermore, the exchange among peers provides the basis for developing friendships. By fostering these relationships, children experience support, consider themselves as part of a community, and are accepted as independent people. At the same time, children learn strategies for solving conflicts and how to become part of a peer group. In doing so, they acquire a sense for linguistically appropriate reactions in different situations. Therefore, childlike interactions are not only an important element in the context of social learning, but also in terms of linguistic learning (Ahnert 2003; Licandro & Lütke 2013).

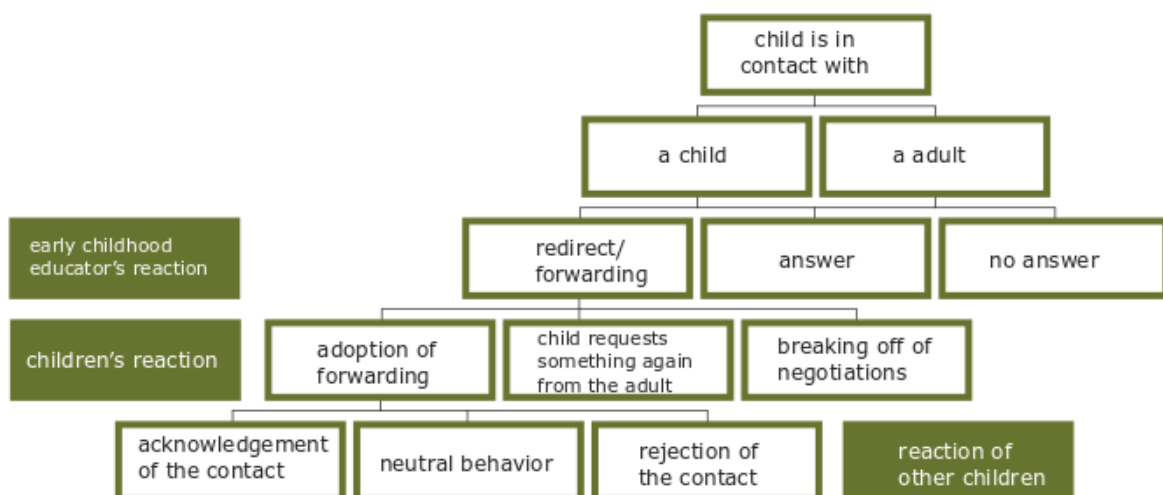
Studies have shown that children facing linguistic difficulties find it challenging to foster successful relationships and friendships with peers. Linguistically more competent children tend to exclude these children or avoid them altogether. To counteract this, the linguistic exchange between children during their first years of life must be given special significance (Schuele et al. 1995; Licandro & Lütke 2013). One way to support this exchange on a daily basis at childcare facilities is the redirecting strategy.

IN DETAIL: REDIRECTING

The strategy was described in the USA by Schuele et al. (1995). It aims to convey or redirect children’s verbal expressions. In German-speaking countries, this linguistic strategy is less well-known (Albers 2009). However, it may be applied without much effort in daily routines at kindergartens. Children who shy away from direct contact with other children are more likely to turn to adults and use them as intermediaries. When redirecting language, requests or quests from a child directed at an adult are redirected to another child. Figure 1 shows the ideal and typical process of redirecting.

There are several ways for education professionals to carry out the technique of redirecting. These options differ in the amount of support and guidance provided by education professionals. In order to support a child meaningfully in this process and to choose the appropriate form of redirecting, it is necessary to know each child’s linguistic level and social competences. Moreover, the type of redirecting that is appropriate will also depend on the situation (Rice & Wilcox 1995). Specifically, redirecting possibilities are: model, suggestion and clue.

Figure 1 Own illustration: Schematic sequence (taking into account Schuele, Rice & Wilcox 1995), Reichmann 2015, p. 81



MODEL

One way to redirect a child's request is by applying a model. In doing so, the adult specifies an exact wording that the child can apply in order to strike up a conversation with another child. The use of this technique is particularly appropriate when the child's linguistic abilities are still very limited.

A model may help the child to master challenging communicative situations and to practice the correct linguistic patterns. In addition, this technique supports a child in consolidating newly acquired grammatical structures or practicing the newly learned vocabulary (Rice & Wilcox 1995) (e.g., "Go over to Caro and say, 'May I have the car, please?'").

SUGGESTION

When using the technique of suggestion, the adult does not use a specific expression that a child may simply copy. The adult merely suggests that the child could approach another child. Thus, the child is challenged to independently search for the appropriate wording with which to approach another child (Rice & Wilcox 1995). This form of redirecting presupposes that the child, who was redirected, has the necessary linguistic competence to independently establish contact with another child (e.g., "Ask Caro if you could have the car.").

CLUE

This is the most challenging form of redirecting. When applying this form, children are only supported and guided very little. Redirection in this form happens only indirectly. For this form, children need to possess a good feel for language, since they have to independently find the appropriate words. However, they must first recognize the intent of what the adult said to them (e.g., "Caro is playing with the car. Does her car need to be cleaned?" (Reichmann & Itel, 2017)

PLEASE NOTE:

Below you will find: • a workshop based on the video • a suggestion for implementing the strategy as well as a suggestion for reflection • a quality check: Goal achieved.

Choose how you would like to continue.

WORKSHOP based on the video "Step 6 - Strategy - Redirecting Language" with expert commentary

1. First, read the text "Redirecting language."
2. Watch the video "Step 6 - Strategy - Redirecting Language" with expert commentary.
3. You watched an example of a "suggestion." In reference to the video you have just seen, think of an example for the techniques "model" and "clue."

Suggestions for Implementation and Reflection

During mealtimes, a lot of communication may take place among children. For a week, be sure to let the children chat with each other. In which situations did you apply the three forms of redirecting

(model, suggestion, clue)? When is it not appropriate to redirect? When should early childhood educators not redirect? Also, record situations in which you found that redirection was inappropriate.

Date	Description of the situation	Comments

Quality check: Goal achieved

	What?	I feel confident	I do not feel confident yet	Comments
1	When a child approaches me with a concern, I do not try to settle the issue myself, but trust the child to do it on its own.	<input type="checkbox"/>	<input type="checkbox"/>	
2	When a child approaches me with a concern, I suggest what he/she may say to the other child.	<input type="checkbox"/>	<input type="checkbox"/>	
3	If the child's first attempt to make contact did not work, I will show him more ways to get in touch with the other child.	<input type="checkbox"/>	<input type="checkbox"/>	
4	While playing, I encourage a child to have a conversation with another child.	<input type="checkbox"/>	<input type="checkbox"/>	
5	I appropriately apply the different forms of redirecting (model, suggestion, clue) to the situation.	<input type="checkbox"/>	<input type="checkbox"/>	
6	I rephrase the child's statements and repeat them using a whole sentence.	<input type="checkbox"/>	<input type="checkbox"/>	

Do you feel confident in implementing this strategy? If so, continue with Step 7 - Application: Forming Mathematical Terms Integrated into Everyday Life.

Forming Mathematical Terms Integrated into Everyday Life

It is an important task for children to learn new words and to build them up as comprehensive terms. When dealing with their environment, children learn what the term stands for. They connect it with other terms in a semantic network. The semantic network is a cognitive model. Theoretically, it is assumed that this is composed of all acquired terms and their connections to each other, which is similar to a mind map. In linguistics, the relation of terms is described by connections between hypernyms and hyponyms (e.g., the hypernym "fruit" is associated with the hyponym "apple"). If a child hears a term in the context of everyday activities, it associates this term with other terms that it has already learned and incorporates it into its semantic network. By doing so, the semantic network will become more nuanced over the course of life (Kolonko 2011).

To do this, children need various contexts in which they deal with different content areas and activities or, alternatively, in which they formulate different perspectives on the existing material and the associated linguistic terms. For example, a playing environment containing different measuring devices, such as a scale or a folding meter stick alongside a sufficient amount of similar materials, encourages children to experiment mathematically. Furthermore if education professionals repeatedly ask mathematical questions (e.g., estimation questions) or point out exciting patterns of any kind, they help children form and strengthen the link between a mathematical thought and its associated term. (Fthenakis 2014)

Regarding linguistic education integrated in everyday life, it is assumed that mathematics, just like many other aspects of world knowledge, is learned through the context of interactions between children, peers and education professionals. The prerequisite for this, however, is that children are exposed to the respective content area.

In their study, Krajewski, Nieding and Schneider (2008) described the positive effects of targeted mathematical support (i.e., referring to quantities and numbers) on the mathematical abilities of children attending kindergarten. Hauser, Vogt, Stebler and Rechsteiner (2014) found that children placed in supportive settings which

integrate play had a significantly higher learning success than children in training-based groups. They concluded that early mathematical education with little specific instruction can lead to considerable learning progress in children, provided that

education professionals use games to target specific educational objectives. Klibanoff et al. (2006) described that domestic background has a significant influence on a child's mathematical abilities. In addition, they came to the conclusion that a high degree of linguistic mathematical references in everyday life favors greater mathematical knowledge.

Mathematics is present everywhere. In fact, children encounter mathematical realities in their environment from the moment they are born. They are interested in a variety of forms, figures, patterns, regularities and orders (Fthenakis 2014). In the pedagogical context of a kindergarten, several mathematical subareas need to be differentiated. Also, the respective mathematical content presented in everyday situations needs to be recognized and shared with children during moments of interaction (Gasteiger & Benz 2016; Schuler 2013; Seeger, Holodynski & Roth 2018).

QUANTITIES, NUMBERS AND OPERATIONS

Basic mathematical competencies related to quantities and numbers can be understood as the comprehension of quantities, counting skills and the knowledge of numbers (Hauser, Vogt, Stebler & Rechsteiner 2014). During their early years, children are already able to recognize quantities. Later on, they also associate numbers with the respective quantity. This refers to the knowledge that a low number can be associated with little quantity and a high number with large quantity. Smaller quantities can be recognized by looking at them. Larger quantities need to be counted (Grassmann 2010). Stating whether one number is greater than another requires accurate matching of quantities and numbers; that is, the understanding of number

relationships (Krajewski, Nieding & Schneider 2008). In kindergarten, children are offered a wide range of numbers.

However, objects of the same kind are offered in large quantities (e.g., buttons, coins, mugs, dice or rings).

Children are able to develop a basic understanding of operations through actions, games and other everyday situations, as well as through adding, combining or removing objects (Benz, Peter-Koop & Grüßing 2014).

SIZES AND MEASUREMENTS

Children already gather experience with measurements during their first years of life (e.g., by

comparing the heights and lengths of different objects), even if they do not yet have the ability to measure objects. For example, children learn that they are able to take an object from the lowest shelf, but they are not able to take one from the top (Grassmann 2013). Measurements include length, weight, area, volume, time and money (Benz, Peter-Koop & Grüßing 2014; Grassmann 2010). In this context, the abundance of possible actions becomes apparent. Learning about different sizes, as well as introducing simple measurement processes, supports children in associating specific terms with the respective sizes (Koch, Schulz & Jungmann 2015). As children compare objects, measurement instruments such as different types of scales, rulers or yardsticks can be helpful.

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SPACE AND SHAPE

From the moment they are born, children are exposed to geometric figures such as circles and squares. The way children think is largely based on materials. Once their vocabulary grows, children are able to name the different objects with differentiated terms. At this point, it is particularly helpful for children's development if their orientation in the room, as well as their spatial relationship to other people or objects, is deliberately accompanied linguistically (Grassmann 2013; Benz, Peter-Koop & Grüßing 2014; Koch, Schulz & Jungmann 2015).

PATTERNS AND SEQUENCES

All mathematical areas of knowledge in young children are based on the collection of patterns and structures; that is, on recognizable regularities or repetitions (Grassmann 2013; Koch, Schulz & Jungmann 2015). The recognition of these recurring "patterns of numbers, shapes, movement and behavior" (Benz, Peter-Koop & Grüßing 2014) is of central importance for later learning processes (Koch, Schulz & Jungmann 2015). To implement this in everyday life, patterns can be embedded in educational offerings visually (e.g., a picture of a zebra), in auditory form (e.g., through clapping and tapping) as well as in kinesthetic form (e.g., through dance) (Benz, Peter-Koop & Grüßing 2014).

The presentation of the mathematical subareas reveals that linguistic education is closely connected with mathematical education. On the one hand, children's vocabulary is deepened and, on the other hand, mathematical rules and norms are conveyed through linguistic explanations (Ginsburg, Lee & Boyd 2008). Studies show that there is a regular correlation between children's linguistic and mathematical skills. Children with advanced language skills often possess better mathematical skills. Thus, language is also the means by which mathematical content is taught to children. Nevertheless, the complex understanding of mathematical rules and knowledge, as well as language acquisition, is a socio-cultural achievement. A social community is needed in which these contents are shared. This requires an environment in which children are not afraid to make mistakes and in which they are encouraged to try new things. Also, they need to be able to participate in decision-making processes. Furthermore, they need to be able to share their ideas as well as to develop them further (Fthenakis 2014).

WORKSHOP based on the video " Step 7 - Forming Mathematical Terms Integrated into Everyday Life" with expert commentary

1. With your team, discuss the following questions: Is mathematical education in kindergarten necessary? If so, should children be introduced to mathematical elements by education professionals or should they be exposed to them during free play? Explain your thinking.
2. Watch the video "Step 7 - Forming Mathematical Terms Integrated into Everyday Life" with expert commentary.
3. With your team, discuss how you could incorporate more mathematical content in your daily routine.

Suggestions for Implementation and Reflection

Feel free to work with the children on one of the following questions on the subject of sizes and measurement.

Question 1: How high is the ceiling of the kindergarten room and how many children would have to stand on top of each other in order to touch the ceiling?

First, it needs to be clarified how high the kindergarten room is. The early childhood educator collects the children's estimates. Next, a child takes a folding meter stick and a ladder to measure the height of the ceiling. If one of the children is able to write, it writes down the measurement and makes it visible for everybody. The early childhood educator makes sure that the child on the ladder is safe.

The result of measuring the height of the ceiling could be glued to the floor in the gym, using masking tape. Several children could lie down on the floor next to the masking tape to answer the question of how many children it takes to cover the measured length. The other children are able to easily observe the event from the side. Each child should get the chance to lie on the floor once and be observed once.

Question 2: How tall are we all together?

The body outline of each child is copied on paper and then cut out. With the measuring tape, the child may measure its own size by using the outline of its body. If possible, the child could note down the result on the paper.

Next, all papers could be glued together and presented in the garden. How far does the paper reach? The distance can be measured with a measuring tape.

Additional stimulating questions: How wide is our kindergarten room? How many hops does a rabbit or a frog need to get from one side to the other?

In retrospect, think about the mathematical terms you used with the children:

	Terms
Numbers, quantities, and operations	
Sizes and measurement	
Shapes and Spaces	
Patterns and structures	

Quality check: Goal Achieved

Read the following four points and consider whether or not you implement these. Answer options are: not at all/never, not so often/rarely, sometimes, often, predominantly/almost always or always.

In the right-hand column, note down particularly successful situations and what you would like to pay attention to in the future.

		not at all/never	not so often/rarely	sometimes	often	Predominantly/ almost always	always	Comments
1	I use everyday situations to talk about mathematical content with children and to expand their vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	I support children in using terms from mathematical content areas independently and I deliberately ask them questions about them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Together with the children, I think about mathematical problems and support the children in explaining their solutions (arguing and justifying).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Both the child and I contribute to the understanding, development and extension of the proposed solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you feel confident and are the questions well anchored? If so, continue with Step 8 - Application: Supporting Everyday Situations Linguistically.

IMPLEMENTATION

Supporting Everyday Situations Linguistically

As mentioned in the first chapter of this booklet, linguistic education integrated in everyday life targets all linguistic development and educational measures. The aim is to accompany and encourage the individual development of children as much as possible in daily pedagogical routines (Kammermeyer & Roux 2013; Fried 2013; Kucharz, Mackowiak & Beckerle 2015).

Everyday examples of these routines are wide-ranging. They include the arrival of each child; game situations in which the attention is divided; and the moment children are picked up by parents or guardians. There are endless opportunities for children to communicate in daily routines and key situations (e.g., when arriving at kindergarten, during mealtimes and bodily care, daily routines in the garden, going for a walk, playing with building blocks, etc.). All situations in which children and education professionals are mutually present are appropriate situations for stimulating language (Küper 2007). However, this does not imply that children should constantly be talked to. Instead, education professionals act as linguistic role models for the children. Depending on the child's stage of development, talking can be supported by gestures, pictures, symbols, characters or recurring sentence patterns (Kuchartz 2015). In addition, the fun side of language can be used as a stimulus to motivate children to play with language: Recurring sentence patterns are unexpectedly changed by a different ending, short rhymes are used, people play with their voices, or word combinations are created. All of this may happen during conversations that accompany actions. As a result, repetitions and expansions become manifested (Küper 2007).

An environment that is linguistically supportive also stimulates the joy of speaking in everyone involved. Materials supporting language should be made available for children in as many ways as possible. In the role play area, for example, children not only find telephones, but also various types of mobile phones or tablets, with or without hands-free kits, etc. The environment should encourage an unlimited imagination. Also, pictograms and labels may be supportive. An inspiring and diversified environment offers the possibility of having one-on-one conversations with children in order to cultivate and deepen social interactions.

However, everyday situations should only be used for linguistic education if doing so does not interrupt the actions of the child. Children should always be allowed to speak at any moment. Education professionals need to respond promptly to what children say (Walter-Laager et al. 2018; Tietze et al. 2016; Tietze et al. 2017). Regarding the daily kindergarten routine, the strategies mentioned here should not be considered separately from each other.

Rather, they should be used whenever education professionals consider them useful. Similarly, education professionals should appreciate gender-sensitive and culture-sensitive language (Maywald 2015; Keller 2011).

Daily conversations at arrival and departure times

The arrival of children at kindergarten provides the first opportunity of the day to get in touch with and interact with each child. If children are still tired or need a little time to feel comfortable, it makes sense for education professionals to linguistically accompany their own actions, the children's actions, or the children's emotions (Laukötter 2007).

Daily conversations during snack and mealtime

For many years, "no talking at the table" was the standard rule. However, expectations for behavior at the table have changed significantly, and now snack and mealtime is used for various ways of communicating. Conversation at lunch and recurring rituals provide opportunities for intercultural encounters. In this context, the importance of the senses should be kept in mind. Particularly during their first years of life, children learn primarily through aesthetic experiences. Snack and mealtime are used for educational purposes. Senses, especially the gustatory sense, are developed further and become verbalized (Dietrich 2016). The same applies to the feeling of hunger or satiety and where to feel it (Gutknecht & Höhn 2017). If four or five children eat their snack or lunch at a table together, they have the opportunity to talk about a variety of topics that interest them in a small group (Landrichinger & Putz 2018).

Daily conversations during bodily care

Bodily care does not only take place at daycare centers, but also in kindergarten. Education professionals walk children to the bathroom, assist them in washing their hands or help them to put on sunscreen. These are mostly one-on-one encounters or encounters in small groups in which a variety of topics can be discussed with children. Recurring moments in everyday life (e.g., bodily care, daily activities or playtime) are especially convenient opportunities for responding to children's linguistic signals, individually and responsively. Responsive sensitivity also manifests itself in the way dialogue is conducted between the education professional and the child. Sensitive dialogues are characterized by their responsiveness to the linguistic possibilities, needs and interests of the child. In other words, education professionals acknowledge the children's nonverbal and verbal signals and take them up in their actions. They pay attention to the children and make sure that

both parties engage in conversation. Moreover, they adjust their speech tempo to the children. They express appreciation and interest through body language and voice (Rehmann 2016).

Daily conversations in the garden/when going for a walk

Daily routines at kindergarten offer language-activating moments when changes in the environment or in the garden occur. This could be, for example, a construction site that changes constantly and that children observe on regular walks, or small animals (e.g., firebugs) that hide underneath rocks. Recurring situations are important so that children can perceive interaction routines (Haug-Schnabel & Bensel 2017).

Daily conversations in transitional situations

Transitional situations in daily routines at kindergarten, also known as micro-transitions, require organizational considerations for the preparation of the environment and for the scheduling of staff. If these aspects are well considered, stress and hectic actions are reduced to a minimum. Children can be actively involved in coping with micro-transitions and experience participatory moments in processes of micro-transition (Walter-Laager et al. 2018). In general, education professionals determine the amount of participation in childcare facilities. They decide if and at what point they take into account the children's ideas and interests, and whether they integrate them into their pedagogical activities during daily routines (Hansen, Knauer & Sturzenhecker 2011). These moments are especially appropriate for short dialogues or for stimulating thoughts, provided the children are given sufficient time.

PLEASE NOTE

Below you will find: • a workshop based on the video • a suggestion for implementing the strategy as well as a suggestion for reflection • a quality check: Goal achieved.
Choose how you would like to continue.

WORKSHOP "Provisional Conclusion"

As you have almost worked through the entire booklet, it is time to draw a provisional conclusion.

- With your team, discuss what linguistic education means to you and your colleagues and how it differs from simple "babbling" with children.
- Collect success stories regarding linguistic education.

Suggestions for Implementation and Reflection

Here you will find a collection of possible topics for discussion. If you wish, think about which topics are the most appropriate in which situations and connect them with

a line. Feel free to add to the collection. How could you start a conversation with the children? Which opening questions can you come up with?

Moments from everyday life in kindergarten

Daily conversations at arrival and departure

Daily conversations during snack and mealtime

Daily conversations during moments of bodily care

Daily conversations in the garden/when going for a walk

Daily conversations in transitional situations

Collection of ideas for discussions

Left and right

Clothing

The past weekend

The weather

A favorite toy

Cold and warm

I already know how to do that...

Flavors

Feelings

Star Wars

Fairness

Parrots

A favorite joke

A cat

Quality check: Goal Achieved

There should be plenty of fun and creativity included in linguistic education integrated in everyday life.

	What?	Yes	No	Depending on the situation, I also include my colleague		Comments
				Yes	No	
1	I frequently offer children songs, rhymes and fingerplays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	I often experiment and play with my language during the day (e.g., animal sounds, funny words, tongue twisters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	I spontaneously offer children ideas for the promotion of the auditory perception (e.g., listening to ambulances passing, locating noises, gradations from quiet to loud etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	I make use of situations spontaneously to expand the children's vocabulary (e.g., I see something you don't and that is..., words are mimicked, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Depending on the situation, I make faces or make noises with my tongue, I blow some air or make a big cheek. (This supports the mobility of the mouth area).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you feel confident in implementing this strategy? If so, continue with "Step 9 - Application: Thinking Together Linguistically."

Thinking Together Linguistically

In British kindergartens, a correlation has been found between the level of educational quality of the facilities and the quality of dialogues with children. Researchers have observed that long-lasting dialogues with children in these institutions lead to shared thought processes (Siraj-Blatchford & Sylva 2004). The child introduces a topic by itself, which is taken up by the early childhood education professional and deepened with the help of the child. In this context, Iram Siraj-Blatchford defined the term "sustained shared thinking." The term "deliberately and dialogically developed thought processes" (König 2010) has a similar meaning. It puts the instructive approach a little more into focus (Vogt 2015).

A MUTUAL FOCUS OF ATTENTION

As already mentioned in the first chapter of this booklet, sustained shared thinking refers to delving into thinking together as well as sharing and discussing an object, and broadening the topic. A characteristic of this is the mutual dialogue between child and education professional. In this way, for example, explanations for initially unknown phenomena can be found and formulated together. Education professionals ask children questions such as, "Why does this happen?" "What do you think?" "What happens if...?" They communicate with the children, possibly sparking new interests and, ideally, deepen any existing knowledge (Siraj-Blatchford et al. 2002).

Through the method of sustained shared thinking, children's cognitive processes are stimulated. In several studies, a correlation between the application of the method and linguistic developmental gains in children was found (Wirts, Wildgruber & Wertfein, 2017). Furthermore, study results reveal that children react openly and flexibly to education professionals' various usages of language in shared thinking processes (Hildebrandt, Scheidt, Hildebrandt, Hedervari-Heller & Dreier, 2016).

At this point, it becomes clear that it is not enough to just tell stories to children, to point at pictures or to confirm their statements. Moments of speech in which sustained shared thinking takes place can be recognized by the mutual focus of attention as well as by the fact that the education professional and the child make independent contributions. In this context, deliberate pauses made by the education professional during the dialogue are of particular importance.

On the one hand, the latter create opportunities for children to answer and, on the other hand, they give education professionals time to consciously pay attention to the children's signals (Gutknecht 2015). The responsibility of whether and how sustained shared thinking emerges during daily routines at kindergarten lies with the education professionals. Through observation, they must be able to recognize the children's interests and react to them appropriately (Walter-Laager et al. 2018).

TAKING UP THE CHILDREN'S INTERESTS

The advantage of orienting the dialogue to what the child wants to focus on is that it builds on existing linguistic and action competences, and strengthens the individual interests of each child. For these reasons, this can be the beginning of a possible shared thinking process. Such processes can occur anywhere where no fixed processes are specified or where / when standardized products are sought. Children need physical space for variety and creativity while engaging in shared thinking processes. For example, experiments or mathematical interpretations work particularly well. In everyday situations, mathematical correlations can be thought about and mathematical interpretations can be developed further (Vogel 2008). In the mathematical context, for example, thoughts about sizes, quantities, probabilities or gravity can be considered, further developed and experimented with in collaboration with the children. The collective development of thoughts can be intellectually stimulating. If education professionals deliberately accompany children linguistically, they support the children's socio-emotional and linguistic development (Anders & Wieduwilt 2018). Naturally, education professionals may also express their own assumptions and ideas. First, however, children should have the opportunity to formulate their opinions and assumptions (Hildebrandt & Dreier 2014).

The responsibility of whether and how sustained shared thinking emerges during daily routines at kindergarten lies with education professionals. Through observation, they must be able to recognize the children's interests and react to them appropriately (Walter-Laager et al. 2018). High-quality processes of sustained shared thinking include relationship aspects as well as aspects of participation and appreciation. These form the bases for initiating and further developing cognitively stimulating dialogues (Hildebrandt & Dreier 2014).

PLEASE NOTE:

Below you will find: • a workshop based on the video • a suggestion for implementation as well as a suggestion for reflection
• a quality check: Goal achieved.
Choose how you would like to continue.

WORKSHOP based on the video "Step 9 - Implementation - Thinking Together Linguistically" without expert commentary

1. Watch the video "Step 9 - Implementation - Thinking Together Linguistically" without expert commentary. Keep in mind the aspect of sustained shared thinking.
2. Think about why this scene was successful within this context.
3. Watch the video for a second and third time. Write down what you like the most about that scene.
4. Tell your team why you like these aspects the most.
5. Watch the video with expert commentary.

Suggestions for Implementation and Reflection

Think of a situation from your day-to-day routine in kindergarten that could lead to a discussion in which children need to reflect on topics. Write down possible introductory questions, questions for discussion and speech acts which could lead to a discussion. You could ask questions such as: Why do planes fly? Why is the crosswalk colorful? Where does the scent of flowers come from? Why does the human body have bones?

Below you will find an example for a discussion about the topic "Why do birds not fall off the branches while sleeping?".

Example: Discussion about "Why do birds not fall off the branches while sleeping?"

There is a bird feeder in front of the window. Three children observe the birds through the window. The birds fly back and forth between the bird feeder and the surrounding trees.

The early childhood educator joins the children and observes the birds with them.

Opening:

Getting into conversation with the children

- If a child asks a question, early childhood educators could repeat it by saying, "That's a good question. Why do birds not fall off the branches while sleeping?"
- The question could be formulated as follows: "I have wondered for a long time why birds do not fall off the branches while sleeping. How does this work? What do you think?"
- Another possible way to begin the discussion would be to imagine a certain scenario: "Imagine what would happen if birds fell off the branches while sleeping?"

Maintaining conversations

- Ask the children more questions if you do not quite understand their explanations. "What exactly do you mean...?"
- If necessary, give corrective feedback.
- In any case, take the children seriously in their explanations: "If that would be the case, then..."

Inquiring

- Ask individual children about their opinion. "What do you think would happen?"
- Try to introduce new assumptions. "What would happen if birds fell off the branch while sleeping?", "If birds fell off the tree, they would certainly be hurt. What do you think would happen?"
- Communicate your own thoughts and let the children participate in your thought processes.

Keep asking questions (e.g., "How do we really know birds do not fall off the branches while sleeping?") or correct your own statements (e.g., "Actually, they can cling on to the branches with their claws.")

Quality Check: Goal Achieved

Read the following seven points and consider whether or not you feel confident in implementing them. In the right-hand column, note down particularly successful situations and what you would like to pay attention to in the future.

Do you feel confident in implementing this strategy? Continue with Step 10 - Securing Knowledge.

	What?	I feel confident	I do not feel confident yet	Comments
1	I recognize the topics offered by the children and expand them together with the children.	<input type="checkbox"/>	<input type="checkbox"/>	
2	In doing so, the children and I are looking for answers together and I make sure that the children are engaged in the conversation.	<input type="checkbox"/>	<input type="checkbox"/>	
3	I use daily routines (e.g., mealtime, getting dressed, waiting times, reading books, going outside, etc.) to talk with the children about shared thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	
4	I initiate conversations on the basis of unknown phenomena (e.g., Why do birds not fall off the branches while sleeping?).	<input type="checkbox"/>	<input type="checkbox"/>	
5	By asking precise questions, I explore what goes on in the minds of the children. In doing so, I use different types of questions and pass on questions to other children to increase the community of thought.	<input type="checkbox"/>	<input type="checkbox"/>	
6	Together with the children, I use everyday situations to talk about issues, phenomena or evaluations of events and definitions.	<input type="checkbox"/>	<input type="checkbox"/>	
7	I openly approach negotiations and conflicts with children and, if possible, I offer the children precise solutions. Alternatively, I suggest how children could communicate their concerns to others.	<input type="checkbox"/>	<input type="checkbox"/>	

IMPLEMENTATION

Securing Knowledge

Daily routines at kindergarten cannot function without communication. Education professionals communicate with children nonverbally and verbally at all times. Therefore, interactions should contain the following criteria:

- *Availability and care*
Sensitive and responsive behavior of education professionals is the basis for recognizing the children's intentions and for responding to them adequately. It is part of a social-emotional relationship to recognize whether the child wants factual information, emotional affection, or to reflect on a topic together.
- *Interest and dedication*
To enable children to explore language without fear, you need education professionals who interact with them in a respectful and appreciative way.
- *Expecting high performance, encouraging next steps and establishing a positive error culture*
Educational processes are supported when education professionals recognize the zone of proximal development, support the children in achieving it (Piffner & Walter-Laager 2017) and express their happiness, alongside other children and colleagues, about accomplished goals.

These three points make it clear that education professionals' actions are increasingly becoming a focus of attention regarding professionalization processes in early childhood education.

PROFESSIONAL ACTIONS

Deliberately designed interactions between children and education professionals are considered to be core activities of pedagogical work (Wildgruber, Becker-Stoll, Helsper & Tippelt 2011; Wadepohl 2017, Walter-Laager et al. 2018). In this context, communication plays an important role. Studies show that linguistically less competent children are offered fewer modeling techniques and, in general, poorer linguistic opportunities. These children hear significantly more instruction and are less involved in decision-making processes than more linguistically competent children (Girolametto et al. 2000; Lindmeier et al. 2013).

It is likely that this happens unconsciously. Therefore, by reflecting on this issue and by applying the strategies presented here, countermeasures can be taken (Roters 2012). In this sense, acting professionally means to

be able to refer to theoretical knowledge during the many unforeseeable situations of everyday life at kindergarten, to build on it (Nentwig-Gesemann 2013; Helsper 2001) and to know when and in which situation various strategies can be applied. The goal is to professionally support children in their communication competences and to encourage education professionals to engage in regular skill development.

REFLECTION ON COMPLETED WORK

In order to uncover personal blind spots, reflection on one's own actions in everyday life is needed in addition to well-founded theoretical knowledge. Considering and examining personal and subjective perception can contribute to work that is characterized by high quality (Königswieser 2006; Seltrecht, 2016).

Over the last few weeks, you have probably worked with the suggestions for implementation, the checklists and the workshops based on the videos to reflect on your own work. Scientific findings show that the goal of self-reflection processes is to recognize patterns of action and the behaviors which underlie the action, and to analyze this action (Roters 2012). With the help of these reflection processes it should be possible to change and improve one's own actions in similar situations. (Göhlich 2011). This requires an open-minded and curious attitude when interacting with children. During these interactions, experiences can be systematically and creatively compared with new ones, and components of self-reflection and process-reflection can be intertwined (Nentwig-Gesemann, Fröhlich-Gildhoff, Harms & Richter, 2012).

Reflection processes are to be understood as being parts of individual professionalization processes. They contribute to a sustainable quality assurance or improvement of quality (Cloos 2013). Pedagogical quality is often divided into the quality of orientation, structure and process, as well as into the quality of relationships within the family (Tietze et al. 2017). At the level of pedagogical process quality, which is explicitly noticeable for children, the structure of interactions becomes particularly visible. The stimulating communication with children integrated into everyday life is part of the quality of interaction.

A high-quality structure of linguistic interactions between education professionals and children can lead to measurable linguistic progress in children (Buchmann et al. 2010).

CONTRIBUTION TO QUALITY ASSURANCE

The intent of this last step is to recognize and ensure quality, and to celebrate success stories. If you have time to do so, go through all the checklists again:

- Which child made progress?
- What did the children learn?
- In which content area could new linguistic terms be introduced?
- On which strategies did you or your team focus very little prior to now? Which of these strategies are you now using more often?
- Also, observe whether colleagues implement the theoretical aspect on the green index card (see: Suggestions for Quality Assurance)

These success stories should be presented to other education professionals in your workplace. For example, you could create a pinboard in the meeting room where you can hang up photos with explanations or observations of learning progress.

Are there any steps which you or your team do not feel confident about? If so, plan special activities for the upcoming weeks to integrate these steps into your daily routines.

Suggestions for Quality Assurance

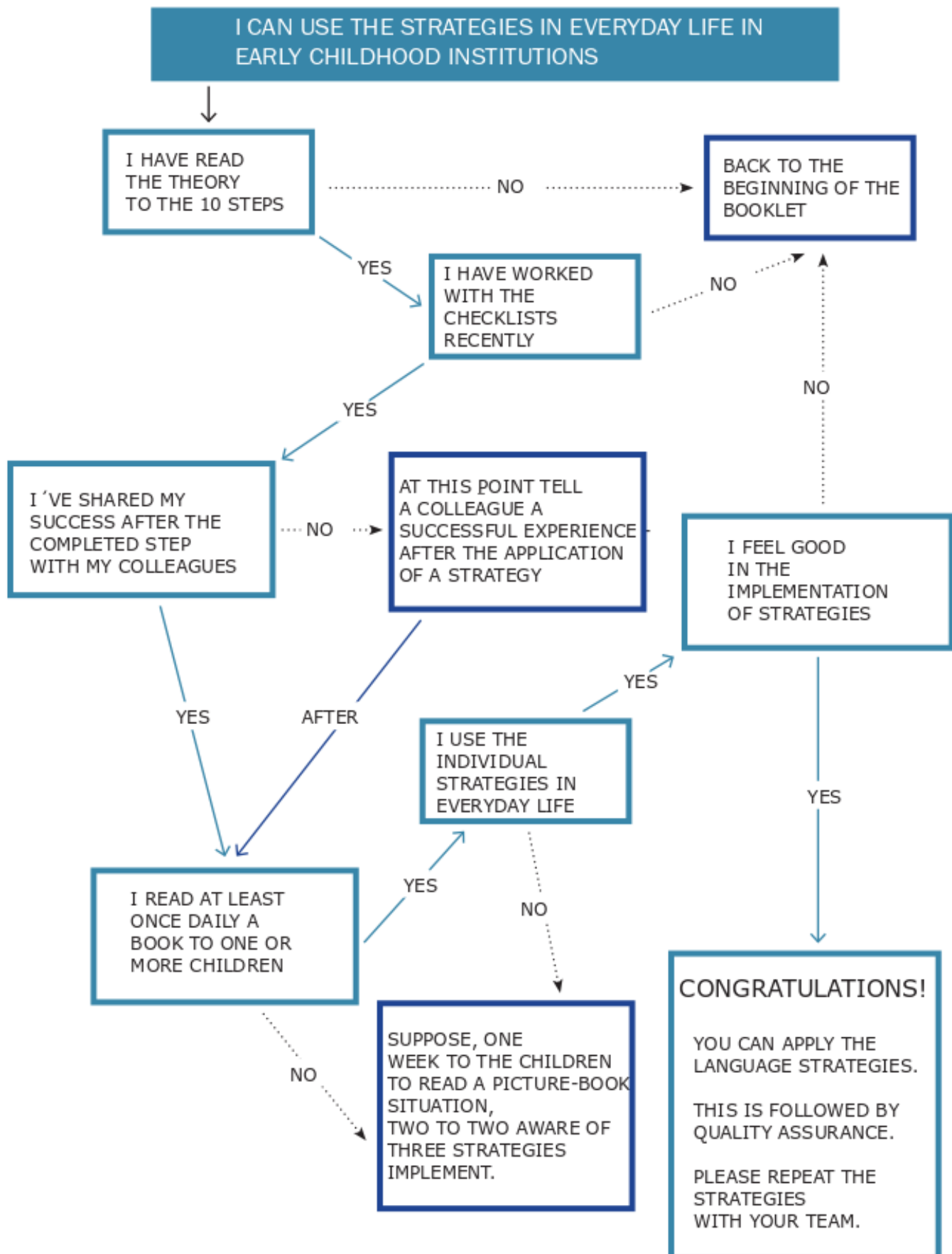
When implementing suggestions, the theoretical inputs need to be "translated" into your own work and quality assurance within the team.

Here's one way you can continue working on it as a team:

- Read the theoretical part of each step you would like to work on more intensively with your team.
- On an index card, write down a theoretical aspect which you consider important.
- In your next team meeting, let all colleagues take one index card.
- Each colleague reads one theoretical aspect. All aspects are briefly discussed together to make sure that everyone understands them.
- For each theoretical aspect, gather ideas about how to implement suggestions. Write them down on a flip chart (e.g., on the aspect of expanding vocabulary and the use of adjectives). Collect adjectives that could be used in kindergarten integrated into everyday life. Display the collection of ideas in the meeting room.
- Then, the cards are mixed once again. Each team member takes one card.
- Prior to the next team meeting, every team member tries to implement the aspect written on their card in their daily pedagogical routine.
- In the next team meeting, new ideas may be added to the flip chart in a different color.
- The team members share their experiences.
- Then, each team member thinks of three points which a colleague has managed especially well at each step.

In order for this language event to be successful, an open, trusting and collegial atmosphere within the team is needed. Making mistakes is allowed and success should be acknowledged and celebrated.

Quality Check: Goal Achieved



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Notes

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10 Steps to a Reflected and Daily Integrated Linguistic Education

