

**Title**

Time for Word learning

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Background

Children with developmental language disorders (DLD) learn words at a slower rate than typically developing children. Early vocabulary intervention is important in order to enhance vocabulary growth, verbal communication and school success. Previous research has revealed some successful intervention aspects that all can be traced back to improved interaction between child and professional. For instance, a high amount of explicit (through explanation) and implicit target word exposure is important for young children with DLD.

Aim

The aim of this study was to investigate how much time is spent on successful interaction aspects for word learning in groups of young children with DLD (2-6 years).

Methods & Procedures

Eleven teachers of six playgroups and five kindergarten groups, have participated with four to six children with DLD each. During two working days, participants have been observed in a fixed order. Within each observation interval, the activity, company and interaction aspects were coded in a specifically designed computer program.

Results

On average 788 observations have been collected per group. Every day, four to five target words have been provided repeatedly. These target words occurred in 8,4% of all observations. This supply has partly been established during planned activities that provided explanation and repetition of target words (5.9% of all observations). However, during other activities (e.g. playing), hardly any of these target words have returned.

Conclusions & Implications

It is necessary that professionals increase total target word supply by realizing maximum exposure to target words during all activities, like lunch.