



A Systematic Review of Research on Assessment of Children's Oral Language

A E-zhi-naawbiiseg gnowaabnjigaadeg maanda ndikenjigewin nji-sa ezhi-ndikenjigaadeg Binoojiinh ezhi-dinaangidoong

What you need to know

Aabideg waa-kendiman

Children use language not only to communicate feelings and understandings, but also to formulate, clarify, extend, and reflect on ideas and experiences. Oral language is foundational to literacy as well as to social and conceptual learning.

Binoojiiyag dinkaazonaa'aa nowewin gaawii go-etago ji-wiindimaagewaad ezhiyaawaad miiniwaa nsastamookiiwinan, booj dash go bekish ji-yaamgok zhichigewin, weweni, minik, miiniwaa ji-waabnjigaadeg gegoo miiniwaa zhiwebiziiwinan. Maanda nowewin aawan gegoo giigidowin miiniwaa jikenjigaadeg waa-zhi-yaang miiniwaa gwek kendimookiiwin.

Why this research is important

Enji-gchi-piitendaagok maanda ndi-kenjigewin

The important role played by oral language in literacy and all learning is recognized both in research and curricula for language arts in around the world. Supporting children's use of language should be an essential focus of classroom teaching and assessment. There is a lack of resources available to teachers for supporting and assessing children's oral language in culturally relevant ways.

Maanda getchi-piitendaagok zhichigewin nji-sa maanda nowewin miiniwaa kina kendimookiiwin aawon nesidowaabnjigaadek neniizh nikeyaa ezhi-ndikenjigaadeg miiniwaa waa-kinoomaading nji-sa maanda nowewin mompii mzowe akiing. Aasgaabwitindowaa binoojiiyag nakaazowaad nowewin aabideg daa-aawon gwek kinowaachigan zhiwe aajkinganing enji-kinoomaading miiniwaa ezhi-ndikenjigeng. Gaawii baatiinsinon mziniganan nji-sa ekinoomaagejig ji-teg asgaabwitaagewin miiniwaa ezhi-ndikendimind binoojiinh ezhi-giigidod nikeyaa di-naadiziwin zhichiganan.

How this research was conducted

Wenesh maanda ndi-kenjigewin gaa-zhi-zhowebak

With the aim of informing development of research-supported tools and practices for assessing children's oral language in classrooms, we conducted a systematic review of research studies on oral language assessment in three online databases published from 1980 to 2015.



Wi-sa nikeyaa zhinoomaagewin ji-wiindimaading maajiishkaachiganan nji-sa ndi-kenjigewin-aasgaabwitaagewin nokaazowinan miiniwaa zhichigewinan pii ndikenjigaadeg binoojiinh ezhi-giigidod zhiwe kinoomaage-aajkinganing, ndooshtoonaa ezhinaawbiising gnowaabnjigan nji-sa e-ndi-kenjigaadeg maanda nowewin ndikenjigan nsing waasmoonimjimendimoowining gaa-zhibiigaadeg pii 1980 piinash 2015.

What the researcher found

Gaa-mkang maaba endikenjiged

We identified three language features most commonly assessed: vocabulary, narrative comprehension, and syntax. Some of the available assessment tools are culturally biased in providing pictures and images that do not take cultural understandings and experiences of nonmainstream students into account. They do not capture children's "real talk" in everyday interactions in various communicative contexts. In the research studies examined, assessments were carried out primarily through adult-child interactions. They assessed children's receptive language use as they answered adults' standardized questions or prompts.

Ngii-waabndaanaanin nswi nowewinan emiikgaadegin memoonji naagok pii-ndikenjigeng: gindaasowinag, ezhi-ginjigaadeg gegoo, miiniwaa enaabiising gegoo. Aanind etegin ndikenjigewinan nakaazowinan aawonoon e-naadizing zhinoomaading mzinchiganag miiniwaa ezhinaagok gaawii tesinok naadiziwin nsastamookiiwin miiniwaa zhiwebiziwinan nji-sa ngoji-pkaan ekinoomaagozijing ji-daapinindowaa. Gaawii gwek depijigaadesinoo gonda binoojiiyag "gwek giigidoowin" enso-giizhigak eshchigewaad nooj nikeyaa giigidowinan. Zhiwe dash enji-ndikenjigeng gaa-ndikenjigaadeg, ndikenjigewinan gii-tenoon memdigenh go getizid-binoojiinh ki-noondiwin. Gii-ndikenjigaade maaba binoojiinh ezhi-daapinang nowewin enkaazong pii nkwetowaa'aa detizinjin nikeyaa gwek kwedwewinan maage zhinoomaagewinan.

How this research can be used

Wenesh maanda ndikenjigewin gezhi-nokaazong

Teachers can use the culturally-appropriate oral language assessment approach developed in the NOW Play project to assess children's real talk in everyday classroom activities. This research can be used by policy makers to create forums where literacy educators, speech language pathologists, and teachers collaborate and work towards supporting children's language by drawing on the expertise of each. They can create policies on teacher education and classroom assessment, as well as the provision of speech and language services in schools, that recognize the fundamental nature of oral language to children's literacy and learning.

Ekinoomaagejig daa-nokaazinaa'aa gwek yaawong naadiziwin nowewin ndikenjigan nikeyaa gaa-zhichigaadeg zhiwe (NOW PLAY) Mbe-daminodaa zhichiganan ji-ndikendimind maaba binoojiinh gwek



doo-giigidoowin enso-giizhigak zhiwe enji-kinoomaading aajkinganing eshchigeng. Maanda ndikenjigewin daa-nokaazinaa'aa ezhtoojig naakonigewinan ji-teg gegoo zhichiganan nji-sa maanda ekinoomaagejig, nowewin emiikigig, miiniwaa ekinoomaagejig ji-maamowi nokiiwaad nikeyaa ji-aasgaabwitowind maaba binoojiinh di-nowewin gnowaabnjigaadeg ezhichiged enso-bebeshik. Daa-zhitoonaa'aan naakonigewinan nji-sa kinoomaagewin kendaasowin miiniwaa ezhi-ndikenjigeng kinoomaage-aajkinganing, miiniwaa dash go bekish eshseg nowewin miiniwaa ezhi-giigidong kinoomaagegamigoong, nesidowaabnjigaadeg gwek nikeyaa maanda sa giigidoowin nji-maaba binoojiinh ezhi-gindaasod miiniwaa ezhi-kendaasod.

Keywords: children's oral language use, language assessment, systematic review

Gchi-kidowinan: binoojiinh ezhi-giigidod nikeyaa, ezhi-ndikenjigaadeg nowewin, ezhi-naawbiising gnowaabnjigaadeg

Publications based on the research

Mziniganan etegin nji-sa maanda ndi-kenjigewin

- Malec, A., Peterson, S.S., & Elshereif, H. (2017). Assessing young children's oral language: Recommendations for classroom practice and policy. *Canadian Journal of Education*, 40(3),1-31.
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- Peterson, S.S., & Malec, A. (2016). Oral language assessment in dramatic play contexts. *Florida Reading Journal*, 51(3), 7-13.
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