

## Whole Language in Theory and Practice: Implications for Language Intervention

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The increasing attention to the whole language movement in speech-language pathology is a natural result of the evolution of our field toward more interactive and naturalistic intervention practices. This paper presents the historical influence of many disciplines that have led to the whole language movement and some of the theoretical principles underlying this philosophy. The differences between assumptions underlying traditional intervention practices are contrasted with those of whole language. Specific suggestions for implementing whole language intervention with language-disordered children is presented, including using these building to achieve long- and short-term objectives, accomplishing multiple goals through collaborative activities, and facilitating the language learning process using scaffolding strategies and developmentally appropriate interactions.

**KEY WORDS:** whole language, intervention, language disorders

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Whole language is a term that refers to a philosophy regarding how people learn language. The term originated in opposition to teaching practices that fragment reading, writing, and spelling into hierarchies of discrete skills, and teach each content area in isolation (Goodman, 1986). However, the theory and principles of whole language are not limited to the teaching of language arts. This philosophy evolved from research regarding the development of oral language and embraces principles of natural language learning. It is closely related to similar movements and practices occurring across many disciplines that study and apply principles of language learning. This paper will discuss the theoretical foundation underlying the whole language movement and similar movements in other fields. The principles that arise from this philosophy of language learning will be presented and contrasted with assumptions that govern many of the language intervention practices traditionally used in speech-language pathology. The use of whole language principles in the treatment of children with language disorders will be demonstrated.

### HISTORICAL CONTEXT

During the first half of this century, there was a definite orientation in the United States toward behaviorism in the social sciences and education (Gould, 1981; Newmeyer, 1980). This meant that there was a tendency to focus on easily observable aspects of behavior and to ignore complex explanations of learning and processing information. This orientation was especially noticeable when dealing with language behavior. Based on the linguistic theories of Leonard Bloomfield (1933), language was viewed as consisting of separable components of phonology, morphology, syntax, and so on, each which could be further divided into distinct subcomponents (i.e., sounds, classes of sounds, syllables, morphemes, words, idioms, phrase structures).

This view of language resulted in language teaching and testing practices that fragmented language behavior into identifiable skills that could be easily assessed and taught. Greater focus was placed upon the observable structural aspects of language, with little attention to the interaction between levels of structure, meaning, and use. Teaching activities stressed pattern drills and focused on teaching inventories of words or linguistic rules rather than on language as communication. This fragmentation approach influenced all areas of language instruction, from reading instruction with its focus on phonics (Bloomfield, 1942; Bloomfield & Barbart, 1961), through the audio-lingual approaches to second language teaching (Lado, 1964), on to the testing and therapy approaches in speech-language pathology (Damico, 1989; Launer & Lahey, 1981).

In the 1950s, the influence of behaviorism and its fragmentation methodology started to diminish. Developmental research and theory became more integrated (Brown & Bellugi, 1964; Bruner, 1960; 1961; Vygotsky, 1962; Weir, 1962) and the movement that we label "whole language" began to take form. During the past 25 years, developmental researchers have provided learning theorists with dramatic insights into how children acquire

# Whole Language Practice And Theory

**Joacim Rocklöv**



## **Whole Language Practice And Theory:**

**Whole-language** Victor Froese,1996 This is a practical book based on sound research and is intended for prospective primary to middle school teachers Integrating the teaching of literature drama writing reading listening and speaking it provides clear guidelines for organizing a whole language program and for assessing whole language instruction

**Whole-language : Practice and Theory, Second Edition. Instructor's Manual** Victor Froese,1994-01-01 **Street Smarts and Critical Theory** Thomas McLaughlin,1996-11-15 Like academic theorists who are trained in a tradition of philosophical and political skepticism that challenges all orthodoxies the vernacular theorists McLaughlin identifies display a lively and healthy alertness to contradiction and propaganda They are not passive victims of ideology but active questioners of the belief systems that have power over their lives Their theoretical work arises from the circumstances they confront on the job in the family in popular culture And their questioning of established institutions McLaughlin contends is essential and healthy for it clarifies the purpose and strategies of institutions and justifies the existence of cultural practices **Theory and Practice of Whole Language** Doreen Dearing,1994 Examining Central Issues in Literacy Research, Theory, and Practice Donald J. Leu,Charles K. Kinzer,1993 Literacy Research, Theory, and Practice Charles K. Kinzer,Donald J. Leu,1992 Whole Language Lou Willett Stanek,1993 Grade level 1 2 3 4 5 6 7 e i p t **Whole Language Strategies for Secondary Students** Carol Gilles,1988 Grade level 7 8 9 10 11 12 e i s t **Reading Horizons ,1998 The Whole Language Evaluation Book** Kenneth S. Goodman,Yetta M. Goodman,Wendy J. Hood,1989 Discusses strategies used for evaluating student growth in curricular areas that are consistent with principles of the whole language approach

Language and Learning Terry Piper,2003 For ESL and Elementary Language Development courses Once again this comprehensive easy to read text explores the way in which children learn language the way language is taught to children and how these two roads to language sometimes diverge always giving equal treatment to first and second language learning Piper tracks language acquisition from birth through the school years presenting numerous cases studies of children s experiences as a means of illustrating stages of language development and the sequence of skills attainment In addition she thoroughly covers bilingualism paying particular attention to the differences between second language learning at home and in a school setting **Defining Literacy Levels** Brenda M. Weaver,1992-12 Intended for teachers using the whole language approach for teaching children to learn to read and a means of assessment for this process Portraits of Whole Language Classrooms Heidi Mills,Jean Anne Clyde,1990 A group of whole language teachers share their personal experiences by highlighting a typical day in their classrooms **Perspectives in Whole Language** Julia E. De Carlo,1995 *Up and Out* Andrew P. Johnson,2000 A guide to teaching thinking skills in the classroom and using them to enhance the curriculum

Literacy David Wray,1993 **In Defense of Good Teaching** Kenneth S. Goodman,1998 Is whole language the cause of the problems that beset our schools Is the debate between whole language and phonics a cover up for control of what and

how students learn Is it appropriate that legislators lobbyists textbook publishers and private interest groups evaluate and promote research on teaching and learning Is Christian fundamentalism being exploited by political and economic groups Is the attack on whole language supported by research that is valid Is the issue of teaching reading now so polarized that even a balanced approach is no longer acceptable in some schools These questions have come out of the reading wars And teachers now must be articulate and knowledgeable defendants of their own positions in the debate if they are to retain control of their profession In *Defense of Good Teaching* is the whole language community's first concerted response to its attackers reveals some disturbing truths in the reading wars deliberate misrepresentation of ideas about the role of the press conflicting political agendas played out in our schools teachers and administrators marginalized for their beliefs and commercial interests dressed up as scientific research This is an alarming and enlightening book and as the dispute broadens to affect teaching of math and bilingual education it is an important book It will be invaluable to teachers who want the means and strategies to respond to criticism to analyze arguments and to defend their position More is at stake than whole language

**Literacy for All in Africa: Teaching reading in African schools** C. E. Onukaogu, 2005 The first in a two volume set of selected papers presented at the 3rd Pan African Conference on Reading for All in Kampala Uganda This volume considers literacy within the formal education system in Africa bringing international perspectives to the topic It documents programs that are working to improve practices and the teaching of reading in schools and literacy in more than one language presenting case studies from Tanzania Uganda Zambia and Nigeria It addresses the subject of developing culturally appropriate educational and literacy materials particularly in African languages The final section considers more esoteric debates about cultural barriers to reading and the development of a reading culture and the cultural differences in reading and interpretation of literary texts

**The ... Yearbook of the National Reading Conference** National Reading Conference (U.S.). Meeting, 1994

Theory and Practice of Language Teaching Edward Creagh Kittson, 1918

The book delves into Whole Language Practice And Theory. Whole Language Practice And Theory is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Whole Language Practice And Theory, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
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4. In chapter 3, this book will examine the practical applications of Whole Language Practice And Theory in daily life. This chapter will showcase real-world examples of how Whole Language Practice And Theory can be effectively utilized in everyday scenarios.
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6. In chapter 5, the author will draw a conclusion about Whole Language Practice And Theory. This chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Whole Language Practice And Theory.

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