

You can talk!
Empowering teachers to promote oral language in
culturally diverse classrooms

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The research presented begins from a concern that in schools in the Irish Education system serving contexts of disadvantage, successful implementation of policy on the development of oral language appears to be challenging. Data concerning teacher knowledge, perceptions and pedagogy in relation to oral language development is reported, as are findings from a case study exploring the impact of teacher support on children's oral language skills. Policy implications of the findings from the study highlight the imperative for significant strategic intervention which supports teachers in developing requisite oral language skills among marginalised children.