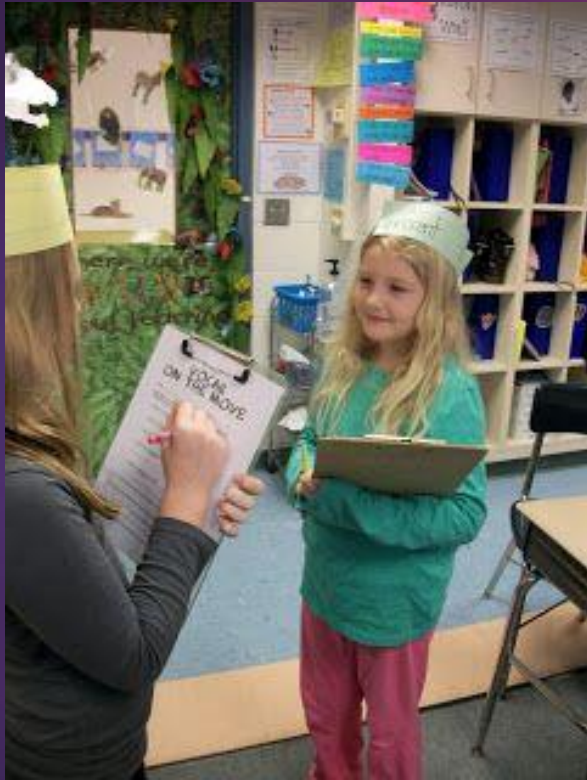


# What Next?



- Engage in further reading about the importance of engaging in rich conversations with students and the benefit this has on oral language development
- Consider the implications for students who may have English as a second language. Observe their play. Think back to Module One and the stages of play children progress through. What do you notice of your ESOL students when they are engaged in play? You may find, it is at a solitary stage.
- Specifically plan for ways to 'gift' language to your students – particularly those with low language levels, who may engage in solitary or parallel play.
- Talk with your team about how your school currently collects assessment data on your students' oral language levels. This is an important measure of the success of any play-based learning program. If you are not actively collecting baseline data, discuss how you can begin to do this.
- Please email any questions you have as a result of your learning in this module.
- When you're ready.....begin Module 4.