

Panelist Question 2

There are 2 very different situations for children who speak only their home language:

- 1. When the family are first-generation immigrants- everyone primarily speaks the home
- language. 2. When they are raised by bilingual adults who are fluent in their own language and English

Do you work with the children using the same strategies? If different, what kind of strategies could educators use?

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Panelist **Question 3**

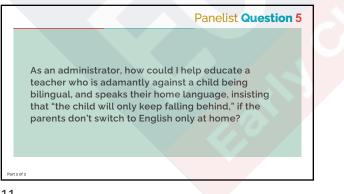
How should the program director handle the situation, when a parent interacts only with one teacher in the classroom – and it's based on race?

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How would an educator know that the child has limited English language skills because they are learning more than one language simultaneously OR the child's language development is of concern and the educator would want to advice the family for further evaluation to ensure there isn't a potential delay?

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Panelist Question 6

Why should classrooms have books, music, and other materials in languages other than English or have a bilingual teacher who speaks the children's home language? Wouldn't this prevent a child from learning English faster?

