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EARLY CHILDHOOD TEACHING

Supporting Language Development in Culturally & Linguistically Diverse Children

WHAT'S THE DIFFERENCE? Culturally Responsive Teaching & Learning in Early Childhood Education


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Objectives

- DISCOVER** Discover the importance of home language acquisition and its impact on English Language Learning to support the unique needs of Dual Language Learners (DLLs).
- LEARN** Learn about language acquisition in both a first and second language to understand that second language acquisition is a complex process.
- EXPLORE** Explore techniques to support DLLs by creating a positive and literacy rich environment.

DEVELOPMENT of Language Skills

- Crucial for success in school and life
- Foundation for literacy development
- Educators' Job
- Support families and caregivers
- Development of language skills
- Opportunities for communication and language models

CULTURAL DIFFERENCES Between Children and Caregivers

- May vary along cultural lines
- Different home experiences
- Cultural norms and values

Did you know...

- Over 300 languages are spoken in U.S. homes. Ryan (2012)
- 1 in 5 U.S. families speak a language other than English at home. Ryan (2012)
- There are as many bilingual children in the world as there are monolinguals. Parada, J., Genesee, F., & Crago, M. (2011)

First Language Development

All children progress through the stages.

Differences between children:

- How fast move from stage to stage
- How many words added to vocabulary

No strong evidence that a bilingual environment slows a child's language development.

First Language DEVELOPMENT

Stages:

- Crying (0-3 months)**
 - Different cries to express different needs
 - Infant brains cataloging sounds
- Cooing (3-6 months)**
 - Control their voice (oooh, aaah)
 - Take turns, being quiet when talked to
- Babbling (6-12 months)**
 - Infants (7 months) start to add consonants
 - Understanding of sounds to practice
 - Use tone of voice, gestures, facial expressions, and body language

First Language DEVELOPMENT

Stages:

First Words (10-14 months)

- Choose words for very specific purposes
- Call for Mama or Dadda to meet needs
- First words from developing in child's mind
- Catalog sounds of speech

One Word at a time (10-18 months)

- Speaks one word for about 6 months
- One word - same meaning of whole phrase or sentence

First Language DEVELOPMENT

Stages:

Two words together (17-20 months)

- Telegraphic speech
- Children repeat this stage as they learn a second language

Language explosion (2-5 years)

- Learned about rules of language, taking turns and use of tone of voice and gestures to add meaning
- Learning new concepts
- Use new vocabulary to communicate
- Children understand more than they can say - through 5 years

SECOND Language Development

- Children learn both languages in the same way at the same time.
- When a new language is added after 3 years of age, the second language takes a different path.
- 3-year-olds understand and use a lot of language and their second language is based on this knowledge.
- Social and emotional factors influence second language learning.

Second Language DEVELOPMENT



- Possible silent period
- Actions show understanding

BENEFITS OF LANGUAGE DIVERSITY and Exposure to Multiple Languages



- Sensitive to their conversation partners
- Make word and language choices
- Are sophisticated social decisions

BENEFITS OF LANGUAGE DIVERSITY and Exposure to Multiple Languages

Develop stronger executive function skills

Must pay attention and respond to different set of language rules, linguistic or cultural norms, and social environments

BENEFITS OF LANGUAGE DIVERSITY and Exposure to Multiple Languages

Build healthy cultural identities

Expose English only speakers to a wide range of languages in their community and the country

BENEFITS OF LANGUAGE DIVERSITY and Exposure to Multiple Languages

Infant brains are wired for language learning.

Newborn responds differently to speech sounds vs nonspeech sounds.

A 6-month-old baby can distinguish between all the sounds in every human language.

BENEFITS OF LANGUAGE DIVERSITY and Exposure to Multiple Languages

By 12 months babies only respond to sounds in their native language(s).

After the age of 3, learning a language changes and requires more effort.

SIMULTANEOUS Bilinguals – Patterns

Learning two or more languages at the same time B-3

- **6 months** – infants coo and babble similar to monolingual children
- **By age 1** – first words may come from either language, and may emerge slightly later than monolingual
- **By age 2** – toddlers may use one or two-word phrases from both languages
- **By age 3** – combine words from both languages into phrases and sentences
- **By age 4** – able to use both languages in different situations

SEQUENTIAL Bilinguals

By age 3 - Sequential bilinguals learn a primary language first then a second language

- Language development in the first language follows predictable milestones
- When second language introduced, child may use nonverbal communication or simple phrases
- There may be a "silent period" up to a few months
- Child may apply grammar rules from first language to second

By age 7 – children approach language learning as a conscious process

- Does not learn through exposure alone
- Needs intentional teaching – vocabulary, grammar and academic language

Code Switching & Code Meshing

CODE SWITCHING

Combine languages or use in interesting ways.

CODE MESHING

Combines parts of both languages to communicate

BILINGUAL Children

- Fluent in multiple languages – most have a primary or strongest language
- Different areas of strength or knowledge in each language – understand and speak versus reading and writing

Language Learning

Over 300 languages are spoken in U.S. homes.

1 in 5 U.S. families speak a language other than English at home.

There are as many bilingual children in the world as there are monolinguals.

30% of children in Head Start are DLLs and 85% speak Spanish

Ryan (2013)

Ryan (2013)

Paradis, J., Genesee, F., & Crago, M. (2013)

LONG TERM Outcomes

- Children's ability to speak their home language related to quality of relationships and measures of psychosocial adjustment
- Literacy related skills transfer across languages making strong home language skills of use in acquiring English literacy

Facts About Dual Language Learners

- Children are born to learn languages.
- Language development is different from monolinguals. Different does **NOT** mean delayed.
- Code mixing is common.
- 40% - 50% exposure helps acquire native fluency.
- Literacy skills learned in home language **DO** transfer over to English.

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



- Begin before the first day of the child in your classroom
- Learn information as soon as possible about the home language of each new child.

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready

Speak their language

Google Translate

Text Documents

DETECT LANGUAGE SPANISH ENGLISH FRENCH

ENGLISH SPANISH ARABIC

Good morning

Buenos dias

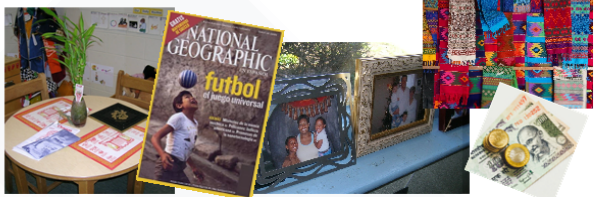
Translations of Good morning

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Use environmental print in home language

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Bring materials from children's home cultures into the classroom

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Repeat children's statements, adding more vocabulary.

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Add bilingual books to your classroom library

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Add new languages to functional labels

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Contact the library to borrow books, music, and story CD's

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Find or make puzzles, games, manipulatives using travel brochures or photos

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Add props such as menus from local ethnic restaurants, empty food packages, and utensils; art paper; newspapers and magazines from home language

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Use literature and music in the home languages

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Create name tags and cubby labels with photos of the children

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Provide a picture/ symbol communication board

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners – Getting the Classroom Ready



Set up a quiet corner so child can play alone or take a break

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners

Administrators

- Establish and communicate a vision for the program that includes and respects all languages and cultures
- Communicate a respectful message on the program's website and in advertising materials
- Offer staff in-service training and ongoing information to meet the needs of Dual Language learners

STRATEGIES TO SUPPORT Culturally and Linguistical Diverse Learners

Administrators

- Provide classroom resources
- Maintain a collection of classroom resources and materials
- Support professional learning networks

TECHNIQUES for Teachers Who Don't Speak the Language of the Child

- Be Prepared
- Support interactions
- Use strategies to enhance communication and comprehension

TECHNIQUES for Teachers Who Don't Speak the Language of the Child

- Focus on vocabulary
- Plan for using English and home languages

TECHNIQUES for Teachers Who Speak the Language of the Child

Organization and Planning

- Decide when and how you will use each language
- Separate the languages you use
- Keep the children together

TECHNIQUES for Teachers Who Speak the Language of the Child

Interactions

- Engage in real conversations with the children in their home language
- Repeat often
- Share your language and culture with all of the children

TECHNIQUES for Teachers Who Speak the Language of the Child

Activities

- Encourage children to develop rich home language vocabulary

Personal Development

- Maintain and enhance your home language skills
- Work on building and refining your English language skills

TECHNIQUES for Teachers Who Speak the Language of the Child

Engaging Families

- Connect with the parents/caregivers
- Model home language interactions for families

RESOURCES



Espinosa, L. M. (2018). Encouraging the Development and Achievement of Dual Language Learners in Early Childhood [web log]. <https://www.aft.org/web/10/2018/espino>.



Colorin Colorado. The bilingual literacy (Spanish and English) website of WETA: www.colorincolorado.org



Language Castle. Resources for teaching dual language learners in preschool: www.languagecastle.com



National Center on Cultural and Linguistic Responsiveness: <https://eclkc.ohs.acf.hhs.gov/culture-language>



National Clearinghouse for English Language Acquisition (NCELA): <https://ncea.ed.gov/>

RESOURCES



Kuhl, P. 2010. The linguistic genius of babies. Filmed October 2010. TED video, 10:18. Posted February 2011. Online: Patricia Kuhl: The linguistic genius of babies | TED Talk on YouTube. <https://youtu.be/3z2BlkHw954>



Nemeth, K.N. 2012. Many languages, building connections: Supporting infants and toddlers who are dual language learners. Lewisville, NC: Gryphon House.



<http://www.ascd.org/ascd-express/vol16/num06/supporting-early-language-development-for-diverse-learners.aspx>



<https://www.virtualschool.org/focused-topics/lang-diversity-mg/lesson-1>



<https://www.ncbin.tn.gov/pmc/articles/PMC4394382/>

RESOURCES



<https://partnershipsforearlylearners.org/2019/06/03/supporting-early-literacy-dual-language-learners/>



Virginia Department of Education, "English Learning News" <https://content.govdelivery.com/accounts/VADGE/bulletins/2ccf464>



National Academies Press Promoting the Educational Success of Children and Youth Learning English: Promoting Futures <https://www.nap.edu/read/24677/chapter/6#108>



WIDA World-Class Instructional Design and Assessment <https://wida.wisc.edu/sites/default/files/resource/WIDA-Standards-Framework-and-its-Theoretical-Foundations.pdf>

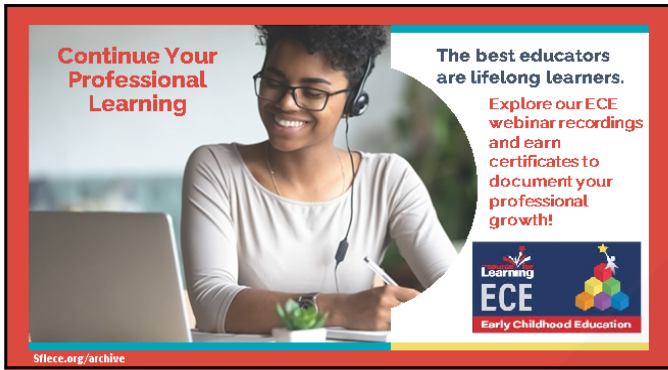
NEXT webinar

WHAT'S THE DIFFERENCE? Culturally Responsive Teaching & Learning in Early Childhood Education

Let's Start Normalizing Inclusion & Diversity: Creating Equitable Access, Participation, and Supports for Children of Diverse Backgrounds

Tuesday, November 16, 2021 @ 1:00 PM ET





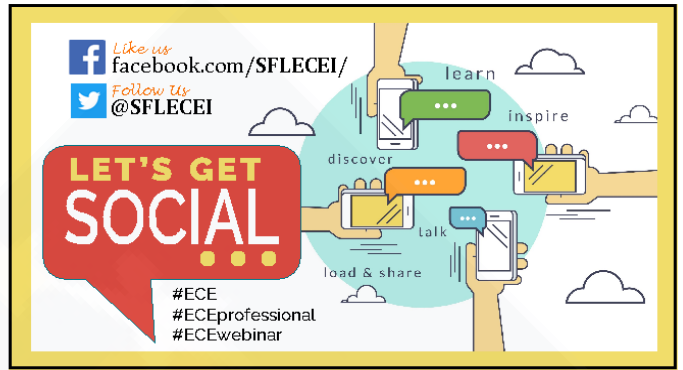
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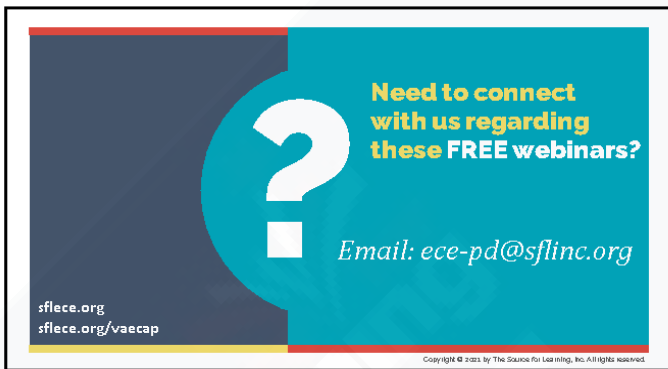


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