

Supporting Multilingual Learners

SUPPORTING MULTILINGUAL LEARNERS

EarlyEdU Alliance

EarlyEdU Alliance

Seattle, WA



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Introduction


This course book is the companion text for the Multilingual Learners course that focuses on building the capacity of educators in the early childhood field to be able to respond to the unique needs of children who are multi-lingual learners (MLLs), birth to age 5. Connections are made between research-based effective practices and program policies and systems currently in place to enable and empower educators to adapt their practices to meet these unique needs. Emphasis is placed on gaining a deep understanding of language and literacy development of children who are MLLs, in addition to an understanding of strategies that can be used to support learning in any content area.

Throughout the United States 11.2 million children, or 33% of all U.S. children under the age of 9, are considered dual language learners or multilingual ([Migration Policy Institute, 2019](#)). The rapid growth of this segment of the population creates a need for educators to expand and enhance their knowledge of child development and teaching strategies to include an understanding of first and second language acquisition, cross-cultural awareness, and MLL curricular supports. In this course you will be encouraged to actively engage in the content in ways that will serve you for the duration of your career. You will also have opportunities to apply the concepts you are learning by observing and working with children who are multilingual learners and their families in an early learning setting. During these times, you will have access to support from your instructor as well as fellow course participants.

Click on the following title to expand the + and read more:



ABOUT THIS COURSE BOOK

This course book uses Pressbooks technology to provide the content that is viewed online as a webbook. In this **webbook**, links to external sources are marked with  and will open in a new browser tab.

Contributing Authors

Karen Nemeth, Ed.M., Senior Training/Technical Assistance Specialist for DLLs



Karen Nemeth, Ed.M. is an author, speaker, and consultant from eastern Pennsylvania. She specializes in improving early childhood education for children who are dual language learners. Currently, she works for Zero to Three as the Senior Training/Technical Assistance Specialist for DLLs in the National Center for Early Childhood Development, Teaching, and Learning. She is the co-chair of the Early Childhood Special Interest Group for the National Association for Bilingual Education. She is also a steering board member of the TESOL Elementary Education Interest Section and co-facilitator of the NAEYC Early Childhood Consultants and Authors Interest

Forum.

Karen Nemeth is the expert that appears in many of the lecture/video presentations for this course.

Dr. Soojin Oh Park, Assistant Professor in Early Childhood and Family Studies, University of Washington College of Education



Dr. Soojin Oh Park is an assistant professor in Early Childhood and Family Studies at the University of Washington (UW) College of Education. She is a core faculty member of the Learning Sciences and Human Development and the Education, Equity, and Society programs, and an affiliate faculty of the West Coast Poverty Center and Center for Studies in Demography and Ecology. Dr. Park studies early childhood development, parenting, immigration, and culture. In particular, her work is focused on improving the quality of early learning across contexts by centering the voices and expertise of historically underserved, non-dominant families and communities and advancing policy and practice that address racial and socioeconomic inequities in the first years of life.

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Dr. Park is the expert that appears in many of the lecture/video presentations for this course.

Dr. Cricket Limlingan, Research Scientist, University of Washington, Assistant Professor in Early Childhood and Family Studies, University of Washington College of Education



Dr. Maria Cristina (Cricket) Limlingan is a Research Scientist at Cultivate Learning at the University of Washington. She currently leads efforts of the Washington Research-Practice Partnership for the Partnerships for Pre-K Improvement project, a multi-year, cross-sectoral study focusing on improving the quality of state-funded pre-k programs. Cricket has over twelve years of applied experience in early childhood education research related to community partnerships, supporting the implementation of the culturally and linguistically responsive teaching and family engagement practices and improving dual language learners' (DLLs) school readiness skills. Her research interests focus on improving the quality of educational experiences for linguistically and ethnically diverse young children in the United States and in low- and middle-income countries. She is particularly interested in the environmental and cultural influences on immigrant children's experiences and interventions that may improve their school readiness outcomes.

Dr. Limlingan is the expert that appears in many of the lecture/video presentations for this course.

Cinthia I. Palomino, Ed.S., Ph.D. Candidate, Learning Sciences & Human Development



preschool-aged children.

Cinthia Palomino completed her BA degree in Psychology at the University of Texas at Austin, her Educational Specialist degree in School Psychology at the University of Washington, and she is currently pursuing her Ph.D. in the Learning Sciences and Human Development program. Her research interests include early childhood interventions that promote the well-being and school readiness of young children, particularly from economically disadvantaged backgrounds. Currently, as part of her dissertation work, she is working on the cultural adaptation and implementation of a pilot parenting program delivered for Latino immigrant parents of

Kayla Chui, Doctoral student at University of Washington

Kayla Chui (she/her/hers) is a second-generation Asian American immigrant who grew up on Ramaytush Ohlone lands (aka San Francisco). She is currently a student at the University of Washington in the Multicultural Education PhD program. She's interested in cross-racial solidarity building as a movement towards collective liberation. More specifically, she's thinking about self-reflexivity in Asian American communities in terms of disrupting anti-Blackness and settler colonialism. One of Kayla's academic and personal guiding principles is a quote by Fannie Lou Hamer: "Nobody's free until everybody's free." Her future plans include lecturing in her hometown and developing workshops in the community learning spaces she's a part of.

1 Frameworks and Foundations

1-1 Intentional Teaching

The word *intentional* often comes up when talking about early learning. It's a key word in the *Intentional Teaching Framework* and is also mentioned in the Head Start Early Learning Outcomes Framework as a guiding principle, "Teaching must be *intentional* and focused on how children learn and grow."

How would you define *intentional* when it comes to teaching?

An activity is considered intentional when you can explain **why** you are doing it. Intentional teaching is not only about lesson planning; It's also about constant reflection, forming long-lasting partnerships with families, centering family knowledge, and honoring children's voices. Being intentional is when you:

- Act purposefully.
- Have a goal in mind.
- Have a plan to accomplish it.
- Explain what you are doing, how you are doing it, and **why** you are doing it.

Think about areas of your own life where you are intentional. For example, consider the ways you can be intentional about what you eat.

- **Goals**—You might have a goal of eating a more healthful diet.
- **Preferences**—There are things you won't eat because you don't like the taste. For instance, I don't like to eat (*fill in your own example here*).
- **Relationships**—You might eat certain foods to connect you to other people.
- **Traditions**—Traditions may guide your food choices, especially around celebrations and holidays.
- **Budget**—How much you can spend has a huge impact on what you eat. You may want to eat filet mignon often, but your budget might not support that choice.
- **Time**—The time you have to prepare and cook your meals impacts your food choices.

These are all reasons why we choose the food we eat; this is intentionality.

Let's think about intentionality in the context of teaching now. Watch the video, [What Shape is This?](#) As you watch, think about how the educator is being intentional during outdoor play. Answer these questions:

- How is the educator in the video being intentional during outdoor play?
- What are some other ways to be intentional during outdoor play?

Let's view another example. As you watch the video, [Conversations with Infants](#), think about how this educator is being intentional about the language they use. And try to answer these questions:

- How is the educator being intentional about the language they use?
- What are some other ways they can be intentional?

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Cite this resource

EarlyEdU Alliance (Publisher). (2020). Intentional Teaching. *Supporting Dual Language Learners Course Book*. University of Washington. [\[UW Pressbooks\]](#)

1-2 Definition of a Multilingual Learner

A note on terminology

For the purposes of this course, we will use the term *multilingual learner* (MLL) to refer to children who use two or more languages. We chose to use this term to promote an asset-based approach that is inclusive of all the languages children and families interact with. The term also aligns with the latest terminology adopted by WIDA, a highly regarded organization housed within the Wisconsin Center for Education Research that provides resources to support the success of multilingual learners.

“As part of its asset-based belief system, WIDA uses the term ‘multilingual learners’ to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis” ([WIDA](#))

The term *Dual Language Learner* (DLL) is still commonly used in the literature, in particular by the Office of Head Start. They define dual language learners as “children who acquire two or more languages simultaneously and learn a second language while continuing to develop their first language.” While it may not be apparent from the word “dual,” notice the definition does include **two or more** languages. Apply this understanding when you see the term.

Even more terms exist to refer to children who are multilingual, such as *English Language Learner* (ELL) or *Limited English Proficient* (LEP). While these are becoming less common over time, they are still in use today. We avoid using these terms since they can imply a deficit-based perspective that does not fully account for the extraordinary abilities of children who use more than one language, for instance the ability to code switch depending on the cultural context and a wider breadth of vocabulary. Children who are multilingual have many strengths that need to be sustained and supported in our learning spaces.

Finally, keep in mind that language is constantly evolving. We will continue to make updates to this course as needed over time.

Simultaneous and Sequential Language Learning



One of the key concepts that defines working with children who are multilingual learners is the relationship between the home language and additional languages. Here's a [video by the Head Start Early Childhood Learning and Knowledge Center](#) that gives details about dual language learners and maintaining their home language. As you watch, think about at least one new thing you learned about children who are multilingual learners.

Not all children who are multilingual have learned language in the same way. It is important to understand the circumstances for individual children in your learning setting so you can personalize support.

- **Simultaneous** language learning occurs when a child learns more than one language at the same time.
- **Sequential** language learning occurs when a child learns a second language after having a foundation in a language already. This usually happens after age 3, or when a child enters a preschool program.

Reflect

How people perceive children who are multilingual learners depends on context. For instance, in the United States where the primary language is English, children who speak more than one language are often viewed from a deficit-based perspective. In many other parts of the world, however, learning multiple languages is typical and celebrated. Why might these different perceptions exist?

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2: Culture and Bias

2-1 Defining Culture

Definitions and characteristics

Take a moment to think about the following questions:

- What is culture?
- What qualities make up a culture?

Here's one definition of culture: *a group of people who share common understandings, experiences, or skills attributed to an identity or identities they hold*. What was your definition?

There are many facets of a person's identity that are also part of their culture. For instance, the languages you speak, your racial identity, your religion, your gender identity, your age, your socioeconomic status, your body shape and size, and much more are all part of your identity and the culture(s) to which you belong.

Culture and power

Be aware that all the aspects of your identity and culture are also linked to systems of power in our society that assign value and privilege to certain characteristics. For example, the United States legal system, education system, media institutions, etc. are all rooted in a Eurocentric, White supremacy perspective. Consequently, White people are collectively protected economically, mentally, and physically in their everyday lives. On the contrary, Indigenous people, for example, continue to experience land theft, genocide, erasure, misrepresentation, lack of recognition, broken treaties, and exclusion from traditional schools. They are not protected by systems of power.

Culture can show up everywhere. Recognizing this helps us look at our learning settings with a new perspective and understand that every part of the curriculum and pedagogy either sustains or discourages a culture.

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2-2 Culturally Sustaining Pedagogy

Now that we have some ideas around how to define culture, let's talk about culturally sustaining pedagogy. Since language is an essential element of culture, culturally sustaining pedagogy is one lens educators can use to inform their teaching for children who are multilingual learners, and all children.

“Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012, p. 93). It takes a strengths-based approach by viewing culture as an asset that contributes to students' learning and developing sense of self.

In addition, “Culturally sustaining pedagogy exists wherever education sustains the life-ways of communities who have been and continue to be damaged and erased through schooling” (Paris & Alim, 2017).

In other words, parent, family, and community voice is essential. Learn the ways in which a child's family and community sustains their various identities.

Cultural Translation

Considering culture in curriculum is important because each culture teaches a lot, especially when we consider that many terms don't have direct translations.

For example, in Japanese, the term Shinrin-yoku can be translated to “forest bathing” in English. However, it means to soak in the forest through all your senses.

Another example can be seen with finger counting, as various cultures use fingers to count in different ways (e.g. starting with your thumb, starting with your pinky, lifting each finger up, folding fingers down towards the palm, etc.)

Considerations when implementing Culturally sustaining pedagogy

If educators are going to implement culturally sustaining pedagogy, there are a few things to keep in mind.

Culture continually shifts, especially when it comes to language.

In the words of Dr. Samy Alim and Dr. Django Paris in their book, *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*, “What is crucial is that we work to

sustain Black, Latinx, Asian, Pacific Islander, and Indigenous languages and cultures in our pedagogies; we must be open to sustaining them in ways that attend to the emerging, intersectional, and dynamic ways in which they are lived and used by young people” (Alim & Paris, 2017, pp. 9).

Educators must take deliberate actions to seek out resources to better understand the culture of young multilingual learners today. Even if you identify as a multilingual learner yourself, you are an adult now, and culture surrounding young multilingual learners has shifted.

Dominant identities have culture, and they are often sustained as the norm.

Sometimes it is difficult to identify what cultural aspects are present within a context because those aspects may function as the norm. For instance, often in the United States and abroad, English is seen as the norm and takes on linguistic supremacy.

By accepting that speaking in English is the norm, what cultures are sustained? What cultures may be discouraged?

In what ways can you challenge the dominant cultural norms in your program?

Young people have a culture.

What music do children who are multilingual learners in your program listen to? Favorite snacks? Toys and books? Outdoor activities?

How might youth culture intersect with other identities held by children in your program? (e.g. Young multilingual learner may enjoy different snacks from young monolingual English speakers).

References

Alim, S. & Paris, D., Eds. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

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Cite this source:

EarlyEdU Alliance (Publisher). (2019). The Role of Culture. In *Supporting Multilingual Learners Course Book*. University of Washington. [\[UW Pressbooks\]](#)

2-3 Multicultural Principles for Early Childhood Leaders

Let's look more specifically at 10 multicultural principles for early childhood leaders from the Head Start Early Childhood Learning and Knowledge Center. These principles can help guide the implementation of culturally sustaining pedagogy.

Principle 1

Every individual is rooted in culture.

All cultures generate knowledge, rules or norms, values, and expectations. Chavajay and Rogoff (1999) make two important points on this topic. First, culture is not a single “thing,” but, rather, can be understood on different levels. Second, culture by itself does not explain everything about the actions or behaviors of an individual or group of people. Thus, culture is one of many important elements in children's development, but not the only important element. Culture is a way (or ways) of living. Individuals are dynamic—they change and adapt to the circumstances of their lives.

Principle 2

Cultural groups represented in communities and families are the primary sources for culturally relevant programming.

Programs that learn from families support children's development best.

Educators and program providers must understand families' cultures, for example:

- Decisions about co-sleeping, hygiene, or personal care
- When to seek medical care
- Types of food children eat and how the food is prepared and served
- Feeding patterns
- Causes of illness and the use of home remedies

This allows childcare providers to effectively care for and support the family (Lipson & Dibble, 2005).

Principle 3

Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes.

Study in-depth what makes people complex and tear down the stereotypes about them. Only then can you create a culturally diverse program that lasts.

Cultures shape the goals or outcomes a society values. How adults support children's development reflects their goals for the children. By learning more about families' goals and the behaviors or practices they value, educators can more easily match the learning experiences of the classroom to those of the home.

Principle 4

Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice.

Learn about the lives, beliefs, and interests of the children and their families. Then let this knowledge inform the curriculum.

Principle 5

Every individual has the right to maintain their own identity while acquiring the skills required to function in our diverse society.

Like culture, our identity is dynamic and complex. It is connected to our work, activities, families, heritage, ideas, beliefs, choices, and circumstances. At birth young children begin to develop their identities and this continues over time in the context of family and community relationships.

Culturally sustaining practices can inform curriculum and specific teaching practices that preserve children's identities. Those practices also are necessary to support children's academic progress.

Principle 6

Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.

To support the continued development of children's home language, programs should hire educators or, if possible, find volunteers who speak the languages of children and families in the community.

Not all programs can hire staff who are fluent in all the different languages that children and families speak. Therefore, programs must form partnerships with parents and other

community members to assist. Program staff can help families tap into their strengths and interests (e.g., storytelling, quilting, gardening, games, physical activities) and show them how these can be learning opportunities by inviting them in to share their knowledge with children. By maintaining the development of children's home language, educators simultaneously support the advancement of many conceptual skills that are necessary for later academic success. This increased improvement and continued learning in the home language can be accomplished while introducing and supporting children's development of English.

Principle 7

Culturally relevant programming requires staff who both reflect and are responsive to the community and families served.

For many years, Head Start programs have had a tradition of “growing their own staff,” or hiring from within to reflect the community and families in their program. In some instances, a program may train parent or community volunteers who have promise and a commitment to the program, but perhaps lack the qualifications to be hired. During the volunteer process, the program builds in professional development for them while they work toward becoming paid substitutes and then paid staff members who receive ongoing staff training. Tribal programs have been hiring from within the community and then developing staff members for many years.

Programs should explore how parents best receive information to optimize accessibility and communication.

Principle 8

Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual and cultural differences.

An important goal is to develop children's capacity to communicate effectively with people who are different from themselves.

The increasing linguistic and cultural diversity in many early learning programs reflects long-term demographic trends in the United States. Although all people are rooted in culture, it is also important to recognize that people are also individuals. Within any cultural group, there may be differences in how children are raised. It is important to avoid thinking of all members of one culture as the same. Instead, educators must understand and appreciate each child and each family for their uniqueness.

Principle 9

Culturally relevant and diverse programming examines and challenges institutional and personal biases.

Educators, program directors, and community members should review program systems and services for institutional bias. Skills to deal with bias must be taught to children. Our

personal cultural backgrounds influence how we think, the values we hold, and the practices we use to support children's development. In addition, how people acquire culture, going back to their earliest childhood, influences how they think and talk about culture. Programs should develop and implement long-term approaches and processes to address these important issues.

Principle 10

Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children.

To maximize child and family development, these principles must not be limited to the education component of early childhood programs. They must also be applied to all aspects of the program.

Programs must examine their processes and practices within self-assessment, community assessment, child assessment, family partnerships, individualized curriculum, effective learning environments, health services, governance, and other elements.

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2-4 Linguistic Profiling

Now we will turn to the work of Dr. John Baugh, Stanford professor and renowned linguistics expert. Dr. Baugh authored the concept of linguistic profiling. In the book *Black linguistics: Language, society, and politics in Africa and the Americas*, he says, “The concept of ‘linguistic profiling’ is introduced here as the auditory equivalent of visual ‘racial profiling’ [...and] can have devastating consequences for those US residents who are perceived to speak with an undesirable accent or dialect” (Baugh, 2003, p. 155). Explore the different types of linguistic profiling below and complete the reflections.

Preferential linguistic profiling

Preferential linguistic profiling has to do with what we consider to be the “right” accent or the “right” way to speak. In the United States, this is often called standard or dominant American English. In other words, the “right” way of speaking is “the ability to speak a register of English that is widely perceived as attached to Whiteness” (Mena, 2020). For example, thinking that someone who speaks with a British accent sounds smart.

Discriminatory linguistic profiling

Dr. Baugh explains how it is natural and automatic to draw demographic inferences about people based on the sound of their voice. For example, you may judge whether you are speaking to an adult or a child (TEDx Talks, Baugh, 2019). Drawing these conclusions is not necessarily discriminatory linguistic profiling. But it can lead to it. That is why we must be aware of our biases and assumptions attached to the way people speak.

Discriminatory linguistic profiling, “occurs when a person is denied access to otherwise available goods or services by phone, sight unseen, based exclusively on the sound of their voice [...] meaning you differentiate based on sound and you act in a discriminatory way” (TEDx Talks, Baugh, 2019). While racial profiling is based on a visual cue, linguistic profiling is based on an auditory cue that is often linked to racial stereotypes.

Reflection #1

Imagine a child who speaks **English**. What do they look like? What might you infer regarding their economic status, how well they’re doing in school, or how involved their parents

are in the classroom? Write down your ideas. You will not be required to share them– this is for your own reflection.

Now imagine a child who speaks **Spanish**. Who do you see? Guess their economic status. How well are they doing in school? How involved are their parents? Write these ideas down.

Repeat these steps with a child who speaks **French**.

- How about a child who speaks **Somali**?
- A child who speaks **Japanese**?

Now take a minute and look over your notes. Do you see any similarities across languages? How about any variability? Are there some children you guessed were doing better in school than others? Had more economic resources? More involved parents?

If you see variability in your responses, ask yourself why. Take a minute to respond to that question in your notes.

This activity is to practice reflecting on your own biases. Remember, we all have them! If we can recognize our biases around race, language, and more, we can recognize areas that need growth within ourselves and focus on improving.

Now take another few minutes to write down a response to these questions:

- Where did you learn these biases?
- What reinforces these biases today?
- What ways do/will you work against harmful biases?

Inclusive linguistic profiling

Finally, let's consider the concept of *inclusive linguistic profiling*. This is when you might recognize someone that sounds the same as you and suddenly feel a connection with them or feel a connection with a larger community (Mena, 2020). Consider the impact this can have for you in your own early learning community.

- Have you ever experienced this?
- Based on your own linguistic background, who may be included or *not* included in conversations that happen in your learning setting?
- How can you be more inclusive of people of all linguistic backgrounds, especially those that differ from your own?

Reflection #2

Take a moment to reflect on this quote by Dr. Baugh:

“Everybody has an accent. If you speak, you have an accent. If you think you don't have an accent, it's because the manner in which you speak doesn't trigger a negative reaction to you” (TEDx Talks, Baugh, 2019).

- What thoughts and feelings does this bring up for you personally?
- What thoughts and feelings does it bring up for you as an early learning educator?
- How would you describe your unique linguistic heritage? What is your first linguistic memory? How does this impact your lived experience out in the world?

Dr. Baugh explains how one important step forward is our own willingness to be accepting of others whose linguistic background is substantially different from our own. Taking time to reflect on Dr. Baugh's work and the questions posed above is a great first step toward creating a more equitable, inclusive environment for all children and families in your early learning setting. What else can you do? How can you continue to reflect on your biases, beliefs, and personal experiences with the aim of promoting language justice for children and families in your early learning program?

“‘Language justice,’ as defined by The Highlander Research and Education Center, ‘means building and sustaining multilingual spaces in our organizations and social movements so that everyone’s voice can be heard both as an individual and as part of a diversity of communities and cultures. Valuing language justice means recognizing the social and political dimensions of language and language access, while working to dismantle language barriers, equalize power dynamics, and build strong communities for social and racial justice’” (CCHE Language Justice Toolkit, 2012, p. 2)

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3: Partnering with Families

3-1 Family Centered Practice

Maya Angelou once wrote, “At our best level of existence, we are parts of a family, and at our highest level of achievement, we work to keep the family alive.”

What does this quote mean to you? How does it resonate with you?

In this quote, Angelou highlights the role that families play in an individual’s, in this case a child’s, development. As humans, we are born into families and are raised in family units, each with its own strengths, challenges, and characteristics.

Such specific characteristics, for instance socioeconomic status, influence how children learn and the learning experiences to which they are exposed. At every stage in our lives, we exist and conduct ourselves in relation to our family (either the one you are born into or the one you build as an adult).

Think more about your own family. What important lessons, values, and skills did you learn from your family? How did you learn them?

Take a few moments to jot down some of your ideas about the messages you’ve received at any point in life regarding how to raise a child, especially a child who is a multilingual learner. These messages can be explicit or implicit. For instance, maybe your friend told you directly, or maybe it’s a common theme you have seen in movies.

It is very important that professionals reflect on their values about language and child-rearing to examine how it affects their work. It’s easy to be unintentionally prejudiced about raising and teaching young children. People can be very firm and rigid in their views and educators must be aware of how that influences their interactions and recommendations.

One example is breastfeeding. Opinions vary regarding how long a child should breast-feed, yet sometimes professionals react negatively when they learn that a toddler is still breastfeeding. Mothers and families can view this reaction as disrespectful.

One way for professionals to communicate with families is to talk with them openly about their feelings surrounding various topics. To continue with the breastfeeding example, sometimes mothers enjoy breastfeeding and find it to be a positive aspect of their relationship with their child, while others desperately want to wean their child but are unable

to. Based on their feelings, professionals can support the family as needed without imposing their personal beliefs.

Foundations of Family-Centered Practice

Now we will dive into family-centered practice. Both historically and currently, the United States education system has not aligned with the goals and values of families and children who are multilingual learners. This is especially true for families of color. People in power who shape the education system have imposed their own ideas of “best practices” for years, contributing to the erasure of families’ cultures. To practice culturally sustaining pedagogy educators must recognize families as centers of children’s learning.

Engaging families is essential in educating young children who are multilingual learners because their families are experts on their child’s language, culture, interests, and abilities.

Educators develop collaborative relationships with families through **mutual respect, trust, and open communication**. They value cultural similarities and differences.

Educators team with families by listening to them and respecting what they know about their children and family culture. Educators also share information about supporting children to develop to their fullest potential and offer families suggestions they can use at home. This knowledge-sharing is essential when working with young children who are multilingual learners and their families. Educators can show families how their home language helps their children learn other oral and written languages, such as English.

Form mutually respectful partnerships that engage families in their child’s development. Find the resources to communicate effectively with family members who speak a different language and learn as much as possible about a family’s language and culture.

Respect different languages and cultures. Be aware of your facial expressions, body language, and time spent speaking versus listening in conversation. Allow families to speak completely and respect their boundaries (When they choose not to speak, when they seem uncomfortable about a certain topic, etc.)

Listen to listen, not to respond—avoid giving unsolicited advice.

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3-2 Having Conversations with Families

We will explore various strategies that promote partnerships, particularly focused on how to have conversations with families.

Watch this video featuring Dr. Lillian Duran, [*Welcoming and Communicating with Families*](#).

As you watch, think about what ideas stand out to you. How can educators welcome families of children who are multilingual learners in their learning settings?

WHAT WE LEARN FROM CONVERSATIONS WITH FAMILIES

Conversations with families help educators learn about families' views of their child's development, their hopes and dreams for their child, and their understanding of their child's past and present experiences. The goal is to help children develop in all areas, especially in the home language and in other languages, such as English.

Again, families are the first and foremost teachers of their language, culture, and identity to their children. Family engagement in their child's learning of language and literacy is essential.

Find out how the child learns best, their interests, and the family's daily routines. This information can help structure classroom and home language and literacy programs, teaching strategies, and curricula.

Real Life Examples

Read the quotes written below from early childhood educators. As you read, reflect on the importance of asking someone from a different culture about how to be respectful in that culture, and how it takes time to establish a trusting relationship.

- **Quote:** "I was recently in the home of a Somali family that has relocated to the U.S. after spending years in a refugee camp in Kenya. At one point, the speech therapist who was with me touched the mother on the elbow while explaining something to her. Later she asked whether that was offensive in their culture, wanting to make sure that she did not unintentionally disrespect the mother. The interpreter, grandfather, and the mother all started to explain that it is fine as long as it is among women. They appeared grateful and eager to share more about the rules of their culture."

- **Quote:** “Through ongoing conversations and interactions with the mother, it was clear that she spoke to him in Arabic as well. It was important for us to build a relationship with her and gain her trust, and then we were able to educate her on the importance of maintaining the home language.”

What are your thoughts about the experiences of these early childhood educators working with families? Have you had any similar experiences?

The Art of the Conversation

The art of conversation involves both talking and listening. In a respectful manner, educators can ask more open-ended questions to help family members feel comfortable sharing as much information as possible about their family’s language, culture, daily routines, wants and needs.

Educators show they are listening by responding to questions, re-stating what families are saying, and verifying they are understanding correctly. Educators provide information to help multilingual learners develop oral and written language skills in the home language and in English. Educators remind families why it is important to continue to use home languages.

If educators speak through an interpreter, it is important to still speak directly to the family member to show respect for their expertise about their child and family.

This type of conversation with families of multilingual learners can be different than traditional relationships many immigrants expect from educators. Help families understand that even though a family–educator partnership may be a different way of teaching and learning than they may have experienced, their involvement will support their children’s success.

Watch this brief video, [Communication Support](#). (0:47) As you watch, note what strategies the educator uses to effectively engage with the parent.

What did you notice?

Conversations with families are not a one-way street. We learn from one another about what can happen at home and at school to help children who are multilingual learners develop language and literacy skills in the home language and in English.

We must emphasize the role of family members as their child’s first teacher by explaining that they spend the most time with them, know them better than anyone, and provide the most comfort to their child.

We can go on to say that, while we might be an expert or a professional in this area, they are the expert on their child; therefore, we need to work together in order to help the child make progress.

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3-3 Sharing Information With Families

The last section we will learn about today is the importance of sharing information with families within the partnership that is built.

Ways to Share Information

To be collaborative partners with families, educators must share information with them about their child's development of oral and written language, and about how they can help them develop these skills. Information-sharing must occur not only after holding background language conversations, but also on an ongoing basis. It must be tailored to meet individual families' needs. Co-create a communication system with families. Recognize and respect their time and only commit to what you're sure you will be able to follow through on.

Here are a few ideas on how information can be shared back and forth between school and home about language development:

- Class newsletters or a weekly bulletin
- Conferences
- Home visits
- Phone, e-mail communication
- Daily notes home (Formatted, "Today, ___ did ___")
- Weekly in-person check-in conversation
- Communication notebook
- Parent literacy meetings
- Literacy bags

What are some other methods you've seen, tried, or are thinking about?

Watch this [video of an educator sharing information about a child's progress](#) (1:11) with English language development. As you watch, think about how the educator is demonstrating a collaborative partnership with this family.

In what ways did the educator demonstrate that she had a collaborative partnership with this family?

Supporting literacy learning at home

Support families to continue using their home language, and value their role as their child's teacher of language and literacy skills. Make it explicit to families that you encourage their usage of home language and that you value their role as teachers, too. This may also look like collaborating by having educators offer resources for families to bring home and families bringing resources to school (not merely physical objects—ideas and stories, too, for example) for classroom use.

Learn from families about the child's interests and abilities and incorporate them so the child feels welcome and engaged in new learning experiences. Value the interests of children and engage their curiosity with what they enjoy learning and doing.

Educators can suggest the following activities for families to do in their home language, which will help multilingual learners transfer that knowledge into their classroom English language learning.

- Start where families are and ask what they currently do (e.g., sing in the car, read at bedtime, chat on the way to the park). Do they tell stories from their childhood, sing songs they sang as kids, spend time with relatives who speak other languages, use the library for books in their languages, share time with people from their religious organization? Help families plan when and where they can do home language and literacy activities based on their current routines.
- Expand the notion of literacy as more than just books—storytelling, conversations, etc. are all ways to develop literacy skills.
- Explain how everyone has a role in literacy, not just parents. Siblings, grandparents and extended family members are just as important in developing literacy (and may have more time). Hold a family meeting with everyone who can participate, at their convenience, to discuss how the whole family can be involved in the children's language and literacy learning.

Using information from families

When a family gives you information about their child it is just as valid as information you receive from screenings and assessments, perhaps even more so. This is especially true for children who are multilingual learners because very few instruments have been created for specific languages and cultures.

Language understanding and use at home and at school may be different, and both points of view provide a complete picture of a child's communication abilities.

Effective communication occurs with many different people, in many different settings. If educators know how much English a child has been exposed to and how much better they

understand concepts and other information in the home language, they can make each child feel valued and supported. Educators can:

- **Compare with other findings:** How does the information you receive help you compile a fuller picture of this specific family?
- **Add to portfolio:** Collect information that can provide support to additional educators that join the program, and/or as a source to refer to throughout your time with families.
- **Create familiar situations for children:** Use the information gathered to provide and create a curriculum and instruction that is welcoming and familiar for children.
- **Provide new opportunities:** The information gathered can be a resource for creating new ways to engage children.
- **Plan effective communication with families and children:** Recognizing the time commitments and various responsibilities of families and yourself can help to create a plan of communication that is effective for you and the families.

Communicating the importance of early literacy

Again, families are educators' partners in developing early literacy skills, especially with multilingual learners. Educators help families realize their important role in reading and talking with their children in their home language for future language and literacy development in subsequent language learning.

For instance, the quantity of book reading a child experiences is related to vocabulary and listening comprehension. These skills are later related to reading achievement in Grade 3.

Teaching children to read and write words is related to reading skills at the end of Grade 1. Word reading at the end of grade 1 predicts reading comprehension at the end of Grade 3.

Children develop their attitudes about literacy and reading in the very early years, at home and in care settings, through **experiences and relationships** with important people in their lives (Morrow, 2000).

Adults and peers nurture oral language development through meaningful conversations, singing, dramatic play, and many opportunities to tell stories and listen and respond to stories told and read by adults.

Educators can help children develop their language and literacy skills by partnering with families! Encourage families to use their home language to read, sing, talk, and play with their children.

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4: First and Second Language Development

4-1 Demographics and Trends

Before we begin talking about how language develops for children who are multilingual learners, let's take a closer look at characteristics, demographics, and trends that distinguish them. The better we can understand where our students come from, the better we'll be able to understand their development.

First, it's essential to recognize that significant variability exists among children who are multilingual learners and their families. We can't assume that just because a child is from a "Spanish-speaking home," they don't understand or use any other languages.

For example, in a nationally representative sample of Latino/a infants, Barrueco, Lopez, & Miles (2007) found:

- **19%** lived in a home where **only Spanish** was spoken.
- **35%** were exposed to **primarily Spanish** and to **some English**.
- **22%** were exposed to **primarily English** and to **some Spanish**.
- **21%** lived in homes where **only English** was spoken.

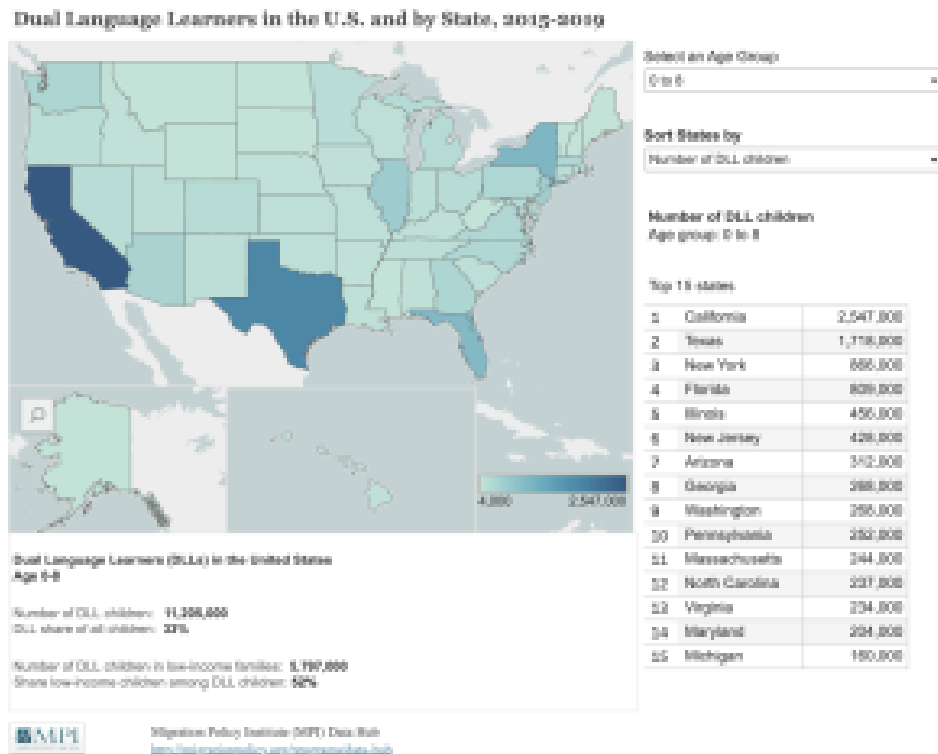
Just because there may be several children in our early childhood program whose families come from the same country, or even the same region or town within the same country, each child and family is different and unique. Each family has its own set of experiences and values which shape their culture. And, as we well know, each child is certainly an individual with his or her own interests, temperament, and abilities.

In the words of an Early Head Start teacher:

"I see a lot of differences in language and customs among Mexican immigrant families depending on the region they are from, their socio-economic background, highest level of education, and whether they were in a rural or urban setting. I have worked with some families that are from rural areas where they grew up as MLLs, first learning an indigenous language such as Nahuatl, Mixteco, etc, and then learning Spanish."

Using data from the U.S. Census Bureau for the years 2015-2019, the Migration Policy Institute reports that 33 percent of children in the United States ages 0-8 are dual language learners. In California, 60 percent of children ages 0-8 are considered dual language learners.

That's the highest percentage in the U.S. In total, there are approximately 11 million students who are multilingual learners.



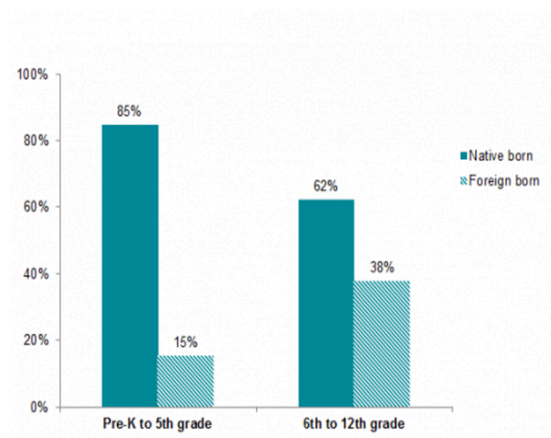
There are significant, growing numbers of multilingual learners in the United States, signaling the necessity for culturally sustaining educators who are willing and prepared to support children who are multilingual learners in their classrooms.

Considering statistics that the majority of children who are multilingual learners are born in the United States, and that most children who are multilingual learners have at least one parent who was not, educators must recognize the experiences of many children who are part of two or more national cultures.

Additionally, children of color who are multilingual learners face the adversity of racial oppression in relation to immigration status in a country that has both a history and a current structure of societal values that promote exclusion of non-white immigrants.

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4-2 Oral Language Development

Now that we've examined the demographics and nativity of children who are multilingual learners, as well as the significant variability that exists between them, it's time to focus more narrowly on language development and the processes of acquiring multiple languages that serve as an asset to children who are multilingual learners, their classrooms, and communities.

Systems of Language

Language can be divided into five major systems that regulate sound reception and production, the creation of words, sentences, and questions, the appropriate use of words, and connected speech and text in different situations. The brain has a great capacity, especially during the birth to age five period, to understand and use the similar and different rules of multiple languages.

5 major systems of language

1. **Phonology:** the form of language
2. **Morphology:** the structure of language
3. **Syntax:** the organization of language
4. **Semantics:** the content of language
5. **Pragmatics:** the function of language



We're going to focus on pragmatics, since it's especially important for children who are multilingual learners.

Pragmatics combines phonology, morphology, syntax, and semantics in functional and socially appropriate communication. Children learn the languages they hear (and see, in the case of sign language and print) used for different purposes. Children can be taught some of the pragmatic functions of language that are different in various cultures and families, such as when it is appropriate to speak and when it is appropriate to listen. Think about classroom

rules, such as waiting your turn to speak during circle time; that is teaching pragmatic language abilities!

Have you ever worked with a child, or an adult, who could appropriately use the forms of language (i.e. words and sentences), but did not seem to have the ability to use it pragmatically (correctly), in different settings?

Possible examples include children who don't use their inside voices, or adults who tell stories and assume that listeners already know the people in the story.

Receptive and expressive language

In addition to the five major systems of language, children also develop both receptive and expressive language.

Receptive language is the ability to understand language spoken to you.

Expressive language is the ability to communicate.

Receptive language develops before expressive, however both continually inform the other the more an individual engages with communication (either receiving or expressing).

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4-3 Stages of Language Development

Now, we will transition to how we can conceptualize overall language development in stages. As we go through each one, keep in mind that much of the research available in the field is based on monolingual speakers. Also remember that these stages with their associated age ranges are not rigid. Children acquire language at different rates for a variety of reasons. *Language development is dynamic!* Use the information that follows as flexible guidelines.

Stage 1

Receptive and expressive phonological development occurs during the first year of life, when children are producing **prelinguistic speech type sounds but no words yet**.

By about 9 to 11 months, children deliberately imitate sounds, show definite signs of understanding some words and simple commands, and use expressive jargon, which is a flow of gibberish that has the intonation of real speech. Quite a lot of progress has been made since birth!

Stage 2

During the **linguistic speech** stage when children are about 1 year old, a very important point in development occurs: Most children begin to use words in the language(s) they are hearing adults use for real purposes.

Stage 3

It is amazing how many words 2- to 3-year-old children can learn in all the languages they are hearing! In Stage 3, they begin to put the words together into **two- and three-word combinations**, in the appropriate syntax of the languages they are hearing. (Examples: mommy sit; kitty eat...)

At this point and beyond, the *more* words children hear in the languages used at home and in childcare and education settings, the *more* words they will be able to learn and use in both oral and written formats.

Stage 4

Stage 4 is when children progress to **using sentences**. Preschoolers usually know and use many words, especially if their daily experiences have exposed them to words, sentences, and questions used in context by more developed and informed children and adults.

Summary

Stage 1

- **Birth:** Crying is the major way of communicating needs
- **2 weeks:** Less crying, random gestures, and vocalizations
- **6 weeks:** Squeals, gurgles, and coos (makes vowel sounds like “uhh”)
- **2 months:** Uses smile to communicate
- **3–6 months:** Child babbles (makes consonant-vowel syllable sounds like “ma,” “de,” “da”)
- **6–9 months:** Accidentally imitates sounds, more repetition of syllables like “ah,” “Baba,” utterances express emotions
- **9–11 months:** Deliberately imitates sounds, shows definite signs of understanding some words and simple commands, uses expressive jargon, flow of gibberish that has the intonation of real speech

Stage 2

- **At 1 year:** One-word utterances with complex meanings; three to six words in expressive vocabulary
- **12–18 months:** Use of jargon-complex and speech-like intonation; three to 50 words, mainly nouns; usually does not show frustration when not understood

Stage 3

- **At 2 years old:** Two- to three-word utterances; 50 to 200 words expressive vocabulary; two turns in conversations, multiple topics
- **At 3 years old:** Often considered the most rapid period of language growth; many new words acquired daily, 200 to 300 words; child may become frustrated if not understood

Stage 4

- **At 4 years old:** Expressive vocabulary of 1,400 to 1,600 words in many different categories (e.g., modifiers, connectors, mental state words); try to make themselves understood; disputes with peers resolved with words
- **At 5 to 6 years old:** Complex syntax, use of verb tenses, mean length of utterance

(MLU) of 6.8 words; receptive vocabulary of at least 6,000 words and expressive of 2,500. Participates in conversations

Watch the video [Baby and Toddler Milestones](#) (7:18) by Dr. Lisa Shulman of the Albert Einstein College of Medicine. As you watch, think about how language and communication relate to social development.

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4-4 Second Language Acquisition

Next, we'll talk specifically about second language acquisition.

There are various factors that contribute to the development of language in children who are multilingual learners, such as individual differences in language skills (higher receptive than expressive language skills), age of exposure, or the quantity and quality of exposure.

Quantity and Quality of Exposure

The quantity and quality of exposure to language may cause children who are multilingual learners to experience a time lag between understanding a concept in two languages and having the words in both languages to express it. For example, children may feel and understand emotions in all the languages they are experiencing, but they may only have the words to express their emotions in the language(s) they hear at home. They need to learn the words to express their emotions in all the languages they hear.

As educators, it is important to foster an environment that supports children's language development and sustenance.

As you learned previously, children can acquire languages either simultaneously or sequentially in relationship to the development of their home language. Understanding how young children learn more than one language is continuing to develop. Thirty or more years ago, literature discussion focused on English immersion as the only way for a child to learn English when they entered school knowing a language other than English.

Recent research highlights, especially for young children, that continuing to develop a home language helps them learn English because, ultimately, language is language.

Age of Exposure

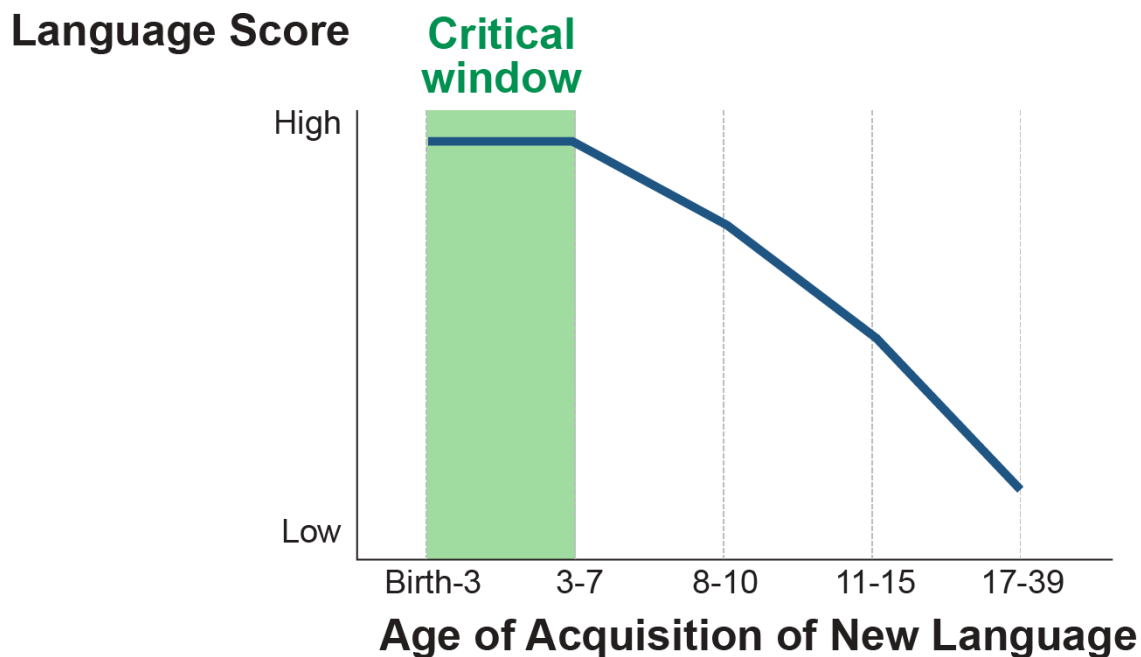
Researchers continue to discover the amazing abilities of infants to recognize and use sounds and sound combinations in different languages. It also appears that most languages have rule-based systems that dictate which sounds are used, how they are put together to form and change words and word meanings, and how the words are combined to form questions and comments. Different languages follow different rules, but **the systems of one language create the foundation in the developing brain to recognize and use the systems of a different language.**

Think about learning to drive. You get the basics of how to start a car, push the accelerator to go, and use the brake to stop. So, even when you get in a different car, you can still drive it. It is similar with dual language development; the brain recognizes the patterns and rules of sounds, words, and sentences in all the different languages to which it is being exposed. This is especially true in young brains!

Current research also explains that children can and do learn more than one language through prenatal and ongoing exposure to different languages from effective language users.

Study data from prenatal and preverbal infants suggests that they have innate capacities that allow them to learn two languages without significant costs to the development of either language, provided they receive consistent and adequate exposure to both languages on a continuous basis (Paradis, Genesse, & Crago 2011).

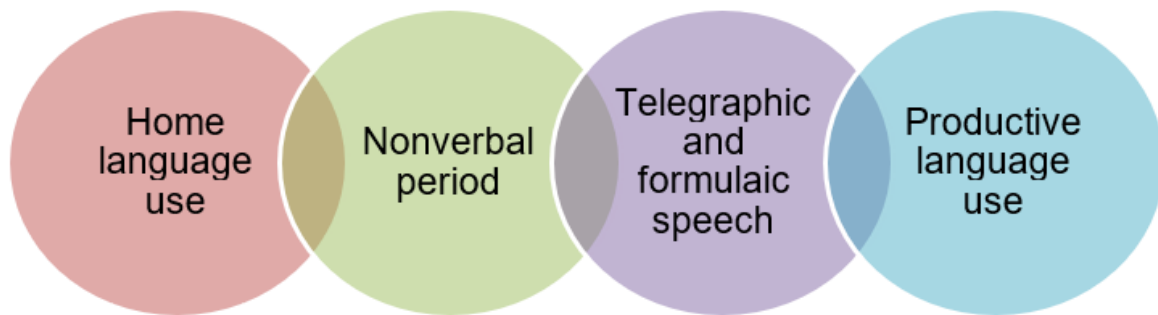
Find your current age on this chart. How easy would it be for you to learn more than one language?



How does this chart inform educators' work with young children?

Stages of Sequential Language Development

According to recent research by Dr. Jonathan O'Muirheartaigh and colleagues in *The Journal of Neuroscience* (2013), "the brain has a critical window for language development" between the ages of two and four, which may explain why young children are so good at learning two or more languages. Environmental influences are the most powerful during a child's early years when the brain's wiring grows as it processes new vocabulary in all the languages that the child hears."



This diagram illustrates stages within **sequential** language development. Notice how each stage overlaps with the next. In the nonverbal period, we can acknowledge that a child who is a multilingual learner is practicing receptive language development of their second language. When a child reaches the telegraphic and formulaic speech phase, they are using two-word phrases (e.g. “Go now.” or “Mommy up.”). Finally, productive language use can be considered fluency in language.

Theories of language acquisition and proficiency

In addition to the stages of second language development, it is important to consider different theories surrounding how children best acquire a second language.

Two major theories have been developed to explain second language acquisition and proficiency:

- “Time-on-task” theory
- “Linguistic interdependence” hypothesis

People use these theories to develop and advocate for different types of instructional approaches for children who are multilingual learners. We’ll be learning more about instructional approaches later in the course. For now, let’s talk about each of the two major theories.

Time-on-Task

The “Time-on-task” theory developed by Rossell and Baker (1996) states that children’s amount of exposure in one language will determine not only the level of vocabulary the child might develop in that language, but also the level of overall proficiency. In other words, the more time you spend learning a certain language, the greater proficiency you will attain in that language.

The theory has provided support for the development of English-only programs, such as the structured English immersion (SEI) program (MacSwan et al., 2017). In this model, instruction is only provided in English.

Linguistic Interdependence Hypothesis

Next is the linguistic interdependence hypothesis. It suggests that the development of the child's second language is dependent on or is facilitated by the development of his first language. This hypothesis suggests that the development of the child's second language (L2) is dependent on or is facilitated by the development of his first language (L1).

Specifically, Cummins (1981) states that language development is composed of a set of underlying cognitive and academic processes that are universal across languages, such as story comprehension, understanding story structure, and basic reading processes. Therefore, these underlying processes facilitate the transfer of academic and school-related knowledge from one language to another.

People have used this hypothesis to advocate for bilingual instructional approaches, such as bilingual education programs (literacy instruction in L1) or dual language programs (subject instruction in both languages).

More recently, McSwan and colleagues (2017) point out that "the concern with the linguistic interdependence hypothesis is the embedded assumption that language and language-related academic content-matter are not distinct" (p. 223). To address this concern, MacSwan and Rolstad (2005) created a variation of the linguistic interdependence hypothesis known as transfer theory.

Transfer Theory

Transfer theory is a variation of the Linguistic Interdependence Hypothesis. It suggests that conceptual knowledge (being able to understand concepts) is accessed or can be learned in any language that the child speaks. Conceptual knowledge is distinct from linguistic knowledge, which develops as a natural result of speaking a language on an everyday basis. Therefore, academic instruction in any language helps develop conceptual knowledge that children can later transfer into L2.

Or stated in the context of an example, Cummins' hypothesis suggests that knowing how to read in L1 helps a child learn how to read in L2. He implies that conceptual knowledge of reading is tied to language development. Instead, MacSwan and Rolstad contend that children can learn how to read in any language, and this process is separate from language development. In other words, children don't have to know how to read in L1 in order to transfer that knowledge to L2.

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4-5 Code Switching, Word Mixing, and Translanguaging

Code Switching

One of the most frequent behaviors children who are multilingual learners demonstrate is called code switching. This is **when a child uses the sounds, words, or sentence structures from one language in a message they are creating in another language**. It shows that the child is beginning to internalize the rules of their new language by using the rules of their foundational language. It also provides children with more rich communication opportunities, since they have two languages at their disposal to use.



Consider this example. In this picture, a child wrote a sentence using both Spanish and English. They wrote “jugando con balls,” which means “playing with balls.”

Watch this video of a [TED Talk by Dr. Ramirez](#) (17:02) from the Institute for Learning and Brain Sciences at the University of Washington. She explains the brain’s processing of language in infants and young children while providing evidence that all babies have the full potential to learn two languages at the same time.

As you watch, think about how code switching shows linguistic sophistication. Have you had any experiences with children who are multilingual learners that code switch? How have you handled it?

Code switching is rule-governed, in that it occurs at points in an utterance where the syntax of both languages is in agreement. It’s also sensitive to context. As early as 18 months, bilingual children make language choices based on their audience/context, for instance when interacting with parents who speak different languages.

Word Mixing

Another common behavior of young children who are multilingual learners is word mixing. This is **when children borrow words from one language to fill in the gap of what they are trying to communicate in another language**. Again, this shows the young brain's amazing desire to communicate as competently as possible! It often occurs out of necessity for children who are simultaneous bilinguals.

<p>Code Switching Done intentionally to create a particular social impact</p>	<p>Borrowing words from another language and mixing them into an utterance</p>	<p>Word Mixing Done unintentionally and out of necessity, usually because the child doesn't remember the word in one language</p>
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In other words, the difference between code switching and word mixing is in its **purpose** and **intentionality**.

Both involve borrowing words from another language and mixing them into an utterance. Code switching is done intentionally to create a particular social impact. Word mixing is done unintentionally and out of necessity, usually because the child doesn't remember the word in one language.

Watch this [video of an interaction between an educator and child during a math activity](#) (0:33). Record instances of code switching and word mixing for both the child and the teacher. Think about how you can tell the difference between the two.

Translanguaging

In contrast to code-switching and word mixing, translanguaging is an emerging concept to offer another explanation for how people use language. **Translanguaging uses both languages in a strategic way that creates a new meaning with no direct translation in either of the two languages**. When a child engages in translanguaging, they're taking advantage of their broad linguistic repertoire to express ideas in all the ways they know how.

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5: Program Models

5-1 Foundation of Successful Learning

This session gives an overview of language program models.

Before we start discussing different instructional approaches related to language use, it is important to remember the factors that always serve as the foundation for high-quality early learning.

Any ideas as to what those factors might be? What are some things that could help facilitate children's learning, no matter what topic you are teaching?

We've already covered some of these concepts and we will keep discussing them in future sessions, as they are crucial strategies that facilitate learning.

Positive & nurturing relationships: This is paramount since positive and nurturing relationships, especially with educators, provide children with the necessary security and safety to explore, learn through mistakes, and express their emotions. Learning happens in the context of relationships with others, so positive relationships and children's learning are interdependent.

Developmentally appropriate practice: Developmentally Appropriate Practice (DAP) is about providing activities or teaching children in a way that is appropriate for their age, individual needs, and cultural context (Early Head Start National Resource Center, 2011).

Intentional teaching: We discussed this during our first session. What does it mean to be an intentional teacher? Intentional teaching means knowing when to utilize certain strategies to support children's learning and having very specific goals in mind when utilizing certain strategies (Epstein, 2009).

For children who are multilingual learners with disabilities, it is important to rely on each of these strategies and a tiered approach to individualization. Education staff may look specifically to the roof of the [Framework for Effective Practice](#), which is Highly Individualized Teaching and Learning, for children who may need additional support.

Read the [Introduction](#) to a series about language development (The Big 5) by the National Center on Early Childhood Development, Teaching, and Learning to learn more about laying the foundation for more individualized, culturally, and linguistically responsive learning experiences for children who are multilingual learners and who also have disabilities or suspected delays.

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5-2 Second Language Acquisition Theories Review

You learned about two major second-language acquisition theories and hypotheses: **Time on Task Theory** and **Linguistic Interdependence Hypothesis**. Take a moment to review them before moving on, since they will help you understand the rationale behind existing bilingual instructional approaches.

Time on Task Theory

Recall that Time-on-Task Theory, proposed by Christine Rossell and Keith Baker (1996), basically states that the more a child is exposed to one language, the more proficiency that child will be able to develop in that language.

Linguistic Interdependence Hypothesis

The Linguistic Interdependence Hypothesis was proposed in 1981 by Jim Cummins, who stated that language development is composed of a set of underlying cognitive and academic processes that are universal across languages, such as story comprehension. Therefore, these underlying processes facilitate the transfer of academic and school-related knowledge from one language to another.

Recall that Jeff McSwan and Kellie Rolstad proposed Transfer Theory, an alternative to Linguistic Interdependence Hypothesis, in 2005. It states that language learning is discrete, and that conceptual knowledge is accessed through any language.

Reflect

Each second language acquisition theory/hypothesis encourages a certain type of program model or instructional approach. Think about your own experience. Which second language acquisition theory or hypothesis might explain or influence the kind of instructional approach you use?

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5-3 Language Instruction and Program Models

Language acquisition theories and hypotheses directly influence teaching practices in early learning programs. Depending on what theories and hypotheses educators are familiar with, they will likely take different instructional approaches to teaching children who are multilingual learners. Let's explore a few specific program models now.

There are several program models for teaching children who are multilingual learners, but most fall under two main categories: English-only and Bilingual. These are the most common types of language programs offered in the United States.

Several language program models fall under each of these two categories, so we will review each one-by-one.

One-Language Instruction

English-only

First, we have models in which instruction is only provided in one language as part of the English as a Second Language (ESL) category. Most commonly in the United States, these are English-only models.

What do you think the pros and cons are of an English-only program?

- **Pros:** Children will increase their English proficiency skills.
- **Cons:** Children will stop using their L1 skills and might lose proficiency in that language over time.

The following [video on Language Immersion](#) (3:18) shows an example of a typical preschool program where English is used as the primary language of instruction. This program is not necessarily an English as a Second Language (ESL) program, but it is possible that some of the students in the classroom speak languages other than English. Therefore, an ESL classroom would look very similar to this.

What are the benefits and challenges of English-only instruction for students who are multilingual learners during this lesson?

Language Immersion – Salish

Here is an example of a [language-immersion program in a different language](#) (1:48), in this case the Salish language. This preschool is located in Washington state and its goal is to form new speakers of Salish, which is a dying Native American dialect. Most of the children are not fluent in Salish but can understand what the educator says. Watch the video and notice what strategies you think the educator is using to help students understand what she is saying.

What strategies did you notice the educator use to help students understand what she was saying?

Bilingual Models

Transitional Bilingual Education

Now we'll move on to instructional approaches within the second main category of language program models, or the bilingual models. First is the *transitional bilingual education model* (TBE).

This model of instruction is very popular in western and southern regions of the United States, such as California and Texas, since there are a significant amount of Spanish-speaking children in these states. Therefore, most TBE programs in the U.S. primarily use Spanish and English, but this does not mean that TBE programs cannot be implemented in other languages, too.

Instruction in the student's L1 usually starts at kindergarten and lasts until around third grade. Educators intentionally plan for when to use different languages throughout the day and week, for instance teaching literacy in Spanish and math in English. The amount of English used in instruction is gradually increased over time.

This [video is from a Migrant Head Start program](#) (1:30) in California, therefore its student population is primarily Spanish-speaking children. Watch the video and identify some characteristics that may indicate that this is a Transitional Bilingual Education program.

What characteristics did you observe in the video that indicate that this classroom is implementing a Transitional Bilingual Education model?

Dual Language Program

Another bilingual program model is known as a Dual Language (DL) program, where proficiency in two languages is promoted. Dual Language programs can serve different student populations: students who are multilingual learners and students who want to learn another language.

There are two types of Dual Language programs: one-way and two-way. The main difference between the two types of Dual Language programs is the composition of students who participate.

- A *one-way* Dual Language program involves a group of students who are all fluent speakers of only *one* of the two languages taught in the targeted program.

For example, a program with children who only speak Chinese who are also learning to speak English. These children will be learning Chinese and English at the same time.

- In a *two-way* Dual Language program the student group is mixed, representing fluent speakers of *both* languages taught in the program.

For example, a program with a mixed group of Spanish-speaking and English-speaking students who will be learning both Spanish and English.

Watch this video, [Dual Language Programs Explained](#) (4:31), published by the American Institutes for Research. It discusses differences between Bilingual programs, specifically one/two-way Dual Language programs and Transitional Bilingual Education programs. It also discusses the results of a research review conducted by the managing researcher, Diane August, on the effectiveness of Bilingual programs compared to ESL programs. Finally, the video discusses some challenges in the implementation of Bilingual programs.

As you watch, consider: What do you think about the challenges August set forth for implementing Dual Language and Transitional Bilingual Education program models? Have you personally experienced any of them?

Summary

In summary, English as a second language (ESL), Transitional Bilingual Education (TBE), and Dual Language (DL) are the three of the most common program models that exist, especially in the United States. While the TBE and DL program models both fall under the Bilingual category, their goals are quite different since the TBE program's goal is to reach *English* proficiency while the DL program is aimed at promoting proficiency in *both languages*.

As for the ESL approach, the primary goal is to accomplish English proficiency as soon as possible (or proficiency in whatever language students are being immersed in for instruction).

Research shows that both ESL programs and Bilingual programs support children's English skills, but ESL programs yield faster outcomes than Bilingual programs since the latter programs are also supporting the child's native language.

Though there is mixed data, Bilingual programs seem to yield better outcomes in English **as well as** the child's native language. These outcomes usually represent long-term effects rather than short-term.

Think about your own teaching experience and the program where you work. If you are using an ESL approach, what might be your program's purpose for doing so? What are the barriers of implementing a Bilingual program (TBE or DL) in your program specifically?

English as a second language



Transitional bilingual



Dual language

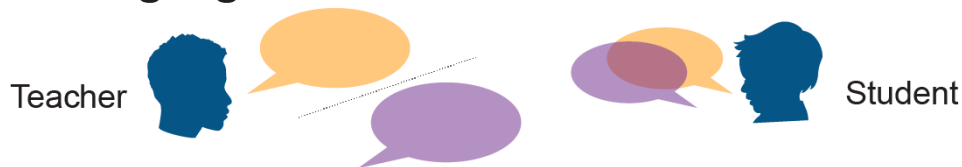


Image credit: EarlyEdU

The video by American Institutes for Research overviewed a few challenges to the implementation of Bilingual programs. In more detail, challenges can include:

- **Policies:** The policies of each state regarding bilingual education have significant implications on funding and the sustainability of bilingual programs.
- **Human resources:** There is currently a shortage of educators in the United States, so finding educators with proper training who are bilingual is even more challenging. There is a limited amount of educators who are bilingual and proficient in the languages that the program wants to utilize.
- **Family preferences:** There is a significant amount of families who strongly prefer their children to become proficient in English rather than supporting proficiency in the family language. While both languages can be successfully supported in Dual Language programs, at the end of the day parents are the ones who decide how they want to their children to learn English. Keep in mind, however, that sometimes families do not even have a choice other than sending their children to an ESL classroom. The point is that families' needs and priorities should always be respected and taken into account when it comes to language instruction, and this is a process that takes time, awareness, and training.

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6: Learning Environments

6-1 Classroom Environments

When we talk about a child's environment, we are talking about the physical and social-emotional characteristics of the environment. Both are crucial to support learning for all students, and this is no different for children who are multilingual learners. Educators can use specific strategies so children who are multilingual learners feel most supported. We will look deeply into these strategies in this session.

First, let's go into more depth about the meaning of both physical and social-emotional environments.

Early learning environments have **physical** characteristics—both tangible and intangible. Tangible components might include learning spaces, print materials, and learning objects like technology devices or toys. Intangible components can include routines or behavioral expectations.

The early childhood learning environment also has a **social-emotional** component. The adult-child relationship is one of the most important social-emotional pieces. It makes a classroom welcoming and safe for children. Children who feel safe and supported in their environments feel safer to explore their surroundings and recover faster from setbacks.

Peer interactions that occur in the classroom are also part of the social environment.

More than four decades of research indicates how important early experiences and environments are to the growth and development of young children. Therefore, it is crucial that the physical and social-emotional aspects of each learning environment reflect the different cultures of each and every student so everyone feels welcome and accepted.

Think about early learning environments you created or were a part of. How can educators create high-quality early learning environments, and why do they matter? Consider both physical and social-emotional characteristics.

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6-2 Strategies for Physical Environment

Now we'll move on to specific strategies you can use to create a high-quality early learning environment.

Relevant Cultural Materials and Artifacts

Welcoming and supportive physical environments are structured and intentionally mindful of children's cultures. Early learning artifacts reflect not just diversity, but also the actual culture of the children in the room.

Again, families are integral because they help build upon their home language and culture as their child learns new languages. Families can let educators know when *cultural artifacts* they place in their classrooms do not accurately reflect their culture.

Provide **culturally diverse books** in English and in children's home languages. For books in different languages, ask parents to donate books from home. Diverse cultural community centers and organizations, such as religious groups or clubs, could also be good resources for books in a variety of languages.

In addition, educators can incorporate **culturally-diverse toys**. For instance, the first picture shows musical instruments and other artifacts from a Native American culture. The second picture shows a doll who uses a walker. The third picture shows a stuffed bear who uses a wheelchair.



What examples can you share from your own early learning setting of relevant cultural materials and artifacts? Name the artifact and other characteristics such as where it comes from, who uses it, and when.

In the picture below, you can see how an educator who is part of the American Indian and Alaska Native Salish language immersion program set up her dramatic play area in a culturally relevant way. It has room for the educator and children to drum around a pretend fire.



Why is it important to have these musical instruments available to play around the fire? Name similar or different examples from other cultures.

Educators also could use **culturally diverse toys** as tools for pretend play, such as costumes or play food items. The picture on the left shows articles of Native American clothing and accessories, which children can use during pretend play. The picture on the right shows sushi food items.



How could an educator incorporate culture into everyday materials they use in their learning setting? For instance, think about posters, art supplies, puppets, or math manipulatives.

In addition to relevant cultural materials and artifacts, a **sense of belonging and acceptance** is nurtured both through caring and responsive adult-child relationships and by identification with different cultural reference points. For example, children who are multilingual learners connect when they hear a peer or adult in the classroom speak their language(s).

They gain a sense of belonging when they see a traditional activity from their culture discussed in a book or during circle time. A sense of belonging can boost children's self-esteem and confidence and motivate them to learn.

Using visuals is a great way to create a supportive environment for children who are multilingual learners, and for all children in class. Pictures can help children remember and understand concepts better. Visuals with short descriptions in the classroom language help children describe and understand single words. For more complicated words and sentences, such as instructions, coupling pictures with print in the child's primary language helps, too. Remember that supporting children's home language also facilitates their English language acquisition.

Labels in English and in children's home language can be made for high-frequency words or words more commonly used in the classroom. Instructions and classroom rules should also be provided in the children's home language(s).

Printed labels should be:

- Clear and concise,
- At children's eye level,
- In a large font, and
- Color-coded for each language.

Classroom Rules and Expectations

Young children who are multilingual learners benefit from having classroom rules and expectations explained to them in their home languages so they know how to interact and learn. When they clearly understand the rules and expectations, their environment is more predictable, and they feel safer and more comfortable.

When a language barrier impedes children's understanding of the rules and behavioral expectations, they can grow anxious. If children feel excessive anxiety because they don't understand the rules, they are more likely to shut down, withdraw, or act out.

These three images are an example of educators who made the classroom more predictable by making the rules explicit and accessible to children who are multilingual learners. They paired print with visuals and provided the information in children's home language, in this case Spanish.



Here are other examples educators created for routines, such as nap time and mealtime. They paired visual pictures with written text.



Educators can provide instructions and steps for the most common activities in their class, such as hand washing. Sometimes, these sets of instructions are already available online to download and post in the classroom.

Watch this [brief video](#) (0:26) showing activity instructions in an early learning environment. As you watch, consider how this is effective for all children, especially children who are multilingual learners.

Cultural Expectations

In addition to increasing predictability, here are some other questions to consider making the early learning environment as familiar, welcoming, and supportive as possible.

- Is it respectful for children to look adults in the eye?
- What kinds of food do children eat and who feeds them?
- What are the expectations about girls and boys playing together?
- How are babies swaddled?

At times, a family's cultural expectations for their child's early learning experiences may conflict with established program procedures or constraints. Can you think of a situation where this could happen? What would you do?

Part of feeling safe, wanted, and confident in a learning environment is to see one's self reflected in that environment. That's why it is important for children who are multilingual learners to see, hear, feel, and taste familiar aspects of their home life and language in their new learning environments.

As mentioned earlier, feeling safe also has to do with keeping the classroom consistent and predictable so children who are multilingual learners with lower English proficiency can anticipate what is coming and what is expected of them.

Not only should children see artifacts from their home cultures in the classroom, but also it is most important for each child to feel that their home culture and language is valued.

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6-3 Social-Emotional Environment

Now let's consider important social-emotional components of a high-quality early learning environment.

Strategies

Learn a Few Words in the Child's Language(s). Remember that supportive adults make children feel safe. You can learn a few common words, such as “hello” and “thank you” in a child's home language(s). Learning these simple words conveys to the child that you care about them and that you know a bit about their families' cultural background.

Remain Supportive When Children Struggle. In every early learning environment, children will have moments where they struggle. In particular, children who are multilingual learners have extra barriers to overcome as they navigate day-to-day activities in more than one language. When children struggle, stay present. Listen carefully and validate the child's feelings. Discuss possible solutions or engage children in activities that help them relax.

Engage in Reciprocal Conversations. Children who are multilingual learners will feel most valued and able to participate in the classroom when adults truly listen and show interest in what they are doing and saying. Adults can help children label their feelings, ask open-ended questions, give suggestions, and encourage choice and rule-making.

Provide Opportunities for Peer Interaction. Educators should also provide opportunities for peer interaction and allow children to help one another, when appropriate. Opportunities for peer interaction can include:

- Pretend play
- Centers
- Group reading time
- Outdoor play

Invite Families to Help. As we learned previously, families of children who are multilingual learners are integral to the successful education of their children, and they play an important role in helping them feel safe and valued. Educators can involve families in the classroom by asking them to volunteer to assist or deliver any kind of activity they feel comfortable with.

Watch this [video](#) (3:39) featuring Dr. Lilian Duran, who talks about setting up a supportive classroom environment. As you watch, identify which strategies she mentioned that create a supportive *physical* environment and those that support the *social-emotional* environment. Did she mention any strategies we haven't covered?

Is my Early Learning Environment Supportive?

Some of you may already be using a measure that assesses the quality of your early learning environment (physical and social) for all children. However, it may not take into account the unique needs of children who are multilingual learners.

The Education Development Center has developed a [checklist](#) to evaluate the quality of early learning environments when it comes to supporting emergent bilingual children. It is available in English, Spanish, and Chinese. Feel free to use it to assess the quality of your early learning setting for children who are multilingual learners.

The links below provide access to other resources for creating a high-quality early learning environment that you might want to explore.

- “Colours of us” website: [Multicultural Children’s Books for Preschool](#)
- Anti-Defamation League: [Children’s Literature](#)

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7: The Big Five

7-1 Background Knowledge

Background knowledge is the wealth of knowledge children gain and formulate through all their experiences. They bring background knowledge into the classroom from their daily experiences within their homes and communities. Children develop background knowledge in one or more languages, and it transfers back and forth. Background knowledge helps children organize, compare, contrast, and categorize new knowledge and vocabulary.

For example, many children know how to wash their hands, play with a ball, or turn on a television. This is background knowledge.

Background knowledge also includes what children know about cultural traditions. For example, many children know from their own cultures how to greet elders, how to behave in public, and how to address adults.

Children who are multilingual learners have a variety of experiences depending on their family's culture, language/s, social class, religion, emigration experiences, etc. Also, children with disabilities who are multilingual learners may develop unique types of knowledge and understandings based on their experiences with various physical, cognitive, or linguistic challenges. With more interactions, exposure, and experiences, children are increasingly able to recognize and reflect upon aspects of different environments.

Children who are multilingual learners bring various funds of knowledge that help all children increase their background knowledge.

We need to draw from the knowledge and ideas children have acquired or developed in their home languages and home experiences to connect them to the classroom. Connecting new information with familiar knowledge aids learning.

Collage of Ideas

Now, let's build a Collage of Ideas. Attached is the handout [*Puzzle Pieces*](#) where there are shapes you can cut out.

This activity will help you practice building background knowledge in your own classrooms through language development. You will work to brainstorm a new, interesting experience to introduce to your students. Think about ways to support language development with this experience around which you're building background knowledge.

Consider that you have at least six children who are multilingual learners. One of the children has motor difficulties, as well as mild language delays in both their home language and

in English. Also consider that the children may not all speak the same language. Complete the puzzle pieces from the handout to form a collage.

List which words, songs, books, etc. you plan to use to help all the children develop background knowledge by participating in the interesting experience. Call out specific details about curriculum modifications you can use to individualize teaching for children who may need more support. Read through the tips and examples provided by the National Center on Early Childhood Development, Teaching, and Learning in their [Background Knowledge supplement](#) to learn more about curriculum modifications.

For example, an interesting experience might be watching snails eat. What would children need to know or learn to actively engage in such an activity? What language is associated with this experience? (i.e. What is a snail? What do they eat? How do they eat? Where do they live? How do they get food? What happens when they eat?)

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7-2 Vocabulary Development



Vocabulary is knowing the meanings of words for things, feelings, concepts, and ideas. Background knowledge, as we talked about previously, facilitates the development of vocabulary.

One way to encourage children's vocabulary development is to teach it explicitly using a multimodal approach.

Using strategies such as movement and realia (using concrete objects and materials) helps children latch on to and remember new

vocabulary.

For children with disabilities who are multilingual learners, two approaches that have been successfully implemented by a variety of professionals and family members to increase oral language and vocabulary skills are Shared Interactive Book Reading (SIBR) and Enhanced Milieu Teaching (EMT).

- **Shared Interactive Book Reading (SIBR)** is an evidence-based practice where adults use child-centered language facilitation strategies—such as making comments on what a child is interested in, asking questions, and expanding on what the child says—while reading books with children.
- **Enhanced Milieu Teaching (EMT)** is a naturalistic, play-based method where adults typically follow a child's lead and respond to the child's communication efforts by providing differing levels of instructional support, such as time delays, open-ended questions, choice questions, and directly asking a child to repeat a model.
- Learn more about these strategies in the [Big 5 Vocabulary Supplement](#) by the National Center on Early Childhood Development, Teaching, and Learning.

Watch this [video interview](#) (5:37) with an educator who teaches at a Salish Language Immersion program as she describes how she uses gestures and realia to teach vocabulary.

Now it's time to watch a [video](#) (create an account to watch) of vocabulary development in action. As you watch, think about the following questions:

- How does Ms. Ngan teach vocabulary in a variety of different ways?
- What strategies does Ms. Ngan use to engage students in the read aloud?
- How does incorporating movement help students learn vocabulary?

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7-3 Phonological Awareness

Another one of the *Big Five* foundations to early literacy development is phonological awareness.

A Broad Spectrum

Here is the definition of *phonological awareness*: “Phonological awareness refers to the whole spectrum from beginning awareness of speech sounds and rhythms to rhyme awareness and sound similarities and, at the highest level, awareness of syllables or phonemes. Phonemes are the smallest units in speech.”

How would you re-state this definition in your own words?

The ear is a powerful tool. It helps people understand words and sentences and allows them to receive and process individual sounds. By teaching children about the beginnings and ends of words, educators pave the way toward literacy. Many skills contribute to phonological awareness. It’s best for early childhood educators to focus on teaching segmenting and blending because these skills apply to other areas of phonological awareness. Draw attention to initial sounds (*onsets*) and word endings (*rimes*).

Educators should give pre-kindergarten children as much language input as possible to show them the individual sounds in the words that make up a language. Then, children will learn to manipulate those sounds in their language. As elementary school students, they will learn how to manipulate them to create and read written words.

Phonological awareness is a listening skill. Think about a phone as something you can talk and listen with (unlike phonics, which is the relation between letters and sounds.)

Phonological Awareness in Children Who are Multilingual learners

Children hearing Spanish and other phonetic languages tend to develop phonological awareness naturally. They need more targeted instruction to develop those listening skills in English.

Additionally, children with disabilities who are multilingual learners can learn phonological awareness skills in multiple languages but are more likely to have difficulty generalizing skills from one language to another without explicit and systematic instruction in both the home language and in English.

Small group or individual intensive instruction is a promising approach to improving phonological awareness skills for preschool children with disabilities. Explicit instruction is typically led by an adult who chooses materials, models correct answers, and provides feedback on children's responses. Children are taught an easier skill before moving on to learn a more challenging one and tasks are broken down into smaller skills as needed. Learn more about individualizing instruction in the [Big 5 Phonological Awareness Supplement](#) by the National Center on Early Childhood Development, Teaching, and Learning.

Early language skills in the home language transfer to and help children develop the same skills in another language. Educators must work on phonological awareness in both the classroom and the home languages.

Some languages use sounds that don't appear in English, and vice versa. This might make it difficult for young children to hear and use certain sounds; early exposure to various languages helps.

Working on phonological awareness for 10-15 minutes a day can make a dramatic difference in children's awareness. That doesn't mean that you sit down with the children and drill them on word sounds. It just points out how little time is needed with word segmentation, rhyming, and other activities that enhance phonological awareness.

Phonological awareness activities can happen throughout the day, during transition activities (Example: "One two three, come along to me" What two words rhyme?), routines, and play.

Strategies to support phonological awareness in the learning setting

Songs, Poems, and Recordings



Image credit: EarlyEdU

Having many different sounds for children to hear and identify can enhance their phonological awareness. Educators should provide children with a listening center, where songs, poems, and recordings are available. Ask families to record songs and word games they use in their language and culture so children can listen to those at school.

Activities like this would work on the earlier phonological awareness skills – listening and rhyming. They might also draw children's attention to the initial sounds of words.

Rhyming Books



Image credit: EarlyEDU

Share rhyming books with young children who are multilingual learners to work on phonological awareness in English. This also helps children work on vocabulary, alphabet knowledge, and print concepts. Nursery rhymes have been used successfully to promote early phonological and print-related skills in young children with different kinds of disabilities, including vision impairment, hearing impairment, developmental disabilities, physical disabilities, and language delays. Rhyming experiences are enjoyable activities and provide

critical communication skills such as joint attention and turn taking.

Games

Playing a brief game with children is another way to enhance their phonological awareness. For example, say, *I'm thinking of words that begin with the sound, "K." This sound might be made by a K or a C.* You or a child could reach into a *sound box* and find objects or pictures that start with the "K" sound. You should also point out any children's names that start with that sound.

Video: Matching Game (1:00)

Here's an [example](#) of an educator playing a matching game with children. As you watch the video, think about how the educator is building children's phonological awareness. Also think about your own practice—have you done similar activities?

Literacy Kits



Image credit: EarlyEDU

As another example of fun and meaningful activities to enhance phonological awareness, a Head Start educator made *literacy kits* for families to borrow.

One of the activities in these kits was a matching game. The kit included pages with letters written across the top and a book. Children and families would use the letters to match words in the book that started with the sound represented by those letters.

Educators or families could make these kits with photos and toys that represent words in

each family's home language.

Other Tips to Support Phonological Awareness

Children who are multilingual learners may have phonological awareness in their home language, but it may not be apparent to educators who speak only English.

Speech sounds in a child's first language may differ from speech sounds in English, especially sounds that are very subtly different (for example, *pen* and *pin*). Also, some speech sounds in English are not part of other languages, so children may not have had a lot of early exposure to some sounds. Children often use the closest sound from their native language when they pronounce words in English.

Here are some tips when it comes to working with children who are learning more than one language:

- Recognize children's ability in their first language.
- Focus on words children already know.
- Remember that spoken sounds vary from speaker to speaker.
- Accept approximations as children build skills.

Everyone pronounces sounds uniquely, so encourage children to attempt sounds that are not part of their home language.

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7-4 Alphabet Knowledge

The fourth early literacy component is alphabet knowledge, also known as letter knowledge.

Knowing the alphabet is one of the *Big Five* predictors of, and necessary skills for, the development of reading and writing. It consists of two parts: **recognizing** and **writing** letters. For children who are multilingual learners, educators must make sure they have access to their home language's form of written expression both at home and school. Using the alphabet for writing, not just copying letters, helps young children focus on the function and form of the alphabet.

How were you taught letters of the alphabet as a child? How have you taught it?

Early Indicators of Alphabet Knowledge

Languages use a multitude of ways to capture thoughts, words, and ideas. Many languages value oral language; others value written language.

English, for example, heavily values written forms of communication. Educators need to consider this when working with children who are multilingual learners, especially to recognize that such children may speak a language that values oral forms of communication.

Children show they can distinguish the special characteristics of print communication, apart from pictures, when they can:

- Differentiate shapes, colors, and sounds.
- Sing parts of the alphabet song.
- Become familiar with letter sounds.
- Identify distinguishing features of letters.
- Recognize that the alphabet has a certain order.
- Realize letters are written down in a certain direction.

Fostering Children's Alphabet Knowledge

The National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA) stress that meaningful and fun activities best enhance children's alphabet knowledge.

Memorizing letters is neither fun nor meaningful, and consequently doesn't teach children to read.

Letter recognition

Start letter recognition with words familiar and meaningful to children, like their names! Where do you have children's names in your classroom? For example, one teacher puts names on objects that are related to each learning center. She put children's names on paint stirrers in the art center and on rulers in the math center.

Think about using puzzles in your classroom. How could you make puzzles out of children's names for them to play with at centers?

Video: Using Names During Circle Time

Here's an [example](#) (1:27) of an educator dismissing children from circle time to centers. As you watch the video, think about ways the educator is increasing children's alphabet knowledge. Have you used similar strategies in your own early learning setting?

Alphabet Toys and Books

Many alphabet toys and books can be placed in relevant and accessible locations around children's learning environments both at school and at home. Include all the languages the children speak. For children who may need more support, consider having children work in small groups so peers, siblings, or friends can play together with alphabet toys and books.

If toys aren't available in a child's home language, teachers can partner with families to make similar ones using the letters or characters of their language. Again, represent all languages children in the classroom speak. This causes children to feel more welcome, comfortable, confident, and included.

How have you, or can you, incorporate alphabet toys in your own classroom?

Letters

In addition to alphabet toys, you can display letters for children to reference and manipulate throughout the classroom. In this classroom letters are readily available near the writing center. Consider using glue and fabrics to create tactile images and letters children can feel and trace with their fingers. You can use tactile picture books and create labels in Braille.



In this set-up, letters are always available to point out when talking with children.

Early Alphabet Knowledge

Early alphabet knowledge is also closely related to writing. Look at these examples of a child's early writing.

The example on the left was obtained early in the school year and the sample on the right after the winter holidays.



- What does this child know about the alphabet?
- What does the child know about literacy? How do you know?
- How might this child have learned about the alphabet and literacy?

If you see a child who is a multilingual learner creating letter-like forms and scribbling, make sure you share it with the child's family. They may recognize letters and words in their language, so then the child's home language skills can be documented and built upon in the classroom.

Writing Centers

Because of the close connection between writing and alphabet knowledge, early education centers can benefit by adding writing centers as one of the daily choices in the classroom. For example, educators can place a booklet of the children's pictures with their names and a booklet of words that are targets in the current theme-based curriculum at the writing center.

For children who may need additional support, consider using adaptive seating or positioning to make sure they are comfortable and stable when drawing or writing. Use tape or Velcro to stabilize paper. Make writing tools easier to manipulate. Add large foam grips or wrap masking tape around crayons, markers, and brushes so they're easier to hold. Use letter stamps or magnetic letters.

Infants and toddlers should also have access to non-toxic drawing and writing instruments so they can explore them through their senses and learn to make marks with them.

Crayons and markers can be placed in clothes pins that have been hot-glued on the sides of toys for fun and function so that children can easily access them and write whenever they feel inspired.

Creating Writing Experiences

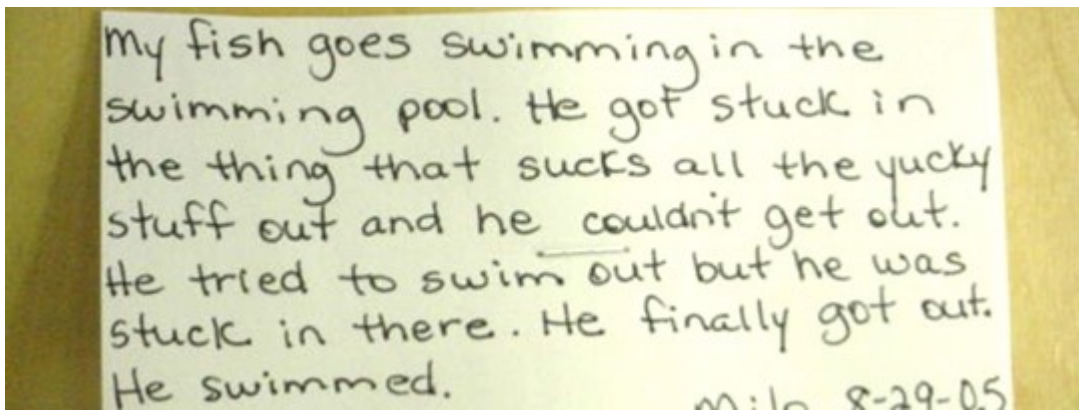
Any experience can become a writing experience. In addition to self-talk, the educator can *self-write* their words. They can also capture children's thoughts and expressions in writing, usually in large enough print so the child can see the letters being formed into words. This technique is known as a *language experience approach*. Again, language experience approaches must be engaged in both home and classroom languages.

When using a language experience approach in children's home languages, parents, caregivers and educators can incorporate children's funds of knowledge. For instance, languages such as Arabic, Kurdish, Hebrew, and Urdu read from right to left. Languages such as Chinese, Japanese, and Korean are flexible in the direction they are read.

Additionally, adults at home and school can model for children using writing for real purposes like sending notes, writing reminders, making lists, or journaling.

Recording a Child's Thoughts

Here, a teacher modeled writing by recording a child's thoughts on a topic. This is a great example of a child's perspective and the nature of their explanations.



“My fish goes swimming in the swimming pool. He got stuck in the thing that sucks all the yucky stuff out and he couldn’t get out. He tried to swim out but he was stuck in there. He finally got out. He swammed [sic].”

This is another example of modeling writing. The child wrote his name on this picture and the teacher recorded his verbal description by writing, “See stars. I am happy. I made me with a shirt red.”



This is also an opportunity for teachers to collaborate with parents or caregivers to practice writing the same text in the child’s home language(s).

Writing to Make Center Choices

Here is an example of encouraging children’s alphabet knowledge through writing when it comes to center choices. Ask children to write their name beside their choice of centers. It’s helpful for children to see their names, but they learn even more when they get to write it and think about the letter names and shapes.



When a center is full, you can also ask children to write their names on waiting lists. Giving children many opportunities to see and write their names throughout the day will help them develop alphabet knowledge in fun and meaningful ways!

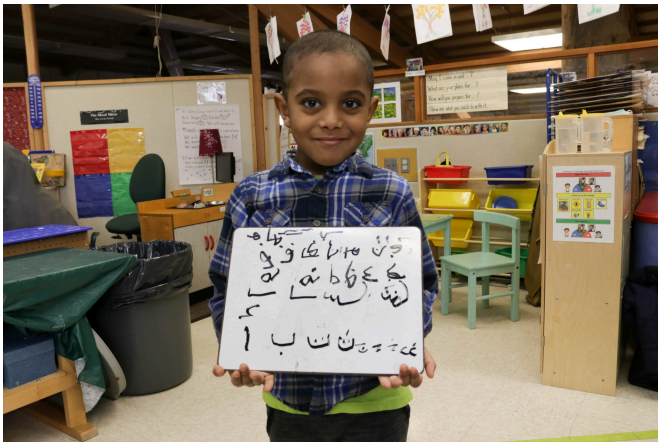
What do you think about the idea of giving children an opportunity to write their names on a list at different centers to indicate they want a turn?

Display and Talk About Children's Writing

Display children's writing and drawing. Read to the whole class the stories children wrote, or have the children read to each other and act out stories they wrote. Looking at children's writing over time helps educators see their progress in alphabet knowledge and other foundations of literacy.



Encourage children to write in their home language so they feel welcome and learn that their language is equally as valuable as English. This is crucial.



This picture shows a child who practiced writing in Arabic on a whiteboard (look at how proud he feels!).

On your own, brainstorm even more ideas to use in your own classroom. Jot down activity ideas to help children develop alphabet knowledge.

Think about your program. Are there helpful activities your program already does? How about in your own schooling? Have you observed another educator engaging in an activity you liked? How about

activities you learned from home and/or community spaces?

Individualized Support

Some children may need more systematic learning opportunities to help them learn print-related skills. Read the [Big 5 Supplement about Alphabet Knowledge and Early Writing](#) by the National Center on Early Childhood Development, Teaching, and Learning to learn more about embedded teaching and intensive individualized teaching for children with disabilities who are multilingual learners.

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7-5 Print Awareness

This section is the final early literacy component on our list: Print awareness. Print awareness consists of book knowledge and print concepts.

What is Shared Reading?

All children, including children with disabilities who are multilingual learners, benefit from high-quality literacy instruction designed to promote print concepts and book knowledge. To enhance print awareness, adults can share books with children who are multilingual learners. We call this *shared reading*.

Shared reading emphasizes the interaction between the adult and the child. The adult can read each page, make comments, ask questions, and wait for the child to respond and/or initiate conversations.

Why is Shared Reading Important?

Sharing books and stories with children helps develop their oral and written language abilities, which are foundational to later academic success. According to Monique Senechal, Jo-Anne Lefevre, Eleanor Thomas, and Karen Daley (1998), shared reading accounts for at least 10% of the variance in children's primary grade reading and language achievement. Through book sharing, adults can model appropriate syntax used for different purposes and teach vocabulary words in context.

While shared reading is important, many children with disabilities tend to show less interest in print than other children and are less likely to want book interactions with adults. Effective interventions to promote book knowledge and print concepts with young children with disabilities who are multilingual learners require a combination of meaningful, child-centered activities and adult-directed explicit instruction. Read the [Big 5 Book Knowledge and Print Concepts Supplement](#) by the National Center on Early Childhood Development, Teaching, and Learning to learn more.

Shared Reading Process

During shared reading, the adult must be responsive to the child. They should promote interactions by seeing what they can get the child to say and how they can respond to the child's comments and questions.

Adults can model language by using self-talk and parallel talk to describe their own thoughts and comment on what the child seems to be engaged in on each page, especially if the child is not saying much. This may be the case the first several times an educator shares a book with a child, especially if they are not reading in the child's home language.

For children with disabilities who are multilingual learners, education staff can use verbal and nonverbal cues to direct children's attention to print concepts that are embedded into book reading interactions, such as asking questions about print, making comments about print, and pointing to and tracking print.

Education staff can also make adaptations and individualize practices to promote children's participation when sharing stories and interacting with books and print. For example, they can use strategies such as visual supports, modeling, and prompts to teach story structure.

Children who are multilingual learners participate in storybook reading in different ways. Their interest and familiarity with the story and their receptive and expressive language abilities affects how they interact with the story's ideas, concepts, and vocabulary.

As we have discussed throughout this course, children who are multilingual learners may not be as communicative during initial book sharing. That is why it is important to read books several times and introduce books in a child's home language whenever possible.

Video: Sharing a Book

Watch this [video](#) (1:18) of an educator sharing a book with two children. As you watch, identify ways in which the educator is interacting in a child-oriented way to support language development.

Effective Shared Reading Tips

Shared reading can be done effectively in groups of two or three children so that each child can see the pictures and print and manipulate the pages. Again, the emphasis during shared reading of a storybook is the social interaction, e.g., the enjoyment and conversation between children and the adult.

For children who may need more support, consider curriculum modifications such as using books with different textures, including large, high-contrast print and Braille for children with low vision. Use assistive technologies and multimedia digital texts that can be easily modified by font, size, and color. Add tabs to make book pages easier to turn for children with motor difficulties. Make sure you have a reading area that offers comfortable, supportive seating for children with physical disabilities and is easily accessible to wheelchair users.

Culturally Sustaining Practices

Here are some tips on choosing appropriate children's books that are written in the child's home language. Be sure that the books are not stereotypical or offensive in any way to a child and his family.

- Content and illustrations should provide authentic representations of the culture.

- Avoid books with illustrations or storylines that reinforce stereotypes or make certain groups seem foolish or disrespected.
- Form a committee of multilingual staff, families, and volunteers to select and evaluate books in unfamiliar languages or cultures.

Provide many books by authors of color and authors from other historically and currently systemically oppressed groups (i.e. women, LGBTQ, non-English speakers, etc).

Work with each child's family to write down their stories and find children's books written in their home languages. The handout available for this lesson, [*Selecting Culturally Appropriate Books*](#), offers resources for finding books written in multiple languages.

Partner with Families

Here are more ways educators can partner with families to expand both classroom and home libraries and access to literacy experiences in children's home languages:

- Work with families to select books and materials for a lending library. Allow them to borrow and use the materials to build their child's home language and literacy skills.
- Have wordless books that include pictures of familiar objects and of people who look like members of the family available. Share the idea with families that using wordless books allows them to tell their own stories about the pictures.
- Collaborate with families to expand literacy experiences they are already fostering with their children to develop their home language. Suggest new ways they can use books and tell stories. For example, acting out a story with dolls or through pantomime.
- Work with families to find a well-lit, cozy area in the home where children can access and read books

Making books with families in their own languages is an excellent way to increase access to appropriate printed materials at home and at school.

- Work with families to identify community sources for books in their home language, such as libraries, ethnic markets, and cultural organizations.
- Offer a workshop or family fun night for families to learn ways to create their own books when few or no books are readily available in their home language.
- Provide space and other support so small groups of families who speak the same language can talk about books, stories, and other literacy experiences they can do with their children at home.

Using Books in Various Languages

Each of you may have several languages spoken in your early childhood programs, requiring help to be able to share books written in these languages with each child. This is just another example of why it is essential to partner with families and community members.

Invite family members or volunteers to read home language books and discuss them with children in small groups.

Offer training to support family members and volunteers to help them learn more about discussing books using shared reading techniques.

Vocabulary and the Home Language

Educators can also learn the key vocabulary words they are targeting in the home language used in a storybook to help make the transfer to classroom language. Using a book's pictures and props associated with the story can also help educators share books in different languages.

In sum, learn a few key words in the book to highlight the content and use questions, props, and pictures to enhance your communication about the content with the children.

You can also learn words in the children's home languages by practicing with books that have familiar stories.

Additionally, you can try using bilingual books—those with English words and words from another language. Bilingual books help us understand books written in other languages, but remember, **it is more effective to read and share a book in just one language at a time.**

Using the Planned Language Approach with Infants and Toddlers

When we think about the components of the Planned Language Approach (background knowledge, alphabet knowledge, phonological awareness, print awareness, vocabulary development), it's often in the context of preschool students who are rapidly developing early literacy skills.

In what ways can the Planned Language Approach directly apply to educators who care for infants and toddlers?

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8: Screening and Assessment

8-1 Overview of Screening and Assessment

This section covers the goals and differences between screening and assessment before delving more deeply into each component. It's important to understand what each term means so you can apply it to the different contexts throughout the session.

Head Start provides a model for how to most appropriately screen and assess young children who are multilingual learners. Before, or shortly after, a child enters an early childhood classroom, many programs require a *screening* tool to be administered that determines a child's beginning developmental abilities. Screening is an *initial step* in understanding a child's abilities.

Programs also usually require ongoing formative assessment, which may involve the observation and documentation of a child's language and other behaviors. Ongoing assessment helps us know how much a child is learning and how they learn best. We use this information to help each child learn as much as possible.

Finally, if screening or ongoing formative assessment results suggest a child may not be developing as expected, we refer the child's family for an in-depth formal evaluation, or *assessment*, of the child's development. The results of a formal evaluation may be used to obtain additional supports, such as special education services, for the child.

Broad versus Specific

You could also think of screening and assessment as broad versus specific processes. *Screening* is usually done broadly with all children. A formal *assessment* is usually done specifically with children who have been identified as having some potential difficulties or delays, including children who are both monolingual and multilingual.

Pay attention to the screening and assessment of children who are multilingual learners. Most developmental measures consider only what is typical for monolingual English-speaking children. So, comparing children who are multilingual learners with children who speak only English could lead to false conclusions.

Dr. Linda Espinosa, retired professor of early childhood education at the University of Missouri, talks about the assessment tools used with children who are multilingual learners. As you watch this [video](#) (1:42), think about what Dr. Espinosa says about flaws in current standardized assessments. Also, think about the meaning of the phrase “tentative hypotheses.”

- When is it okay to make “tentative hypotheses?”

- According to Dr. Espinosa, what is flawed with the current standardized assessment measures?
- What does Dr. Espinosa suggest as an alternative procedure?

Language Delay Misconception

Also, consider some misconceptions when discussing the screening and assessment results of children who are multilingual learners. One of them is the misconception that learning two languages can cause language delay. This misconception often arises when only the words a child knows in one language are counted and compared against milestones versus all the words the child knows in *both* languages. Research studies conducted on bilingual children suggest that learning two languages does not cause language delay.

If a language delay is present, it will manifest in both languages. If language delay is suspected in only one language, chances are that the perceived language differences are resulting from limited proficiency in one of the languages.

When a language delay is present, the symptoms will be the same for bilingual and monolingual children. These symptoms are common language and communication milestones, but they are not exhaustive, nor should they be taken as the sole reference for language delay screening. These milestones, in combination with other sources of information and measures, should be able to clarify and help the clinician determine whether a language delay is present.

They include:

- No babble by 7 months
- No gestures by 12 months
- No words by 16 months
- Fewer than 50 words (counting both languages) by age 2
- Not producing sentences by ages 3 to 4

Note: If a child is producing sentences, it's okay if they mix two languages at the same time. Think specifically about children who are multilingual learners.

What are some potential causes of concerning screening results for a child who is a multilingual learner? As an educator, what steps might you take to address your concerns?

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8-2 Screening

Now let's dig in deeper to understand the screening process.

Screenings are conducted to identify children who may need formal evaluation to determine their risk for health, sensory, cognitive, motor, language, or social-emotional delays. When a child's screening results indicate that a formal evaluation is appropriate, the disabilities coordinator, classroom teacher, and other personnel are required to arrange for further formal evaluation to determine whether the child has a disability. Initial screening data also sets the stage for where to begin.

A screening tool often has a few tasks for a child to complete and questions to answer in each developmental domain. Typically, a screening lasts less than an hour. Therefore, it yields an initial snapshot of a child's developmental abilities. It provides a place to begin building on a child's understanding and ability. It identifies where educators may need to observe further.

It is important to learn from the start if a child can see and hear, so all developmental screening should include assessment of these sensory abilities. Give the child instructions in their dominant language to be sure this assessment produces a valid picture of a child's vision and hearing—not influenced by the child's inability to follow directions.

Successful screening is an initial process to:

- Identify children in need of diagnostic evaluation, specialized services, or individualized instruction.
- Understand and extend children's learning and development.
- Collaborate with families and share information about their children's development.

Many early childhood programs have screening requirements. For example, Head Start programs require screening in all developmental areas within 45 calendar days of the child's entry into the program to identify any potential concerns. The federal government emphasizes the need to complete screenings and assessments in a child's home language to prevent misleading conclusions during assessment.

The video, [Early Childhood Screening](#) (3:34), shows an example of a general screening at a program in Minnesota, which typically includes vision, hearing, and developmental domains, such as language, cognitive, social-emotional, and motor skills. This screening, as

described in the video, helps identify any potential difficulties before children enter kindergarten so they can receive support. As you watch the screening process being described, think about what supports should be built in for students who are multilingual learners and their families.

Using what you've learned so far, what supports do you think should be built in to the screening process to support children who are multilingual learners and their families?

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8-3 Assessment

Assessment is a more comprehensive process. An assessor examines all or some developmental areas to determine what children do well and how they might need help.

An assessment occurs in multiple phases. Educators and evaluators do not automatically conduct a formal evaluation at the first hint of a concern. The Head Start Program Performance Standards define assessment as a three-part process:

- Screening
- Ongoing (developmental) assessment
- Formal evaluation

An assessment should detail a child's strengths and struggles; it should use a wide range of data to recommend how best to serve them.

Reasons for Assessment

There are five reasons why educators may want to conduct an assessment.

1. **Establish baseline function**, which can include various developmental domains (e.g. expressive/ receptive language, vocabulary, etc.)
2. **Identify areas of strength and areas of need**. In order to identify these areas, we need to be able to describe strengths and weaknesses relative to the developmental sequence for children of similar age and socio-cultural conditions. Therefore, we need to compare the performance of children who are multilingual learners with the performance of other children who are multilingual learners in similar developmental and socio-cultural environments. To identify an area of weakness, we need to be able to determine if a lack of particular skills is impacting the child's daily activities (family life, school, social well-being). This will also help us understand the degree or severity of the impairment.
3. **Examine functional performance** across:
 - Both languages
 - Different settings (home, school, community, etc.)

- Communication partners (parents, child care providers, family members), as these communication partners may interact with the child in different languages
 - Comfort levels (with familiar vs. unfamiliar people)
 - Time of day (early morning vs. afternoon)
4. **Establish goals for instruction/intervention.** The assessment should yield information that is based on functional and developmental outcomes.
 5. **Measure change** that results from instruction or intervention. This information could help us best determine:
 - Whether the goals or objectives implemented in the instruction or intervention have been met.
 - When to change or modify goals.
 - When to dismiss potential concerns.

Developmentally appropriate Approaches

To be most useful, assessments should include tasks and questions that are developmentally appropriate, meaning they should match what a child can typically do and understand at their age.

Young children, especially multilingual learners, show a range of receptive and expressive linguistic behaviors on any given day. Children may seem to understand and express more when they are more interested or familiar with the topic. Therefore, it is useful to note each child's responsiveness and expressive use of language during daily activities, including play.

Observing and documenting how a child understands and uses language is a fine art. Educators need ongoing training to refine that art.

Educators should talk with family members about a child's interests and how they learn best. With this knowledge, they can compare and confirm what they have observed and documented in class.

Assessment approaches of children who are MLLs should:

- **Assess all languages.** Many children who are MLLs have language and conceptual knowledge across all the languages they use.
- **Account for context-specific vocabulary,** such as home and school vocabulary. A child may not learn school vocabulary items (colors, shapes, classroom items) at home or home vocabulary items (furniture, rooms, kinship terms, culturally specific foods, certain games) at school.
- **Consider the impact of the first language on how children speak the second language.** For example, speakers of some varieties of Spanish delete the final consonant in words, and they may initially use that sound pattern in English. Educators should ask themselves whether this difference is a disorder, OR as in this case, it is a

result of the influence of Spanish on speaking English. Therefore, we would not consider this to be a *disorder* but a *difference* (in this case, an *accent*).

- Educators also need to be aware that differences in language performance may not be due a language disorder but instead may result from **different levels of exposure and experience in various languages**. This shows the expectations educators may have regarding children who are MLLs. For instance, some may expect that children who are bilingual are equally proficient in both languages (known as balanced bilinguals), but being equally proficient in both languages is actually **rare**. Remember that all language development is dynamic, especially for children who are multilingual learners, as they are exposed to and use different “amounts” of other languages.

Data sources

Educators need to gather multiple sources of data when assessing multilingual learners, especially when looking at their language development in the home language and in the primary language of their group care and education setting.

Families

Again, families are key sources of information about how much and how often a child is exposed to different languages. Educators cannot assume that a child has not been exposed to English just because the primary language in their home is not English. If a child has had rich exposure to their home language, they have a strong foundation of linguistic systems on which to develop subsequent languages. Ongoing communication with families helps educators know what and how a child is learning at home. Educators can use this information in everyday instructional planning and implementation in the classroom.

Ongoing observation notes help educators see a child’s progress and interests.

- Which vocabulary words and sentences is a child using?
- What sentences and questions does a child respond to appropriately?
- What do the child’s work samples of early drawing, scribbling, and name writing show?

Educators build on each child’s daily progress in understanding and expression, using their interests to continue language and literacy development.

Standardized assessment tools

Standardized tools provide another source of data about each child’s progress. These tools must be used with caution, however, when used with children who are multilingual learners. Educators can use a screening assessment, such as the English and Spanish Pre-Language Assessment Scales 2000, to determine the most appropriate language of assessment. They

may also consider using a conceptually scored bilingual assessment to gauge children's skills independent of language.

Educators must use appropriate assessment tools, or they will make inappropriate educational decisions; these decisions can affect the child and his family for a lifetime.

If a child who is a multilingual learner is assessed only in English, the results may underestimate the child's knowledge and skills.

View this [video clip](#) (12:28) of a child learning and using a different language. As you watch, take notes of your observations.

Now that you've completed your observation notes, think about what you saw and heard.

- What does the child seem to understand, and how do you know?
- How much English and Spanish is the child using?
- What seems to interest the child?
- How did the teacher support language development?

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8-4 Standardized Screening and Assessment Instruments

This section talks more specifically about standardized screening and assessment instruments.

Knowing how standardized tools measure children's development will help you better understand and interpret results for children in your own programs.

Early childhood educators can gain some information from standardized screening and assessment instruments that are administered the same way with all children. **These types of instruments are just one tool in the toolbox for learning about the children with whom we work.**

There are generally two-types of standardized screening and assessment instruments; one is referred to as *norm-referenced*. The other is known as *criterion-referenced*.

Norm-referenced Assessments

Norm-referenced instruments usually compare the child being assessed with a group of many children, or a normative population. The instrument can compare a variety of qualities—how they respond to instruction, answer a question or complete a task. The normative group's behavior determines what is typical for children at that age. So, the most *correct* behaviors a child displays during the assessment yield an age equivalent comparison.

Standardized evaluation results based on norm-referenced screenings and assessments are often used for placement into special education services.

Norm-referenced data is often graphically represented by a bell curve. It shows comparisons between student performance. Most children score somewhere in the middle of the bell curve. Some children score worse than that, while others score better. Student scores are often placed on a bell curve to see whether they conform to what is typical for most other students of the same age.

However, educators must know the specific characteristics of the children used to create the dataset represented by the bell curve in order to know whether to expect the children they are working with to perform similarly.

It is important to know the population of children the screening or assessment tool references so that it will yield valid results. Or in other words, does the assessment measure what it is supposed to measure?

With standardized assessments, assessors compare children's performance to the average performance of other children of the same age. With children who are MLLs, this sort of comparison often leads to inaccurate and unfair conclusions. This is because what is considered the "average" is frequently based on White, typically developing, monolingual English-speaking children from middle income backgrounds.

Criterion-referenced assessments

Criterion-referenced assessments measure student performance against a fixed set of predetermined criteria. Assessors use this tool to place children on a developmental continuum of widely held age-appropriate expectations for specific behaviors. Some criterion-referenced assessments do not assign a developmental age; they just show what a child seems to know and what they are doing at the time.

Criterion-referenced assessments often offer clear graphics to help families see the progress their child is making in the classroom.

Depending on the information sought, screening and assessment instruments may offer both criterion- and normed-referenced information. Again, norm-referenced information should be used with caution when applied to children on whom the assessment was NOT normed.

Validity

Educators must consider a screening or assessment tool's **validity**. Does it measure the areas it purports to measure? For example, if a tool is designed to measure cognitive development, it should not tell you about a child's ability to walk, run, and jump. Educators also must consider whether the screening or assessment tool is measuring skills in one or more languages.

Reliability

Educators must consider the **reliability** of the instrument. For instance, would the results be similar if the child was re-tested later in a different setting?

Summary of terms

Norm-referenced assessment: Compares the child being assessed with a group of many children, or a normative population. Data is often displayed on a bell curve.

Criterion-referenced assessment: Measures student performance against a fixed set of predetermined criteria

Validity: Whether the assessment measures what its supposed to measure. How well does the assessment tool actually measure what you are interested in learning about a particular child?

Reliability: Whether the results of the assessment would stay the same if it was repeated. In other words, does the assessment provide consistent or dependable results?

Choosing an Assessment

Educators must look closely at screening and assessment instruments to see if they have been tested for reliability and validity with all children in their classrooms. Many manuals say there is “general evidence” that their instrument is valid and reliable when considering all children in the sample. This does not mean there is *specific evidence* that the instrument is valid and reliable for specific groups of children **not** represented in the sample.

Educators will probably be able to find screening and assessment instruments that have been translated into Spanish. The manual should state whether they are valid and reliable for the specific population with whom you are working. Educators need to find out where the family comes from. This provides more specific information about the dialect of Spanish they speak.

Very few early childhood screening and assessment instruments are valid and reliable to use with languages other than Spanish. Teachers should use a combination of written observations collected over time in conjunction with information from the child’s family in order to make screening and assessment decisions.

The Office of Head Start has a website with many valuable resources on appropriate ways to assess all young children, including children who are multilingual learners.

- Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children [\[PDF\]](#)
- Learning from Assessment Toolkit [\[Website\]](#)

First and foremost, educators must consider the special circumstances of multilingual learners when planning and implementing screening and assessment tools and procedures. Much is at stake in determining what conceptual and linguistic knowledge a child brings so the educator can work with them and their family to build on their funds of knowledge.

Refer to the handout [Common Screening and Assessment Errors](#). Are any of them familiar to you?

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EarlyEdU Alliance (Publisher). (2020). 6-4 Standardized Screening and Assessment Instruments. In *Supporting Multilingual Learners Course Book*. University of Washington. [\[UW Press-books\]](#)

9: Interactions Promoting Language Development

9-1 Everyday Interactions

We've talked about strategies you can use to effectively support children who are multilingual learners. Now we're going to take an even closer look at specific interactions you can engage in on an everyday basis to support language development.

Before we begin, what do you already do to support children's language development, especially that of multilingual learners?

Joint and Shared Attention

What do you know about the terms “shared” and “joint” attention? How do you think they relate to children's language development?

In **joint** attention, the educator and child focus *on the same thing*, such as a book or an art project.

In **shared** attention, the educator and child focus *on each other*.

Children can engage in shared attention as early as their first few months of life. In contrast, joint attention is usually developed by age 1. Children are more likely to learn new words in the context of engaging interactions (shared and joint attention) and interactions that interest them. It takes a lot of cognitive effort for children to redirect their attention, so it is especially important to capitalize on interactions and social opportunities that engage children's attention and interest.

Follow a Child's Lead

Another way educators can support language development with children who are multilingual learners is to follow the child's lead. Instead of having a prescribed idea about how children should respond to your questions and comments, accept what they say and build upon it to further the conversation. It will help keep them engaged and allow for more practice using language in a way that is relevant to them.

Let's watch an [example](#) (1:51) of following a child's lead. As you watch, think about the following questions:

- What were the teacher and child doing at the beginning?
- What happened next?

- Did the teacher redirect the child's attention right away? If not, what did she do?
- How did the child react?

A key takeaway of this session is to follow the child's lead in everyday interactions. When adults focus on the child's interests, the child will engage readily and successfully.

Conversing with children who are multilingual learners is a great way to build their language skills, especially their vocabulary skills. Here are tips to do this effectively.

The CAR Strategy

One way to both follow a child's lead and engage in conversation with children who are multilingual learners is to use the CAR strategy:

- Comment and wait.
- Ask questions and wait.
- Respond to extend the conversation.

Educators can encourage young language learners to engage in longer conversations by following the child's lead. Comment on what interests the child. Ask questions. Respond to the child by adding more to extend the conversation. With each step, allow adequate wait time so the child can participate in the conversation. The general guideline is 5 seconds. This depends on each child, because children with disabilities and children who are multilingual learners might need more time to process what you said in English. They might be making sense of it in their home language.

Comment and Wait

The first step in using the CAR strategy is to comment and wait at least five seconds. Comments are usually easier to understand than questions, because in English the noun and verb often switch places in questions and are therefore less familiar to listeners. For example, we can make a comment about what a child is looking at, "The dog has four legs," instead of asking, "How many legs does the dog have?"

Here's an example. The process goes like this:

1. **Comment** on what the child says, points to, or does. For instance, a child points to a ball or says, "Ball."
2. **Wait** 5 seconds.
3. **Offer your own comment.** For example, "It's a ball!"
4. **Wait** 5 seconds, which provides an opportunity for the child to say more.

Ask and Wait

When educators ask children questions, they should try different types with each multilingual learner to see which type the child best understands. Meanwhile they should give chil-

dren different language models. For example, an educator may ask a simple “yes” or “no” question, a question that requires a simple response, and open-ended questions, all at different points throughout a conversation.

Asking open-ended questions is crucial to helping children develop their vocabulary. Educators can engage in this strategy when reading to the child or engaging in other types of activities, such as pretend play. If reading a book, educators can ask about what is happening based on the pictures, or they can ask about the child’s own experiences that are similar to what is happening in the book. Ask questions about what interests the child and ask questions at the right level for the child.

Here’s a continuation of the previous example using the next component of the CAR strategy: Ask questions and wait.

5. **Adult:** What games do you like to play with a ball?
6. **Wait.**

This question is open-ended and encourages the child to talk about their interests.

Respond to Extend the Conversation and Wait

This strategy could also be known as *expanding* or *elaborating* on what the child has said or done during the interaction. It promotes a back-and-forth, or reciprocal, interaction. It also helps the child think more critically about the topic as well as provides an opportunity to introduce new vocabulary.

It is important for educators to match their response to a child’s developmental level. Too much information can overwhelm and confuse a child. Here’s an example of an adult response that is a good match to a child’s developmental level based off our previous example:

Child: “I play catch.”

Adult: “You like to play catch with your friends.”

When interacting with children, educators need to talk *with* children rather than *at* children. Creating meaningful, reciprocal, and positive interactions is the cornerstone for building trust and promoting children’s engagement.

Examples

Watch a series of videos and identify strategies the educator uses during conversations. Pay attention to the use of CAR strategies.

Also watch for areas where the educator could improve or where you notice differences between the adult-child interactions in both video examples.

- [The Using CAR Strategies- English](#) (0:39)
- [The Using CAR Strategies- Spanish](#) (1:34)

What did you notice?

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9-2 Conversation Strategies

Infants and Toddlers

With infants and toddlers, it is often more effective to wait quietly and let them come to you to interact. If they see their caregivers are watching and listening, they will know that adults are interested in them. Then they will be more likely to interact.

Even with the youngest of our multilingual learners, use authentic questions, such as “What next?” Provide opportunities for “conversations” in the language in which the child and adult feel most confident and comfortable.

Let’s look at an example. Watch the following [video](#) (1:09) and identify the conversation strategies the educator is utilizing while interacting with the infants. Make sure to identify areas where the educator could improve as well.

Engaging Conversations

To delve even deeper into engaging conversations, we are going to go over different types of conversations that further support children’s oral language skills. These types of conversations are examples of how educators can make one-to-one interactions more engaging and richer in vocabulary.

Engaging in these types of conversations will depend on the child’s age and ability to focus attention, so it might be more feasible to engage in them with preschoolers or older children. Educators can engage in these types of conversations in their most comfortable language, whether English or another language.

Extended Conversations

The National Head Start Family Literacy Center developed five different types of conversations that adults can have with preschoolers. These conversational strategies are also usually measured by CLASS, the early childhood care setting quality rating tool. The first type is *extended conversations*.

Even though it may seem difficult to hold a conversation with young children, much less an extended conversation, this is one of the most effective ways to help them learn both their home and classroom languages. As always, the adult should use their prominent language to offer the best possible language model.

Conversations help children learn that talking can be fun and useful, and that they are important enough to be heard.

Educators must be very intentional about when they plan to hold an extended conversation with every child, every day. They also must be good observers and listeners to learn what a child might be interested in talking about.

Cognitively Challenging Conversations

Adults should sometimes ask children who are multilingual learners slightly more open-ended questions and offer new words for the child to learn. In this way, they elevate the child's language to the next level. They should not frustrate a child by using words without any context. The child may not understand. Educators must avoid using too many words in a phrase, sentence, or question. The child will not have time to process and respond. Conversation should match a child's developmental level.

These higher-level conversations can involve asking children to recount something that happened or asking them how they think or feel about something.

Contextualized and Decontextualized Language

In conversations with contextualized and decontextualized language, where adults mix concepts and language about present, past, and future events and real and pretend situations, children can hear and use many different verb tenses and ideas. These types of conversations may be challenging to children who are just learning the words to put with the concepts of time and real versus make-believe.

Helping children recall past events can help them use decontextualized language.

To have contextualized and decontextualized conversation, educators intentionally share:

- Speculations about what could be
- New words and ideas
- Encouragement about abstract thinking

These types of conversations offer the opportunity for a great variety of vocabulary words, changing morphology, and syntax.

Conversations with Rich, Rare Words

Adults should try to help each child learn at least two new words every day. Educators can share these words with families of the young multilingual learners so the children can learn those new words or ideas in their home language.

Children learn new words best through conversations because they hear the words in context.

Adults introducing new words and concepts through conversations should use objects, photos, and real-life activities and objects to make the words meaningful.

For example, an educator in a Salish language immersion program talked about tanning hides with her class. She brought in actual animal hides and tools to demonstrate the process.

Incorporating Strategies

Watch each of the following videos of educators having conversations with children. As you watch, think about the conversational elements you notice the educators using that make for a rich language interaction. Think about each conversation strategy we just discussed: extended conversations, cognitively challenging, contextualized and decontextualized language, and rare words.

- [Conversation Dream](#) (1:33) shows an educator talking to a child about the dream they had last night.
- [Lyly and Dual Language Learners](#) (1:28) shows an educator talking with two children during playtime on the rug.

What conversational elements did the educators use to enrich the language interaction?

Expanding to Other Content Areas

Think about all the strategies from throughout this lesson. Though we talk about them in the context of promoting literacy, how could you apply them to other content areas or incorporate them into your daily schedule?

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10: Bringing it All Together with Advocacy

10-1 Bringing It All Together

You've reached the final session of the course—congratulations! You've explored many topics about how to support children and families who are multilingual in early childhood education settings, including:

- Intentional teaching
- Culture and bias
- Language development
- Program models
- Screening and assessment
- Setting up a high-quality learning environment
- The Big 5 essential components of early literacy
- Adult-child interactions to promote literacy

Now it's time to put your knowledge into action. The final lesson of this course is about advocacy. You will draw upon what you learned to broaden your perspective and consider how systems in our society, from individual early childhood programs to state and federal policies, impact children and families who are multilingual. You will learn how to ask critical questions to interrogate whether the practices and policies in place truly prioritize and provide opportunities for their wellbeing, growth, and development. And you will use your newfound knowledge to explore ways you can advocate for children and families who are multilingual in your community and beyond.

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10-2 Critical Questions

To be an advocate for children and families, you first have to know how to ask questions that will help you discover the needs in your community and enable you to move from ideas to actions. One way to do this is to ask *critical questions*. Critical questions have a few defining characteristics. Let's explore them now.

Open-ended

Critical questions are often open-ended to encourage discussion within yourself or amongst others. Critical questions *can* be close ended, but if so, they need follow up questions.

For example, an open-ended question might be: "How are educators perpetuating or disrupting gender binary language in the classroom?" There are many possible ways to answer this question, and deep analysis is required.

A closed-ended question might sound like this: "Are educators using gender inclusive language?" This requires one of two answers: yes or no. Therefore, we can open it up by adding follow-up questions like, "If yes, how? If no, why not?"

Analysis

Critical questions generally encourage analysis by zooming *in* to a context or by zooming *out* to look at larger themes and systems.

For instance, a critical question that zooms *in* might sound like this: "How are children who are multilingual learners represented during story time?" It's looking at the narrow context of story time in the learning environment. Another example is: "How are different languages used in my learning setting? For instance, are children's home languages only used for discipline?" This question zooms in to analyze how language is used throughout the day.

A critical question that zooms *out* might sound like this: "How are children who are multilingual learners typically represented in the United States?" This is a very broad question, exploring larger systems throughout the entire country that play a role in the representation of children who are multilingual learners.

Application

Critical questions can also help thinking become more specific and explicit. Especially in the context of education and this course, it's important to figure out what ideas look like in practice.

For example, an educator's general statement about their philosophies might say, "I think children who are multilingual learners need to be respected." This is a worthy statement, but it doesn't invite any examination into what respect actually looks like so they can implement it in the classroom.

A critical question, such as, "What does respect toward children who are multilingual learners look like in an early childhood setting?" requires reflection upon specific practices that you can apply in the classroom.

Ethical and Moral

Finally, critical questions often probe at morals and ethics. A general definition can be that ethics are created guidelines and standards typically set for a group, organization, or society. Morals pertain to one's own beliefs of right and wrong. Because of this, critical questions encourage deep thought and empathy.

Sample critical questions

- How do you define justice for children who are multilingual? Who needs to be involved in such a definition?
- What is the goal of this activity or pedagogical practice? Who does it benefit? Who might it not benefit?
- What identities do I hold? What identities do I know children in my learning setting hold? Which identities might I not be sure that children in my learning setting hold?
- Which of my identities hold unjust power and privilege at a systemic level? Which of my identities are targeted at a systemic level? Which of my identities are similar to or different from the children and families I work with?
- How can I move toward justice when I hold different identities than children in my learning setting?
- How can I create spaces and curriculum where children's intersecting identities are sustained?

Using Critical Questions for Program-Level Reflection

In addition to asking critical questions about your own early learning classroom, you can also ask critical questions about your early learning program to better understand how it represents and serves the community.

Who your program brings on to be part of your team needs to be in service of the children in your classrooms. Take a moment to write down the answers to these critical questions as they pertain to your early learning community.

- What are the qualifications and qualities of educators hired to work with children at your early childhood program, some or all of whom may be multilingual learners?
- Is there representation (racial, gender, sexual orientation, dis/ability, etc.) among your applicants and employees?
- How are you being held accountable, and how do you hold others accountable, for supporting children who are multilingual learners?

Think about resources now. Positive representation contributes to healthy identity development. So:

- How are children who are multilingual learners portrayed in books, on signs, and in other educational materials at your program?
- How are children who are multilingual learners recognized or not in curriculum planning?

Now turn to parent and family relationships. Parents and families are a child's first teachers. It benefits children's well-being and education to collaborate with parents and families. So:

- Is there a discrepancy between which families participate in the classroom and program events and which do not?
- How do you define engagement? How do families define it?
- What modes of communication and accessibility are available to families?

references

Paris, D. & Alim, S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Cite this source:

EarlyEdU Alliance (Publisher). (2020). 10-2 Creating Critical Questions. In *Supporting Multilingual Learners Course Book*. University of Washington. [\[UW Pressbooks\]](#)

10-3 Policies and Standards

Children who are multilingual learners and their families count on you, the educator, to be their advocate. That's one of the reasons you're probably taking this course—to gain information that will help you look out for the best interests of children who are multilingual learners and stand up against oppressive or discriminatory policies and practices.

Part of advocating for children who are multilingual learners is knowing the current policies, standards, and requirements that affect their learning on a larger scale. We're going to talk about a few of these now.

Federal Policies

Federal policies have been established to advocate for children who are multilingual learners and their families. Keep in mind this list is not exhaustive, but it gives an overall idea of a few ways the United States government has increased support for children who are multilingual learners and their families.

- **The Head Start Act** requires programs to provide parents of children who are multilingual learners information that is in a language they understand, to the extent practicable. It also requires programs to develop procedures that identify children who are multilingual learners, ensure they develop and learn (including English), and accommodate them appropriately when assessing their development.
- **Title VI of the Civil Rights Act of 1964 and its Implementing Regulations (Title VI)**, prohibits discrimination against recipients of federal financial assistance based on race, color, or national origin. Among other things, school districts and states must communicate with parents in a language they can understand. This ensures children who are multilingual learners have access to programs and activities, whether curricular, co-curricular, or extracurricular, including prekindergarten programs.
- **The Native American Languages Act** states that it is the policy of the United States to preserve, protect, and promote Native Americans' rights to use their indigenous languages anywhere, including as a medium of instruction in schools.

Early Learning Guidelines

States also play a central role in proactively developing a high-quality early childhood system that meets all children’s developmental and learning needs.

States should ensure that children who are multilingual learners are incorporated across all domains in their early learning guidelines (ELGs), and that their ELGs have specific indicators unique to children who are multilingual learners. For example, one indicator unique to children who are multilingual learners from the Head Start Early Learning Outcomes Framework reads, “Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.”

States could begin by reviewing their current ELGs to determine if they are appropriate for children who are multilingual learners. ELGs that were developed based only on monolingual children who speak English are unlikely to address all areas of development and learning sufficiently for children who are multilingual learners.

States should consider ELGs that include specific guidelines for language development in both English and the children’s home languages. States should also include components of home language development as a normative part of the early education experience for children who are multilingual learners. States should consider how various aspects of development may differ across monolingual and bilingual children and adjust standards and expectations to fit these developmental differences.

Your State’s Early Learning Guidelines

Take a moment to research the early learning guidelines in your state. You can conduct a search by typing in your state’s name and “early learning guidelines” as keywords, or you can navigate to the [Child Care Technical Assistance Network](#) and search their database.

- How are the early learning guidelines inclusive of children and families who are multilingual learners? How can they be improved?

Quality Rating and Improvement Systems (QRIS)

States should also include indicators for children who are multilingual learners in their quality rating and improvement systems (QRIS). States could establish tiered reimbursement systems, where programs that meet higher benchmarks receive greater compensation.

Examples of indicators specific to supporting children who are multilingual learners might include:

- Having a systematic process for identifying children who are multilingual learners at program enrollment
- Establishing written plans for working with children who are multilingual learners and procedures to enhance and continuously improve communication with their families, across all aspects of the early childhood program
- Providing information to families in their primary language

- Implementing an evidence-based curriculum as well as a clear and intentional plan for how to support children’s home language development and English language development in the early learning environment and at home
- Requiring professional development for staff in culturally and linguistically responsive practice
- Employing at least one bilingual staff person with appropriate credentials who is proficient in the home language of most of the children who are multilingual learners in the program

Your State’s QRIS

Now take a moment to research your state’s quality rating and improvement system (QRIS). You can conduct a search by typing in your state’s name and “QRIS” as keywords, or you can navigate to the [National Center on Early Childhood Quality Assurance](#) and search their database.

- Does your state have any indicators that match the list above?
- How might your state’s QRIS be improved to better support children who are multilingual learners and their families?

Kindergarten Entry Assessments

Furthermore, states should ensure kindergarten entry assessments (KEAs) are appropriate for use with children who are multilingual learners, including ensuring that assessment tools demonstrate sufficient levels of validity and reliability for this population. As with all assessments and screenings, KEAs should be culturally appropriate, account for children’s language abilities, and be administered by professionals who have cultural competence and speak the language in which children are most proficient. Families should be involved in the process as sources of information and valuable partners in interpreting results. Caution should always be taken when interpreting results, particularly if the tool has not been normed or validated with the specific population for which it is being used and/or if those conducting the assessments do not have sufficient cultural or linguistic competence.

Reflect

We just covered a lot of detailed information surrounding policies and standards that apply to children who are multilingual learners. Take a moment to think about what you discovered.

- Were any of the policies and standards new to you or surprising?
- How do your teaching experiences in your program relate to broader federal policies and state standards?

Cite this source:

EarlyEdU Alliance (Publisher). (2020). 10-3 Policies and Standards. In *Supporting Multilingual Learners Course Book*. University of Washington. [\[UW Pressbooks\]](#)

10-4 Educators as Advocates

Now you have the necessary background knowledge about how to ask critical questions and awareness of a few federal and state policies and standards to help you advocate for children who are multilingual learners. This section discusses a few ways to advocate on an individual level, daily.

Humanize Relationships

As an educator, you are part of a community—so be involved! Get to know people on a personal level and listen to their stories. Partnering with families and communities needs to come from a genuine place and should not just serve as a way to check off a box on an advocacy checklist.

Invite conversation, practice listening skills, and respect boundaries. Be aware of the languages spoken in the community and take the time to learn what you can of the languages spoken by children who are multilingual learners in your program.

Create and Participate in Dialogue

Don't be afraid to create and participate in dialogue. Share positive ways you are engaging with your larger community and how your learning environment/program celebrates children and families.

Keep in mind the unique experiences of all children who are multilingual learners and their families, and recognize there is always more you can do to better support them. Ask critical questions to move from ideas to practice. Resistance and movements toward justice have always been a collective effort. Sharing ideas and perspectives is necessary to advocate for children who are multilingual learners.

Stay informed

Stay informed about issues that may affect the community you serve and children who are multilingual learners. This will help you recognize context and complexities in the experiences of each child and how to best support them. This is also a way to engage students in conversation around issues that affect their lives (in a developmentally appropriate way), building their critical thinking and consciousness. Finally, this is a way to stay engaged with families and build community.

Hold yourself accountable

To be an advocate for children who are multilingual learners, we must all hold ourselves accountable and work to continue our advocacy wherever we can. This looks different for everyone; figure out what being an advocate looks like for you.

Does it mean showing up to vote to protect immigrants and refugees? Does it mean boycotting businesses that discriminate against Spanish-speaking customers? Does it mean confronting a loved one that makes a crude joke at the expense of Muslim communities? Think about actionable ways you can be an advocate in your everyday life and continue to seek information and ideas beyond what this course has to offer. Continue providing loving critiques of this course, institutions, society, yourself, and other stakeholders to move toward justice and contribute to the well-being of *all* children.

Cite this source:

EarlyEdU Alliance (Publisher). (2020). 10-4 Educators as Advocates. In Supporting Multilingual Learners Course Book. University of Washington. [\[UW Pressbooks\]](#)

Appendices

Django Paris, Tweet 1



Django Paris @django_paris · Apr 3

Hyped to start our Culturally Sustaining Pedagogies grad class today! First page of the syllabus feeling good & right! 🙌🏾👊🏾❤️🔥 #GiveThanks

Culturally Sustaining Pedagogies

Teaching and Learning for Justice in a Changing World

Spring 2019

Instructor: Dr. Django Paris
Office: Miller Hall 110
Email: dparis@uw.edu

Class Time: Wednesdays 4:30-6:50
Class Location: |
Office Hours: By Appointment

Land Acknowledgment:

The University of Washington, like all of our lives and institutions, exists on Indigenous land. Our class meets on Coast Salish homelands and I am grateful to teach and learn as a guest on these lands. This land acknowledgement is one small act in the ongoing process of working to be in good relationship with the land and the people of the land.

Course Overview:

An ongoing movement is underway to reclaim and reimagine schooling as a site to sustain Indigenous, Black, Latinx, Asian and Pacific Islander communities, including the ways these identities/memberships intersect with gender identity and expression, sexuality, dis/ability, language, migration, land, class, and more. This movement, of course, is not new, but stretches across the centuries of teaching and learning for communities who have sought to push against the ways nation-state schools have devalued communities, their lifeways, and their very lives. Most recently, this movement is indebted to several decades of research, theory, and practice in the asset or strength-based pedagogy tradition. Our work on *culturally sustaining pedagogy* (CSP) has joined these decades (and centuries) of work to offer a vision of school that seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization.

We will read research and theory in the asset or strength-based pedagogies tradition, spending significant time engaging and working to enact CSP. Among the culturally sustaining educational settings we will learn from are elementary through university classrooms, schools, and community organizations committed to sustaining the valued

5 11 233

The tweet reads, “Hyped to start our Culturally Sustaining Pedagogies grad class today! First page of the syllabus feeling good & right.”

Django Paris, Tweet 2

**Django Paris**

@django_paris

Follow



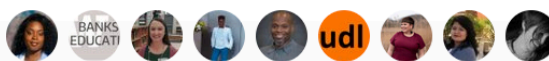
And looking forward to engaging these
and other questions over our time
together 🙌🙌🙌❤️ #CSPJustice

Some Initial Guiding Questions:

- 1) What is *culturally sustaining pedagogy* and why does it matter?
- 2) How does CSP join with the ongoing work of foundational asset and strength-based pedagogies?
- 3) How are culturally sustaining pedagogies distinct and similar across Indigenous, Black, Latinx, Asian, Pacific Islander, South African, and immigrant and other communities? (Recognizing, of course, that these communities are not mutually exclusive.)
- 4) How are young people/elders/families/educators/scholars enacting CSPs at the intersections of race, place, land, gender, dis/abilities and other important identities and memberships?
- 5) What do or can CSPs look like in our own contexts of living, learning, and teaching?
- 6) What is possible through teaching and learning that sustains communities?
- 7) What are the relationships between CSPs and ongoing social movements (e.g., Black Lives Matter, Standing Rock, movements for Trans lives, for migrant peoples?)
- 8) How is CSP related to the ongoing projects of resurgence, sovereignty, decolonization, liberation, and justice?
- 9) What are the methodological implications for studying and enacting CSPs?

9:22 AM - 3 Apr 2019

6 Retweets 64 Likes



The tweet reads, “And looking forward to engaging these and other questions over our time together.”

Django Paris, Tweet 3

**Django Paris**

@django_paris

Follow



“What knowledges must we sustain in order to overcome & survive when faced with a power that seeks to sustain itself above & beyond— and sometimes shot through— our very bodies? CSP... is centrally about love...”
Recommmiting today to what @HSamyAlim & I share in Ch 1 of CSP ❤️✊

Under the latest iterations of White Supremacist, capitalist, cisheteropatriarchal ideologies, systems, and practices, what knowledges must we sustain in order to overcome and survive when faced with a power that seeks to sustain itself above and beyond—and sometimes shot through—our bodies? CSP is indeed about providing our children with the opportunities to survive and thrive, but it is also centrally about love, a love that can help us see our young people as whole versus broken when they enter schools, and a love that can work to keep them whole as they grow and expand who they are and can be through education.

11:24 AM - 28 Oct 2018

28 Retweets 80 Likes



1



28



80

The tweet reads: “What knowledge must we sustain in order to overcome & survive when faced with a power that seeks to sustain itself above & beyond—and sometimes shot through—our very bodies? CSP...is centrally about love...” Recommmiting today to what @HSamyAlim and I share in Ch. 1 of CSP”