Welcome!

• Please read the charts on the walls.
• Stop at one of the quotes.
• Form groups of 3-5.
• Introduce yourselves: name, where you are from, your professional role.
In small groups, share your thoughts about your quote:

- Agree because? Disagree because?
- What would you add?
- Give an example from your own experience that is relevant to this quote?

One group will report on each quote.
Thinking Through Best Practices for Dual Language Learners in PreK

Presenter: Peggy Morrison
CABE Conference, San Diego, CA
March 4, 2015
Objectives for Today’s Session:

- Recognize inter-relationships between identity, culture and language.

- Think through key ideas about quality instructional programs for young Dual Language Learner students.

- Share knowledge and ideas about best practice with Dual Language Learner students in PK.
Young Dual Language Learners are children, ages birth to five years, who are learning more than one language.

- More than 400 languages are spoken in California.
- 43% of California public school students speak a language other than English at home.
- 40% of California Prekindergarten students are Dual Language Learners.
Domains of Child Development

- Cognitive
- Mathematical
- Self and Socio-emotional
- Physical and Health
- Language and Literacy
- Home language
- ELD (2nd language)
Children’s identities and senses of self are inextricably linked to the language they speak and the culture to which they have been socialized.

Dr. Linda Espinoza (2010)
Some Factors in Identity Development

- Nature
- Nurture
- Culture
- Geography
- Experience
- Family
- Work
Visualizing the Iceberg Model of Culture
(James Penstone)

What is easily seen, above the surface?

What is below the surface?
The Evolving Self

Identity is perceived by others.

Self creates and adopts Identity.

Self internalizes selected aspects of identity.

Perceived Identity is reflected back to self.

Self projects identity to others.

IDENTITY
“When teachers experience some students as similar to them, or when they are more familiar with the background and experiences of some students, to the rest of the class these students may seem more privileged by the teacher and acknowledged more for who they are. This often results in minority students feeling marginalized and their background and experiences as being invalidated. This in turn impacts their sense of self, self-esteem and confidence in their abilities.”

Enid Lee
Butterflies by Patricia Grace: Reader’s Theater

- Narrator:
- Grandmother:
- Grandfather:
- Grandaughter:
- Neighbor:

• What character or characters did you most identify with and why?
• What was the teacher’s intention?
• What might the teacher have done differently?
Cultural Capital = knowledge, skills, or familiarity that come from one’s home, community, or personal experience which contribute to success in a new environment.

- What Cultural Capital has value and is validated in your classroom?
- What Cultural Capital is invalid?

Build on strengths.
Children’s Development
Sociocultural and Linguistic Contexts

As teachers, our own sociocultural and linguistic perspectives influence the way we see children.

As teachers, our goal is to perceive and nurture each child’s development.

Each child comes to us with a foundation of social-emotional, linguistic, and cognitive development.

*We need to know our students so that we can nurture, not inhibit, their growth!*
Three-minute pause

1. Summarize key ideas.
2. Add your own thoughts
3. Pose clarifying questions.
What are key considerations in developing quality instructional programs for culturally and linguistically diverse students?
1. Recognize each child’s prior knowledge as the foundation for growth and development.

- Prior Knowledge =
  - lived experiences
  - prior schooling
  - home language and culture
  - family and community connections
  - interests
“Knowledge is socially constructed through social interactions first, then it becomes internalized.”

(Vygotsky)

“Creating a zone of proximal development enables one to teach to the potential level of the children.” (Diaz & Flores)
What I can’t do

What I can do with help

What I can do

Zone of Proximal Development
Pedagogy: Gradual Release of Responsibility

The GRR instructional method puts Constructivist Learning Theory into practice:

Gradual Release of Responsibility in Teaching and Learning

1. I Do You Watch
2. I Do You Help
3. You Do I Help
4. You Do I Watch

Modeling  Sharing  Guiding  Applying
2. Family is the first teacher and the lifelong teacher.

Respect, dignity, love and collaboration must guide interaction with families.
There is a positive and convincing relationship between parent involvement and benefits for students, including improved academic achievement.

This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.

By incorporating what families know, what they value, and how they communicate cultural knowledge, programs can increase home-school congruence and build on what young children already know.

- Dr. Linda Espinoza (2010)
Whether it’s an informal chat as the parent brings to school, or in phone conversation or home visits, or through newsletters sent home, teachers can begin a dialogue with family members that can result in learning about each of the families through genuine communication.

Dr. Sonia Nieto (1996)
3. The home language is the foundation of socio-emotional and cognitive development.

- Home language is the language of early learning.
- Home language is the language of identity.
- Create rich contexts to nurture the child’s voice.
- Provide interactive conversation and literature experiences.
- *Build on strengths.*
• Experiences in infancy establish habits of seeking, noticing and incorporating experience, as well as schemas for categorizing and thinking about experience.
• A child’s home language is a crucial foundation for social interactions, cognitive development, learning about her world, and emerging literacy.

- Laurie Olsen

• Home language development is vulnerable.
• Children in English immersion ECE tend to lose ability to communicate in L1, prefer English, frequently develop communication problems with extended families and experience depressed academic achievement in English.
The Importance of Parent-Child Communication

Talk is a crucial link between parents and children: it is how parents impart their cultures to their children and enable them to become the kind of men and women they want them to be. When parents lose the means for socializing and influencing their children, rifts develop and families lose the intimacy that comes from shared beliefs and understandings.

Dr. Lily Wong Fillmore, 1991, p. 343
"The linguistic form a student brings to school is intimately connected with loved ones, community, and personal identity. To suggest that this form is "wrong" or, even worse, ignorant, is to suggest that something is wrong with the student and his or her family."

-Lisa Delpit
4. Create rich contexts to support academic language development in the home language and in the second language.

* Develop and build upon the child’s voice.
* Build upon the child’s prior cognitive and linguistic development.
* Separate languages during instruction to create rich social and academic contexts for each language.
* Consciously equalize the status of the languages in the classroom.
Linguists, scientists, and educators have found that:

- Human beings are born capable of learning any language. Language development is wired into the human brain.

- Human beings are naturally capable of learning multiple languages.

- A typical person learns a new language during a process lasting between four and seven years.
Bilingual Development: *What do we know?*

Bilingual development is a common and normal childhood experience.

Infants distinguish languages and interpret contextual cues to learn which language is appropriate within given contexts.

Cognitive advantages include increased flexibility, abstract thinking and metacognition in comparison to monolinguals.
**Bilingual Education: What do we know?**

Research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. ...Language-minority students instructed in their native language as well as English perform better, ...on measures of English reading proficiency than language-minority students instructed only in English.

Dr. Diane August (2006)
Misunderstandings.....

**Myth:** More and earlier immersion in English is the best way to acquire English. Time spent in home language is wasted time for developing English.

**Fact:** Children have more extended and complex vocabulary and language skills if their home language is developed.

**Myth:** there is no research base, it’s just a matter of politics and opinion.

**Fact:** Research shows that English Learners make more academic progress when they have the opportunity to learn in both their home language and English.
Effective pedagogy for early language and literacy development: *What do we know?*

- Rich conversation
- Interaction strategies ie: “turn and talk”
- Engaging, active experiences to talk about!
- Interactive read-aloud
- Language experience
- Interactive writing
- Shared writing
- Dramatic play, theater, poetry and song
- Zone of proximal development/Gradual Release of Responsibility
- Making Connections: text-to-self, text-to-world, text-to-text
Effective pedagogy for early language and literacy development: *What do we know?*

* Language is learned in the context of meaningful content.
* Thematic instruction creates a rich context.
* Differentiation for diverse language proficiency levels in each language of instruction.
* Errors are a normal part of language development.
* Active engagement with books and writing
* Intentional cooperative learning
* Oral language linked to literacy.
* Seeing “self” in books
Shaila: butterflies have long tongues
Javier: butterflies eat nectar
Do butterflies eat snails?
   - Santino

Egg
the skin gets tight

skin
Do butterflies have parents?
“Los pajaritos viven en una casa, como de palitos”
Randy
5. Intentionally structure the classroom environment and activities for active engagement, inclusion and for language-rich interactions.

* Use language intentionally.
* Recognize opportunities for language development.
* Plan language development.
* To keep language contexts intact, refrain from simultaneous translating and code-switching.
* Inclusion means that every voice is heard!
* Equal status of languages and cultures
“Knowledge is not transmitted; it is shared and transformed.”

- Paolo Freire
Oral Language Development:

- Oral language development is critical to literacy.
- It is important to stimulate the talk that allows language learners to explore and clarify concepts, name their world, wonder and describe.
- Young children develop language through play, social interaction, listening, experimenting with producing language.

Why is monolingual instruction recommended as a key feature for Dual Language PreK programs?

- Sustained periods of monolingual instruction in each language help to promote adequate language development.
- Teachers need to refrain from language switching.
- Teachers, instructional assistants, and others who help in the classroom should not translate for children.
- Promoting highly developed oral language skills requires providing both structured and unstructured opportunities for oral production (Saunders & O'Brien)
- It also requires a strong language policy in the classroom that encourages students to use the instructional language and discourages students from speaking the non-instructional language (Lindholm-Leary & Molina 2003)
Five Teaching Principles for Dual Language Early Education

Pair share:

*State the principle in your own words. What does it mean to you?*
FIVE TEACHING PRINCIPLES FOR DUAL LANGUAGE EARLY EDUCATION

1. Recognize each child’s prior knowledge as the foundation for growth and development.
2. Family is the first teacher and the lifelong teacher.
3. The home language is the foundation of socio-emotional and cognitive development.
4. Create rich contexts to support academic language development in the home language and in the second language.
5. Intentionally structure the classroom environment and activities for active engagement, inclusion, and for language-rich interactions.
Small Group Discussion: *What does it look like?*

1. Form a group of 4-6 people. Choose a facilitator, recorder and reporter.
2. Restate the principle in your own words.
3. Share or create examples showing how this is implemented in the classroom.
4. Choose one example to share out to the whole group.
If you want students to emerge from twelve years of schooling as intelligent, imaginative and linguistically talented, then treat them as intelligent, imaginative and linguistically talented from the first day they arrive in school.
última palabra
Thank you for your presence and your participation!

Please complete the evaluation.

My contact information:
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Session objectives:
- Recognize inter-relationships between identity, culture and language.
- Think through key ideas about quality instructional programs for young Dual Language Learner students.
- Share knowledge and ideas about best practice with Dual Language Learner students in prekindergarten.

AGENDA (75 minutes)
Welcome and Food for Thought
- Read the walls.
- Stop at one of the quotes. Form groups of 3-5. Introduce yourselves: name, where you are from, your professional role.
- Share your thoughts about the quote: Agree because? Disagree because? What would you add? Give an example from your own experience that is relevant to this quote?
- One group will report on each quote.

Concept Development: Identity, Culture, Language
- Reading: Butterflies
- 3- minute pause

Implications for the Classroom:
5 Teaching Principles for Dual Language Early Education
1. Recognize each child's prior knowledge as the foundation for growth and development.
2. Family is the first teacher and the lifelong teacher.
3. The home language is the matrix of socio-emotional and cognitive development.
4. Create rich contexts to support academic language development in the home language and in the second language.
5. Intentionally structure the classroom environment and activities for inclusion, language-rich interactions and for active engagement.

Small Group Discussion: What does it look like?
- Form a group of 4-6 people.
- Choose a facilitator, recorder and reporter.
- Restate the assigned principle in your own words.
- Share specific examples of how this is implemented in the classroom.
- Choose an example to share out to the whole group.
- Small groups share out.

Closure
- Evaluation
- Ultima palabra

Thank you for participating in the workshop!
Please feel free to contact me: peggymorrison2014@gmail.com

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References
California Department of Education (2010) Improving Education for English Learners: Research-Based Approaches
Cronin, Sharon and Carmen Sosa Masso (2003) Soy Bilingue: Language, Culture, and Young Latino Children
Henderson, Anne, Karen L. Mapp, Vivian Johnson, & Don Davies. (2007), Beyond the Bake Sale.

Video Clips
"Language Experience", "Sharing the Journal", "Sink and Playdough", Bethica Quinn, Las Olas Preschool, San Francisco
"Celery" Alison Cerrudo, Fairmount School, San Francisco
"Theme in Two Languages", Eloisa Catalan, Mission Neighborhood Center, San Francisco
"Mandarin Colors and Song", Luther Burbank School, Pasadena