Supporting Multilingual Learners PreK - 2

Karen Nemeth, Ed.M.
karen@languagecastle.com
www.languagecastle.com
Language Castle LLC
Resources for educators working with linguistically diverse young children
Federal Recommendations (pp. 20-29)

- Use a strength based approach that embraces diversity.
- Partner with families.
- Identify and implement a plan for how languages will be used in the classroom to provide a rich language environment.
Establish a culturally responsive learning environment.

Ensure the workforce has competencies to support DLLs.

Ensure that screenings and assessments are appropriate.

Ensure the curriculum is appropriate.

Promote positive teacher-child or provider-child relationships.

Support monolingual staff in serving children who are DLLs.

Accurately identify and serve children with disabilities who are DLLs.

Facilitate smooth transitions within and across programs.
Blueprint for English Language Learners' Success

8 Guiding Principles - Blueprint for ELLs

1. All teachers are teachers of ELLs, and need to plan accordingly.
2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all ELLs in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 New York State Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.
5. Districts and Schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of Bilingual, ESOL, and Languages Other Than English (LDTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs home languages, cultural assets, and prior knowledge.
8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction.
NEW YORK STATE EDUCATION DEPARTMENT
Emergent Multilingual Learners Language Profile for Prekindergarten Students

Dear Parent or Guardian,

Thank you for completing the Emergent Multilingual Learners Language Profile. This survey will assist your new school with valuable information about your child’s experience with languages. Information gathered will assist Prekindergarten educators in delivering academically and linguistically relevant instruction that strengthens the language and literacy of all students.

Parent or Person in Parental Relation Information

Name of parent or person in parental relation:

Relationship (to student) of person providing information for this profile: [ ] mother [ ] father [ ] other ________________

In what language(s) would you like to receive information from the school? [ ] English [ ] other language:

EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE PROCESS FOR PREKINDERGARTEN STUDENTS

STEP 1: ADMINISTER THE EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE

Administer the Emergent Multilingual Learners Language Profile to all enrolled Prekindergarten students. If the Profile indicates that a student’s home or primary language is other than English, complete each step of this process. The child is an Emergent Multilingual Learner who is entitled to bilingual supports and instruction in the home language while learning English.

STEP 2: FAMILY INTERVIEW AND SOCIAL HISTORY

An interview, preferably in the home language, is conducted with the parent or guardian to learn of the child’s language practices. The information on the Profile would inform this interview. The content of this family interview supplements any information gathered on the Emergent Multilingual Learners Language Profile once it is determined that a student has a home or primary language other than English.

STEP 3: CONDUCT INDIVIDUAL INTERVIEW WITH THE CHILD

An interview is conducted with the child in the presence of his/her parent or guardian. It is best practice to conduct the interview bilingually to gauge the child’s comfort in his/her language.

STEP 4: REVIEW OF EXISTING SCREENINGS

All State-Funded Prekindergarten programs require initial screenings. At this point, the child’s screening results are reviewed to assess emergent literacy or numeracy skills and findings are summarized.

STEP 5: PLANNING FOR PREKINDERGARTEN INSTRUCTION
**ESSA**

- Brining preK and elementary teachers together for P.D.
- High quality early childhood programs
- Bilingual materials
- Link to the Joint Policy Statement
Language and Literacy

- DLLs have 2 separate language systems from early in life, but they are not negatively impacted from use of the 2 languages

- Bilingual development can have important positive effects in metalinguistic awareness, cognitive flexibility, and enhanced executive functions.
Features of high quality ece (intentional teaching, integrated learning, positive teacher-child and home-school relationships, low ratios, assessments, parent engagement) are important for DLLs, BUT NOT SUFFICIENT!

Use of home language, in addition to English, is probably THE most important aspect of effective ECE settings for DLLs.
Why Bilinguals Are Smarter

Gray Matter

By YUDHIRI BHATTACHARJEE  March 17, 2012
strawberry
Explicit connections between words:

- Pictures and props don’t help if they don’t mean anything to the child

Learning can only happen when a child is interested. If he is not interested, it’s like throwing marshmallows at his head and calling it eating.

Katrina Gutleben
So, if everyone says we have to support home languages, where can we get the resources???

Why do you need to work with families?
Why do you need to work with families?

- They can help you connect with children’s interests
- They can help you support the home language
- Then can extend and support learning at home
- Makes your job easier AND more effective!

Communicating with families

- remind
- ClassDojo
- talkingpoints
Digital resources

Wheels on the Bus
By Duck Duck Moose

The wheels on the bus go round and round...
Digital cameras, devices
Goals for Young ELLs/DLLs

• To help them learn and understand content by using their home language
• To help them learn English
• To explain connections between home language and English
• To support more oral language for all young children

Basically....

You just have to help them understand stuff and help them communicate.

And that means some things have to change!
It is NOT our job to teach children English...

It is our job to teach children!

Best practices:

- Small group learning
- High quality learning environment
- Active learning
- Exploring and discovering
- Connections to prior knowledge and interests
Let’s Sing in Hungarian!

Hetfo
Kedd
Szerda
Czurtotok
Pentek
Szombot
Vasarnap

Multilingual picture communication board
Picture Schedule

Thanksgiving crafts for toddlers
What’s on Your Labels?
“Vocabulary bridging to the child’s strongest language is a promising strategy to teach novel words to DLLs. ...teachers may enhance vocabulary instruction by embedding repeated exposures to word definitions within meaningful contexts. Also, ... explaining new English words by providing semantic features and definitions in Spanish.”
What if the teachers or specialists don’t speak the child’s language?

- Resources
- Apps - Have to be DAP
- Cognates
- Strategies**
- LIBRARIES
“Teacher’s interactions that best encourage language learning include having conversations that stay on a single topic, providing children opportunities to talk, encouraging analytical thinking, and giving information about the meanings of words.”

Shanahan and Lonigan, 2012
“One preschool teacher behavior that predicted children’s growth was the frequency of sophisticated vocabulary use during informal conversations (...). It predicted children’s kindergarten vocabulary, which correlated with fourth grade word reading.”

Dickinson and Porche, 2011

“It’s not just about shoving words in,” said Kathryn Hirsh-Pasek, a professor of psychology at Temple University and lead author of the study. “It’s about having these fluid conversations around shared rituals and objects, like pretending to have morning coffee together or using the banana as a phone. That is the stuff from which language is made.”
Just because
You said it…
Doesn’t mean
You TAUGHT it!

Just because
THEY said it
doesn’t mean
they learned it!
**Reading bilingual books?**

- Orient the children by connecting home language and English words on the cover
- Then read all in one language
- Read again in other language at another time

**CASTLE**

6 key strategies for adapting any preschool curriculum:

- Choose key words
- Adapt all areas
- Supplies and stuff
- Taking time
- Links to real life
- Engage, emote, express
Choose key words
- Learn them in the children’s languages
- And help children learn them in English
- Plan for comprehensible input

Adapt all areas
- Go beyond your Bookshelf!
Baby beluga in the deep blue sea,
Supply the right stuff
- (authentic, representative)
- (visuals and props)
- Taking time to repeat (themes, projects, units)

- Build, extend and refine concepts, vocabulary and connections
- Links to real life
  - (build on prior knowledge)
Engage, emote, express
- Use your inner actor
- Facial expressions
- Gestures
- Body Language
- Silly voices
- Eye contact

And in conclusion.....
Karen Nemeth

www.languagecastle.com

Twitter: @KarenNemethEdM
Monday Twitter chat: #ELLCHAT
LinkedIn: ELLs/DLLs in Early Childhood
Facebook: Karen Nemeth at Language Castle LLC