
Connecting Our World Through Languages

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Photograph courtesy EHS NRC

Objectives

1. Review the milestones of language and literacy development.
2. Discuss practices and strategies that help [all] children acquire language within the context of family and community.
3. Discuss the myths related to dual language acquisition.
4. Explore the influence of culture on language learning, use, and practices.

Outcomes

1. Identify the major milestones of language development for children birth to three years of age.
2. Use practices and strategies that support language development within the context of family.
3. Refute the myths related to dual language acquisition.
4. Support children's language learning and use in developmentally and culturally appropriate ways.



Expectations

- Take care of yourself
 - Participate at your own level of comfort
- Suspend certainty
- Go out on a limb
- Maintain confidentiality
- Demonstrate respect



Photograph courtesy EHS NRC

Greetings

- Follow the rules on the sheets you received
- Role play
- Pay attention to your reactions
- Get up, move around
- Greet as many people as possible

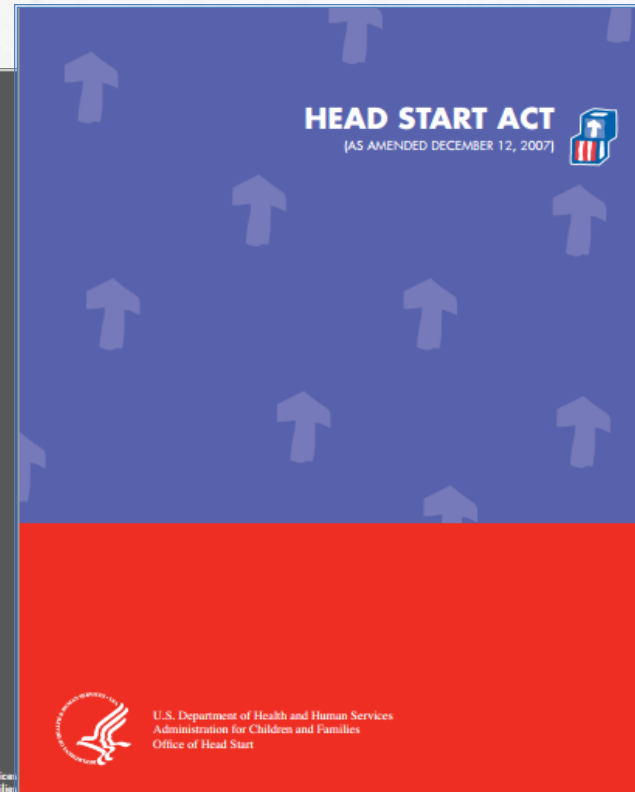
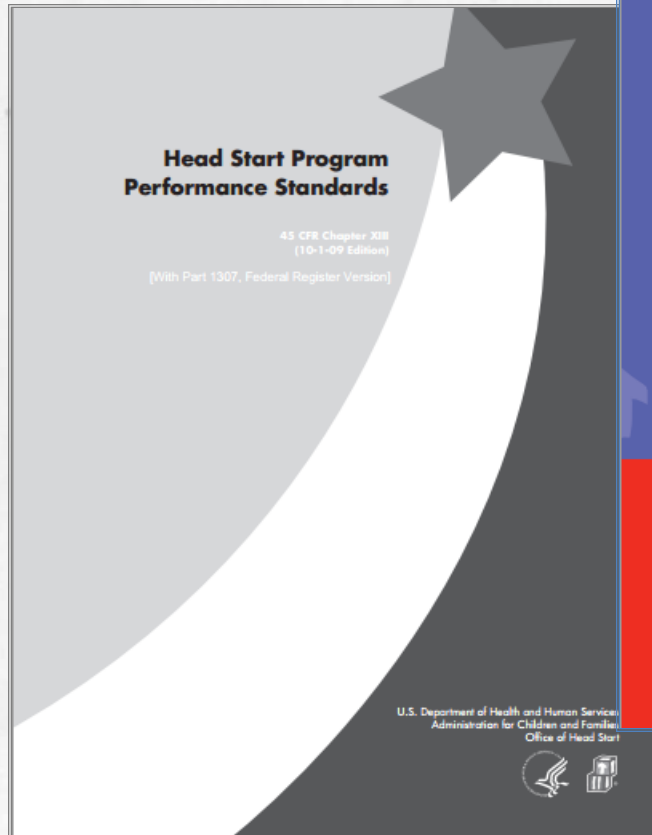


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Federal Requirements that Guide our Work with Programs



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Head Start Performance Standards

§1304.21 (a)(3)(i)(E) Supporting and respecting the home language use among children and between children and adults.

1304.21(b)(2) Support the social and emotional development of infants and toddlers by promoting an environment that:

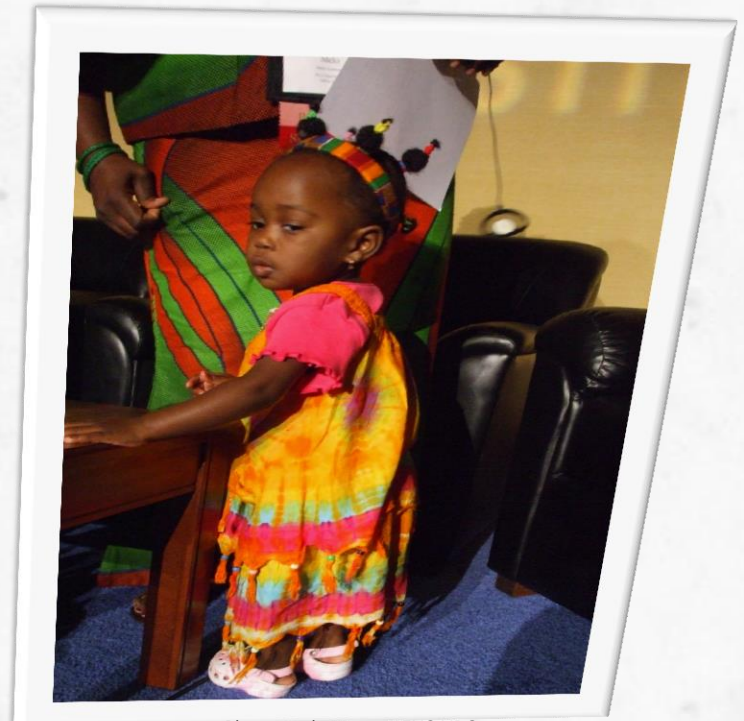
(ii) Supports the emerging communication skills in daily opportunities for infants and toddlers to interact with others and to express himself or herself freely.

Part 1307 of the Head Start Program Performance Standards Requires HS programs to establish program goals for improving the school readiness of children in all domains, including language and literacy development.



Languages in Head Start

- Over 140 languages
- 30% of EHS & HS are DLLs
- Region X 32% DLLs (2012-2013)
- At least 86% of all Head Start & EHS programs serve DLLS

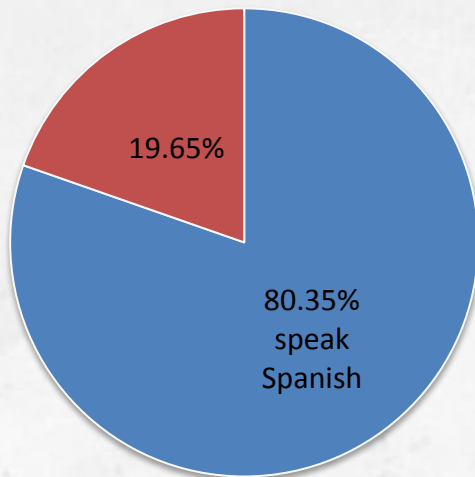


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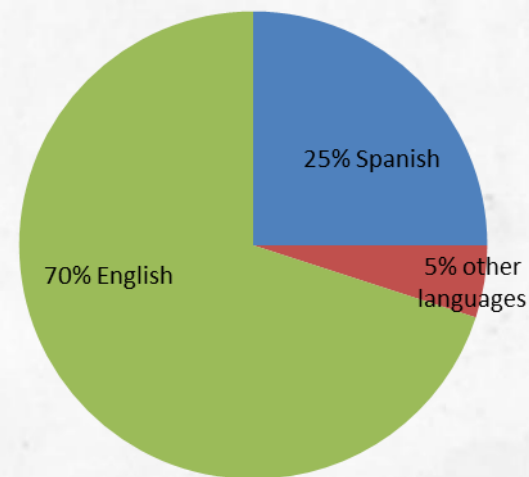
- **28%** EHS Staff are proficient in a language other than English.

– 80% of those staff speak Spanish



- **30%** Children in EHS speak a language other than English at home.

EHS Families' Home Languages



Prenatal Hearing and Sight



Image courtesy of smokedsalmon/
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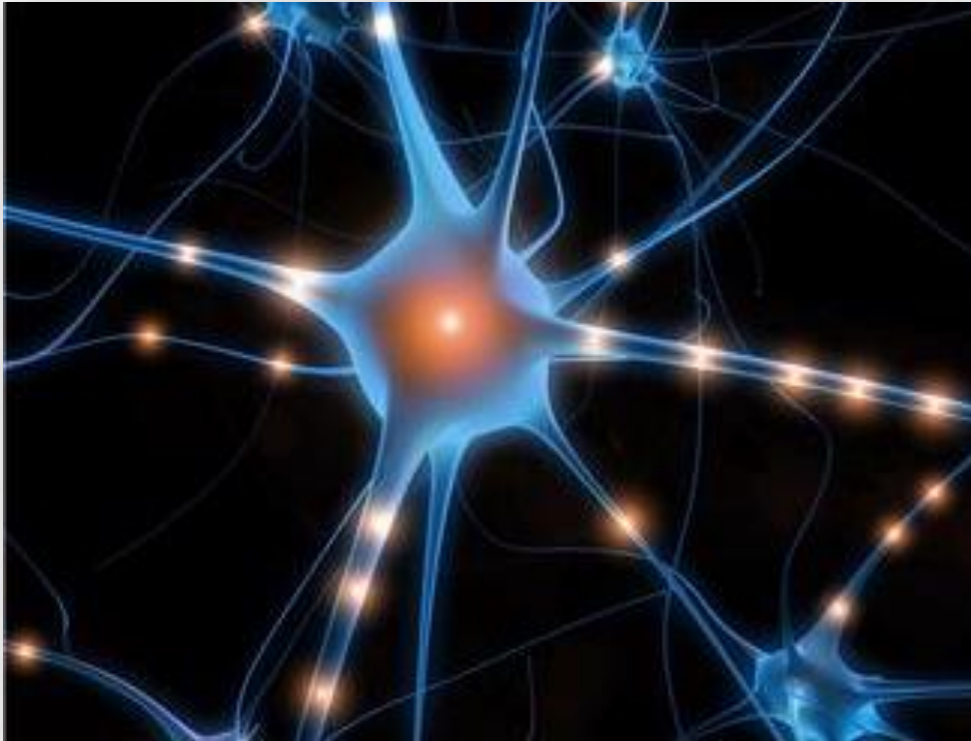


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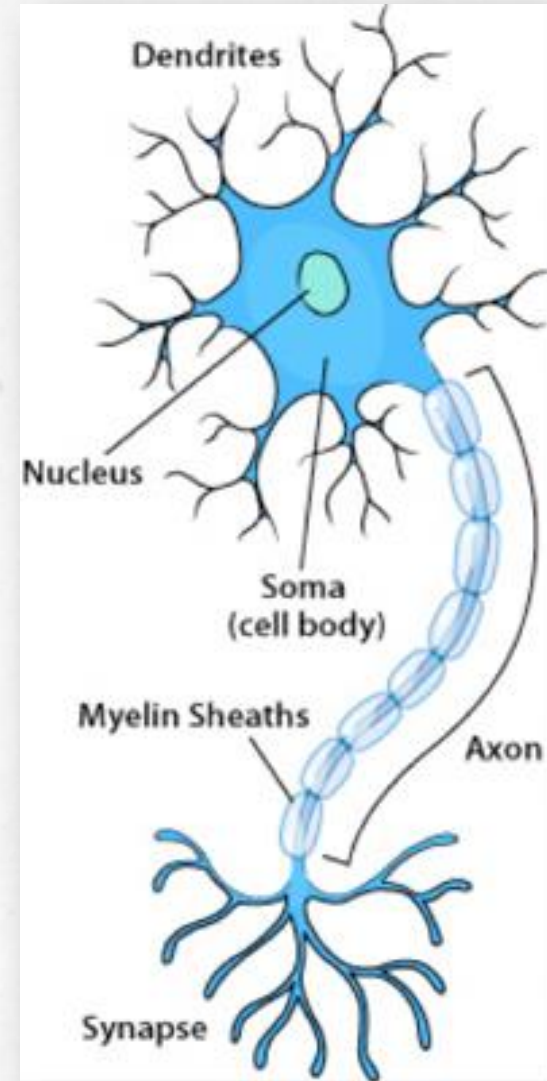


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Neurons



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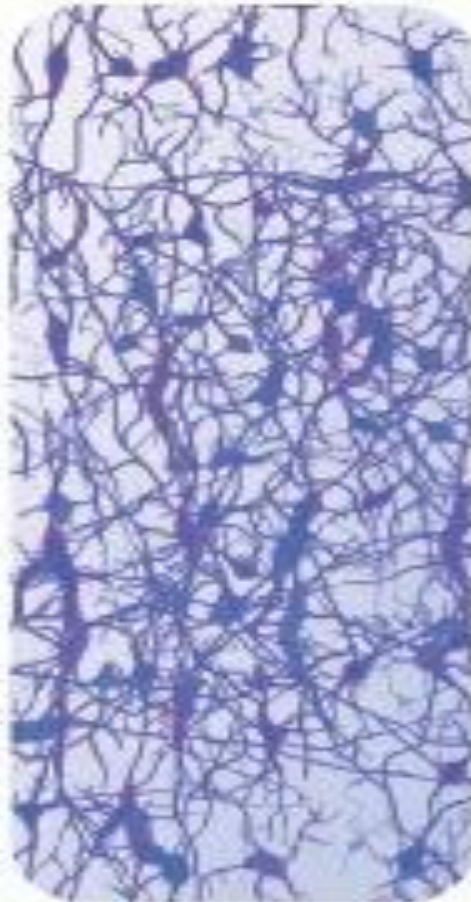


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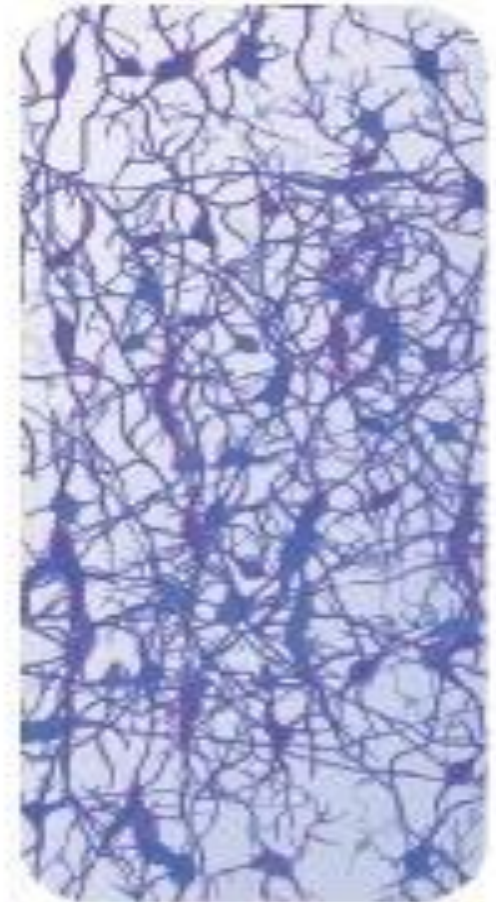
Pruning



Birth



15 months



2-3 Years

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Brain Plasticity

The brain's ability to change
as a result of experience.



Photo courtesy EHS NRC

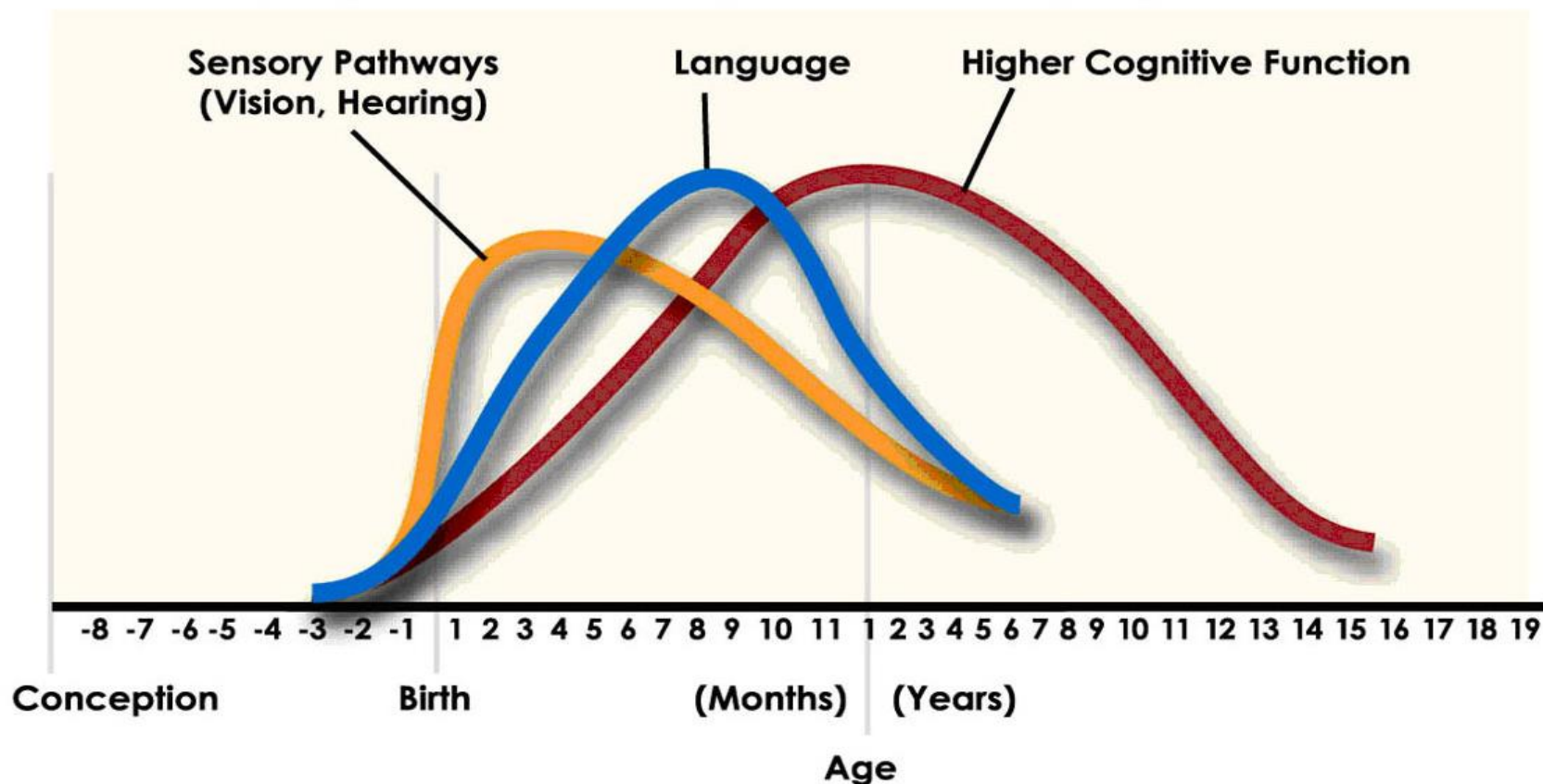


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Brain Architecture Builds Over Time

Human Brain Development

Synapse Formation Dependent on Early Experiences



Source: Nelson, C. A., in *Neurons to Neighborhoods* (2000). Shonkoff, J. & Phillips, D. (Eds.)

Language and Early Literacy

Language is...

Early Literacy is...

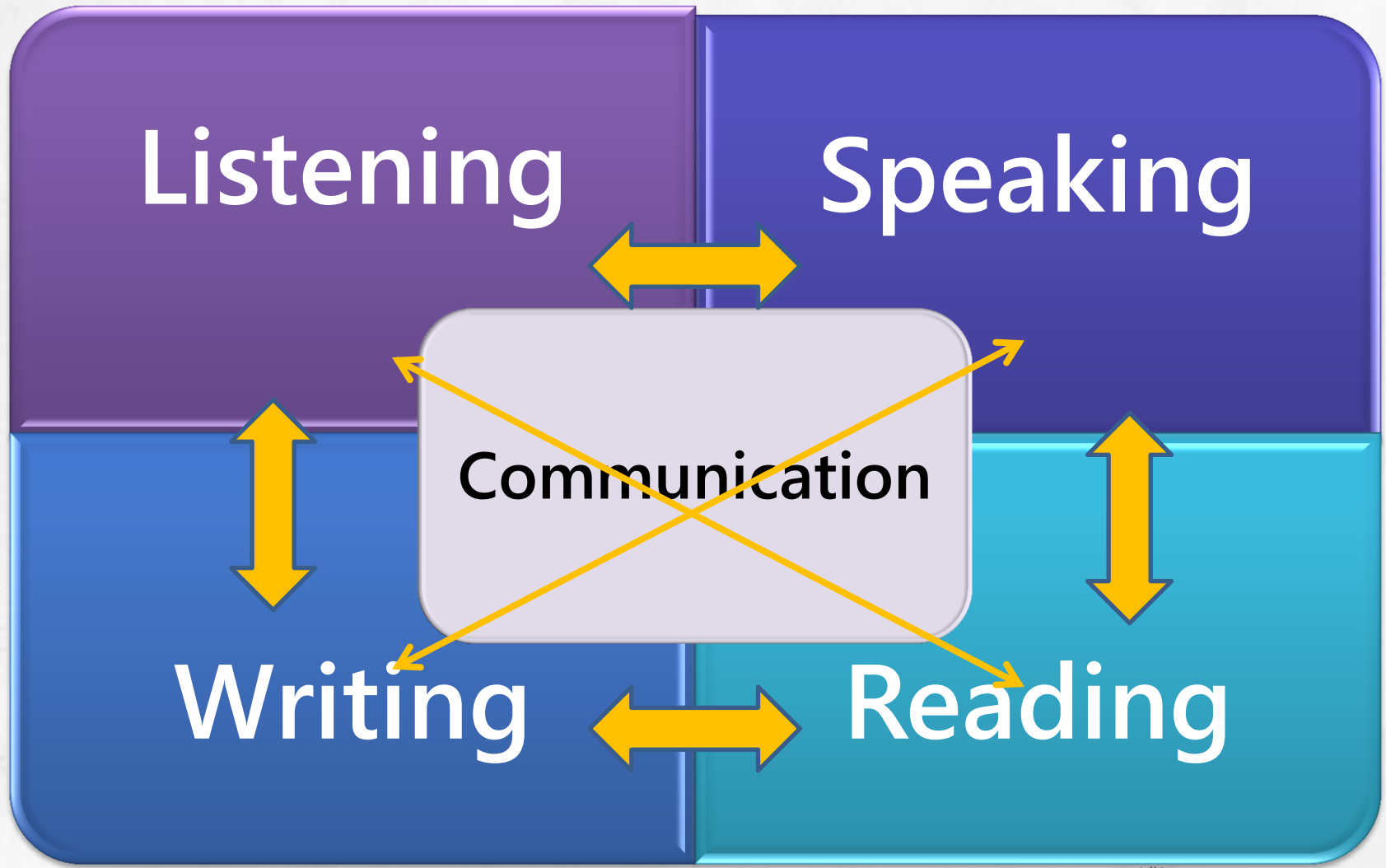


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Before Speech...

- Discriminates among speech sounds
- Discriminate among intonational patterns
- Remembers a sequence of speech sounds and the order they were presented
- Discriminates between sequences of speech sounds
- Compares a sequence of speech sounds to a model stored in memory



Photo courtesy EHS NRC



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Developmental Milestones - Activity

- Each table functions as a team.
- As a team, decide at what age range each milestone occurs.
- Tape the milestones to the chart paper labeled with that age range.
- Pay particular attention to similarities and differences in the age range of the milestones. Think about why.

EARLY LITERACY/READING-RELATED BEHAVIORS

AGE	LANGUAGE UNDERSTANDING AND USE	BOOK HANDLING	COMPREHENSION	EMERGENT READING
Birth -- 3 months	<ul style="list-style-type: none"> ✓ Reflexive responses to physical needs ✓ Performs actions without a goal in mind 	<ul style="list-style-type: none"> ✓ Makes eye contact with pictures but no attempt to handle book. 	<ul style="list-style-type: none"> ✓ Looks intensely at pictures with wide eyes and thoughtfulness 	
3 -- 8 months	<ul style="list-style-type: none"> ✓ Use facial expressions ✓ Babbles and vocalizes ✓ Reaches for, moves toward, and looks at objects or people of interest ✓ Understands gestures and intonations 	<ul style="list-style-type: none"> ✓ Grasps, shakes, crumples, and waves books ✓ Brings books to mouth to suck and chew ✓ Explores how books work by making the pages open and close ✓ Helps adult reader turn pages, pressing page to left after separated 	<ul style="list-style-type: none"> ✓ Understands words for familiar objects in pictures (7-9 mos.) 	Coos or gurgles when read to (3 – 6 mos.)

Adapted from *So Much More Than the ABCs* by Schickedanz and Collins, 2013.



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EARLY LITERACY/READING-RELATED BEHAVIORS*

AGE	LANGUAGE UNDERSTANDING AND USE	BOOK HANDLING	COMPREHENSION	EMERGENT READING
8 -- 12 months	<ul style="list-style-type: none"> ✓ Communicates intentionally ✓ Becomes sociable ✓ Imitates adult sounds ✓ May start to use a few simple words 	<ul style="list-style-type: none"> ✓ Deliberately tears pages ✓ Looks at books for extended time ✓ Difficulty handling book pages, accidentally tearing ✓ Still exhibits some mouthing behaviors 	<ul style="list-style-type: none"> ✓ More visual attention ✓ Laughs and smiles when pictures recognized ✓ Understands words for familiar objects in pictures 	<ul style="list-style-type: none"> ✓ Gives book to adult to read over and over ✓ May relate an object or action in book to the real world (e.g. gets ducks after adult has read "Ten Little Rubber Ducks.") ✓ Points to pictures and vocalizes unintelligibly or rises intonation to say "Dat?" ("What's that?")
12 -- 18 months	<ul style="list-style-type: none"> ✓ Uses 10-50 words ✓ Use protowords ✓ Repeats for understanding or uses other means to express needs and wants 	<ul style="list-style-type: none"> ✓ Gathers clump of pages in hand and lets them fly past ✓ Turns book right side up or tilts head to view pictures right side up 	<ul style="list-style-type: none"> ✓ Points correctly to familiar object in picture when asked where something is ✓ Names pictured objects ✓ Makes appropriate sounds for pictures 	<ul style="list-style-type: none"> ✓ Imitates adult-finger behavior by pointing to words or pictures when sharing the books ✓ Brings book to an adult to read ✓ Makes animal sounds



EARLY LITERACY/READING-RELATED BEHAVIORS

AGE	LANGUAGE UNDERSTANDING AND USE	BOOK HANDLING	COMPREHENSION	EMERGENT READING
18 -- 24 months	<ul style="list-style-type: none"> ✓ Uses two-word sentences ✓ Vocabulary expands to about 200 words ✓ Uses negatives ✓ Asks questions ✓ Tries to converse ✓ Understands simple directions and answers simple questions 	<ul style="list-style-type: none"> ✓ Rotates book to view pictures right side up 	<ul style="list-style-type: none"> ✓ Relates events in texts to own experiences (e.g. saying "I nigh, nigh" when reading "Goodnight Moon") 	<ul style="list-style-type: none"> ✓ Searches more thoroughly through books on shelf or basket for his favorite books and then brings to adult to read
24 -- 36 months	<ul style="list-style-type: none"> ✓ Uses 3 to 5 word sentences ✓ Becomes more grammatically correct ✓ Asks "Why?" ✓ Tells stories ✓ Understands the pause in conversation is a signal to respond; increasing ability to converse ✓ Understands two-step directions 	<ul style="list-style-type: none"> ✓ Recognizes pictures that are intended to be upside down 	<ul style="list-style-type: none"> ✓ Recites lines from books or reenacts events from a book 	<ul style="list-style-type: none"> ✓ Pretends to "read" to dolls or stuffed animals holding book so they can see ✓ Complains if adult skips a word in a familiar or predictable text and usually offers the correction

Language Development



Photo courtesy of EHS NRC

- Complex narratives (48+)
- Complex sentences (36+)
- Simple sentences (30-36)
- 50 words vocabulary (18–24 mos.)
- Telegraphic speech (18–24 mos.)
- Uses holophrases (12 mo.)
- Expressive jargon (9 to 12 mo.)
- Babbling (6 mo.)
- Cooing (2 mo.)

Milestones are the same for DLLs



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The Big 5 of Language and Literacy Development (NELP) and the 4 Early Reading-Related Behaviors

Background Knowledge

Oral Language and Vocabulary

Phonological Awareness

Book knowledge & Print Concepts

Alphabet knowledge and early writing

Relationships

Book Handling

Language Understanding and Use

Comprehension

Emergent Reading



Video: What Strategies to Support Early Literacy Do You Observe?

1. View the video.
2. Check the strategies and literacy behaviors observed in the clip.
3. Discuss your observations with your neighbors.



Video courtesy EHS NRC



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Video: What Strategies to Support Early Literacy Do You Observe?



Videos courtesy of EHS NRC



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Video: What Strategies to Support Early Literacy Do You Observe?



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Video: What Strategies to Support Early Literacy Do You Observe?



Video courtesy EHS NRC



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What Do You Observe?



Photographs courtesy of EHS NRC



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What Do You Observe?



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Video: What Strategies to Support Early Literacy Do You Observe?



Video courtesy of EHS NRC

Strategies

- Eye contact
- Narrate routines
- Coo and converse
- Look at and label
- Repeat word attempts
- Stress holophrases
- Sing, move, use fingerplays
- Expand telegraphic speech
- Interpret nonverbal cues and describe using words
- Respond to actions
- Ask to be shown, take you to, or point to objects
- Allow uninterrupted play

Supporting Toddler Speech

- Sound
- Meaning
- Rhythm
- Grammar
- Conversations
- Expansion
- Extension



Photograph courtesy of EHS NRC



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Why Talk About Dual Language Learners?



Photographs courtesy of EHS NRC



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Dual Language Learners Are:

Simultaneous language learner: A child who learns 2 or more language simultaneously from birth.

Sequential language learner: A child learns a second language (L2) after acquiring the first language (L1), usually around the age of three.

Agree or Disagree?

- Learning two languages at the same time during infancy causes language delays.



Photograph courtesy EHS NRC

Agree or
Disagree

Agree or Disagree?

- Mixing words from both languages in one sentence is a sign of the child's confusion about language.

Agree or
Disagree



Photograph courtesy EHS NRC

Agree or Disagree?

- Speaking a second language when infants and toddlers are present guarantees that babies will become bilingual because learning is automatic.

Agree or
Disagree



Photograph courtesy EHS NRC



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Agree or Disagree?

- Infants and toddlers who are dual language learners are less successful than those who learn one language at a time.

Photograph courtesy EHS NRC



Agree or
Disagree



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Agree or Disagree?

- The earlier the exposure to English the better for the child's language competence.



Photograph courtesy of EHS NRC

Agree or Disagree

Agree or Disagree?

Spanish-speaking mothers choose to keep their young children in the home rather than enroll them in early education programs because of their families' cultural values and beliefs.



Photograph courtesy EHS NRC

Agree or
Disagree



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Agree or Disagree?

- “I only know English so I can’t support dual language development.”

Agree or Disagree



Photograph courtesy EHS NRC

Language and Culture

When children learn two languages they are also learning about belonging to the cultures of those languages.



Photograph courtesy EHS NRC

Agree or Disagree



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Strategies to Support Dual Language Learners Literacy Development

- Language-rich environment
- Separate languages
- Do not translate
- Lots of repetition
- Lots of visuals
- Lots of physical movements, gestures, real objects
- Verbal clues and cues
- Read aloud
- Provide home language reading materials
- Speak slowly
- Give them time to respond



Photograph courtesy EHS NRC



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The Impact of Culture on Language

Culture is embedded in language:

- How acquired
- Amount of talk
- Expression of emotions
- Level of enthusiasm
- Turn-taking
- Choice of words
- Non-verbal cues
- Gestures
- Silence
- Specific words or contexts



Photo courtesy EHS NRC



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To Summarize: Children's Language Learning

- ✓ Brains are hard-wired for learning.
- ✓ Relationships are the foundation.
- ✓ Language and literacy development occurs in an individualized predictable, sequential pattern.
- ✓ For babies and toddlers, learning occurs during daily rituals and routines and experiences.
- ✓ Young DLLs experience additional developmental demands: language transfer and social context.

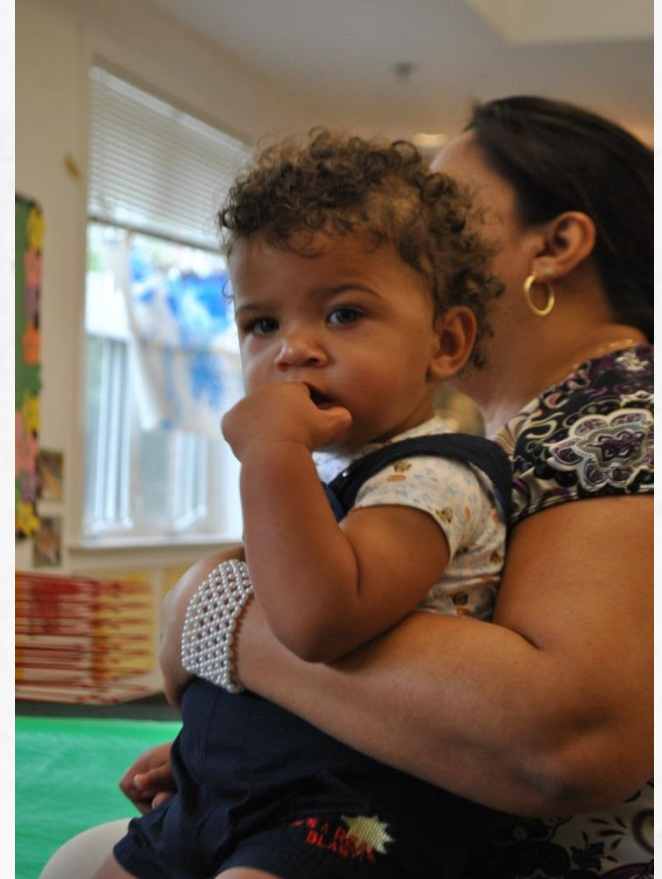


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Early Childhood Learning & Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs>

The screenshot shows the ECLKC website interface. At the top, there's a navigation bar with links: [Head Start](#), [School Readiness](#), [Policy & Regulation](#), [Monitoring & Reports](#), [Training and Technical Assistance](#), [States](#), and [Español](#). Below this is a large banner for the **Early Head Start for Family Child Care (EHS FCC) Project** with the text "Download presentations and resources" and a photo of children and adults. To the right of the banner, there are two news items: "October 05, 2012 Non-Competitive 5-Year Grant Awards (ACF-PI-HS-12-03)" and "June 06, 2012 Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work With Families (ACF-IM-HS-12-05)". Below the banner, there's a "Newest Resources" section with three items: "School Readiness Goals for Infants and Toddlers", "News You Can Use: Outdoor Spaces", and "Early Head Start Tip Sheet: Why Does Time Outside Matter for Very Young Children?". To the right of the resources is a "For Parents" section with a link to "Quality Teaching and Learning" and a link to "Cultural and Linguistic Responsiveness" (which is circled in red). Below this is a "Head Start Locator" with a map of the United States and search fields for Address, City, State, Zip Code, Distance, and Type. At the bottom, there's an "Events and Conferences" section with a link to "10/28/2012 - 10/30/2012".



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