

NCELA

**National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs**

presents

Meeting the School Readiness Needs of Latino Dual Language Learners in the Early Childhood Classroom

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& Human Services

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Meeting the School Readiness Needs of Latino Dual Language Learners in the Early Childhood Classroom

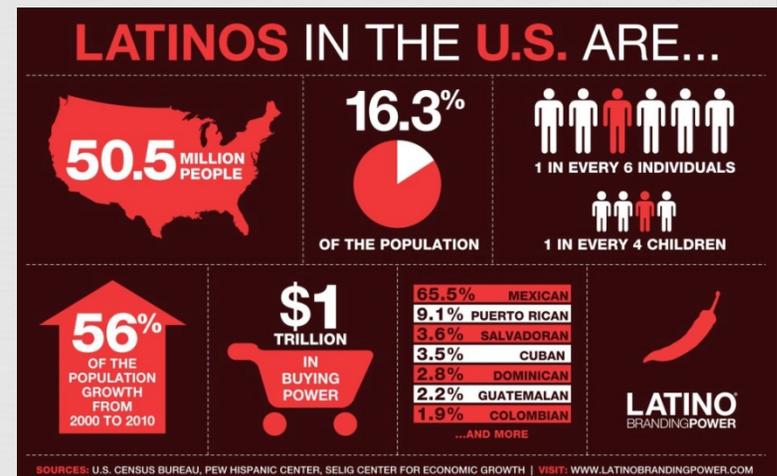


Dr. Lisa M. López
University of South Florida
College of Education

My Research

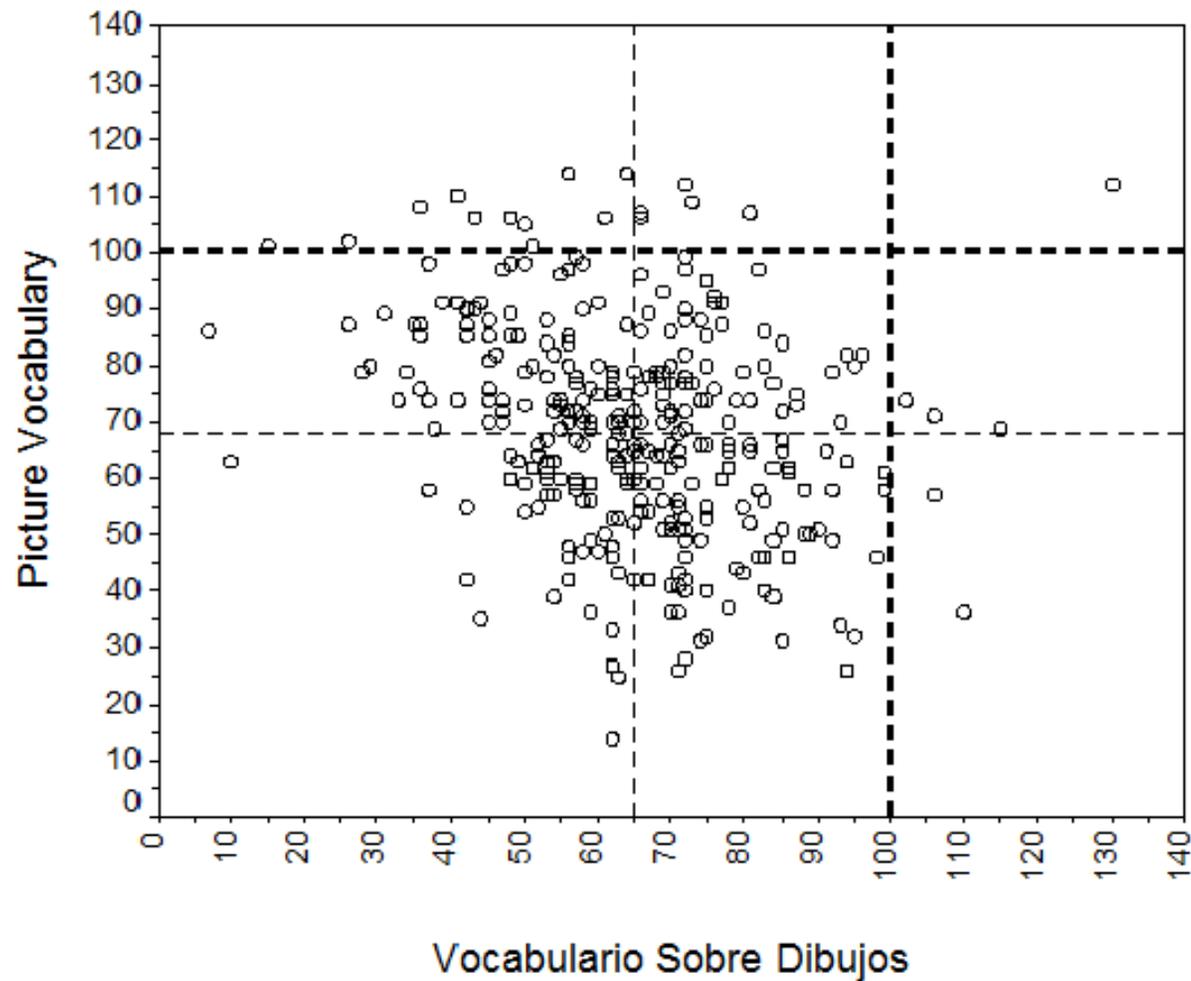


- Focuses on Latinos in the U.S.
 - Largest growing minority group
 - 1/4 of all school aged children



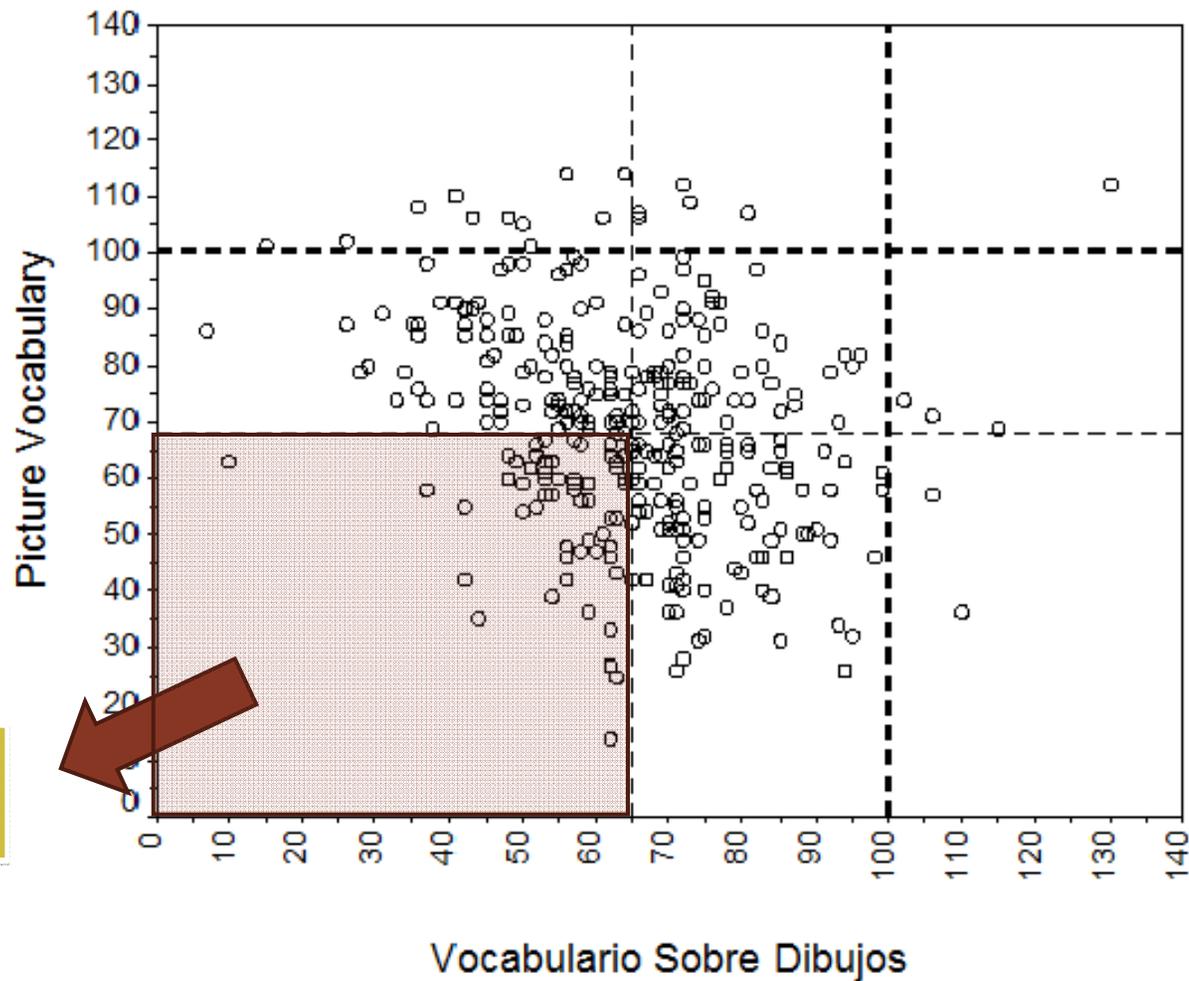
- Developing an understanding of how young Latino Dual Language Learners (DLLs) develop skills necessary to be successful in school
 - Look at home and school environment
 - Look at assessment and curricula

Harvard ECS Study Data (N=344)



This study was a sub-project of the DeLIS network directed by CAI and funded through NICHD and OERI (Grant # P01 HD39530) (PIs: Tabors and Páez). López was funded through an NSF Postdoctoral Fellowship (award # 0109201).

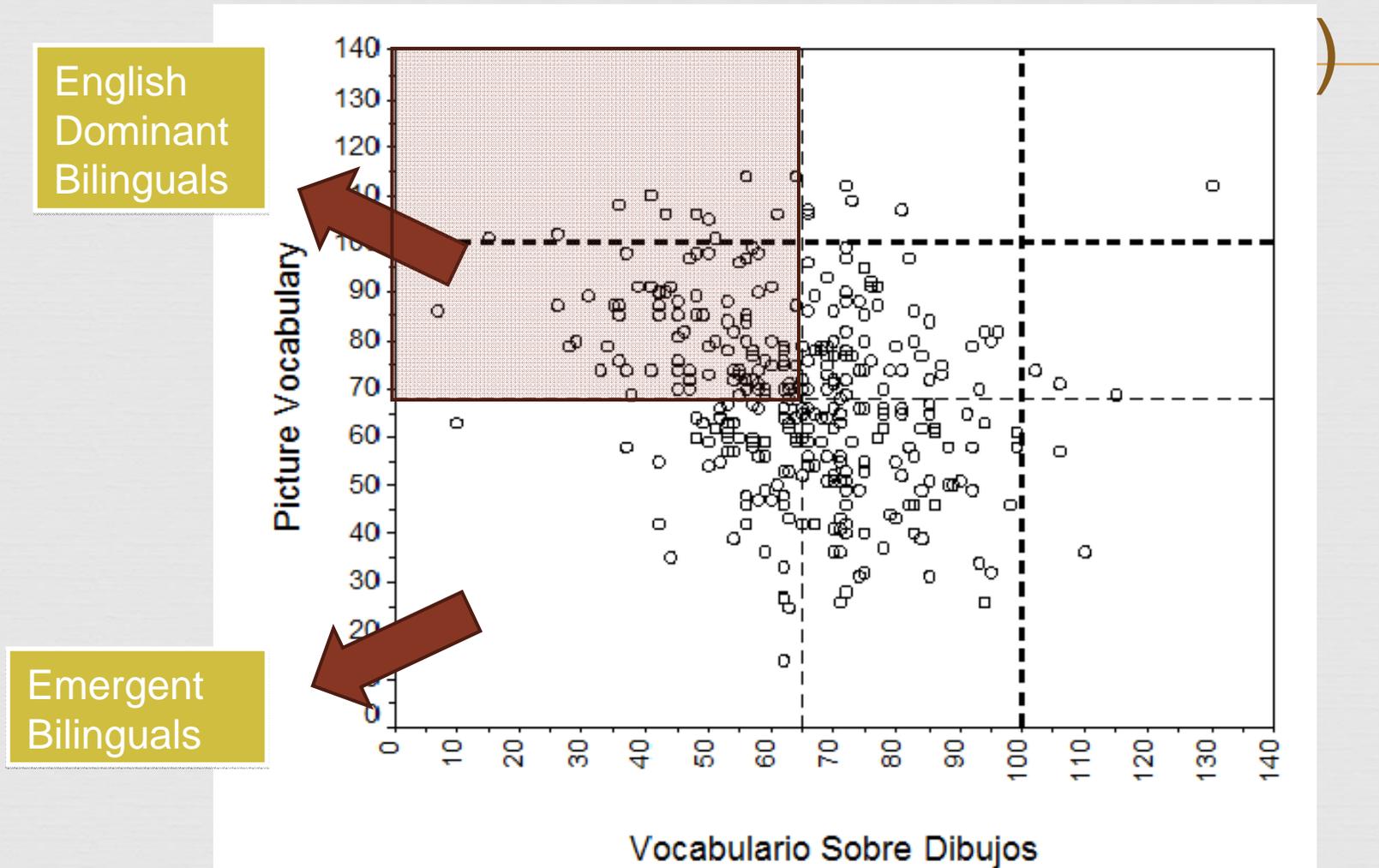
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Emergent
Bilinguals

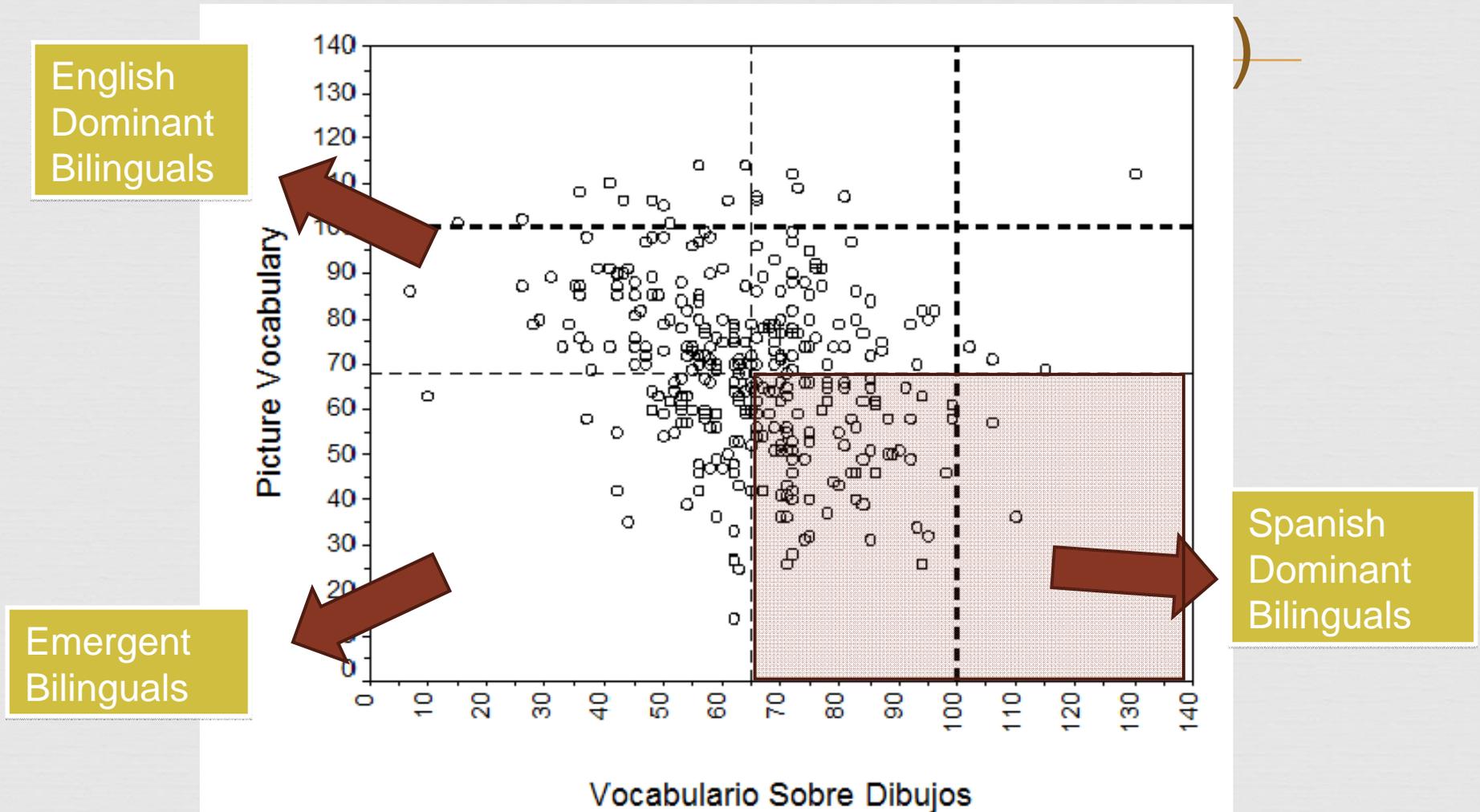
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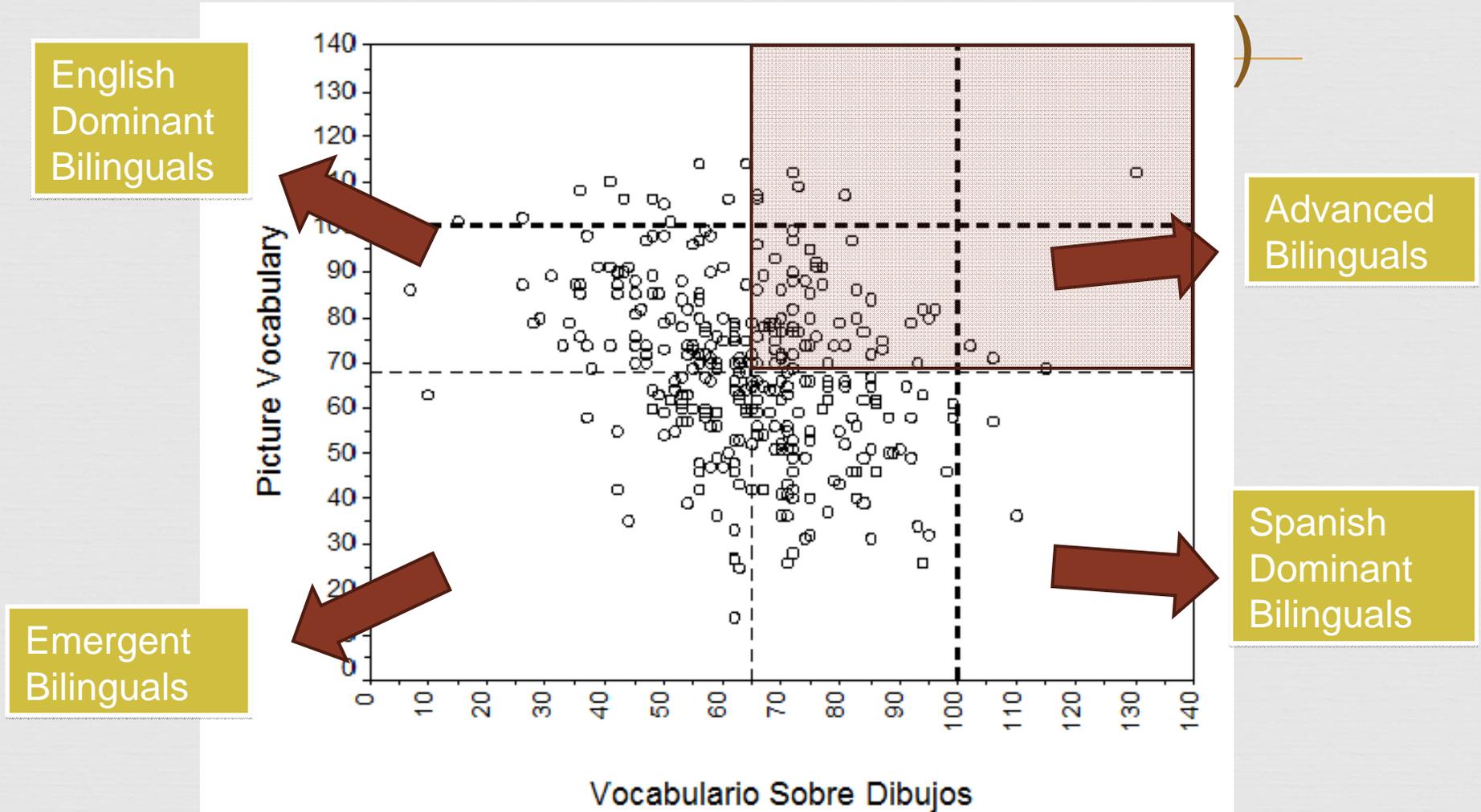
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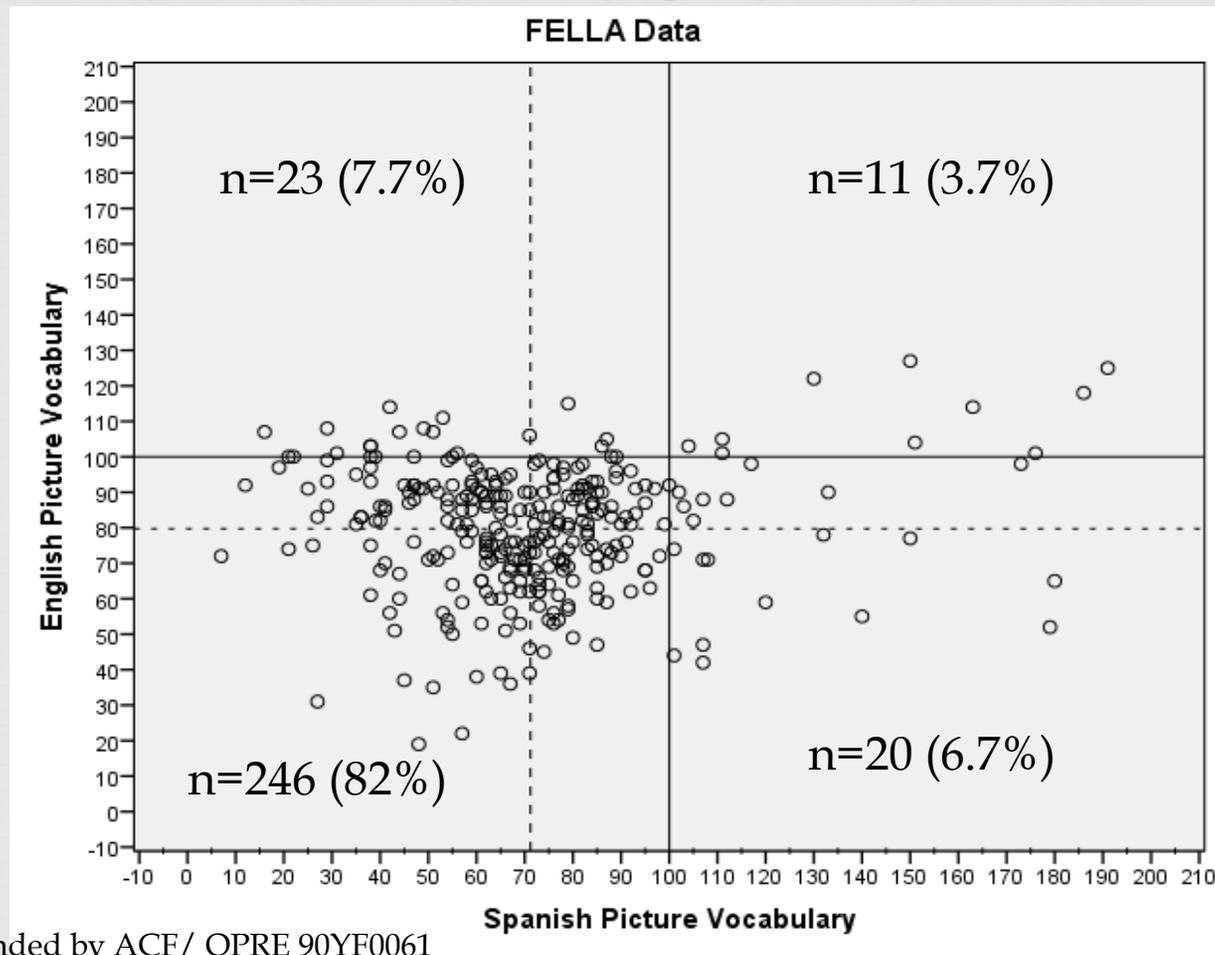
This is not just a North East phenomena



A peak into Florida

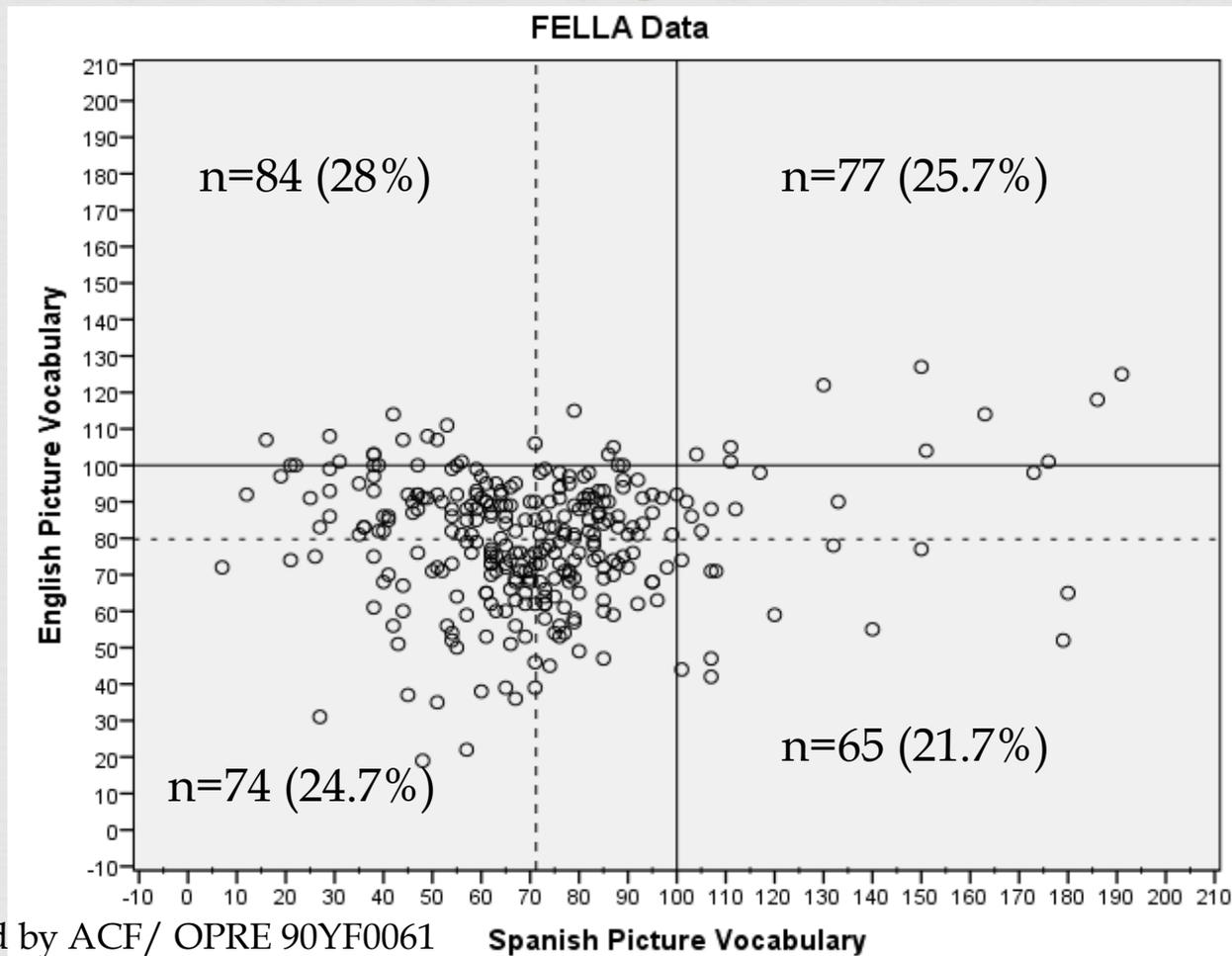


Florida Data (N=300) Comparing to Normative Mean



Florida Data (N=300)

Comparing to Sample Mean



What you might be saying to yourself...



- ❧ I thought all dual language learners were the same!
- ❧ How do I know what kind of Dual Language Learners will be in my class?
- ❧ What will happen when these children come into my classroom?

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Types of Language Learners

☞ Monolingual

☞ Language development moderated by SES



Types of Language Learners

☞ Monolingual

☞ Language development moderated by SES

☞ Bilingual

☞ Simultaneous

☞ Sequential

☞ Continuum of Learning



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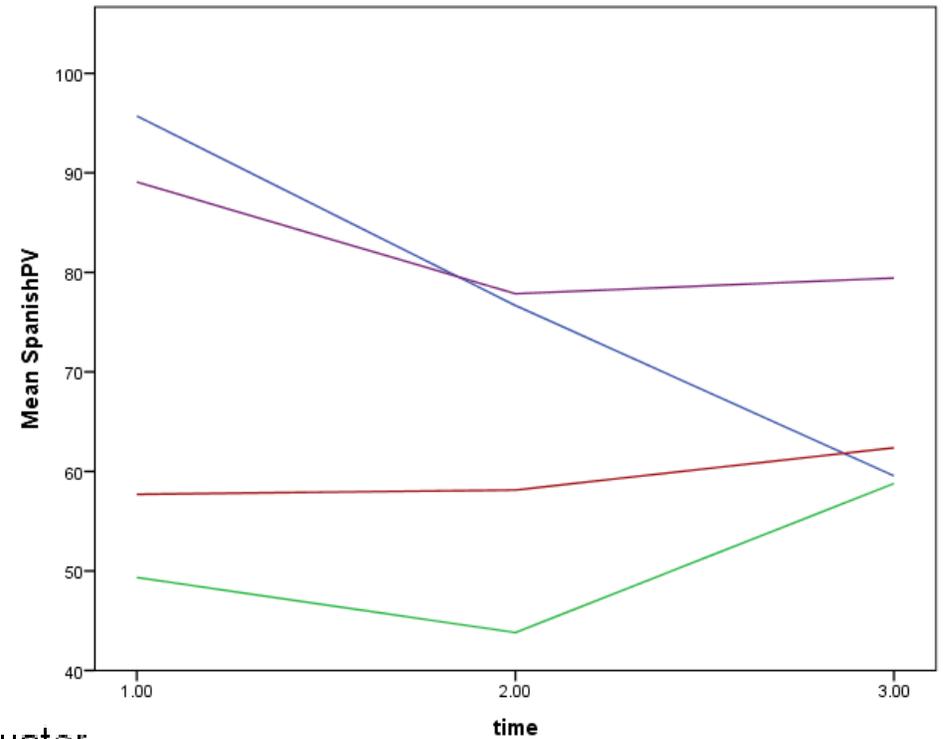
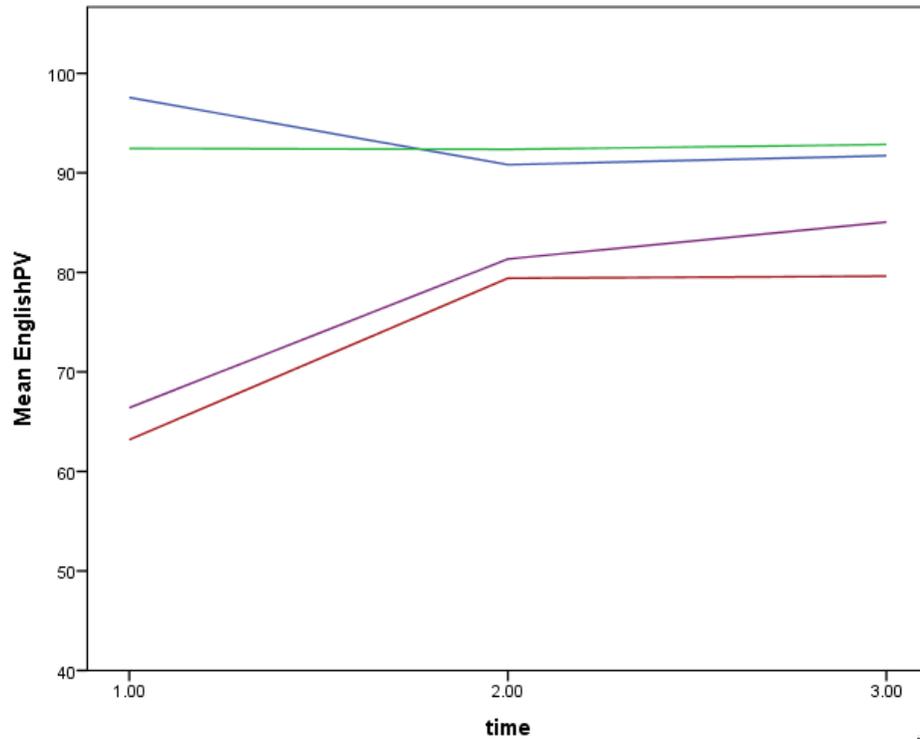
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Assessing DLLs

Mean Cluster Scores Across Time



English

- Advanced Bilinguals
- Emerging Bilingual
- English Dominant
- Spanish Dominant

Spanish

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DLL Stages of Language Development in an Early Childhood Classroom



- ☞ Children at different levels of dominance may act differently.

DLL Stages of Language Development in an Early Childhood Classroom



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 - ❧ Advanced Bilinguals and English dominant kids may blend right in
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 - ❧ emphasize the connection between the languages
 - ❧ length of time will depend on individual characteristics
 - ❧ Emergent bilinguals will need the most help!
 - ❧ Understanding the silent period is key!

New questions you should be asking yourself by now...



☞ Why do these children look so different?

☞ How am I going to be able to help them?



New questions you should be asking yourself by now...



❧ Why do these children look so different?

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Language Experiences



- ☞ Home Language Experiences
- ☞ Home Literacy Experiences
 - ☞ Language of books
 - ☞ Book reading experiences
 - ☞ Literacy activities
- ☞ Parent Language Goals



Home Language Experiences

(López, Rodríguez, Scarpino, Hammer,
Bitetti, Goldstein, & Komaroff, 2012)



- ❧ The majority of families in my studies report speaking mostly or all Spanish in the home
- ❧ Parents speak Spanish to each other, even if they report language fluency in English
 - ❧ If one parent doesn't speak Spanish, amount of Spanish spoken decreases

BIPA - Grant 7R01 HD051542-07, Funded by NIH-NICHD, ACF,
EDOSEP/OSERS

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Home Literacy Experiences



- ❧ Contextual factors have a significant effect on where children's language is at preschool
 - ❧ Book Reading
 - ❧ Home Literacy Activities

- ❧ Exposure and Use of Spanish at home
 - ❧ Lower initial English scores, but higher rate of growth in English
 - ❧ Higher initial Spanish scores, maintained significant growth in Spanish

- ❧ Social Factors Involved
 - ❧ Parent Education Level
 - ❧ Community Support for Home Language

Language Experiences



- ☞ Home versus School
 - ☞ Exposure and Use
- ☞ Home Literacy Experiences
 - ☞ Language of books
 - ☞ Book reading experiences
 - ☞ Literacy activities
- ☞ Parent Language Goals



Parent Language Goals

(López & Tápanes, 2011)



- “a veces me dice en inglés, yo no quiero hablar español, y yo, tu no quieres hablar español a pues entonces tu no viajaras a puerto rico, o sí yo quiero ir a ver a abuela, y yo, a en puerto rico saben español, en puerto rico no saben inglés, um, pues yo hablo español”
- (sometimes she tells me in English, I don't want to speak Spanish, and I tell her, if you don't want to speak Spanish then you won't go to Puerto Rico, oh yes I want to go see grandma, and I tell her, in Puerto Rico they speak Spanish, they don't speak English, um well I speak Spanish.)*

Research funded by NSF (award # 0109201).

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What Should an Early Childhood Teacher do?



- ☞ Need to understand DLL children's language profiles across time in order to better understand how they are learning



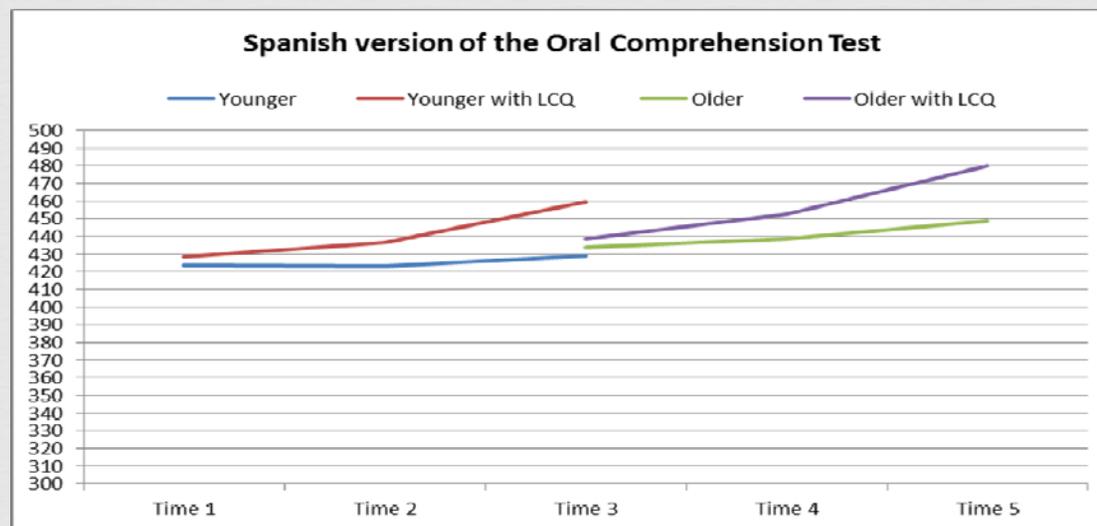
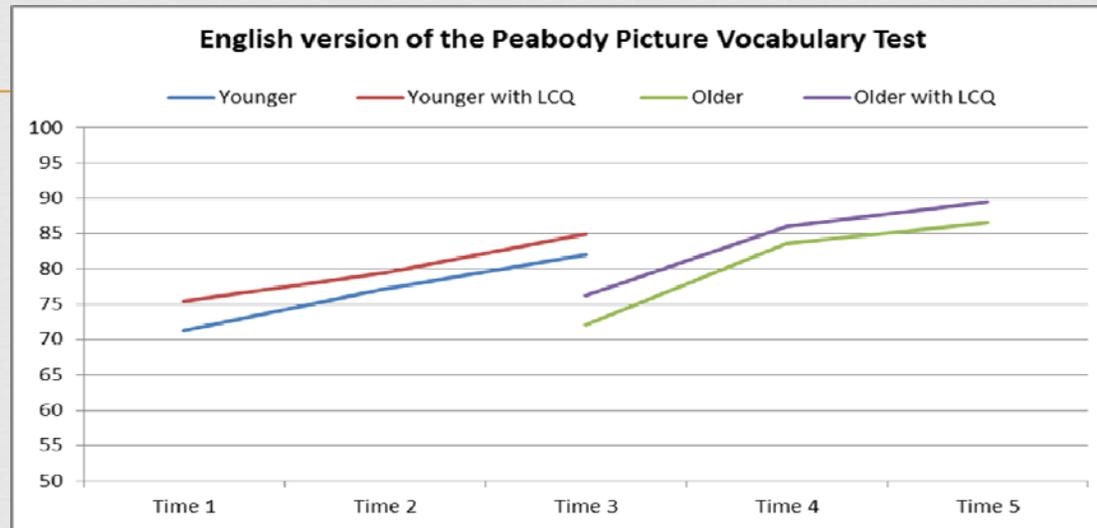
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- ❧ Think about classroom context
 - ❧ Attend DLL trainings
 - ❧ Cultural competency



Classroom Context (Ramirez, López, & Ferron, 2013)



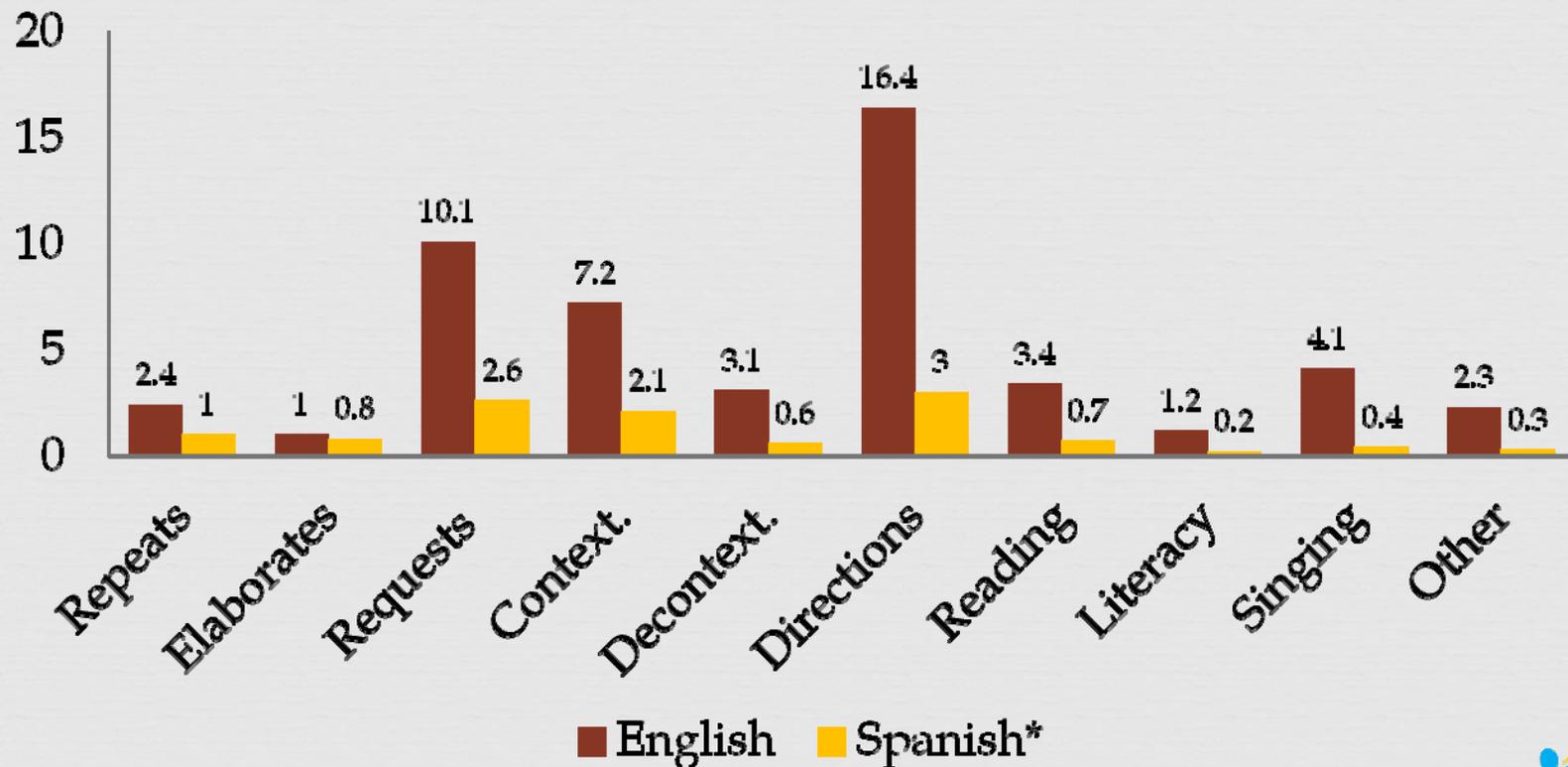
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- ❧ Provide extra language support to the Emerging Bilinguals – and everyone else!



Language Environment: Lead Teacher (Sawyer, Hammer, López, Blair, & Komaroff, 2013)



*Percentage of talk in Spanish is only calculated for Spanish proficient speakers (n=22)
ESTRELLAS : Funded by NIH-NICHD Grant 5U01HD060296-05



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- ❧ Think about classroom context
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 - ❧ Cultural competency
- ❧ Provide extra language support to the Emerging Bilinguals – and everyone else!
- ❧ Make the classroom environment more welcoming to DLLs and their families



Creating a Culturally and Linguistically Appropriate Classroom



- ❧ Discuss language goals and objectives with families
- ❧ Discuss individual children's abilities, interests, and needs
- ❧ If child does not speak any English, speak slowly, use their home language, use gestures and pictures, talk about the here and now
- ❧ Make sure there is a routine and organized structure in classroom
- ❧ Involve the child
 - ❧ Have them use home language



Creating a Culturally and Linguistically Appropriate Classroom



- ❧ Provide attention to child
- ❧ Have spaces for children to work on puzzles and non-language specific activities
- ❧ Provide labels in home language as well as English.
- ❧ Provide cultural relics in the classroom
- ❧ Provide books or tapes in child's language
 - ❧ Invite family or community members to come read to the children in home language



Thank You!



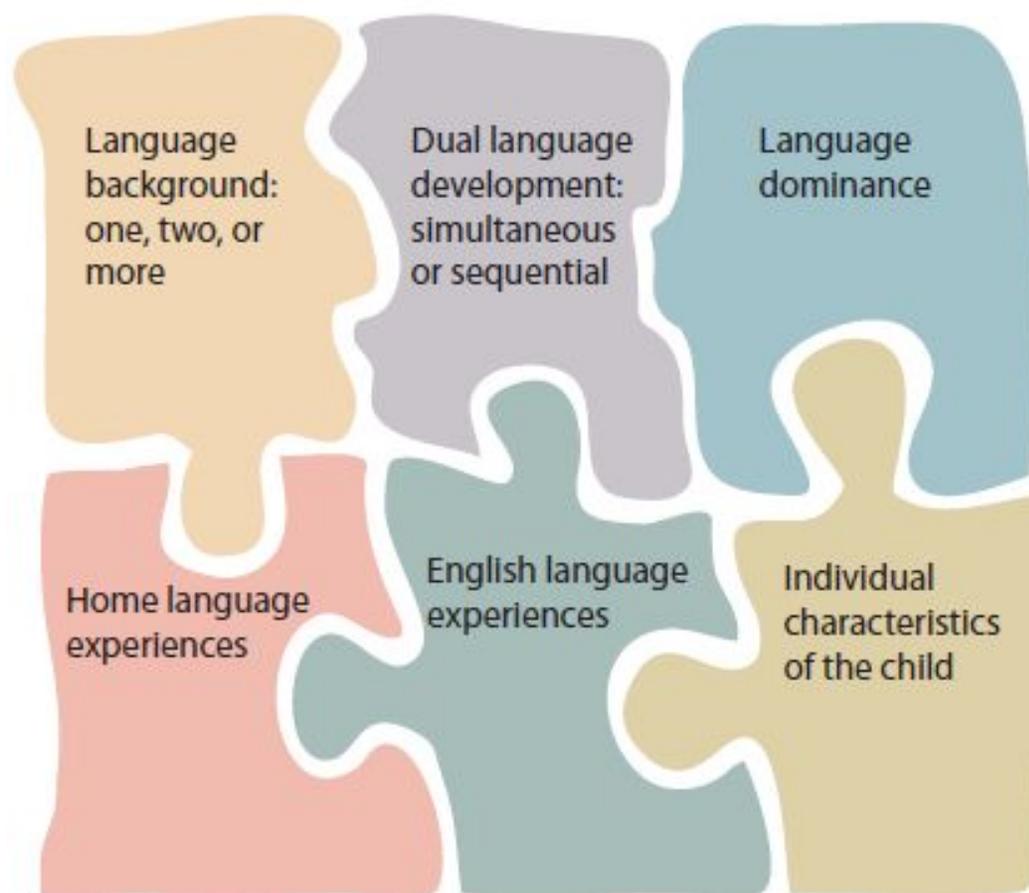
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Young Dual Language Learners: Gathering Background Information

Child & Family Language Background & Experiences

In order to support learning and development for children who are Dual Language Learners (DLLs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family. By gathering enough information to get the full picture of a child's overall language background, practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.

Considerations for Each Child:



Resources

Young Dual Language Learners: Gathering Background Information Child & Family Language Background & Experiences
("Puzzle Piece" document)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf

Strategies for Supporting all DLLs

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

The presentation and an archive of this event will be available on NCELA's website. www.ncela.gwu.edu/webinars

Questions



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**National Clearinghouse for
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Thank you for participating in today's webinar on **“Meeting the School Readiness Needs of Latino Dual Language Learners in the Early Childhood Classroom”** presented by Lisa Lopéz and Sharon Yandian, and hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

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