



Empowering Families to Develop Language in Everyday Life *Using their Home Language*

Presented by Patricia Montes Pate & Ana Marisol Sánchez

Hosted by  **EARLY EDGE**
CALIFORNIA



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- Our mission: To prepare all Dual Language Learners/English Learners in California to learn, thrive and lead.



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Purposes

- The power of home language
- Two-way communication
- Social-emotional and positive identity development
- Ideas on how to support & engage in meaningful conversations at home

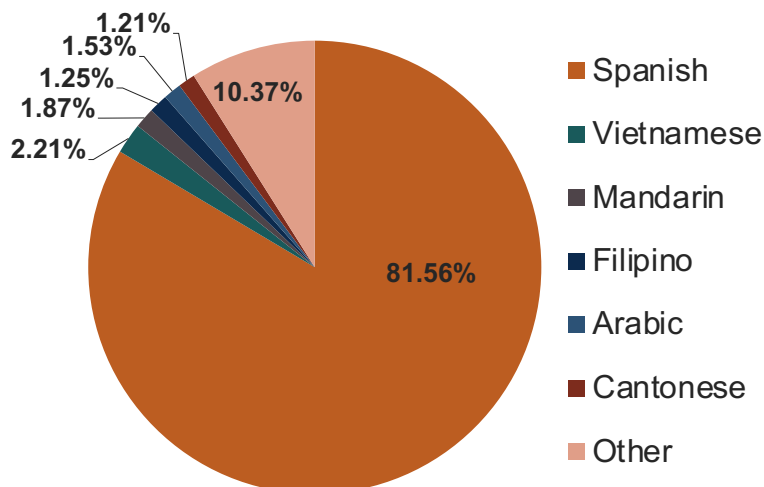


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Facts about English Learners in California



Which languages are spoken by your children?

Resource: CDE CalEDFacts, Fall 2018

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COMMON MYTHS about Bilingualism

Learning two languages confuses children!

Speaking their home language will hinder children's development of English.

English is the only language necessary for success!

English immersion is the best way for a child to learn English.

Children will maintain their home language while they learn English

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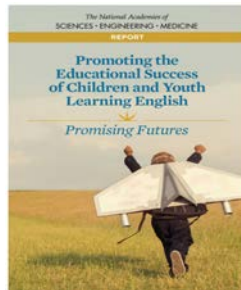


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New Generation of Research



- All children have the capacity to learn 2 or more languages
- Ages 0-7 is optimal time for developing near native like proficiency in multiple languages
- Strong home language supports learning English
- Children need exposure to competent language role models
- Early exposure to English can result in loss of home language

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Resource: NASEM Brief & FAQs about DLLs



RESEARCH BRIEF
March 2017

Important 2017 National Academies of Sciences report on English learner education provides new research-based guidance for the field.

A new National Academies of Sciences report, "Promoting the Educational Success of Children and Youth Learning English: Promising Futures," was released in February 2017 providing research-based guidance and recommendations for the field related to policies and practices that can result in better educational outcomes for English learners (ELs/dual language learners DLLs). The report, edited by Ruby Takashishi and Suzanne Le Menestrel, is a product of the Committee on Fostering School Success for English Learners, which the National Academies of Sciences, Engineering, and Medicine convenes through its Board on Children, Youth, and Families and Board on Science Education. The committee's task was to recommend policies and practices that will enhance successful educational outcomes for ELs and DLLs in the U.S. from birth through grade 12. This brief summarizes and excerpts key findings and recommendations from the report.

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Questions and Answers: Dual Language Learners in Preschool

What is a "dual language learner"? Who are dual language learners?

Dual Language Learners (DLL) are children birth to five, learning two+ languages simultaneously or learning a second language while developing their home language. Approximately 60% of the children in California live in households where English is not the primary language. They have varying mixtures of exposure to and proficiency in their home language and in English. Some are "sequential" dual language learners - that is, they have been developing proficiency in their home language since birth and later are introduced to English as a second language. These children have the foundation of one language and build the new language on that foundation. Others are "simultaneous" dual language learners, exposed to both languages from a young age and learning them at the same time. Other children may come from a family where a language other than English is the heritage language (perhaps spoken by grandparents) but the child has always been immersed in English as the dominant language and has little to no proficiency in the heritage language.

There is great cultural and linguistic diversity among the young children in California. The state collects data on 65 different language groups. The vast majority of dual language learners speak Spanish (83%), followed by Vietnamese (3.4%), Mandarin (1.9%), Arabic (1.4%) and Filipino (1.3%).

There are several other related terms you may hear. "English Learner" is the formal term used for students in K-12 education who have a home language other than English, and are learning English as a second language. It comes from a civil rights perspective that students who are not proficient in English face a language barrier to equal educational access - so schools have to take steps to overcome that language barrier. "Emergent bilingual" is a term used by some to refer to children who are developing two languages, and is considered a more asset-based term.

If we need children to learn English so they are ready for Kindergarten, wouldn't it be best to just teach them and immerse them in English? The more English the better?

For children who have a home language other than English, the goal is both full proficiency in English, plus development and maintenance of the home language. We value and promote the development of bilingual and (later) biliteracy skills. Young children's brains are wired for the developmental tasks of learning to speak, use and master language. Dual language learners undertake these tasks straddling two language worlds and have the potential and opportunity to develop language proficiency in two languages. One language does not detract from the other - they bolster each other. Additionally, there is no loss in English development as a result of developing the home language.

Research has proven that the strongest foundation for later academic success and high levels of literacy for these young dual language learners is the development of both their home language and English. Systematic, deliberate exposure to English combined with ongoing opportunities to

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<https://www.youtube.com/watch?v=SEAL Affirming Children's Languages, Cultures, and Identities>

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What does SEAL mean by Family Partnership?

Building **strong partnerships** between families & schools to support children's success while also valuing the home language and culture of every family and child.



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Resources: Family Languages & Interest Interviews

Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
Language background: one, two, or more	What language(s) does your family speak? How much experience does your child have with each language? Is your child growing up with two languages? If so, what are the languages? Can you tell me about your child's use of English (if at all)?
Dual language development: simultaneous or sequential	Did your child grow up learning two languages from birth (simultaneous)? Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)? How old was your child when the second language was introduced? About how much time does your child spend using the home language (speaking, listening, comprehending)? About how much time does your child spend using English (speaking, listening, comprehending)?
Language dominance	Does your child use one of his/her languages more often than the other? When your child wants to communicate, which language does he/she use?
Home language experiences	Who are the people in your child's life who speak the home language to him/her? What are some experiences or activities your child has using language in his/her home language (e.g., reading, watching TV, playing with toys, talking with family members, etc.)? What experiences with early reading and writing has your child had in his/her home language?
English language experiences	Who are the people in your child's life who speak English to him/her (e.g., the librarian during weekly story hour, older brother in the neighborhood)? What experiences with early reading and writing has your child had in English?
Individual characteristics of the child	What are your child's interests and favorite activities? - What toys or things does your child especially like to play with? - What pretend play activities does your child like? - What does your child like to talk about? - What does your child like to learn about? - Can you give examples of experiences from the past that your child can recall and talk about?

Head Start Planned Language Approach
Gathering and Using Language Information that Families Share

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Table 6.2. Sample Family Language and Interests Interview*

Child's Name: _____ Sex: _____ Age: _____ Date: _____

Date of Birth: _____ Sex: _____ Gender: _____ Male _____ Female _____

- How many family members live with you and the child?
- Who are the members of your family?
- Who is the primary caregiver of your child?
- What language does the primary caregiver speak most often with the child?
- What language(s) did your child learn when he or she first began to talk?
- Can you tell me what language(s) each of the following people in your household speaks to your child?

	Only English	Mostly English, with some other language (identify)	Mostly other language (identify), with some English	Only other language (identify)
Mother (or you)				
Father (or you)				
Other siblings				
Grandmother				
Grandfather				
Aunt/Uncle				
Others, other adults, community members				

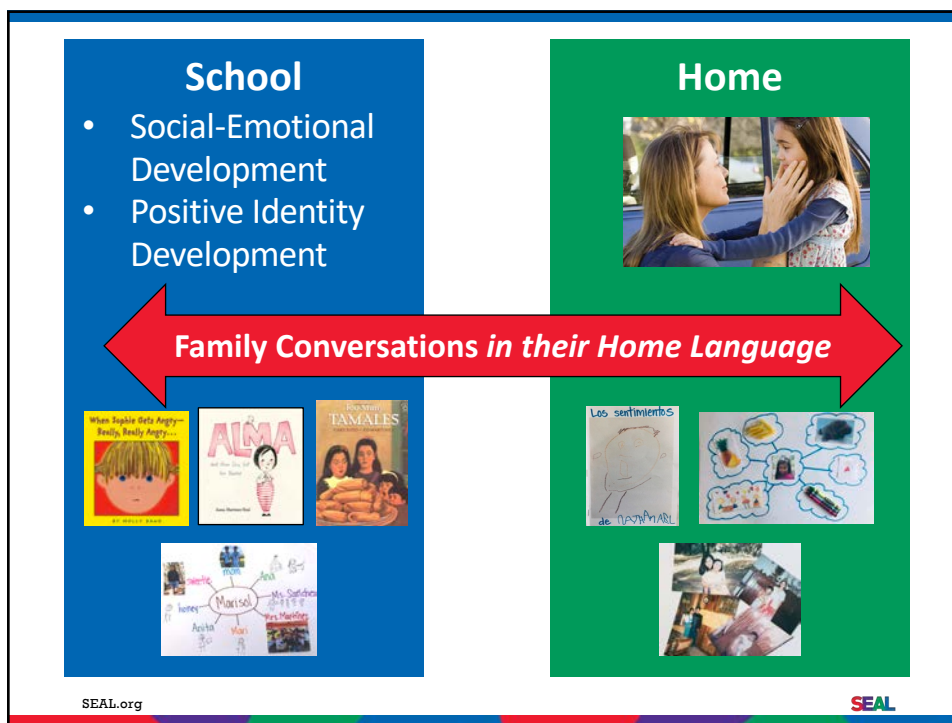
- What are your feelings about maintaining your home language?
- What special talents or interests does your child have?
- Who does your child play with most often?
- What are your aspirations for your child?
- What are your aspirations for the preschool year?

* See Appendix B in *Guidelines for Practice for Young Dual Language Learners* (Other Authors) for more information on how to use this interview. © 2010. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

California Department of Education
Preschool Program Guidelines
Sample Family Languages Interview

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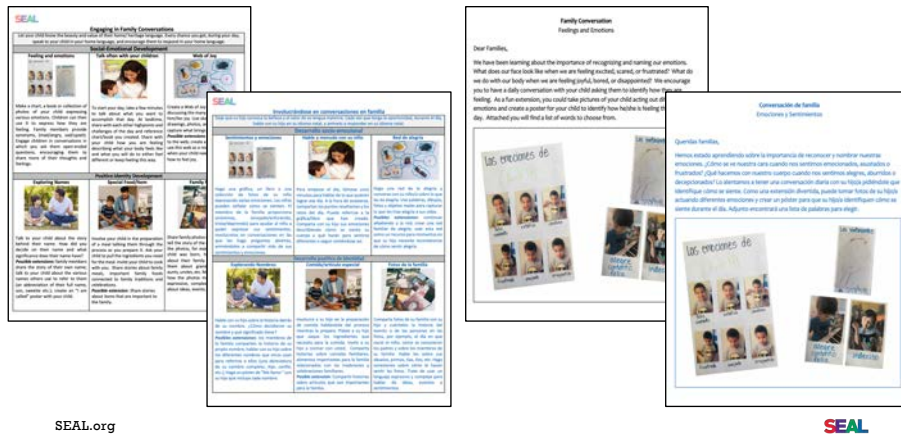
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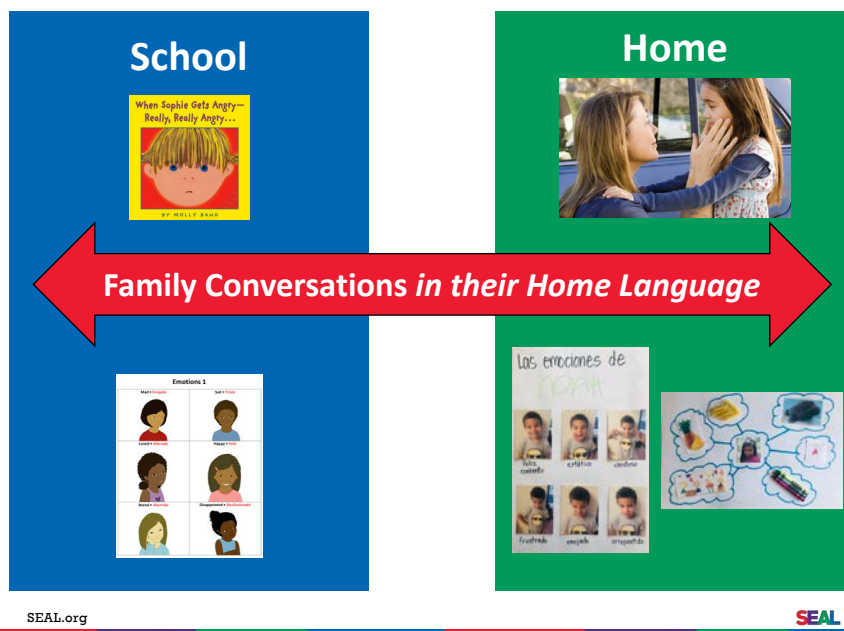
Family Conversations and Projects

- Family activities that promote oral language
 - open-ended--no right/wrong answers
 - do not require background knowledge
 - occur in their HOME LANGUAGE



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Social – Emotional Development



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Social – Emotional Development

School

1. Literature & discussion about feelings and emotions
2. Chart of emotions
3. Routine Check-Ins
4. Web of Joy

Home

Family conversations & activities that focus on feelings & emotions:

- Emotions chart or book
- Daily Check-Ins
- Web of Joy

Family Conversations in their Home Language

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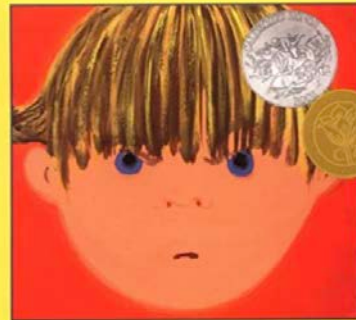
1. Literature About Feelings and Emotions

When Sophie Gets Angry—
Really, Really Angry...



BY MOLLY BANG

Cuando Sofia se enoja,
se enoja de veras...



POR MOLLY BANG

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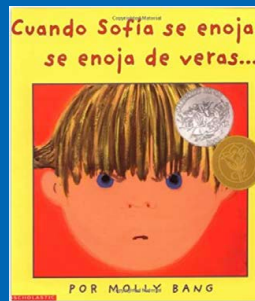
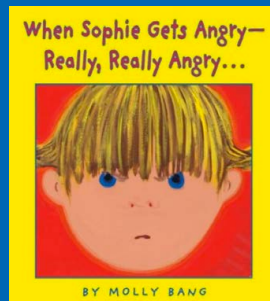
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1. Literature About Feelings and Emotions

School

- During the reading, be sure to pause & have discussions about how Sophie was feeling
 - What did she do to calm herself down?
 - What do you do to self-soothe?



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2. Chart of Emotions

School

- Use focus on physical and visual cues
- Expose children to sophisticated terms



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Family Conversations

Feelings and Emotions

In their HOME Language

-Talk about the different emotions and feelings your child and you experience. Use expressive, complex language.



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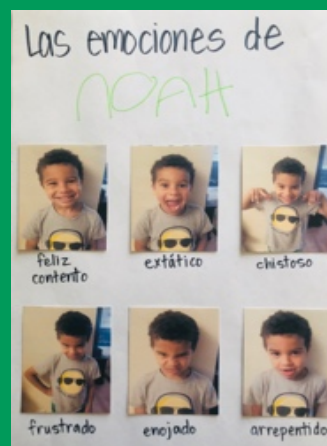
Family Conversations

Feelings and Emotions

In their HOME Language

Possible extensions:

-Create a chart with photos of your child expressing various emotions.



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Family Conversations

Feelings and Emotions

In their HOME Language

Possible extensions:

-Create a book with photos of your child expressing various emotions.



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Resource: List of Emotional and Feelings Words

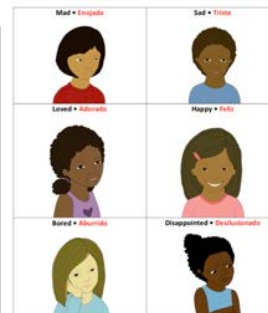
CÁC TỪ MÔ TẢ CẢM XÚC/CẢM GIÁC / Emotional and Feeling Words

Tiếng Việt	English	Tiếng Việt	English	Tiếng Việt	English
Buồn chán	Bored	Thất vọng	Disappointed	Hiểm độc	Malicious
Choáng ngợp	Overwhelmed	Trầm cảm	Depressed	Hách dịch	Bossy
Biết ơn	Thankful, grateful	Buồn tẻ, vô hồn	Dull, lifeless	Buồn bã	Upset
Hiếu hăng, điên cuồng	Wild, crazy	Phân tâm	Distracted	Lo lắng	Nervous
Thân thiện	Friendly	Xúc động	Emotional	Bị xúc phạm	Offended
Phấn khởi	Excited	Say mê, đang yêu	Enamored, in love	Tự hào	Proud
Lo lắng	Anxious	Bị lừa dối	Cheated	Kiểm nhẫn	Patient

Palabras de emoción y sentimientos / Emotional and Feeling Words

Spanish / English	English	Español	English	Español	English
Aburrido/a	Bored	Decepcionado/a	Disappointed	Malicioso/a	Malicious
Agotado/a	Overwhelmed	Deprimido/a	Depressed	Mandón/a	Bossy
Agradecido/a	Thankful, grateful	Desanimado/a	Dull, lifeless	Molesto/a	Upset
Alocado/a	Wild, crazy	Distraído/a	Distracted	Nervioso/a	Nervous
Amable, amigable	Friendly	Emocional	Emotional	Ofendido/a	Offended
Animado/a	Excited	Enamorado/a	Enamored, in love	Orgulloso/a	Proud
Ansioso/a	Anxious	Enfadado/a	Enraged	Paciente	Patient
Apático/a	Apathetic	Enojado/a, enfadado/a	Mad, angry, cross	Pasmado/a	Stunned
Aperreado/a	Grieving	Esperanzado/a	Hopeful	Penoso/a	Painful, distressing
Arrepentido/a	Sorry	Estresado/a	Stressed out	Pensativo/a	Thoughtful
Asustado/a	Disgusted	Extático/a	Ecstatic	Preocupado/a	Worried
Asustado/a, miedo/a	Scared	Feliz	Happy	Rabioso/a	Angry
Aterronizado/a	Terrified	Frustrado/a	Frustrated	Repentino/a	Unexpected
Avergonzado/a	Shame, ashamed	Furioso/a	Furious	Satisfecho/a	Satisfied
Calmado/a	Calm	Generoso/a	Generous	Seguro/a	Confident
Carifoso/a	Loving	Gracioso/a, chistoso/a	Funny	Simpático/a	Sympathetic, Nice
Cauteloso/a	Cautious	Grufón	Grumpy	Solitario/a	Alone
Celoso/a	Jealous	Histerico/a	Hysterical	Solista	Lonely
Cómodo/a	Comfortable	Impaciente	Impatient	Sorprendido/a	Surprised
Compasivo/a	Sympathetic	Indeciso/a	Indecisive	Sospechoso/a	Suspicious
Complicado/a	Pleased	Indignado/a	Outraged, indignant	Tímido/a	Timid
Confiado/a	Confident	Inquisitivo/a	Curious, inquisitive	Travieso/a	Mischievous
Confundido/a	Confused	Inseguro/a	Insecure	Triste	Sad
Contento/a	Happy, content	Interesado/a	Interested	Tonto/a	Silly
Culpable	Guilt	Irritado, molesto/a	Annoyed, irritated	Tranquilo/a	Calm
Curioso/a	Curious	Lastimado/a	Hurt	Vergonzoso/a	Bashful

Emotions 1



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3. Routine Check-Ins on Feelings and Emotions

School

- Have check-ins at the start/end of your meetings with children
 - Ask them, *"How are you feeling today?"*
 - Teacher shares how they are feeling.



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Family Conversations

Daily Check-Ins about Feelings and Emotions

In their HOME Language

-Have daily conversations reflecting on feelings and emotions that surface throughout the day. Discuss highlights and challenges that occurred.



Possible Extension:

-Share with your child how you are feeling.

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4. Web of Joy

School

- Talk about the many things that bring us JOY!
- Share your own Web of Joy



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Family Conversations

What Brings us Joy?

In their HOME Language

-Talk about all the things that bring your child joy.



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Family Conversations

Web of Joy

In their HOME Language

Possible extensions:

- Create a Web of Joy with your child and continue adding to it, refer to the web when your child needs a reminders of how to feel joy.
- Create a Family Web of Joy



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Social – Emotional Development

School

1. Literature & discussion about feelings and emotions
2. Chart of emotions
3. Routine Check-Ins
4. Web of Joy

Home

Family conversations & activities that focus on feelings & emotions:

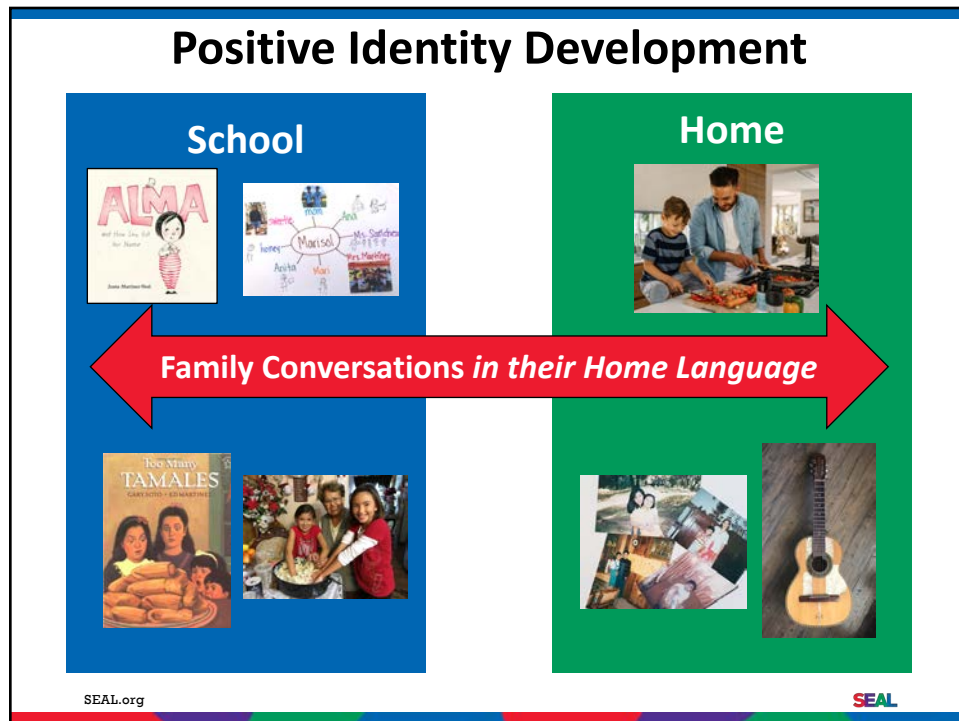
- Emotions chart or book
- Daily Check-Ins
- Web of Joy

Family Conversations in their Home Language

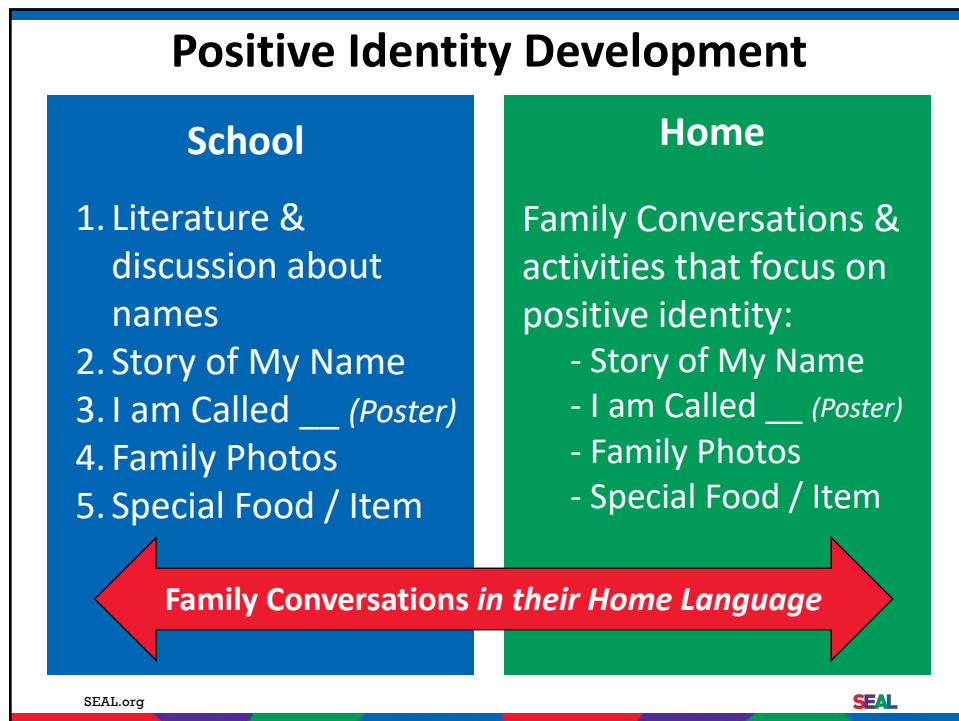
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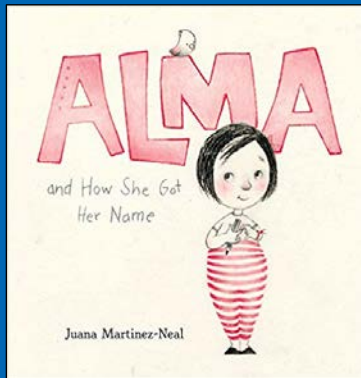


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1. Literature about Names

School

- Use literature to establish the idea of feelings and stories behind names



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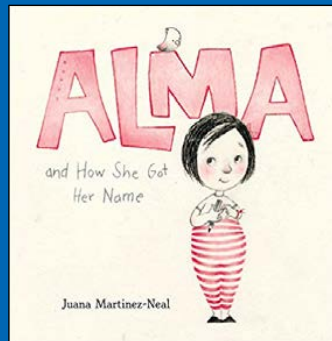
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1. Literature about Names

School

- Discuss the story & how the Alma's perspective changed throughout the story



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2. The Story of My Name

School

- Share the story of your name, using visuals wherever possible



Ana
Marisol



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Family Conversations

The Story of My Name

In their HOME Language

-Share the story of
your child's name.



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Family Conversations

The Story of My Name

In their HOME Language

Possible Extensions:

- Write the story of their name on a piece of paper. Have your child write his/her name and add a drawing or decoration.
- Share the stories behind the names of other family members.

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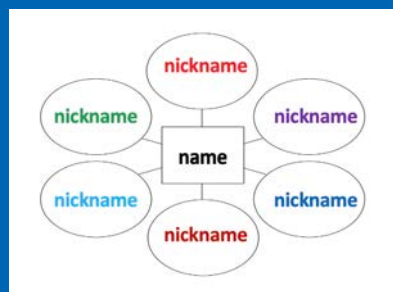
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3. I am Called _____ Poster

School

- Talk about how nicknames and terms of endearment are part of our identity.
- Create & share your “I am called _____” poster.



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Family Conversations

I am Called _____

In their HOME Language

-With your child, reflect on the various names others use to refer to him/her.



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Family Conversations

I am Called _____ *Poster*

In their HOME Language

Possible Extension:

-Create an *I am Called* _____ poster. Have the child write his/her name and add a drawing or decoration.

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4. Family Photos

School

- Use literature to talk about the importance of sharing memorable family events and experiences.



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4. Family Photos

School

- Share photos and tell the story of the event or people in the photos.



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Family Conversations

Family Photos

In their HOME Language

-View family photos and tell the story of the event or people in the photos. Make connections to how the photos make you feel. Use expressive, complex language.



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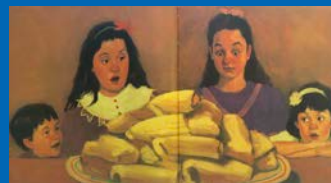
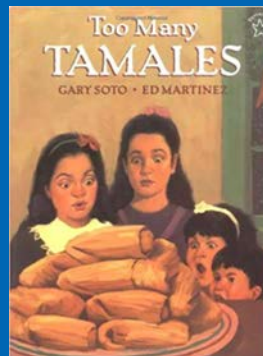
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5. Special Food

School

- Use literature to talk about important family foods connected to family traditions and celebrations.



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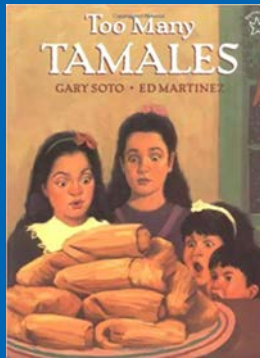
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5. Special Item

School

- Share story/meaning behind an item that is important to you.



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Family Conversations

Special Food / Item

In their HOME Language

-Share stories about important foods connected to family traditions and celebrations

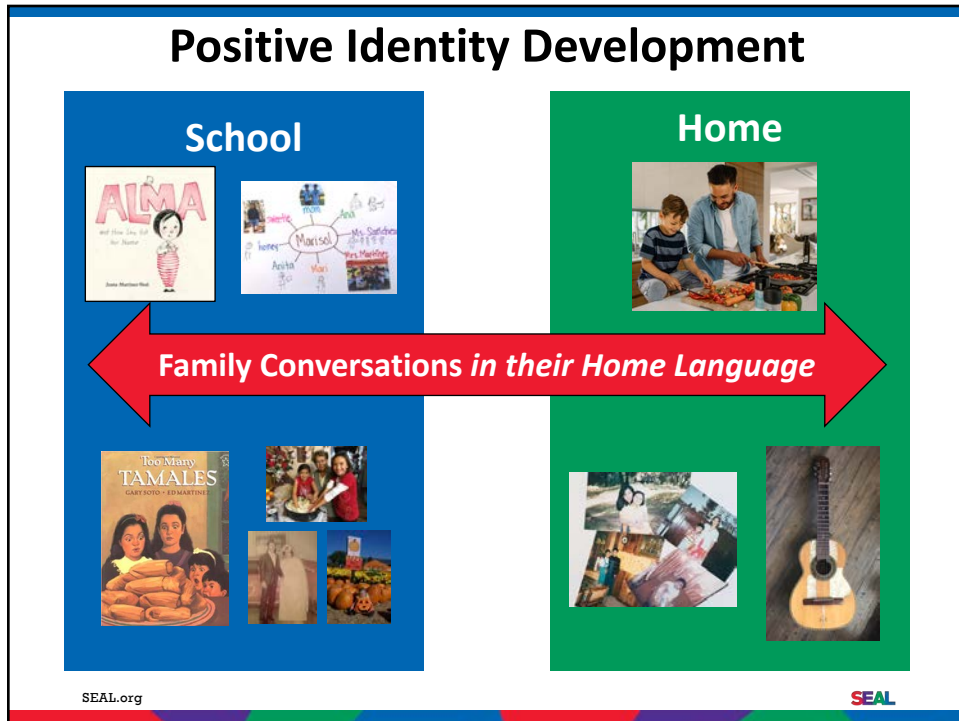
-Share stories about items that hold significant value



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Resource: Letters On the Importance of Home Language

Dear Families,

We know these are very challenging times for everyone AND we want to highlight one of the incredible gifts that can come from families being with each other around the clock. That is the gift of language. Home language strengthens family relationships and increases children's confidence and motivation. It also supports children being successful in school.

Our pre-schools are guided by research which clearly states that developing both home language and English is the strongest foundation for reading, writing and later school success. Studies have found that children have stronger and more complex language skills if their home language continues to develop throughout the age 3-8 developmental phase. One language does not detract from the other but rather support each other.

Here are some ways that you can elevate and incorporate home language into your everyday routine:

- Let your child know the beauty and value of their home/heritage language.
- Talk with your children. Use expressive, complex language to talk about ideas, events and feelings. Engage them in conversations in which you ask them open-ended questions, encouraging them to share more of their thoughts and feelings.
- Share songs in your home language.
- Model and provide time for oral storytelling in your home language.
- When cooking a meal, ask your child in your home language to help gather the ingredients. Involve your child in the preparation of the meal taking them through the process as you prepare it. While cooking together, share stories about family meals, important family foods, traditions, etc.
- At bedtime, share with one another highlights of the day and challenges (roses and thorns).

Use your home language throughout the activity and encourage your child to do the same. Focus on keeping these exchanges a positive experience. Resist correcting any mispronunciations or grammar. Even friendly teasing can discourage a child from continuing to share. Instead, model or repeat the way you would like them to respond.

We want to strongly urge families to take advantage of this time together to immerse your child in the home language of your family.

In Partnership,

Estimadas Familias,

Sabemos que estos son tiempos muy difíciles para todos y queremos destacar uno de los increíbles dones que pueden venir de las familias que están juntas las 24 horas del día. Ese es el don del lenguaje. El lenguaje materno fortalece y afirma las relaciones familiares, aumenta la confianza y la motivación de los niños. También ayuda a que los niños tengan éxito en la escuela.

Nuestros programas preescolares son guiados por investigaciones que claramente dicen que una buena base para la lectura, la escritura y el futuro éxito escolar se encuentra en ambos el desarrollo de la lengua materna y el inglés. Los estudios han encontrado que los niños mantienen habilidades lingüísticas más sólidas y complejas si su idioma materno continúa desarrollándose durante la fase de desarrollo entre los 3-8 años. Un idioma no devalúa al otro, sino que se refuerzan mutuamente.

Aquí hay algunas maneras de cómo usted puede aumentar e incorporar el idioma materno en la rutina diaria:

- Hágale saber a su hijo/a la belleza y el valor de su idioma materno / de herencia.
- Hable con sus hijos. Use un lenguaje expresivo y complejo para hablar sobre ideas, eventos y sentimientos. Involúcrelos en conversaciones en las que les haga preguntas abiertas, animándolos a compartir más de sus pensamientos y sentimientos.
- Comparta canciones en su lengua materna.
- Modele y haga tiempo para contar cuentos en su lengua materna.
- Cuando cocine, pídale a su hijo/a que le ayude a conseguir los ingredientes, usando su lengua materna. Involúcre a su hijo/a en la preparación de la comida, hable con él/ella durante el proceso de preparación. Mientras cocinan juntos, comparten historias sobre la comida de su familia, recetas familiares importantes, tradiciones, etc.
- A la hora de acostarse, comparten lo más importante del día y lo que fue un reto.

Hable en su lengua materna durante toda la actividad y anime a su hijo/a hacer lo mismo. Concéntrese en mantener estas interacciones como experiencias positivas. Evite corregir cualquier pronunciación incorrecta o de gramática. Incluso las burlas amistosas pueden disuadir a un niño de seguir compartiendo con usted. En cambio, modele o repita la forma en que le gustaría que respondiera.

Queremos pedir a las familias que aprovechen este tiempo juntos para involucrar a sus hijos en el idioma del hogar de su familia.

En colaboración,

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Questions?



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Thank You



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