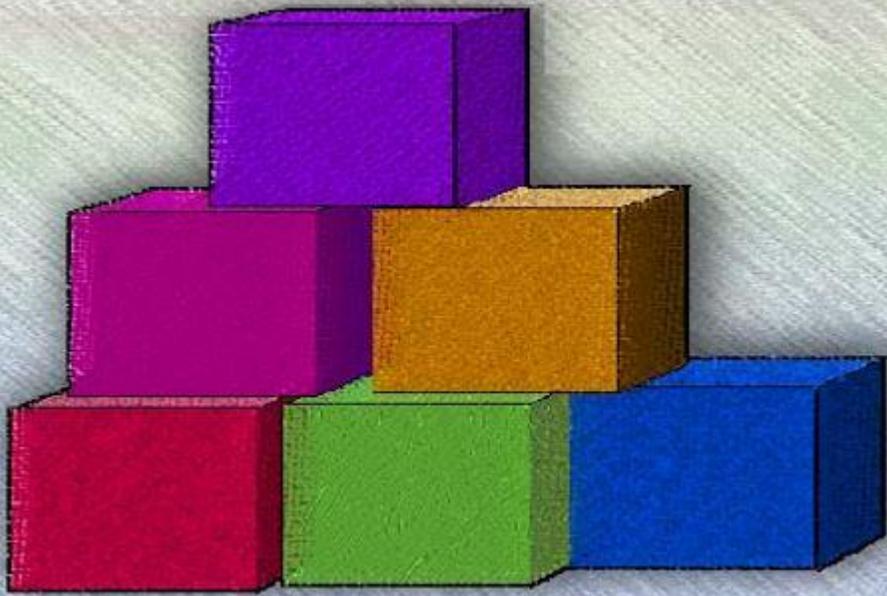


Building Bridges to a Better World: Early Childhood Education and EAL



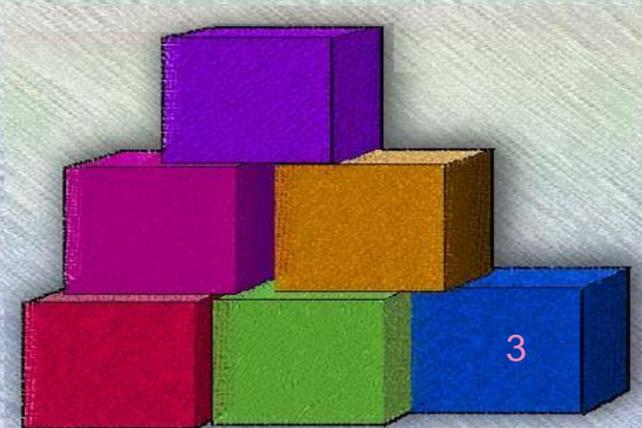
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October 3, 2017, Brandon

Bridging to EAL Learners



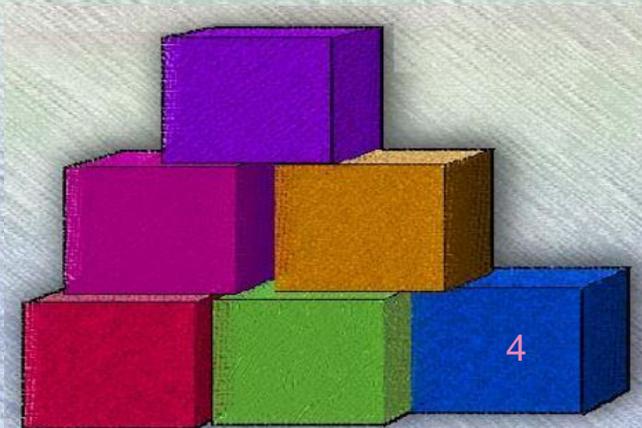
Bridging to EAL Learners

Young children, who are learning to or speak a language other than English at home, bring a rich, diverse cultural and linguistic knowledge to early childhood (EC) and Early Years (EY) school settings.



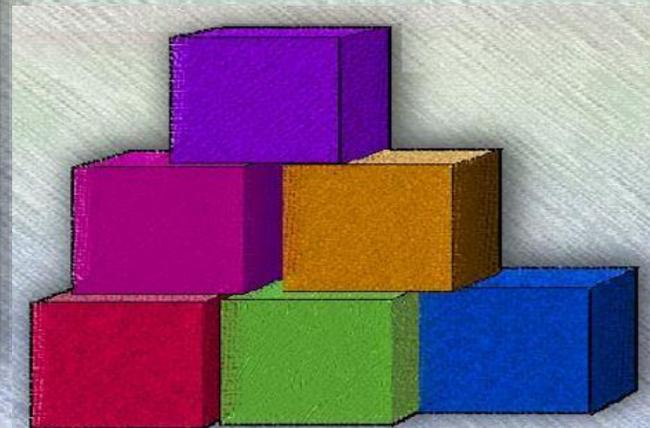
Bridging to EAL Learners

Children will come to our schools and centres with a varied amount of exposure to English -- very young children will begin to acquire their first language at home.



Using Play to Bridge to Literacy

The most appropriate program for children is a play-based program.



Using Play to Bridge to Literacy

How can play-based programming help acquire language?



Using Play to Bridge to Literacy

During opportunities for free play, young learners have opportunities to acquire a second language as the speech they hear during play is highly predictable, routine in nature, and repetitious.



Using Play to Bridge to Literacy

- While they play, children are using objects and actions which relate to the environment around them.
- This provides opportunities for the learners to experiment with the language.



Using Play to Bridge to Literacy

- The type of play most valued in the early years is imaginative play:
 - **Socio-dramatic play** offers children the opportunity for problem solving, creative thinking and developing communication skills.
 - **Free play** provides ideal opportunities for children to engage in pretend talk, a type of extended discourse that predicts stronger language and literacy development.



Using Play to Bridge to Literacy

Sociodramatic Play

Using Play to Bridge to Literacy

- Literacy is about the understanding of symbols, play is where children practice many different ways creating symbols with clay, paint, blocks, sand, and dress-ups.
- Play allows children to develop their capacities to use symbols, to represent experience and to construct imaginary worlds. It makes the roles of people in the environment more meaningful and hence more accessible to children.

Using Play to Bridge to Literacy

- Early literacy development is a social process, embedded in children's relationships with parents, grandparents, extended family members, siblings, EC professionals and EY teachers, caregivers, friends and the wider community.



Building Bridges with Parents

- Learn as much as you can from parents about the home environment, languages spoken at home, other family members etc, important cultural and religious factors, food preferences, taboos and other cultural information that is relevant to building up a profile of the child, the family and the community.
- Find out what name is used for the child at home, and using the correct pronunciation of the child's and the parents' names.



Building Bridges with Parents

- Establish meaningful dialogue with parents and wherever possible, that information should be communicated in the first language of the family using qualified and accredited interpreters or other parents.
- Sensitive information should always be gathered using interpreters.



Building Bridges with Parents



Building Bridges with Parents

- Some parents *will be happy to join* in the educational program, as they can speak to the children in their first language, or share music and cultural aspects. Other parents *may not wish* to participate in this way, either through lack of time or cultural unfamiliarity, and that is ok.
- It is both important and reassuring for parents to know that the use of the child's home or first language will support the child's development in English.
- How can you create opportunities for parents to share their culture and traditions?

Building Bridges with Parents

- How can you value and enhance the culture and language that families bring to your classroom or centre?
 - What will parents see, hear, smell, feel in your classroom or centre?



Building Bridges with Parents

- What will you tell newcomer parents if they say that the children are playing too much and not learning anything – and that you should be teaching them how to read and write?



Bridging to Home Culture

Clothing



Bridging to Home Culture

Encouraging Cultural Practices



Bridging to Home Culture

Cultural Artifacts



Bridging L1 with English Acquisition

- The first language, L1, learned in the home, is extremely important and forms the foundation for all later language development. Parents, family members, EC professionals, and EY teachers are the most significant influences on the development and maintenance of the first language



Bridging L1 with English Acquisition

- The maintenance of the first or home language, L1, is particularly important for the child's development of a positive self-concept and well-being.

**LINGUISTIC ACTIVITIES
IN PRESCHOOL ROUTINES**

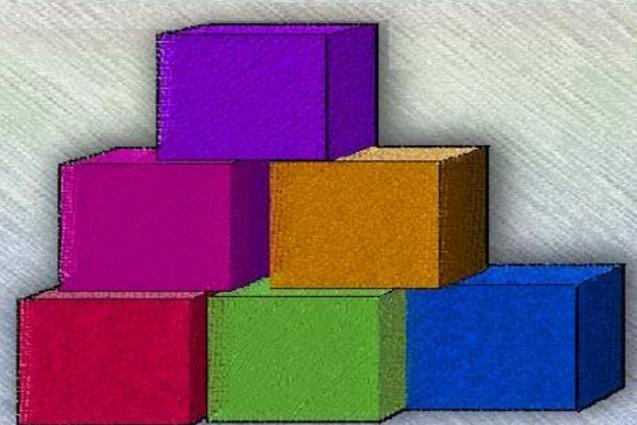
Bridging L1 with English Acquisition

- Some reasons for supporting the development of L1:
 - speaking the first language well, helps strengthen relationships within the family
 - continuing to speak the first language provides the opportunity to continue cognitive development while learning English as a second language.



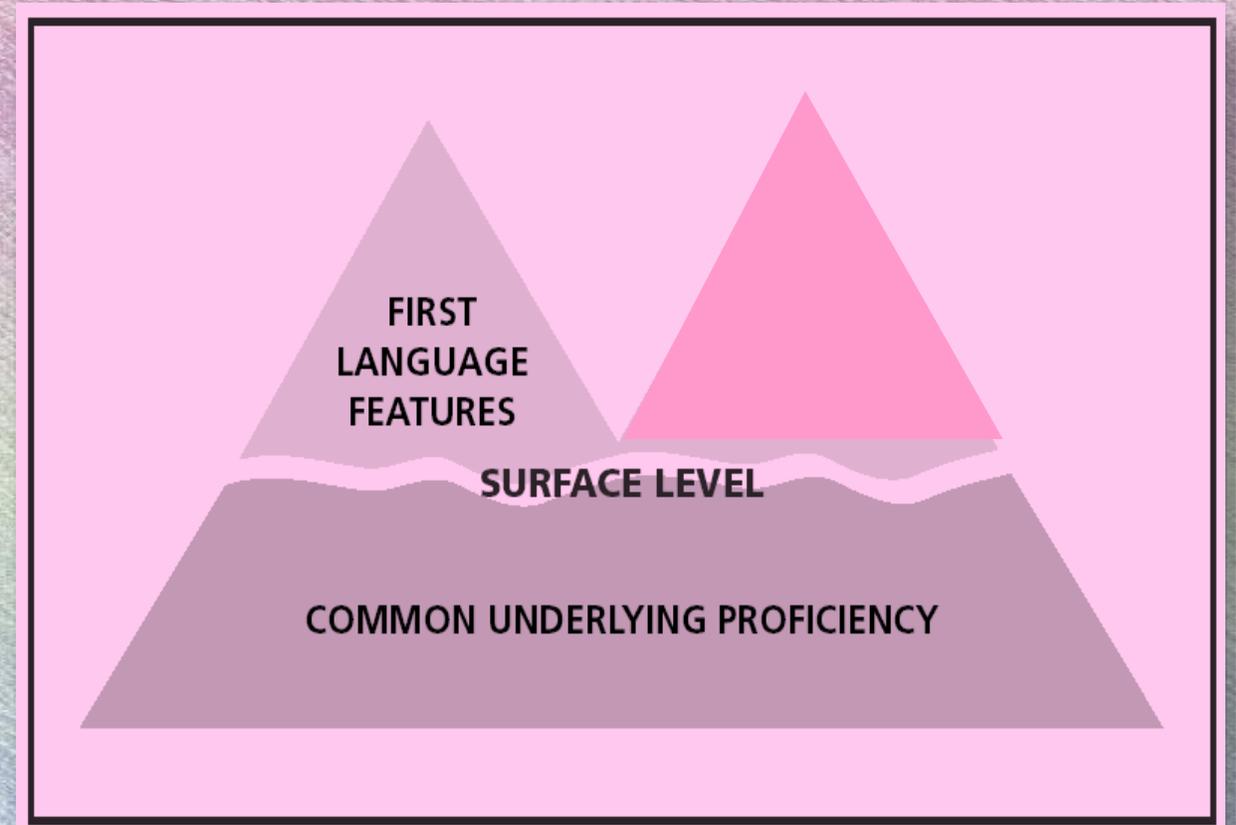
Bridging L1 with English Acquisition

- L1, learned in the home, is extremely important and forms the foundation for all later language development. Parents, family members, EC professionals, and EY teachers are the most significant influences on the development and maintenance of L1.
- Maintaining L1 does not interfere with the learning of English.



Bridging L1 with English Acquisition

- Jim Cummins (2015, 2008) states that the level of competence in English will be related to the level of competence they have achieved in their first language. Children with a sound knowledge of their first language will be able to transfer skills from one language to another.



Bridging L1 with English Acquisition

- How can you can provide opportunities for children to use their first language and encourage the parents to use the first language at home?



- It is important to reassure parents that children will learn English as an additional language from English speakers.

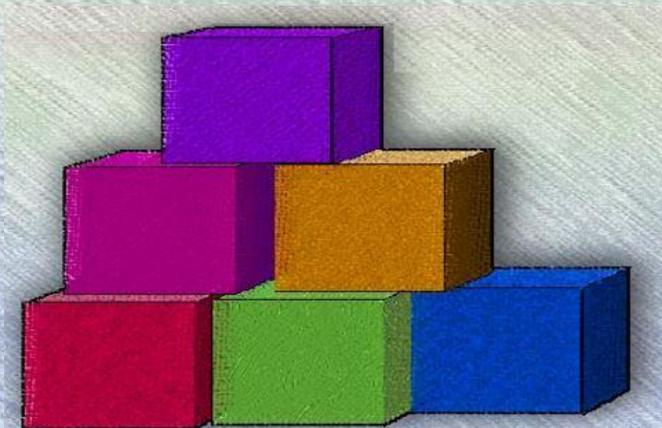
Bridging L1 with English Acquisition

- Children under six years of age are still in the stages of acquiring their first language. They have achieved much of the development of spoken language.
- Many children at this age are already fluent in their home language, which provides a sound basis for learning English as a second language.
- By this time children have knowledge of language and how it works. They are practiced in communicating with others and will transfer these skills to the learning English.

Bridging L1 with English Acquisition

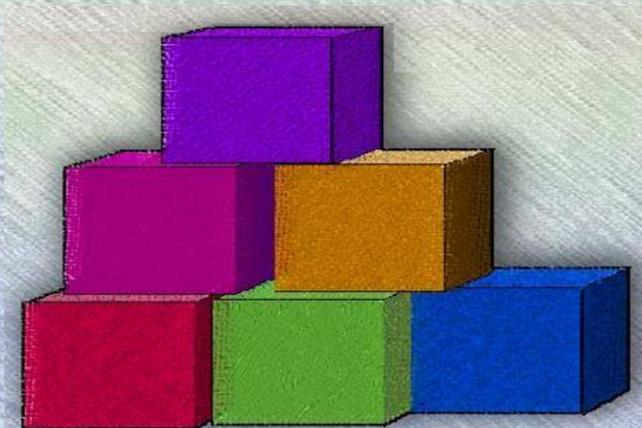
- For babies up to age 3, strategies that can be used to enhance L1:
 - Play CDs and sing songs in languages other than English (maybe parents can provide songs from their culture in L1)
 - Simple rhymes

- What else can you do to enhance L1?



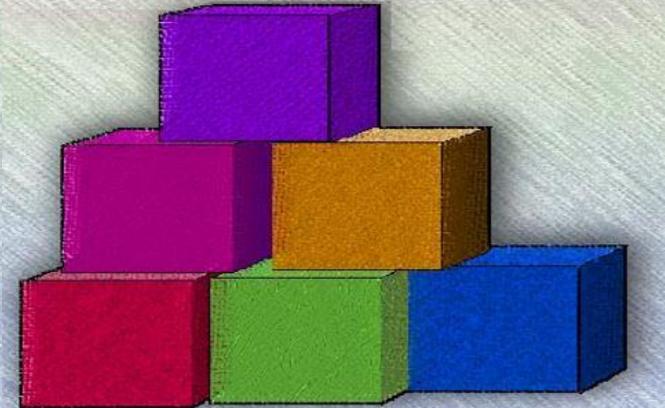
Bridging L1 with English Acquisition

- For children between age 3 and 6, strategies that can be used to enhance L1:
 - Use cultural greetings when children and parents arrive in the morning
 - Play CDs and sing songs in languages other than English (maybe parents can provide songs from their culture in L1)
 - Play games and teach words in languages of the children



Bridging L1 with English Acquisition

- For children between age 3 and 6, strategies that can be used to enhance L1:
 - Ask parents to read stories using picture books from their culture
 - Write children's names in their L1 in their cubby holes
 - Have a variety of cultural clothing for children to play dress up
 - Display artifacts from different countries/cultural backgrounds



Building Bridges with Children learning EAL

- Children are exposed to English in a range of settings, through interactions with teachers and other children and through practice with language for different communicative purposes. It also enhances English for social interaction, for participating in classroom activities, and for obtaining, processing, constructing and providing information.
 - In the early stages of learning English as an additional language, children should hear contextualised language - - language supported by visual materials and opportunities to physically handle objects.

Language Development Process

- For children between ages three and six, language development may take several steps:
 - Initially, the student may understand a few key words or familiar words, particularly if language is supported by gestures, realia, and visuals.
 - Students are keenly observing what other children are doing and some may be happy to join in activities – by imitating others or mimicking another child.



Language Development Process

- For children between ages three and six, language development may take several steps:
 - The silent or non-verbal period may occur where the child may be reluctant to speak or participate. This is not an indication of language delay needing intervention support. Please note that young children during this period should be included in activities and encouraged to participate with whatever they are prepared to offer.



Language Development Process

- For children between ages three and six, language development may take several steps:
 - Children start to understand familiar English and start using basic communication and strategies in participating in group activities. Learners begin to become more confident in using some of the English that is spoken as well as isolated words such as greetings and naming objects and actions.
 - As they become more comfortable, understanding and willingness to speak English increases. They respond to greetings and courtesy phrases, follow and give simple instructions, exchange personal information, and understand and respond to routines.

Language Development Process

- For children between ages three and six, language development may take several steps:
 - Children become more confident users of English and demonstrate greater understanding of English in a variety of contexts. They willingly participate in group activities and converse with EY teachers and EC educators.

