

Activity #1

Definitions

TERM	Meaning	Where would I find this term?
Dual language learners		
English language learners		
Limited English proficient students		
Culturally and linguistically diverse children (CLD children)		
Bilingual children		

Activity #2

True or False?

Statement	True	False
1. Bilingual children have smaller vocabularies in each of their languages than monolingual children.		
2. The bilingual brain processes language in ways that are different from the monolingual brain.		
3. Young dual language learners frequently demonstrate a language imbalance as they progress toward bilingualism; they may be more dominant in one language or another because they are using that language more often than the other at a particular time.		
4. Exposure to two languages early in life confuses children and may cause delays in each language.		
5. Program staff should share information with families of young dual language learners about the importance of continuing to use the home language during everyday activities and when communicating with their children.		
6. Emerging research suggests that young children with diverse abilities, in particular, those with special needs and language difficulties, should not be exposed to more than one language.		
7. Practices such as hiring bilingual staff and translating information into the home language of families will remove all barriers between programs and families of young dual language learners.		
8. An interdisciplinary team approach (i.e., teachers, specialists related to the child's learning needs, and families) is required to address the complexity of facilitating the language development of young DLLs with disabilities and to provide coordinated and comprehensive intervention.		

Activity #3

Do you have any questions about these terms?

TERM	Definition	Notes
SIMULTANEOUS DLL	When a child learns two languages from birth or before age 3.	
SEQUENTIAL DLL	When a child learns a second language (L2) after the first language (L1) has been learned, typically during the school years.	
EARLY SEQUENTIAL DLL	When a child learns a second language (L2) between 3 and 5 (early on; before the first language is fully developed).	
LANGUAGE ATTRITION	Gradual decline in L1 language proficiency. As speakers use their L2 frequently and become proficient (or even dominant) in it, some aspects of the L1 can deteriorate or become subject to L2 influence.	
LANGUAGE DOMINANCE	Stronger proficiency; relative strength of a language in a DLL.	
RECEPTIVE BILINGUAL	When a child understands the weak language but does not use it to express ideas and feelings.	

Activity #4

Case Study - Sophia

Sofia, age 2;6, was born in Philadelphia to Puerto Rican parents who moved to the U.S. when they were young adults.

She lives in a predominantly Puerto Rican neighborhood where she is exposed to Spanish at home and in her community (church, neighbors).

Sofia and her parents travel to Puerto Rico twice a year for extended holidays. Sofia is exposed to English and Spanish from both her parents and neither parent is associated with one language.

Activity #4

Case Study - Amiir

Amiir is a 3-year-old who was born in a refugee camp near the border of Kenya and Somalia. His family fled violence and poverty of the civil war in their home country Somalia, and lived in the camp for two years before arriving to Chicago, Illinois.

The family moved to the U.S. when Amiir was 2-years-old. They communicate in Somali. Amiir's parents have had very little schooling.

The older children in the family now mostly speak English with each other.

Activity #4

Case Study - Jackie

Jackie is a 3-year-old boy who was born in China and moved to the United States when his father was offered a job at a tech company in Pittsburgh.

Upon their arrival in the U.S. his parents enrolled Jackie in a preschool program, where he quickly began to learn English.

Mandarin is the primary language spoken in the home. His parents make an effort to teach him basic concepts such as colors, numbers and shapes in both Mandarin and English when he is at home.

Activity #4

Case Study - Kaley

Kaley is a 2;6-year-old who lives in Harrisburg. She was born in Russia and her birth name was Katerina, which is now one of her middle names.

Kaley was adopted by American parents. Kaley entered the orphanage at the age of 6 months and was adopted when she was 2 years-old.

It was not clear how much Russian Kaley learned before being adopted. Kaley appeared to have lost knowledge of Russian after being adopted. Kaley was slow to produce words in English.

Activity #5

The following observations are extracted from Cultural Reciprocity in Special Education by Kalyanpur and Harry and from Latino Families in Therapy by Falicov.

Have you ever observed any of the following observations?

- Many Latino parents appear less pressured than European American parents to correct minor deviations from the timing “norms” in child development books.
- Latino children may be allowed to drink from a bottle or use a pacifier for a long time before being encouraged to drink only from a cup.
- Some families may believe that when family problems are discussed with an outsider, the cohesion of the family is threatened.
- For some families, the timing of toilet training is dependent on family customs rather than prescribed social norms. As long as they are achieved within a “reasonable” length of time, there is no pride or shame attached to them.
- A “good” Latina mother may socially construct her role as helping or gratifying the child’s needs rather than stimulating autonomy “on time”.
- Some mothers provide high physical guidance (during feeding, play, and teaching) while having a less stringent timetable for achievement of skills. They are also more likely to provide comfort and cuddling.
- Latino parents may become stricter, have more rules, and use harsher discipline when children are 6 or 7 years old, that is, when children reach the “age of reason”.
- In some families, child-rearing decisions about a child with disabilities are done by the mother and her sisters, not by the mother and her husband.
- Some parents may stress obedience and respect but also promote closeness, warmth, and open demonstrations of love. That is, they may exert both high behavioral control and high nurturance and support.
- Some parents challenge their children to behave better by using the same child-rearing techniques used by most European American parents, with some preferences for some types of discipline over others. Active shaming, which includes teasing and mocking, appears to be more widespread and accepted than in European American families.