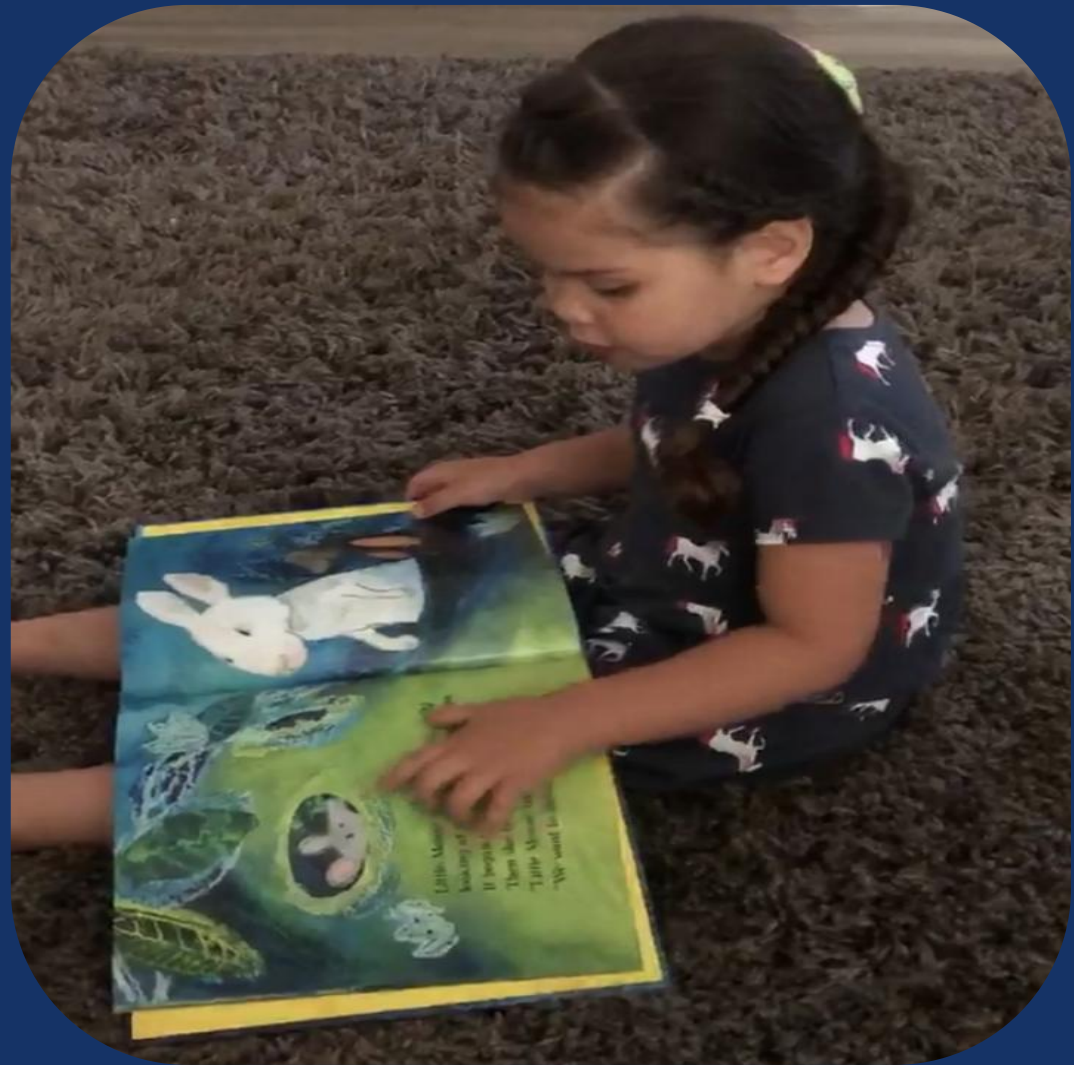


Supporting Multilingual Learners Oral Language Development



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EARLY EDGE
CALIFORNIA





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Agenda

- What does the research say about oral language development
- Stages of Second Language Acquisition
- Translanguaging (Code-switching)
- Examples of assignment activities

What does research say...

Children's oral language and early literacy development serve as the foundation for later reading abilities and overall academic success. (Snow, Burns, & Griffin, 1998).



What are the benefits are speaking more than one language?



Supporting Home Language

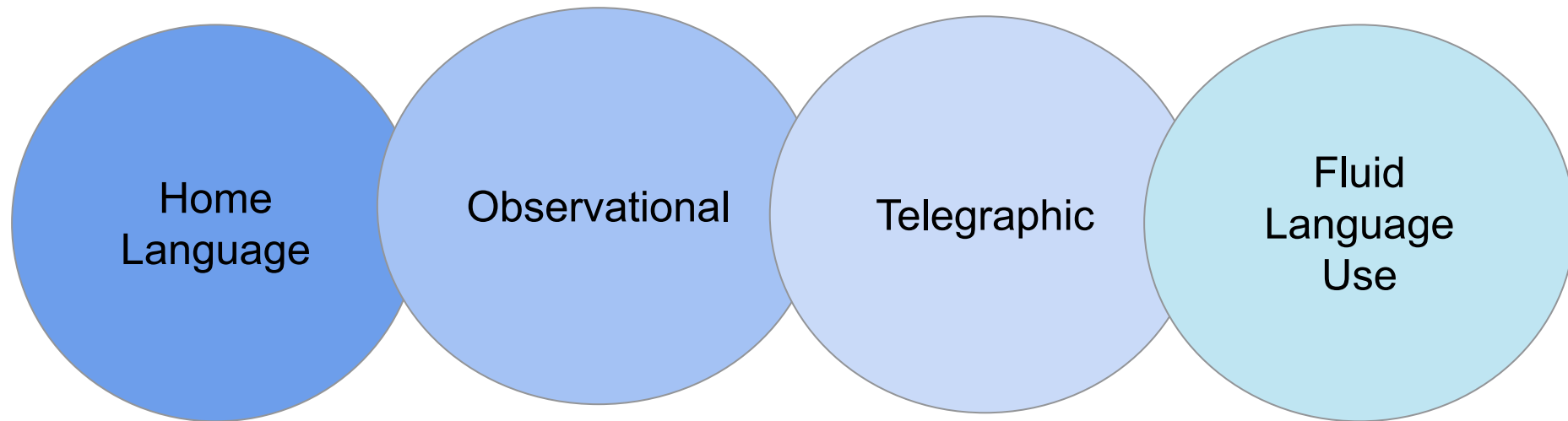
- Children's brains are wired to learn more than one language.
- Learning and developing in more than one language does NOT delay growth or development.
- Promotes more efficient cognitive functioning and academic achievement and enhances English learning.
- There can be negative effects in losing home language(s).



Language Stages Game



Stages of Second Language Acquisition











Padlet Link



Video Reflection Assignment: How you support ML children

Can be
found
on the
MLT
website

Online



SEAL

Sobrato Early Academic Language Model

In-Person



Dialogic Reading Presentation Assignment

In-Person and Online



Dialogic Read Aloud / *La lectura dialógica repetida*

CCSS: RL1, RL2, RL3, RL4, RL7, RL10, SL1, SL2, L5, L6,

Preschool Foundations: Listening & Speaking: 1.1, 1.3, 1.4, 2.1, 3.2;

Reading: 1.1, 1.2, 4.1, 5.1, 5.2

Summary

Reading to children is an important strategy for overall language development and fostering a connection to books. Children who are read to regularly do better in developing literacy skills than children who are not read to often. Even as children become able to read to themselves, reading aloud plays an important role. In school, most often, teachers read a story out loud, and students listen. It is a useful, enjoyable but passive experience for children. Merely reading books aloud is not sufficient for accelerating children's oral vocabulary development and listening comprehension. HOW we read to children is as important as how frequently we read to them. A planned oral reading of a book that engages children in talking about what is being read, or an Interactive read-aloud, provides an expanded opportunity for conversation and the development of rich oral language as well as building reading and comprehension skills.

This is true even for children who have become readers. As the new CA Framework for ELA/ELD (2014) writes in the chapter on the grade 2/3 span:

*Rich exposures to text contribute to students' language development. As important as independent reading is, at this point in the development of their decoding skills, children are more likely to expand their academic language through teacher read alouds of high quality literary and informational text. When children attend to complex texts written above their reading level, they are exposed to new language and ideas. Reading aloud both literary and informational texts **should be a regular part of every school day**. Teachers select texts that expose students to sophisticated ideas, rich vocabulary, complex grammatical structures, and different discourse features. Selections stretch children, but are within their reach, and the teacher provides explanations of vocabulary and phrases, including figurative uses of language, as they read aloud, as appropriate. One research study revealed that while rereading texts to children improved their understanding of word meanings, teacher explanations of unknown words during reading aloud resulted in greater gains. Contextualizing vocabulary instruction within rich read aloud texts, providing multiple opportunities for children to use new vocabulary meaningfully are especially helpful for EL children.*

In Dialogic Read-Aloud, children are invited to make predictions and inferences, to explain and ponder a character's motivation, to make connections to their own lives, and to take on responsibility for retelling aspects of the story. They are shared book experiences that build vocabulary, understanding of the structure of stories, and increases the pleasure of engaging with books. As the story unfolds, the teacher explicitly shares and models her own thinking processes. Through this approach, children learn and internalize the practices that "good readers" use and develop skills of analytic talk. Benefits include:

Can be found on the MLT website

Reading Reflection Assignment

Oral Language Development PreK & TK

Can be
found
on the
MLT
website

In-Person Teaching



Virtual Teaching



What is translanguaging? Connections to Code Switching!

[Guided Notes/Experts Notebook: Please download!](#)

**What do you already know about translanguaging &
code switching?**

I don't know anything is an acceptable response!

[Share your responses!](#)



What is translanguaging? Connections to Code Switching!

Guiding Questions:

How does Dr. José Medina explain translanguaging & code switching?

What did his explanation add to your understanding?

Short Videos:

- [Dr. José Medina Part 1](#)
- [Dr. José Medina Part 2](#)



What does translanguaging & Code switching look like?

Can be found on the MLT website

- ***Moving language from our linguistic repertoire based on context.***
- The dynamic way people use language in real life.
- It might also look like reading, listening, or watching something in one language and summarizing or interpreting it in another language.
- There is no competition between the different languages a student knows — students choose what makes the most sense to communicate based on the cultural and social context.

What does it look like?

- A Mexican family watches an English TV show together. A younger sibling asks an older sibling questions in Spanish about the show and unfamiliar words. The older sibling could help by explaining in a mix of Spanish and English.
- The older sibling knows how to use some Spanish vocabulary in their explanation when an English term does not exist for a specific word or cultural concept. The younger sibling, in turn, can learn new vocabulary and content in both languages.



What does translanguaging & Code switching look like?

Can be found on the MLT website

Occurs when children or adults alternate between two or more languages.



**Check for understanding:
Think of an example of translanguaging & code switching
What do still want to know?**

In my classroom!

Building on their Foundation

Instructions:

We are going to show you a statement, you are going to choose one of the following options:

- Yes, I agree
- No, I do not agree
- Maybe

I will ask you to share your reasoning for your opinion.



Statement # 1:

We should be concerned if a child's languages are not developing as fast as the children that only speak English.

Statement # 2:

If parents speak their first/native/home language to their children, they are going to learn English more slowly.

Statement # 3:

Children can lose their native language during their preschool years.

Statement # 4:

Children get confused when learning two or more languages.



In my classroom! Connections to Development

Escamilla, 2009

6384-E 4th grade 2008-09

If you could be someone else for a day, who would you be? Why would you want to be that person?

I wub be hwanKarios i wud like to be
hem be kuse hes is pofisint imat I was
mosiy the bumist kib but as the yer went bix
I gat smort r naw im the wer i was all ovr
wgen. I rily naytrd be kuse IM rily stupib plus,
IM a mih parsory pofisint math and heran is in
pofisint in math and. I am vha kektor in riting and riding.
hem to but hes a lot smort r ven my IM stupibist
in the hol intir ^{school} thats the truth thats wv I
want to be hem this is the trut. I v hirt told eny dety
this I havit told asol.

On a scale of 1-10
what score would
you assign to this
writing?

What do you notice
about this student's
writing?

Approximations vs. errors!

In the classroom!

Narrative

Dr. Nelson Flores: Monolingual
Children & Language Development

Guiding Questions

Closing

- What is the author's main message?
- What would you add to his message?
- How does the author's message impact the way we teach/think about monolingual children?



Connections to Equity & Social Justice

- Teaching/reflecting with our students about the importance of promoting children's multiple language is social justice & equity.
- Connections to practice & development.

Brightest & Muddiest:

- What is your brightest point (s)?
- What is your muddiest point(s)?

Share with a partner or breakout rooms



Summary

Language Stages

Children go through four stages when acquiring a second language.

Connect their use of language to development.

Translanguaging & Code-Switching

Support our students in understanding the way students use language to leverage & value their strengths.

Social Justice & Equity

To value the language strengths of our students we need to include the role of equity & social justice.

Confront our own bias & change the narrative





Questions





Thank you

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