

MULTIPLE CONTEXTS OF DEVELOPMENT: HOME, COMMUNITY, AND SCHOOL

Luisiana Meléndez, Ph.D.

January 19th, 2017

Professional Development for All 2016-17 Series

Buffet Early Childhood Institute

Omaha, NE

- I
 - What do we know about language development?
 - Relationship between oral language and literacy
- II
 - Contextual considerations and why they matter
- III Linguistic diversity
 - Bilingualism
 - Implications for teachers' knowledge and program goals

What do we know about language
development?

Relationship between oral language and literacy

AN AMAZING JOURNEY...

Birth



Age 8



THE SYMBOLIC NATURE OF LANGUAGE



Experience



Label is attached to experience
= Dog

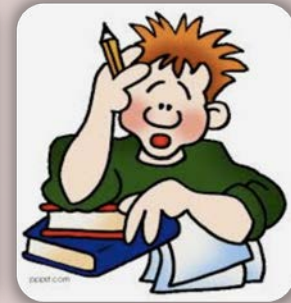


Child uses label to name different kinds of dogs

The word becomes 'categorical'



Arbitrary symbol is associated with the word AND its meaning



Word is used in the absence of concrete object

LANGUAGE DEVELOPMENT BEGINS AT BIRTH...?

- Language as communication does begin at birth...



- However...
 - Certain reflexes and innate behaviors, present prenatally set the foundation for language production
 - Around 7 months of gestation, the fetus responds to mother's voice

- The purpose of language is **COMMUNICATION** and develops in the context of **RELATIONSHIPS**
- Language is closely related to **COGNITION** because words are symbolic representations of things, ideas, events
- Language also helps us organize/plan actions.

I do know where I'm going and it's just a matter of finding the language to get there.

John Irving

- What exactly is being learned from birth?

PHONOLOGY

- The sounds *in* a language
- The rules about the structure and sequence of speech sounds.



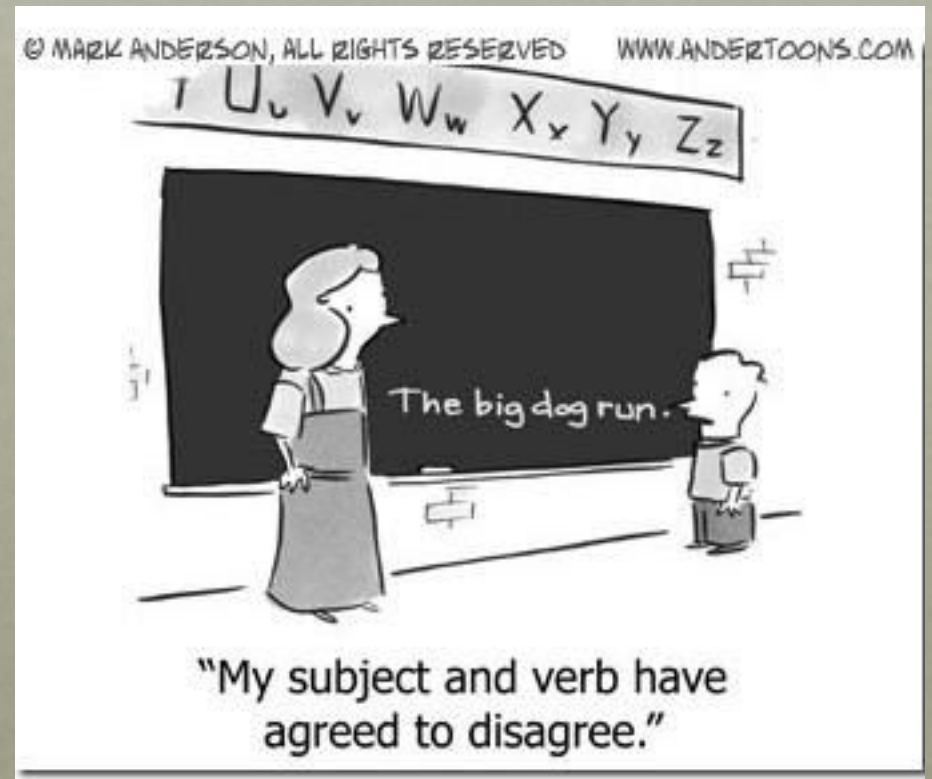
VOCABULARY

- Words
- How concepts are expressed through words.



GRAMMAR

- How the words are put together to make meaning
 - Syntax: the rules determining how words are arranged into sentences
 - Morphology: stems, root words, prefixes, and suffixes.
 - Parts of speech



DISCOURSE

- Refers to intention, premises, conclusions, of language and is closely related to...



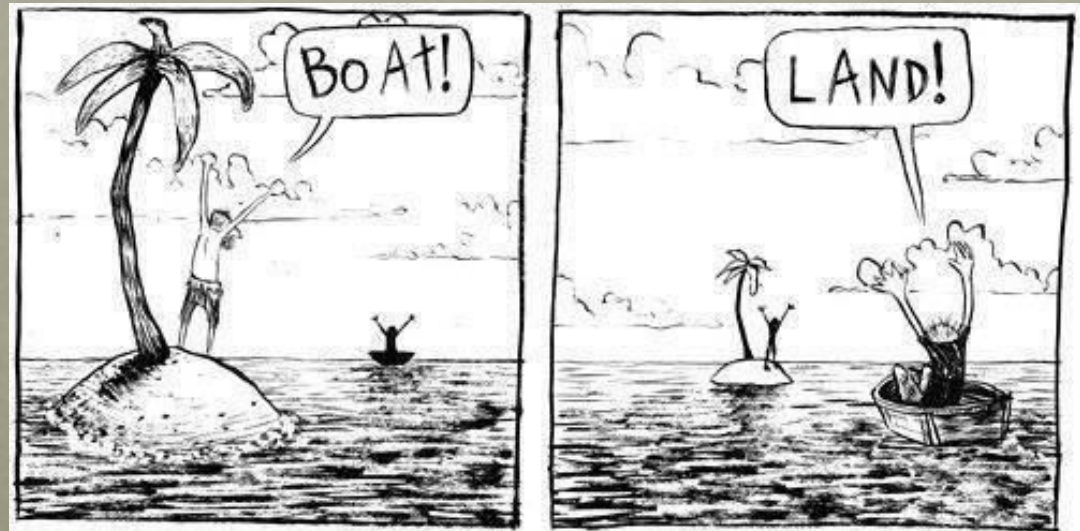
PRAGMATICS

- Changing language according to your audience
- Following rules such as turn taking, staying on topic



BUT THERE IS MORE...

- Oral language also involves,
 - Working memory
 - Attention control
 - Perspective taking



ORAL LANGUAGE...

- Depends on neurobiological factors
- Meaning/communication focused and embedded in relationships
- Active and participative
- Serves as the foundation of literacy

- What are the major benchmarks in birth to age eight?

WHAT DO WE KNOW?

- EARLY LANGUAGE DEVELOPMENT OCCURS IN THE CONTEXT OF RELATIONSHIPS

External input supports early language development through adults' use of:

- MOTHERESE OR PARENTESE
 - SLOWER SPEECH HIGHER PITCH
 - STRESSED PRONUNCIATION
 - SHORTER PHRASES
 - REPETITION
 - LIMITED NUMBER OF WORDS
 - USE OF SYNONYMS
 - REFERENCES TO CONTEXT
 - USE OF GESTURES

<https://www.youtube.com/watch?v=E5VCHnIFmPs>

WHAT DO WE KNOW?

- First 12 months
 - Crying
 - Cooing (2 months)
 - Babbling
- 12-24 months
 - One word stage
 - Similar syllables (mama)
 - Telegraphic speech
 - Noun+Noun “Auntie Mommy”(calling aunt and mother)
 - Noun+Verb “Doggie run” (indicate dog is running)
 - Verb+Noun “Talk mommie” (Either mother is talking or expressing desire to talk with mother)
 - Noun+Adjectives “Bird blue” (Bird is blue; I am looking at a blue bird”

WHAT DO WE KNOW?

- Around 24 months
 - A few words to several hundreds
 - Longer and more complex sentences
 - Growing use of adjectives and adverbs
 - Preposition and articles appear
 - Plurals and in some languages or *grammatical gender*
- Vocabulary grows exponentially between 18 months and third birthday
- Syntax becomes more sophisticated
 - Negatives
 - Interrogatives



WHAT DO WE KNOW?



"My Daddy wants me to give you the brush-off Freddie."

Five and after

- Most salient features of oral language development in place
- Children moving towards more sophisticated levels of syntax, vocabulary
- Reading and writing emerging

A sentence is a device for
taking a thought for a walk

Shovel

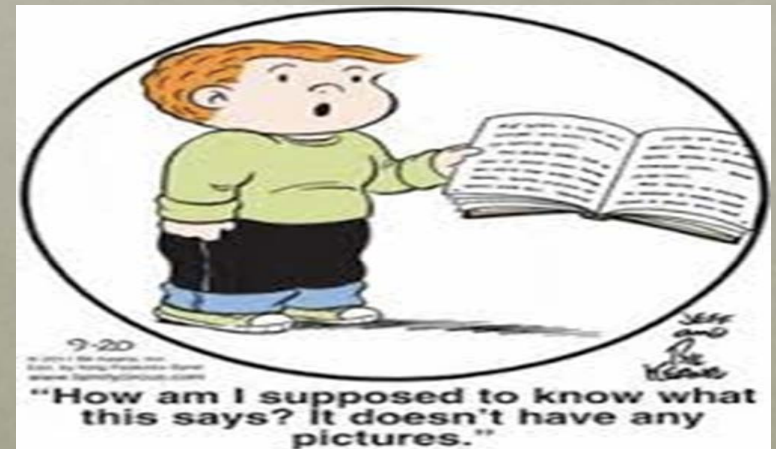


- By age eight, language is expected to be well established as the vehicle for learning
- Language as the vehicle to show learning

WHAT IS THE RELATIONSHIP BETWEEN ORAL LANGUAGE AND LITERACY?

Oral language is one of the early
predictors of latter literacy
achievement

Listening and speaking competence
both precedes and supports reading
and writing competence.



- Learning to read and write is a major developmental challenge
- Yet essential for succeeding in school
- However....learning to use written symbols to access and communicate ideas is not universal nor spontaneous



LEARNING TO READ AND WRITE

- Alphabetic Principle
- Phonological awareness
- Book and print concepts
- Vocabulary
- Discourse Skills



- These competencies may emerge and evolve differently according to the context of development; yet, academic institutions often assume homogeneous pathways that lead to similar outcomes.
- This is particularly at odds with the growing linguistic diversity of our country.

“Oral vocabulary is very important to reading comprehension; readers need to know the meaning of individual words to understand text as whole.”

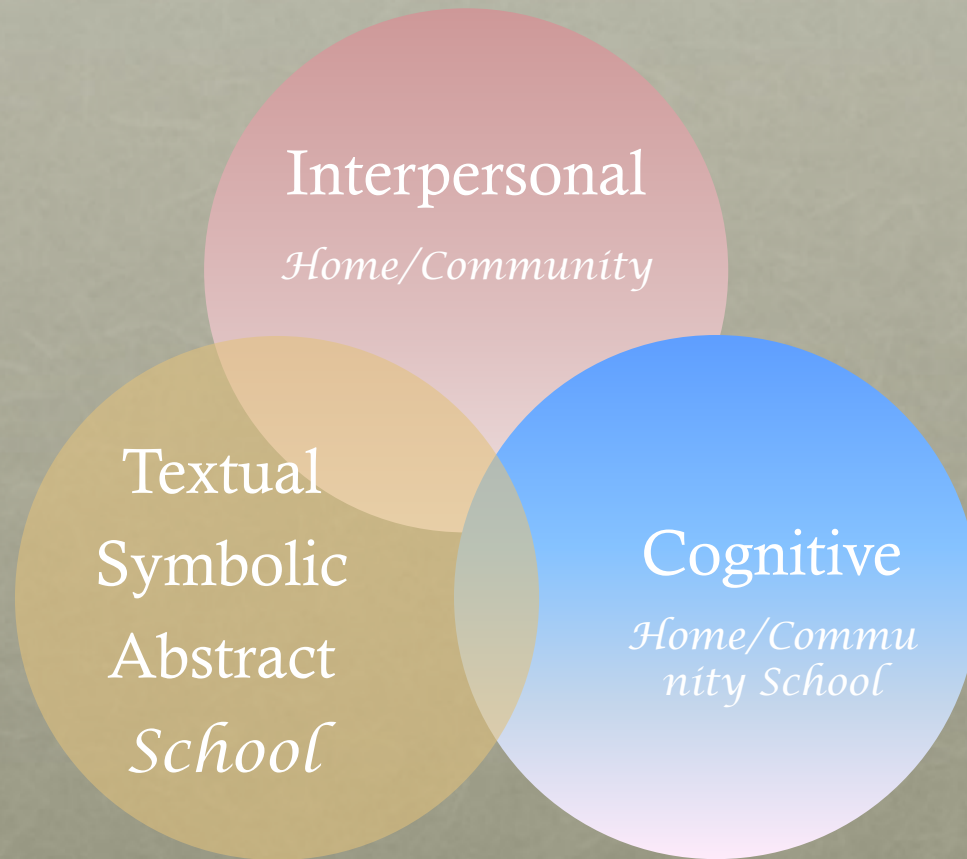
Schickendanz & Collins, 2013.

Contextual considerations and why they matter

BUT WHAT ABOUT THE CONTEXT OF LANGUAGE DEVELOPMENT?

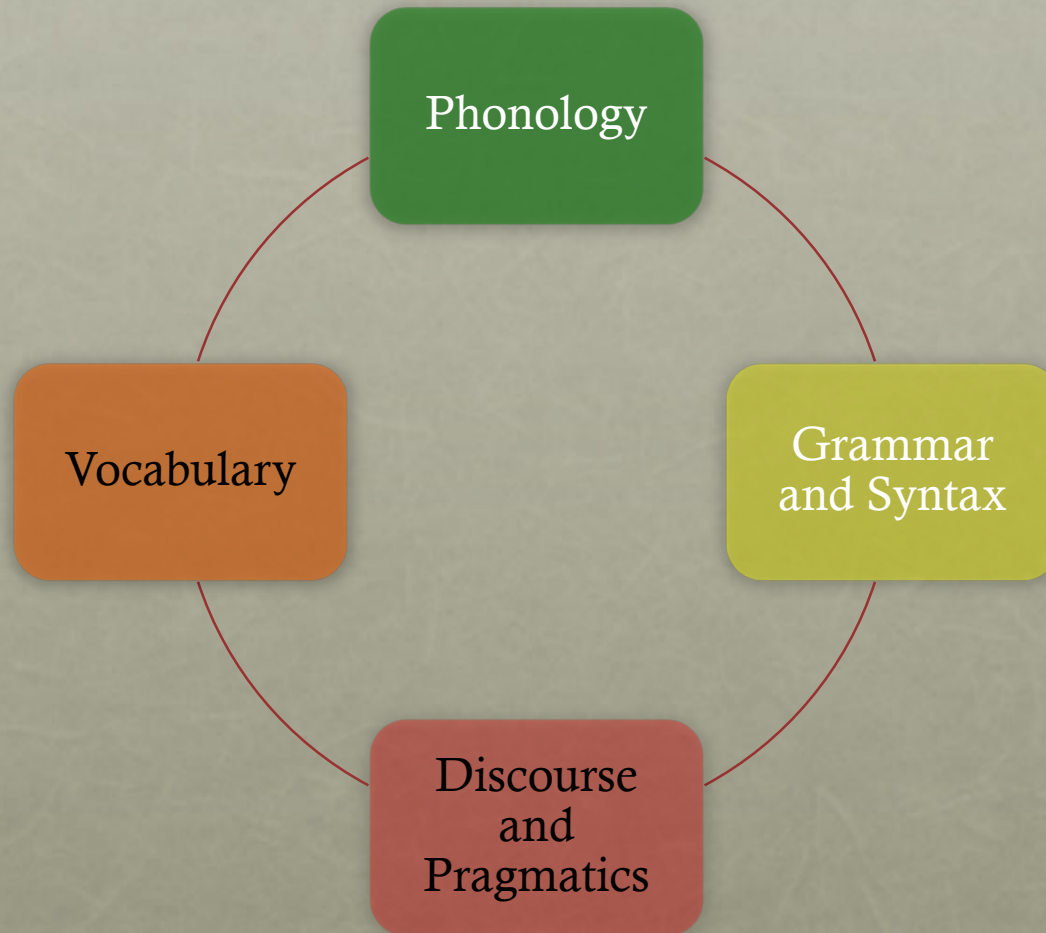
- the parts of a discourse that surround a word or passage and can throw light on its meaning
- the interrelated conditions in which something exists or occurs : environment, setting

UNDERSTANDING LANGUAGE DEVELOPMENT AS CONTEXTUAL MUST INCORPORATE ...



- Interpersonal- Language that is used primarily in the context of social relationships...
- Cognitive- Language as a means of understanding and making sense of the world-
- Textual- Language that involves text and language used in a particular kind of discourse -

¿And how do contexts impact the development of the different skills and understandings that characterize language development?





- How do these contexts interact, align, and/or contrast?
- And arguably more importantly, how do they contribute to the language learning necessary for learning to read and write?

SCHOOLS...

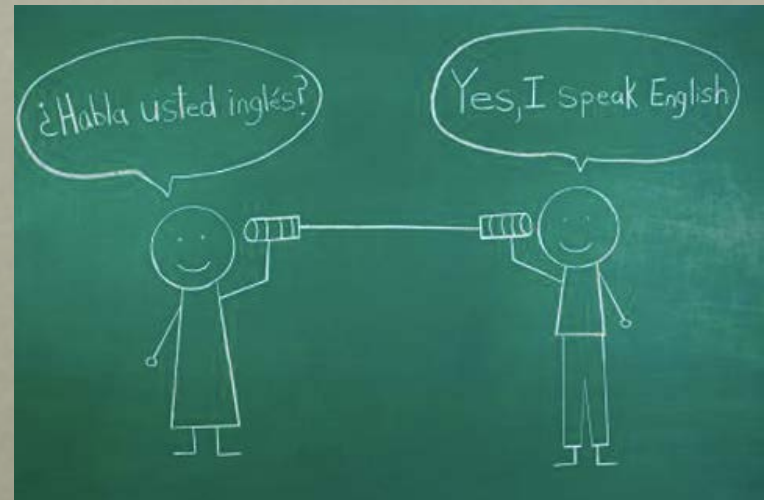
- May demand knowledge and uses of language that are different from the ones particular to home and communities
- Differs from talk embedded in interpersonal communications
- Assume prior knowledge and experiences
- Use of language that is often decontextualized
- Expect a particular kind of vocabulary to be acquired and used

THE CONTEXTS OF LANGUAGE LEARNING: BILINGUALISM

- The number of individuals that speak a language other than English at home is up 16.2 million since 2000, up 3.6 million since 2010, and up 1.4 million just since 2013.
- Close to a quarter of school age children in the U.S. reside in a home where a language other than English is spoken
- The % of school age ELs across states varies from 2.9% to close to 50% depending on the state and school district.
- In communities where there is a significant number of emergent bilinguals, close to 50% of them are between PK and 3rd grade.

EMERGENT BILINGUALS

- Very young emergent bilinguals develop two separate language systems which are able to work together
- Key language production milestones in simultaneous bilinguals mirrors monolinguals



ADVANTAGES OF BILINGUALISM

- Working memory
- Theory of mind
- Attention control
- Earning\$



https://www.youtube.com/watch?v=ZANBvuS_iDU

IN NEBRASKA (2014)

Demographics

- Close to 20 % of all students in public schools qualify as ELs
- The graduation rate for all students in NE is 89.7%
- For ELs is 60%

Languages

- Spanish
- Karen Languages
- Arabic
- Vietnamese
- Somali

NEBRASKA...

Workforce

Close to 100 new teachers to work with these students will be needed in the next five years

Instructional Models

- Dual Language
 - Two Way Immersion
- Heritage Language
- ESL
 - Pull-out
 - Content-based

Structured English Immersion

Sheltered English Immersion

Teachers

In depth understanding about the developmental and learning implications of growing up with more than one language

Apply this knowledge to practice, particularly in regards to literacy (or bi-literacy)

Administrators

- Knowledge of the variables that characterize linguistic diversity in schools
- Knowledge of what the educational field knows about how to respond
- Clear articulation of language and literacy goals
- Identification of the different ways in which these goals can be achieved

WHAT IS NEEDED IF OUR RESPONSE TO LINGUISTIC DIVERSITY IS TO BE EFFECTIVE?

- An understanding that ALL language developmental pathways offer opportunities for success in literacy and academic learning
 - Strong evidence that bilingualism and biliteracy can offer considerable advantages

- Although there may be significant differences in how families/communities use and support language

- Rich language experiences in any language sets the stage for school/academic language development

The growing diversity, linguistic and otherwise, of the students in Nebraska's classrooms brings with it some challenges...it also carries tremendous opportunity...

- *“...the greater the linguistic and cultural diversity of the classroom, the more powerful [it can become] an arena where children’s language can grow. [...] the more diverse the child’s communication experience, the more...her language becomes a social and cognitive instrument”*
- *Judith Wells Lindfors*

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
SPASSIBO
SNACHALHIYA
RURUN
CHALTU
TASHAKKUR ATU
YAQHANYELAY
DANKS
SUKSAMA
EKHMET
MAAKE
GRAZIE
MEHRBANI
PALDIES
BOLZIN
MERCY
TINGKI
BIYAN
SHUKRIA
MAYTERA
SUKSAMA
EKHMET
ATTO
MERASTAWHI
GAEJTHC
GOZAIMASHITA
EFCHARISTO
AGUYAR
FAKAUGI
KONAPSUNIDA
LAK
MAKETAJ
MINMONCHAR