

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Historical Materials from University of
Nebraska-Lincoln Extension

Extension

2005

NF05-645 Infants and Toddlers — Developing More Than One Language

Janet S. Hanna

University of Nebraska - Lincoln, jhanna1@unl.edu

Kayla M. Hinrichs

University of Nebraska - Lincoln, khinrichs3@unl.edu

Carla J. Mahar

University of Nebraska - Lincoln, cmahar1@unl.edu

John Defrain

University of Nebraska - Lincoln, jdefrain1@unl.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/extensionhist>



Part of the [Agriculture Commons](#), and the [Curriculum and Instruction Commons](#)

Hanna, Janet S.; Hinrichs, Kayla M.; Mahar, Carla J.; and Defrain, John, "NF05-645 Infants and Toddlers — Developing More Than One Language" (2005). *Historical Materials from University of Nebraska-Lincoln Extension*. 1755.

<https://digitalcommons.unl.edu/extensionhist/1755>

This Article is brought to you for free and open access by the Extension at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Historical Materials from University of Nebraska-Lincoln Extension by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Infants and Toddlers — Developing More Than One Language

Adapted by Janet S. Hanna, Kayla Hinrichs and Carla Mahar, Extension Educators
John DeFrain, Family Life Specialist

Sixth in a series of nine fact sheets developed through a national research project — StoryQUEST — through the California Institute on Human Services, Sonoma State University.

StoryQUEST's Vision

High-quality early relationships and experiences throughout their daily routines provide each infant and toddler with the tools and skills to build a strong foundation for future school readiness. Families, caregivers and communities as a whole collaborate to enable all children to become highly competent in language and literacy.

When infants and toddlers are developing more than one language, the goal is that they will learn English and develop fluency in their home language.

Children can become truly bilingual and be able to use two or more languages with equal fluency. Children, families, schools and communities all benefit when children keep their connection to their language and heritage.

Children best learn language skills in caring, one-on-one relationships that lead to frequent interactions in which they know they will be understood. Close relationships between providers and families support a child's efforts to learn English while still developing her/his home language/s.

Adults can support young children developing their home language *and* English, and be ready to succeed in school in the United States.

Strategies to Support Sense of Comfort, Familiarity and Safety

Carefully watch, listen and talk with infants and toddlers.

- Attend to all the child's communicative signals.
- Respond naturally with understanding and a visible willingness to communicate.
- Pay close attention to the family's communication patterns. Use them when appropriate.

For example: If parents use touch more than words before naptime, follow their lead and use the same technique.

- Learn some common phrases and songs in the child's family language. Use them throughout daily routines.
Example: "Tienes hambre?" (Are you hungry?)
- Provide adult role models who speak the child's family language. Hire a caregiver or home visitor who speaks the same language as the child whenever possible. Invite people who speak the family's language to spend time in the classroom and speak the family's language.

Strategies to support beginning language and literacy for children learning more than one language:

- Have parent information and children's books in the languages of the child's family. Homemade books as well as commercially published books can be provided.
- Provide adult role models who speak the child's language well to encourage literacy development by supporting the child's development of his or her primary language.
- Sing songs, use rhymes and play music in the languages spoken by the child's family. Many common rhymes and songs are similar in a variety of languages.
- Know that a young child learning two languages will often speak words from both languages, even in the same sentence. This is normal and will disappear as the child becomes more fluent.

The Professional's Role

When professionals speak a different language than families, professionals should let families know they are willing to learn, understand and find resources if they want them. Learn a few phrases in a family's language and use them in greetings, partings, etc.

Regularly communicate with families using their preferred language. Hire an interpreter if necessary. ALWAYS use a professional interpreter in formal settings. Never use a child or teen to interpret for her/his parents.

Make sure all family members know they are welcome to spend time in the program whenever they wish.

Give families time to become comfortable with staff and the setting. Encourage families to communicate freely with their children in their preferred language.

Encourage families to bring in pictures and to share family celebrations, holidays or other events from their culture.

StoryQUEST

The members for 2003-2004 StoryQUEST - CNCS team were:

Sue Obermiller	Paula Thompson
Trish Gorecki	Christy Hruza
Tammy Classen	Deb Obermiller
Janet Hanna	Kayla Hinrichs
Kay Larson	Regina Stupka
Meagan Thompson	Brenda Stupka
Learning Coach: Laura Kahl	

References

- StoryQUEST 2, Session 5B. Handouts 2, 3, 4, 5. 2003. California Institute on Human Services, Sonoma State University.
- Barrera, I., Corso, R.M., and Macpherson, D. (2003). *Skilled Dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore, MD: Paul H. Brookes.
- Bialystok, E. (1991). Metalinguistic dimensions of bilingual language proficiency in E. Bialystok (Ed.), *Language processing in bilingual children*. Cambridge: Cambridge University Press.
- Corson, D. (1998). *Changing education for diversity*. Philadelphia: Open University Press.
- Crago, M. (1990). Development of communicative competence in children: Implications for speech-language pathology. *Journal of Childhood Communication Disorders*, 13, 73-83.
- Cummins, J. (1993). Bilingualism and second language learning. *Annual Review of Applied Linguistics*, Vol. 13, pp. 51-70.
- Cummins, J. (1989). *Empowering Minority Students*. Sacramento, CA: California Association of Bilingual Education.
- Durgunoglu, A.Y., and Verhoeven, L. (Eds.) 1998. *Literacy development in a multilingual context*. London: Lawrence Erlbaum Associates.
- Klein, M.D., and Chen D. (2001). *Working with children from culturally diverse backgrounds*. Delmar Publishing Co.
- Krashen, S., and Biber, D. (1988). *On course: Bilingual education's success*. Sacramento: CABE.
- Lally, J.R., Mangione, P.L., and Young-Holt, C.L. (1992). *Infant/toddler caregiving: a guide to language development and communication*. Center for Child and Family Studies, Far West Laboratory for Educational Research and Development. San Francisco: California Department of Education.
- Lynch E.W. and Hanson, M.J. (1992). *Developing cross-cultural competence: a guide for working with young children and their families*. Baltimore, MD: Paul H. Brookes.
- McCollum, J.A., and Chen, Y. (2000). Contingent probabilities: Linking maternal perceptions of social competence goals and maternal roles in two cultures. Poster presented in ICIS.
- Minami, M. (1997). Cultural-constructions of meaning: Cross-cultural comparisons of mother-child conversations about the past.
- Ramiez, D., Yuen, S.D., Ramsey, D.R., and Pasta, D.J. (1991). Final report: Longitudinal study of structured English immersion strategy, early-exit and late exit transitional bilingual education programs for language-minority children. Aguirre International, submitted to U.S. Department of Education.
- Snow, Burns, and Griffin. (2002). Preventing reading difficulties before kindergarten. Preventing reading difficulties in young children, National Research Council.
- Tabors, P.O. (1997). *One child, two languages: a guide for preschool educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes.
- Wong, Fillmore L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, Vol. 6.

UNL Extension publications are available online at <http://extension.unl.edu/publications>.

Index: Family Life Relationships
Issued May 2005

Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture.

University of Nebraska–Lincoln Extension educational programs abide with the nondiscrimination policies of the University of Nebraska–Lincoln and the United States Department of Agriculture.

© 2005, The Board of Regents of the University of Nebraska on behalf of the University of Nebraska–Lincoln Extension. All rights reserved.