Study Guide

Introduction
• Why the United States is considered a multicultural society
• The ways in which the diversity of children in the United States has changed in recent years, and how it is expected to change in the future
• The effect of these changes on early childhood programs
• Why play opportunities are especially important for language-limited or language-diverse children
• The short-term and long-term effects of preschool programs for children of different cultural backgrounds

Child-Focused and Child-Sensitive Approaches
• Why the need to establish positive relationships with children of diverse backgrounds is important
• The characteristics of a safe classroom environment
• NAEYC’s recommendations for educators with children of diverse backgrounds
• How educators aim to foster natural curiosity
• The teacher’s primary and secondary goals with children of diverse backgrounds
• When language learning should take place in an early childhood program, and why
• What the process of language acquisition involves

Standard English
• What Standard English is
• How learning Standard English benefits children from diverse backgrounds
• What dialect is
• The two categories of dialect and how they differ
• What Black English is
• Alternate terms for Black English
• The characteristics of Black English
• The arguments for and against elevating Black English to the status of a language
• The ways in which dialects differ from Standard English
• The ways in which people react to dialects
• Why it is important for early childhood teachers to remain nonjudgmental in regard to a child’s accent
• Why it is beneficial to have dialect-speaking teachers and other staff members in the classroom
• Why a dialect may be an advantage in one community and a disadvantage in another
Working with Dialect-Speaking Families
- Why it is important for teachers to know whether the children are speaking a dialect and to understand dialectic differences
- The four most common types of dialectic differences
- The generally preferred approach to teaching Standard English to children who speak a dialect at home

The Teacher's Role
- Why it is important that the teacher speak Standard English
- The characteristics of a teacher that are most important to a child
- The teacher’s essential task in creating bridges between cultures for the children
- Why teachers will need to do their own classroom observation and research to identify variations and differences in children’s use of language
- How a child’s culture may affect the way he or she uses language (and nonverbal forms of communication) in the classroom
- Why staff members working with young children should respect their natural speech and not try to stop them from using it
- How teachers encourage children to learn and use Standard English
- Why constant teacher correction and focusing on correctness actually impedes a child’s acquisition of Standard English
- The ways in which a child’s accent or dialect may affect the teacher’s attitude about him or her
- Why a great deal of teacher observation is important when working with culturally diverse children
- Some ways in which teachers can help include children from different cultures in classroom activities
- Soto’s seven suggestions for working with children from diverse cultures
- The seven things that teachers should guard against when working with children from diverse cultures

Second-Language Learners
- Where non-English-speaking children tend to come from
- How language-minority children can be defined
- The two categories of second-language learners, and what each category involves
- The six terms that may be used in reading and research to describe second-language learners
- How a bilingual child can be described
- How being bilingual affects a child’s vocabulary development
- Why a child should be encouraged to develop expertise in a wide range of language functions in the first language when the first language is spoken exclusively in the home
- What a full language assessment with respect to the child’s first language and with respect to the child’s knowledge of English will probably show
• What the phrase “culturally sensitive” refers to
• The five strategies that children use to learn English as a second language,
• The three things that effective early childhood curricula should provide for
• What the “no-win situation” that second-language learners may face entails
• The six tasks involved in learning a second language
• The four stages of pursuing a second language, as identified by Tabors, and what each involves
• The four factors that may have an impact on how quickly young children acquire a second language
• How admitting and recognizing that a child is a classroom resource when it comes to explaining other ways of naming and describing objects or other ways of satisfying human needs should be utilized by educators
• The relationship between bilingual learning and creativity/imagination
• Why some English-only parents are seeking opportunities for their children to become second-language learners
• The effect that bilingualism has on many children’s self-esteem and family ties

Program Planning for Second-Language Learners
• The factors that should be considered when planning a program that involves second-language learning opportunities
• The two sides of the debate regarding the best way to instruct other-than-English-speaking children
• Why teachers should hold high achievement and academic accomplishment expectations for other-than-English-speaking students
• The general approach most centers take to helping bilingual children
• Why the surface features of language are less important than the content of the ideas students are trying to communicate
• Why and how most programs promote children’s biculturalism
• What cultural-responsive teaching is and what it involves
• The four common characteristics of programs that aim to provide students with dual- or multiple-language proficiency and foster academic success
• Why recruiting staff members and volunteers who speak children’s native tongue is important
• The value of exposing second-language learners to quality books
• The 20 recommended strategies for working with second-language learners
• How teachers’ talking to second-language learners is much like adults’ talking to very young children
• Why the recognition of second-language learners, their needs, and other children’s positive attitudes towards them are paramount during teacher-led instruction
• What professional education associations recommend that teachers faced with many different language in their classroom should do, and why
• What playmates of second-language learners should be encouraged to do, and why
• Why making a friend is an important developmental step for any child learning English as a second language
• What home-school instructions support programs generally provide for use in homes with limited access to English-language models and storybooks
• Why families should be encouraged to continue to maintain their first language use at home
• The types of questions teachers should ask families of second-language learners about in regard to the type of language exposure the child has had since birth
• Why frustration is to be expected on the part of both teachers and children when children are learning English as a second language
• Common behaviors exhibited by children in a preschool program who are learning English as a second language
• The four common types of nonverbal attempts at communication that may be exhibited by children learning English as a second language
• The types of difficulties children whose native language is Spanish can be expected to have when learning English
• Why second-language learners may go through a stage in which they seem to repeat words
• Why second-language learners may practice and copy the sounds and intonation of English

Cultural Differences
• Why it is important for teachers to understand cultural differences in communicating
• The goals of multicultural education
• What early childhood educators do in recognition of potential cultural differences that may exist
• The components of culture identified by Saville-Troike
• The ways in which language is used in different situations may vary from culture to culture
• Why people from different specific cultures seem to learn English at different rates
• The definition of “culture”
• The definition of “subculture”
• How patterns of child rearing may vary between cultures and classes
• Why it is important for teachers to determine the backgrounds of their attending families, and what they should note
• Examples of cultural differences that can inhibit child speech
• The seven culture-related teacher strategies recommended by Okagaki and Diamond

Promoting Acceptance
• How practitioners should respond to children’s questions about another child’s speech
• Why a teacher’s observations are important to detecting a child’s sense of well-being and safety in the group
• Why it is important for teachers to guard against alienating children from their own cultural values
• The period during which the ability to learn a second language and its syntax is highest
• Why the same approach used to teach language in infancy will work with teaching English to children whose native language is a language other than English

Cultural Awareness Activities
• Why it is important to make children aware of cross-cultural similarities and to explore differences
• The ways in which children can be taught to recognize similarities across cultures
• Why it is important to plan language arts programs that incorporate different cultural styles of dramatic play, storytelling, and chanting
• Behaviors that educators should look for in children who do not seem to be engaging in peer play
• How a lack of peer interaction can affect a non-English-speaking child’s acquisition of English and his or her development and social skills growth
• Why family efforts to acquaint their children with the parents’ native culture and its language, literacy, history, beliefs, values, and heritage should be supported
• Why it is especially important for teachers to develop a strong connection between home and school for children in newly-arrived immigrant populations
• Volk and Long’s eight suggestions that help educators honor children’s home and school literacy resources

Program Types
• The different commonly-found programs for teaching children who are learning English as a second language, and what each involves
• The ten elements common to successful English-language learner programs
• Why bilingual education has been a controversial subject
• When assessment is usually undertaken
• How assessment results are used by educators
• The goal of assessment

Children with Special Needs
• What the term “learning disability” refers to in language arts
• Why most programs are reticent to label children as having language learning problems
• When referral to speech-language pathologists or local or college clinics is suggested
• The two main categories of communication disorders, and the characteristics of each

**Speech-Language Disabilities and Problems**
• The common non-organic causes of articulation problems
• The six areas to which language delay may be connected
• The characteristics of language delay
• Why it is essential to consult a speech pathologist if a child has a receptive-and expressive-language problem and is more than six months delayed
• What a complete study of a child includes (in regard to language delay)
• The types of problems a child with language delay may experience
• The four behaviors a teacher might notice in a child experiencing language delay
• Why it is often difficult for preschool educators to determine if a child’s behavior warrants further investigation for intervention
• How a child’s exposure to language may affect his or her own language development
• The twelve interactive techniques teachers use when working with language-delayed children
• Reasons why a child may consciously decide not to try to learn Standard English
• What a “cloistered child” is
• The eleven characteristics a cloistered child may display
• What the curriculum recommended to develop what is seen as “missing language and missing experience” includes, and why
• The types of stress a child might experience
• The possible causative factors of stress that teachers should avoid
• The six behaviors that are seen as indicating expressive-language difficulties
• What an articulation disorder involves
• The reasons why imperfections in speech may occur
• The six common articulation characteristics of young children, and what each involves
• Potential causes of articulation problems
• Teacher behaviors that aid children’s overcoming articulation problems
• What voice quality refers to
• The percentage of a child’s speech that should be understandable by age three
• What stuttering is and what it involves
• Behaviors that may be mistaken for stuttering
• What a teacher can do to help a child that stutters
• The common causes of stuttering
• When stuttering usually starts
• The period of time after which a child that is still stuttering is likely to need corrective therapy
• The speech behaviors that may be a sign of a problem, as identified by Bowen
• What cluttering is and what it involves
• What adults can do when working with a child that clutters
• What selective (elective) mutism is and what it involves
• When selective mutism commonly occurs
• Possible causes of selective mutism
• What teachers and school administrators can do to help children with selective mutism
• Why teachers are cautioned to avoid a mutism diagnosis
• Why a child might appear especially quiet at the beginning of the school year or at his or her enrollment

Other Conditions Teachers May Consider Problems
• What constitutes frequent crying
• How teachers should respond to children who frequently cry
• Why a child might be an avid talker or shouter
• What should be done if a child frequently uses a loud voice
• Why a child might be a frequent questioner
• The nine signs that may indicate a learning disability during preschool years
• Why early diagnosis of a learning disability is important

Hearing
• What otitis media is and how it can affect a child’s hearing
• The two types of otitis media
• What can happen if a child’s hearing loss goes undetected for a long time
• The fifteen signs that might indicate that a child has hearing loss
• The three things that mild hearing impairment may be mistaken for

Seeking Help
• When professional help should be sought for a child, in regard to his or her speech
• The types of resources that are available to provide professional help
• Why it is important to have a referral system in place to help families find appropriate testing and therapy for their children
• The eight recommendations experts make to families of hearing-impaired children

General Suggestions and Strategies when Working with Child Disabilities and Special Needs
• The six suggestions for helping children with disabilities and special needs that apply to educators, administrators, and families
Advanced Language Achievement

- The 30 characteristics that children with advanced language development may exhibit
- The four types of opportunities that experts suggest teachers provide for children with advanced language development
- The three things teachers can do to help ward off problems for advanced students
- How Renzulli defines the talented child’s behavior