

Language Family: Building a Multilingual Home 101

A five week course sponsored by
www.languagelearningforchildren.com

Welcome

- * five sessions, giving you the knowledge and confidence
- * relationship as a central feature
- * support play based curriculum and learning style
- * developmental insights into age appropriate stages
- * linguistic insights given and explained
- * confidence that will keep you motivated on sometimes a long journey

Session One: Three Building Blocks for your foundations

When you get the foundation build well, the rest is easier, so if you are struggling go back to the foundation.

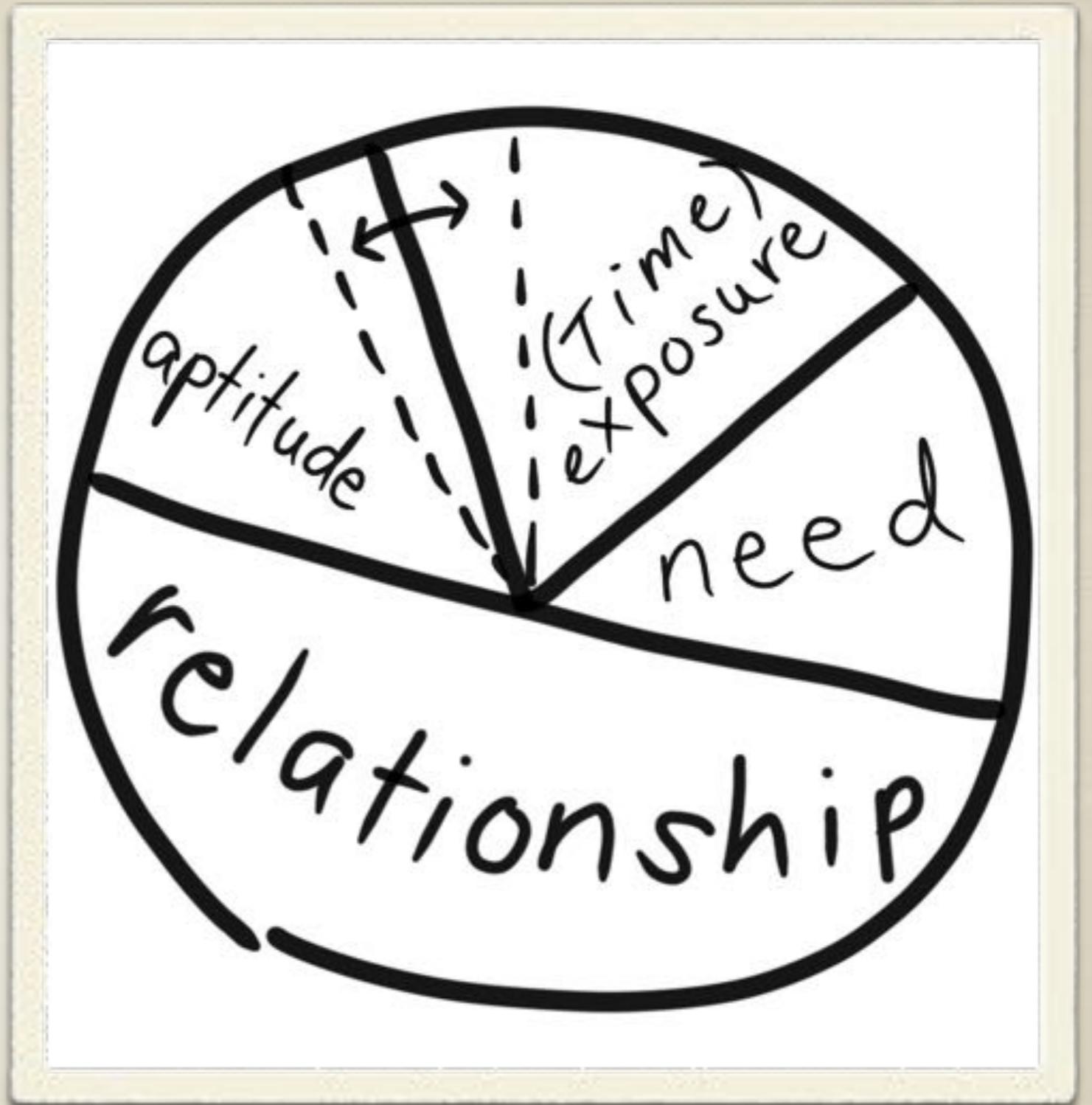


Multilingual Advantage

++ Hold on to the Plus-Points ++

Features impacting language

- * aptitude
- * personality
- * age: 3-6
- * exposure
- * time
- * intrinsic motivation



Relationships are the trump card.



Relationship expands everything

Relational Parenting by Instinct

- * **Connect:** we belong together
- * **Protect:** we are safe together
- * **Provide:** I'm here for your existence



We are on the same side.

Credit to:

- * Gordon Neufeld, PhD., Developmental Psychologist
- * Abraham Maslow, researcher behind survival instincts
- * Karen Purvis, PhD., worked with adoptive families and foster kids
- * Barbara Coloroso, author, working relationships
- * there are lots of others out there doing relational parenting

Language Patterns

- * Sound shapes
- * Word shapes
- * Sentence shapes
- * Pragmatics (use)



Language Patterns

Sounds, words, sentences, uses

Children Play When...

- * they feel safe
- * they are filled with connection energy
- * they leave concerns outside of their conscious “present”—they engage the moment



When we play we maximize learning

- * focus/attentiveness
- * cause and effect
- * problem solving
- * social awareness
- * emotional development
- * productive instincts
- * play engages all senses



"play's the thing..."

Play maximizes Gateways for learning

- * five senses: auditory, visual, tactile, movement
- * emotional: pleasure and fun, laughter, joy
- * repetition
- * novelty
- * self-expression



“play’s the thing...”

Not for
“outcome”

outcomes=work

Dr. Gordon Neufeld



Some features of this course:
cycles through topics
come back and review after you experience things
put things into place in your native language
content applies to our curriculum but doesn't
require you to use that



Multilingual Homes

Endless Opportunities

Limitless Connections

Session Two: Making sure you are on solid Ground

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Multilingual Advantage

Things we can't see are still real!

Review:

cognitive growth

- * prefrontal cortex is a main point of growth in ages 3-6
- * executive skills are developing (attention, creativity, problem solving, cause and effect, self-control)
- * play is the best way for these “skills” to be learned
- * **multiple languages enhance this cognitive growth and *life-long* capacity**



Review:

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Finding a “Language Mama”

- * she must be “safe”
- * **DEW**: Delight, Engagement, Warmth
- * relationship motivates language
- * how long will this take?
Mom, you are the expert.
- * What is the goal?
Language or relationship?



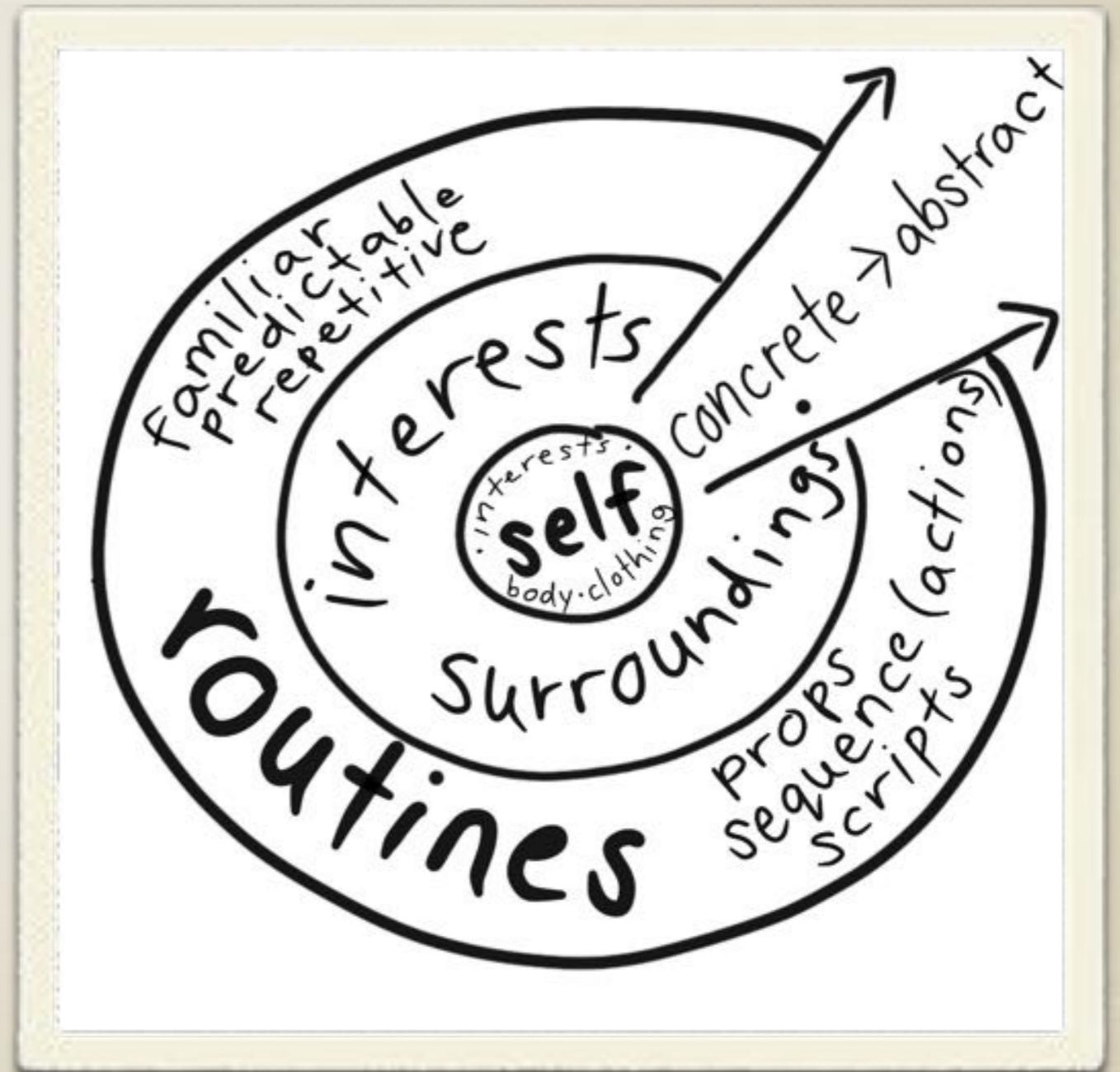
Separation=Alarm

- * *facing* separation creates a natural fear for children
- * you can be a bridge to the relationship with a Language Mama (match-making works)
- * you can stay in the sphere—this provides safety
- * you can be a bridge to the language and the culture
- * Can you be the Language Mama?



Vocabulary Choices: Language Frameworks

- * self-centric: this is how we learn almost everything
- * routines: a cognitive pattern or "grid"
- * props
- * sequences/scripts
- * roles
- * concrete to abstract

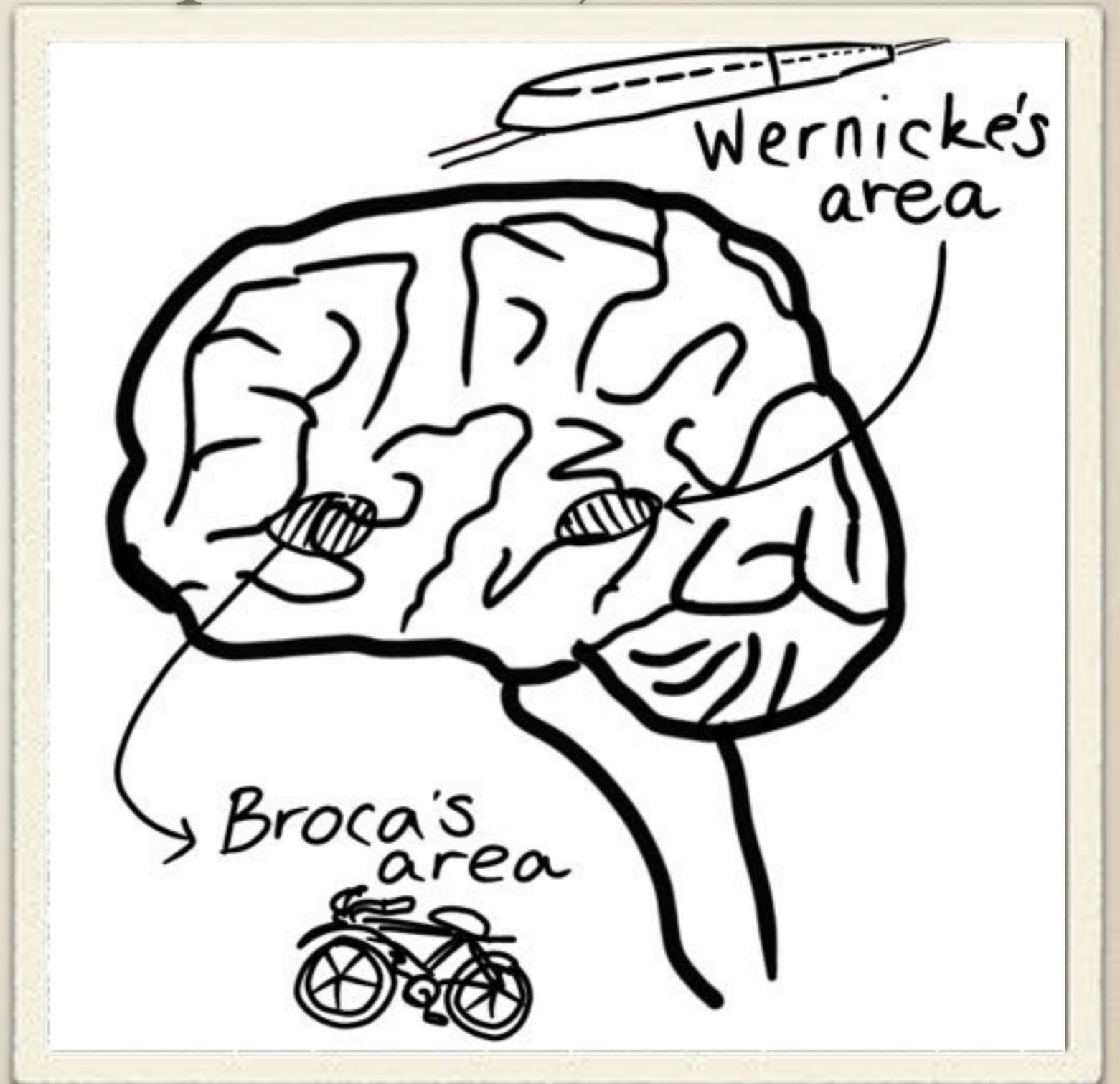


Pragmatics: Becoming Polite in a very different way

- * pragmatics includes more than just politeness
- * children may learn politeness through observation but it may take too long
- * we recommend some extra modelling and extrinsic learning for phrases, words or actions
- * politeness is crucial to how children are received by adults, other children, and as a key to relationship building

To Talk or Listen? (is that the question?)

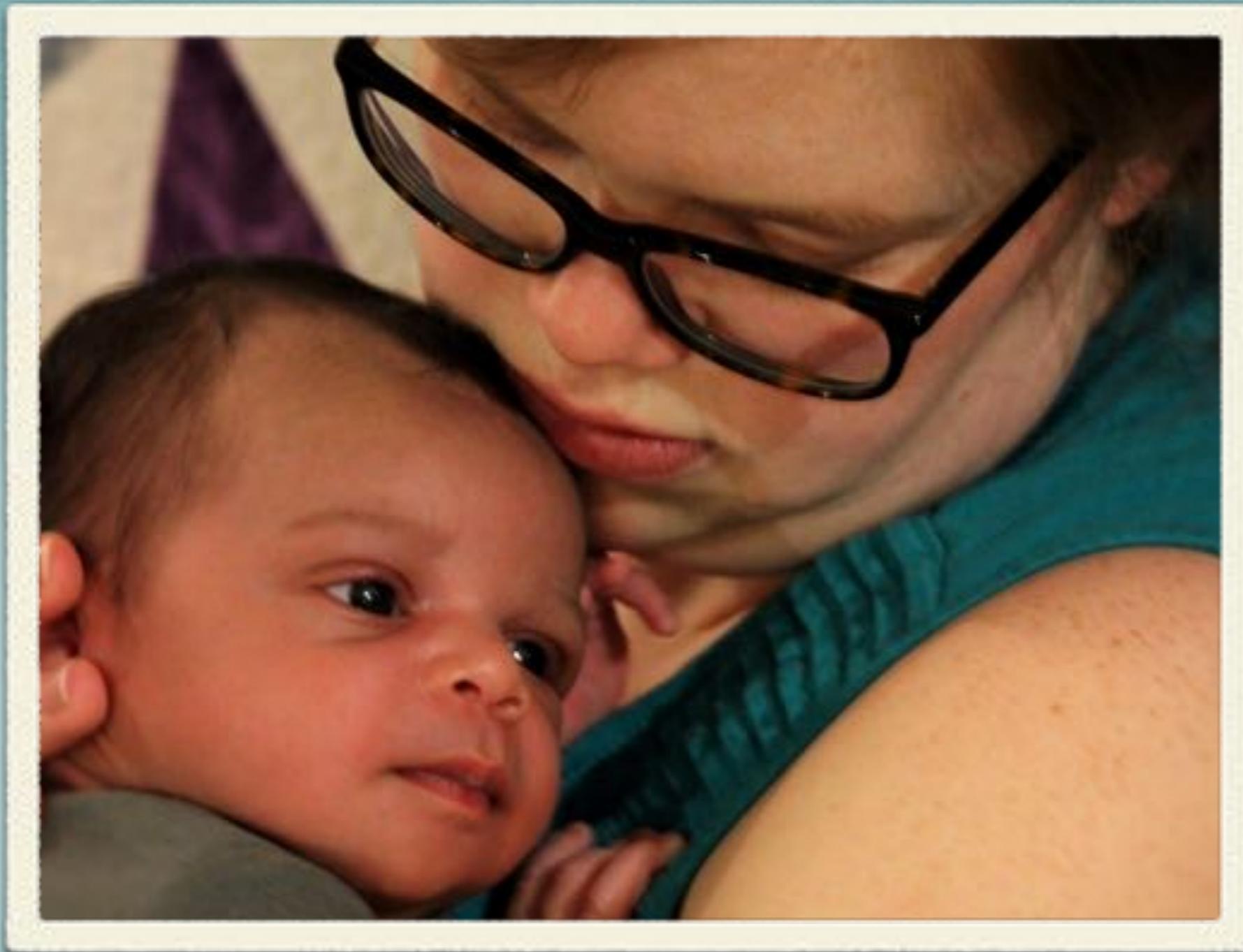
- * Comprehensive vs. Expressive Language
- * two distinct points of processing in your brain structure
- * two processing speeds
- * one feeds the other, but not vice versa



So what does that mean?

- * patience: babies listen for 9 months before talking
- * play with sounds: fun!
- * have a goal that is simple, achievable, clear: 200 words
- * serve and return: expand on what your child offers





The Simple Reminder

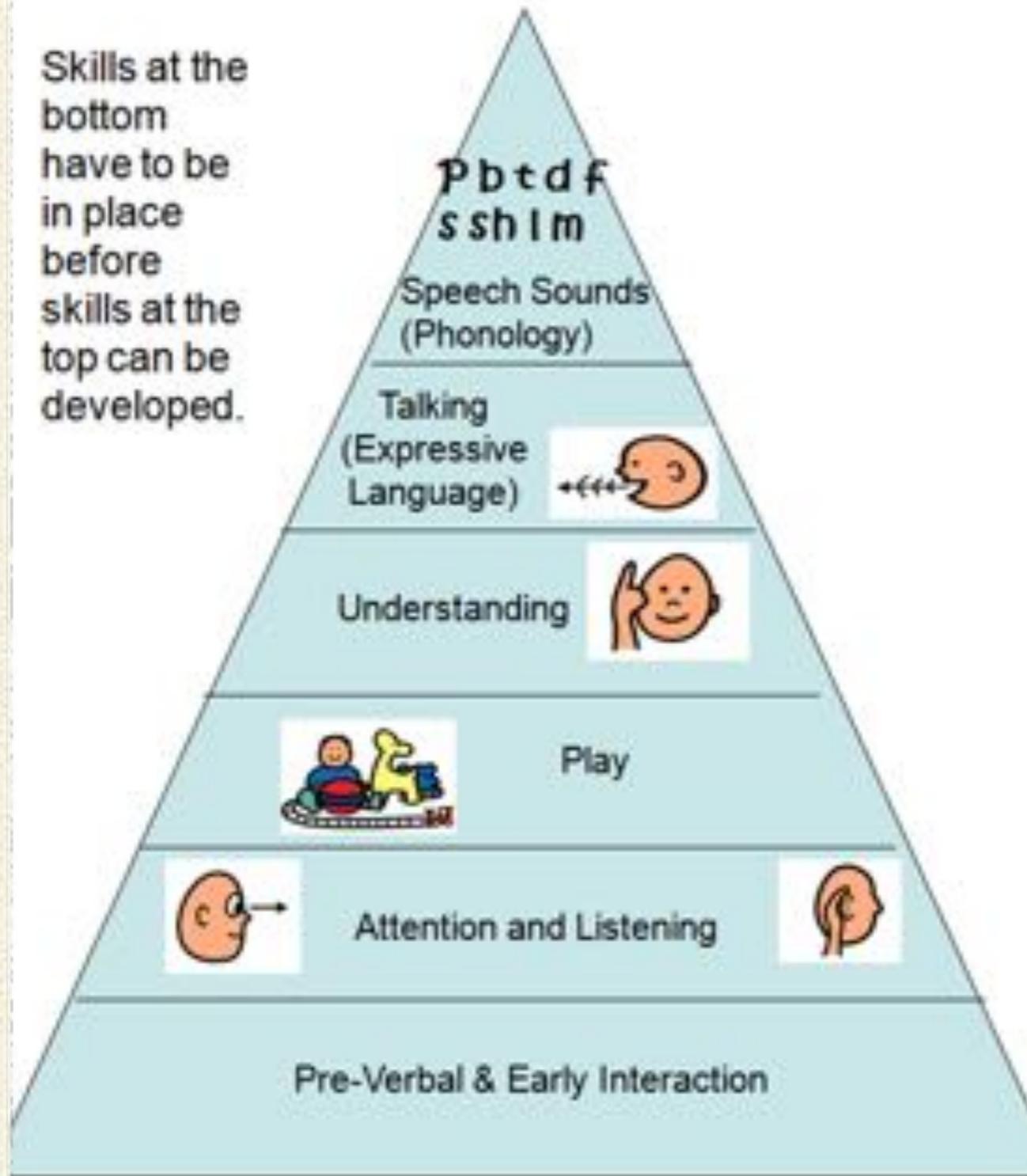
“The main job of a parent is to teach their child how to do relationships.” Dr. Annette Hannah

Session Three: Getting the Walls Up

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Language Development Pyramid

Skills at the bottom have to be in place before skills at the top can be developed.





Multilingual Advantage

The keys to your future are in today's foundations.

Emotional Maturity

empathy
problem solving
conflict resolution
emotional integration
all come from the ability to
say “on the other hand”

bilingualism: the gift of two
ways of naming one thing



I can see there are two sides to this....



Intrinsic Motivation

For children this is about who they love. Children are “wired” to please the people they want to belong to.

Intrinsic vs. Extrinsic Motivation destructive to motivation:

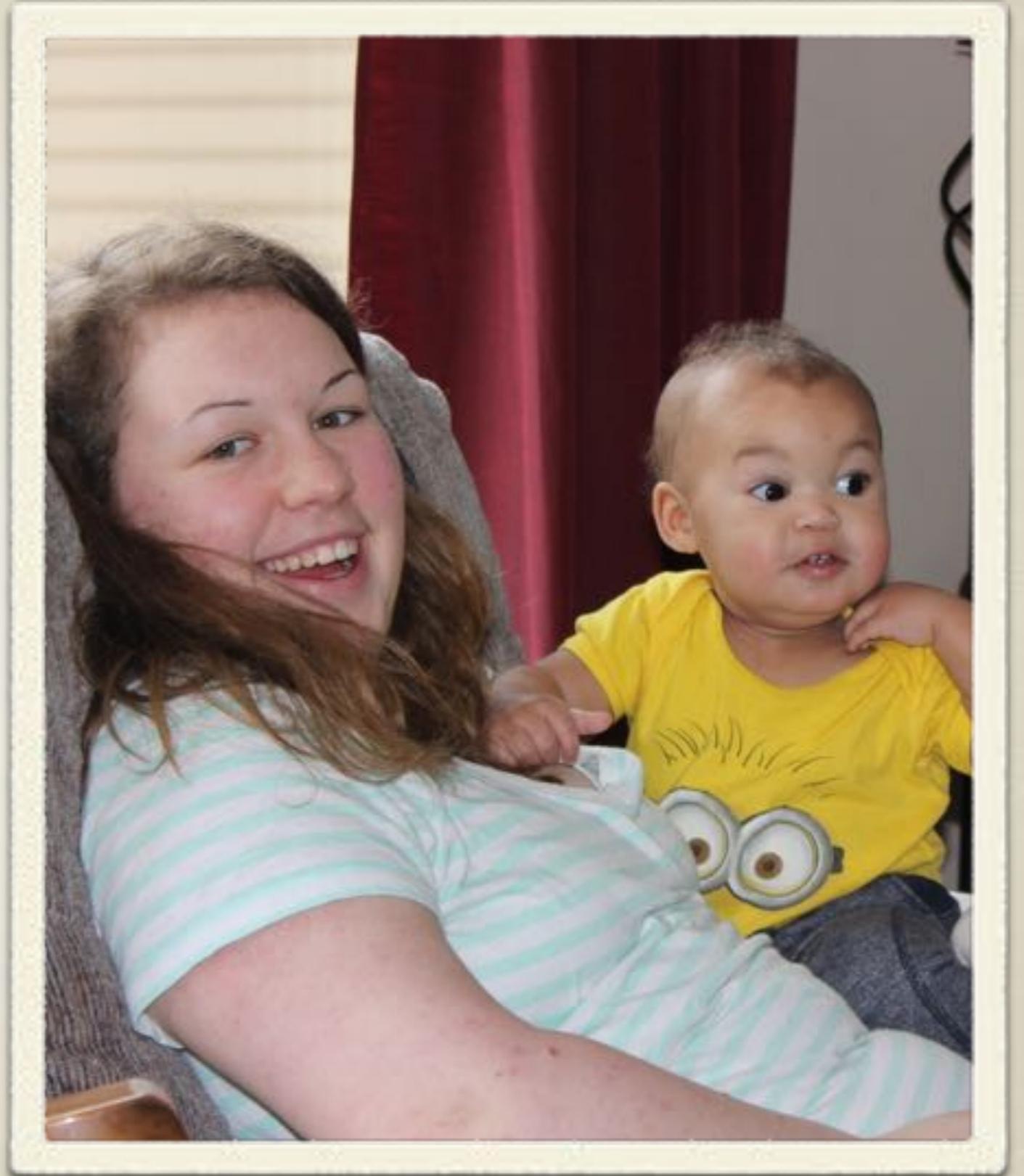
- * fear
- * punishment
- * and rewards
- * praise (vs
acknowledgment)

Documented by: Alfie Kahn



Energizing Forces

- * We are fuelled with energy through positive, affirming connection.
- * Relationship should not be the child's work.



Brain Works

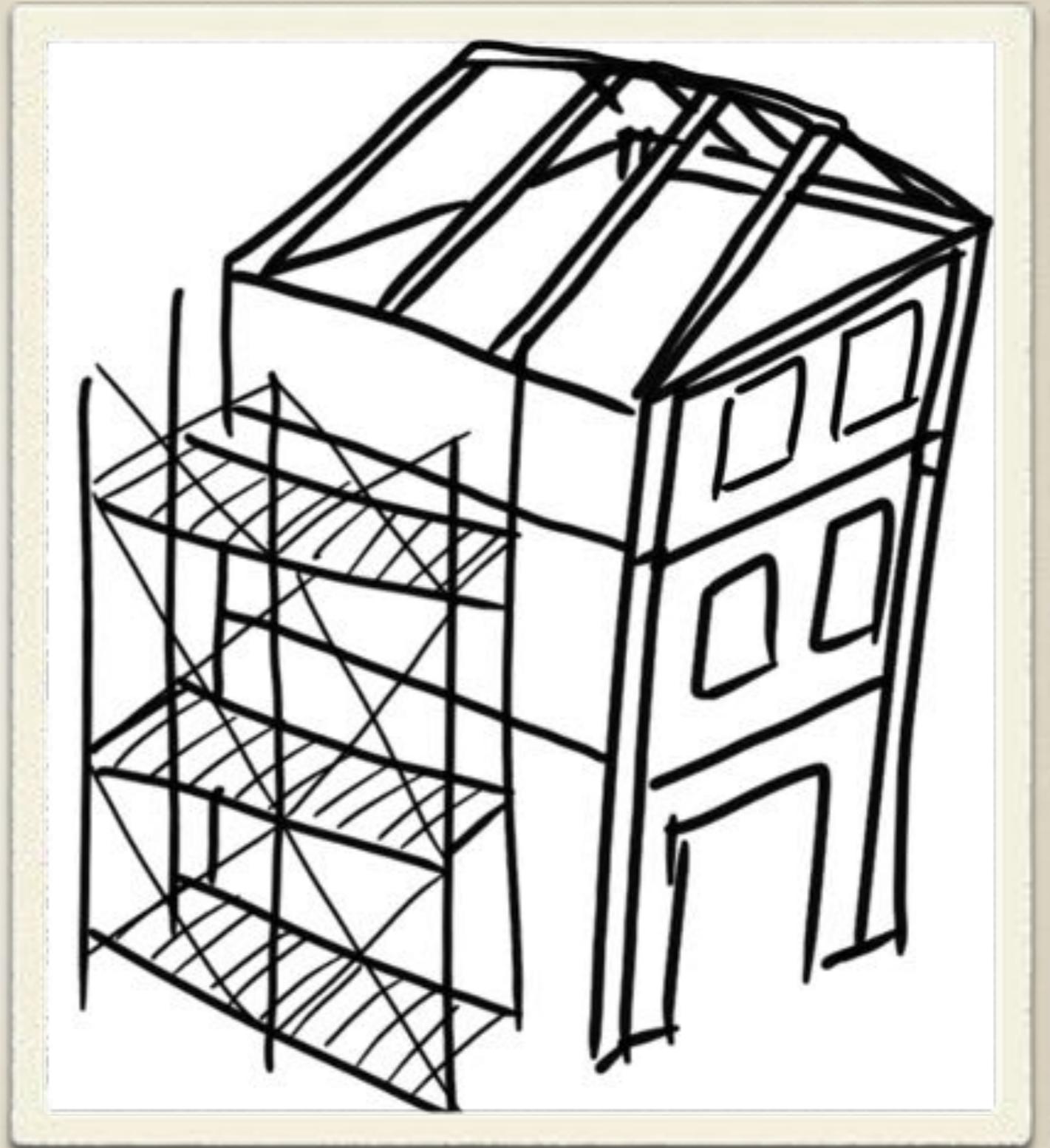
- * Newborn: key understanding is that the emotional brain is already working. The amygdala is “central”.
- * Toddlers: expressing emotion is key to understanding, labelling, and coming into a relationship with them.
- * 3-6 years old: Pre-frontal Cortex is the key development agency. Attention, sequencing, organizing, cause and effect.
- * 5-8 years old: self control comes from cognitive ability to mix emotions. “On the other hand.”

Development is foundational

- * Lower layers happen first and are built upon
- * There is a design, things happen in order
- * For bilingual children the order is the same but the rate is variable
- * Older children have the psycho-social but are repeating the language stages

Scaffolding

- * definition: providing just enough support for a child to develop a skill
- * use it to maximize confidence—relationship releases learning
- * practice it in life
- * practice in second language situations especially when you see reluctance



Scaffolding for Politeness

- * politeness is part of pragmatics
- * politeness is often indirect
- * making requests is a skill
- * highlighting politeness words and phrases, using role *play*
- * modelling without correction
- * seems backwards, but here we have to build skills for relationships to flourish





Multilingual Homes

Loving relationships carry the Light.

Session Four: Ready for the Roof

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Language carries culture.
Culture carries values.

We learn to care about others' values when we live in more than one culture.

Multilingual Homes:
more ways of living life.

Taking the Lead

- * We have an instinct to take the lead
- * Adults can make decisions that serve the group or that are self-serving
- * children's decisions are self-serving
- * When we consider everyone's needs, we make decisions that **create trust**



Relational Leadership

- * everyone's best interests should be considered
- * leading: a role shared by adults but not by children
- * leaning results from good leading
- * this becomes a rhythm rather than a "rule"
- * we tend to drift toward permissive or authoritarian parenting



Relational Leadership

Authoritative parenting keeps the doors of communication open, is willing to consider what is right for each child and situation, but is willing to lay down a few rules, not for the sake of having them but to keep children safe and cared for. (The Parent Report.)

- * Children have a voice and are given space to express their opinions
- * Children are given opportunities to make decisions inside of the leadership of the parents' care and attention
- * Children are supported through experiencing the natural outcomes and consequences of their actions
- * Instincts are like magnets, the relationships they create draw us to want to please someone and we become more like that person—copy their model of values and behaviour
- * this kind of leadership maximizes conversations and growth consistently
- * Daniel Siegal, Rebecca Eanes, Barbara Coloroso books

Play is a great place...

- * to let your child express their leadership abilities (be the boss)
- * express emotion, get it out— as Shrek says “Better out than in.”
- * role play how the culture might play with different values or jokes



Scripts in Every Day Life

Francois Gouin Language Method

- * Personal Routines: bath time, breakfast time, going shopping, getting ready for bed, cleaning up
- * Social Routines: being a good host, being a good guest, going to the hairdresser, going to a worship place, going into a shop, getting into and out of a taxi
- * Usually there is a turn-taking sequence of comments that express different roles or the protocols of being polite participants in the routine
- * Books, songs, and games often have scripts in them
- * Watch for verbal scripts to show up in play—you will hear yourself!

- * Put verbal scripts to use in your own home for predictable events—setting the table, getting ready for a bath
- * Put scripts to use in the new language: check that you have the script appropriately expressed for the language and culture (this is a big part of the curriculum). Make recordings that are fun and if possible, personal.
- * Make a game of changing some elements: by changing the noun you can highlight changes to the verb, for example
- * Make sure your child knows how to make polite requests and practice this use of scripts in fun ways
- * Use optional endings on your scripts by role playing them

Songs, Stories, Rhymes, Games and Books

- * effective for—repetition, attention, prediction, enjoyment, heightened sound awareness
- * target language: are good books available?
- * strategies if you can't find these in your language
 - * using board books (usually lower on written words)
 - * using Usborne books
 - * using recordings



Scaffolding for Singing

- * Sing in your heart language first before learning another one
- * Singing should be fun and funny
- * Sing with gaps to fill, put your own names in, make sounds instead of words, make up a line
- * Choose a song with a great tune and fun syllables
 - * Old MacDonald
 - * Baba Black Sheep/Twinkle Star
 - * Down by the Bay (perfect for making up a line)



Speech and Articulation Tips

- * wait patiently for articulation anomalies **to resolve** themselves but check with a developmental chart or SLP, allowing for a small delay due to bilingual input
- * find repetitive **models** for things that are hard (or inaccurate) but play games to practice the sound
- * sometimes **showing** your own mouth shape or tongue movement can help a child to see how to make a sound
- * don't target a sound if the child can't make the sound (or close to it) correctly (don't practice something incorrectly)
- * **re-model** as feedback rather than using correction
- * if you are sure it is time to work on something, use the term “**old way and new way**”
- * **don't panic or rush...on the other hand...**don't let a delay become a **blindspot**



Multi-lingual Families

Growing up multilingual is a gift that can never be lost.

Session Five: Keep Your Doors and Windows Open

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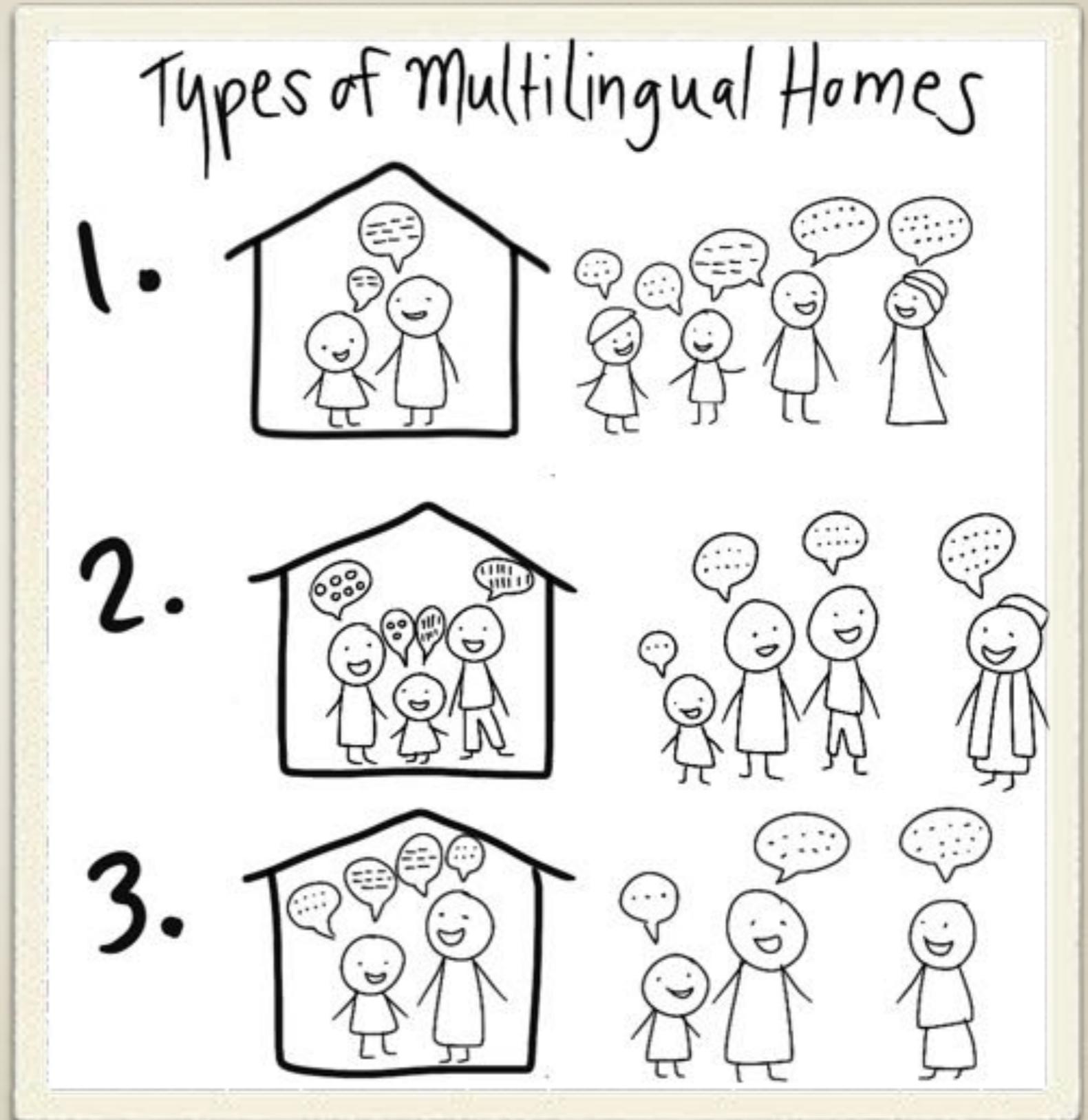


Multi-lingual Families

We change the world one heart at a time.

Options

- * Inside/Outside languages
- * Mom's language/ Dad's language, OR
- * Mom's language/ Dad's Language/ Siblings language
- * Fluid mingling of all languages, bringing the target language inside your home



A Few Old Myths (debunked by research)

- * keep one person as the primary model for each language
- * avoid all code switching as it may confuse a child—this may be true early on but is quickly eliminated
- * when topic shifting, stay to one language for the entire topic
- * there will be one “heart language” in the home.
- * children can handle many languages, there is no need to worry or figure things out

Disadvantages of Multilingualism

- * Aptitude is a feature of language capacity, not everyone is "equal"
- * Most people have the capacity to easily speak two languages but writing is a different matter
- * By the time you reach three languages you have to choose one to excel in
- * If your academic language is not your passport language your child can get stuck in a career maze



Setting Goals

- * Recognize that goals for each child may be different
- * Do you want to prioritize relationship over speaking the language perfectly?
- * Persistence with acknowledgment is key
- * Model what you want as a guide



Setting goals

- * Count vocabulary for a simple way of seeing your results: 10 weeks x 2 sessions per week x 10 words per session = 200
- * Practice daily in small, even tiny pieces
- * Don't let anyone start to hate the language, or language practice or the culture/people that come with the language



Language Learning for Children Curriculum

*Relationally Based

family

friendships

culture

“language mama”

*Developmentally

appropriate

*Linguistically Sound

*Culturally Relevant



Relational Parenting by Instinct

- * **Connect:** we belong together
- * **Protect:** we are safe together
- * **Provide:** I'm here for your existence



We are on the same side.

No Perfect Answers

- * No book or game or curriculum is ever going to be perfect, be ready to adapt things and learn by trial (and error)
- * When you find something that works for you, that means it is great—even if no one else is doing that
- * Check the website for a blog about books that we recommend
- * When something (a book, game or recording) has more pros than cons, give it a try. Trust your response to the trial.
- * Making your own recordings. Putting a personal touch to them is a great idea. And simpler than you think.



Multi-lingual Families

Believe that your kids matter.



Bonus: Emotional Wellbeing

Supporting your children in maturing emotionally

Three core emotions

Connect: when disconnected we feel unworthy (shame)

Protect: when unprotected we feel alarmed (fear)

Provide (productive): when we cannot be productive we feel frustrated



Support your child
in their experiences
of these emotions:

- * **Connect:** when disconnected we feel unworthy, shamed
- * **Protect:** when without protection we feel alarmed, anxious, afraid
- * **Provide** (productive): when we cannot be productive we feel frustrated



Three Capacities that we grow in as we mature:

- * To emerge with our own identity: growing into ourselves, separate but connected
- * To adapt when things don't go easily: overcoming our frustrations
- * To integrate more than one feeling at the same time: mixing our feelings into mature choices



Emergence

- * We start off as humans attaching to someone and regulating from their emotions. What parents model here has impact as children develop.
- * Children's physical capacity to be separate grows and with it their need to emotionally and socially separate and
- * When our goal is compliance, we are working against the emergent instinct. We want to aim for cooperation with support for self expression.



Integration

- * integrate: combine several things into one whole
- * parents need understanding and patience—timing is everything
- * children need to have two capacities
 - * know their own emotions (experience them, name them, reflect on them)
 - * a cognitive capacity to hold two things at the same time (age 5-8)
- * with these capacities emotions become subservient to choices



Adaptation

- * this usually happens with frustration, but it also applies to alarm
- * children experience and instinctive response and then they need support to move through the emotion and adapt to the circumstance
- * a safe place to feel vulnerable (sad) is essential
- * frustration/mad turns to sad and tears literally wash toxins out of brain tracks and help create new pathways (work arounds)



Play and Emotions

- * play is an important place for emotional growth —“better out than in” (Shrek) so it doesn’t build up
- * freedom to express and explore emotion without repercussions that might harm you or others
- * cause and affect is part of growing into seeing how your emotions affect the world around you
- * we have to be in the moment to have space for our emotions—the best thing for parents to realize

Emotion and Language

- * Emotional growth is promoting and being promoted by cognitive growth
- * Social growth is part of emotional growth
- * Physical development and the understanding of the physical world is promoting and supporting other growth
- * Language is what ties them together and gives the vehicle for reflecting on how things work and what they mean

Emotional Maturity

- * Qualities you want to see in your children
 - * creativity
 - * curiosity
 - * compassion
- * Key characteristics for self-control
 - * empathy
 - * justice
 - * morality—ability to make sacrifices



*Parenting isn't a set of strategies.
It is a relationship.*