

Responding to Linguistic and Cultural Diversity

Recommendations for Effective Early Childhood Education

A position statement of the National Association for the Education of Young Children

Adopted November 1995

Linguistically and culturally diverse is an educational term used by the U.S. Department of Education to define children enrolled in educational programs who are either non-English-proficient (NEP) or limited-English-proficient (LEP). Educators use this phrase, linguistically and culturally diverse, to identify children from homes and communities where English is not the primary language of communication (García 1991). For the purposes of this statement, the phrase will be used in a similar manner.

This document primarily describes linguistically and culturally diverse children who speak languages other than English. However, the recommendations of this position statement can also apply to children who, although they speak only English, are also linguistically and culturally diverse.

Introduction

The children and families served in early childhood programs reflect the ethnic, cultural, and linguistic diversity of the nation. The nation's children all deserve an early childhood education that is responsive to their families, communities, and racial, ethnic, and cultural backgrounds. For young children to develop and learn optimally, the early childhood professional must be prepared to meet their diverse developmental, cultural, linguistic, and educational needs. Early childhood educators face the challenge of how best to respond to these needs.

The acquisition of language is essential to children's cognitive and social development. Regardless of what language children speak, they still develop and learn. Educators recognize that linguistically and culturally diverse children come to early childhood programs with previously acquired knowledge and learning based upon the language used in their home. For young children, the language of the home is the language they have used since birth, the language they use to make and establish meaningful communicative relationships, and the language they use to begin to construct their knowledge and test their learning. The home language is tied to children's culture,

and culture and language communicate traditions, values, and attitudes (Chang 1993). Parents should be encouraged to use and develop children's home language; early childhood educators should respect children's linguistic and cultural backgrounds and their diverse learning styles. In so doing, adults will enhance children's learning and development.

Just as children learn and develop at different rates, individual differences exist in how children whose home language is not English acquire English. For example, some children may experience a silent period (of six or more months) while they acquire English; other children may practice their knowledge by mixing or combining languages (for example, "Mi mamá me put on mi coat"); still other children may seem to have acquired English-language skills (appropriate accent, use of vernacular, vocabulary, and grammatical rules) but are not truly proficient; yet some children will quickly acquire English-language proficiency. Each child's way of learning a new language should be viewed as acceptable, logical, and part of the ongoing development and learning of any new language.

Defining the problem

At younger and younger ages, children are negotiating difficult transitions between their home and educational settings, requiring an adaptation to two or more diverse sets of rules, values, expectations, and behaviors. Educational programs and families must *respect* and *reinforce* each other as they work together to achieve the greatest benefit for all children. For some young children, entering any new environment—including early childhood programs—can be intimidating. The lives of many young children today are further complicated by having to communicate and learn in a language that may be unfamiliar. In the past, children entering U.S. schools from families whose home language is not English were expected to immerse themselves in the mainstream of schools, primarily through the use of English (Soto 1991; Wong Fillmore 1991). Sometimes the negative attitudes conveyed or expressed toward certain languages lead children to "give up" their home language. Early child-

hood professionals must recognize the feeling of loneliness, fear, and abandonment children may feel when they are thrust into settings that isolate them from their home community and language. The loss of children's home language may result **in the disruption of family communication patterns, which may lead to the loss of intergenerational wisdom; damage to individual and community esteem; and children's potential nonmastery of their home language or English.**

NAEYC's position

NAEYC's goal is to build support for equal access to high-quality educational programs that recognize and promote all aspects of children's development and learning, enabling all children to become competent, successful, and socially responsible adults. Children's educational experiences should afford them the opportunity to learn and to become effective, functioning members of society. Language development is essential for learning, and the development of children's home language does not interfere with their ability to learn English. Because knowing more than one language is a cognitive asset (Hakuta & García 1989), early education programs should encourage the development of children's home language while fostering the acquisition of English.

For the optimal development and learning of all children, educators must **accept** the legitimacy of children's home language, **respect** (hold in high regard) and **value** (esteem, appreciate) the home culture, and **promote** and **encourage** the active involvement and support of all families, including extended and nontraditional family units.

When early childhood educators acknowledge and respect children's home language and culture, ties between the family and programs are strengthened. This atmosphere provides increased opportunity for learning because young children feel supported, nurtured, and connected not only to their home communities and families but also to teachers and the educational setting.

The challenges

The United States is a nation of great cultural diversity, and our diversity creates opportunities to learn and share both similar and different experiences. There are opportunities to learn about people from different backgrounds; the opportunity to foster a bilingual citizenry with skills necessary to succeed in a global economy; and opportunities to

share one's own cherished heritage and traditions with others.

Historically, our nation has tended to regard differences, especially language differences, as cultural handicaps rather than cultural resources (Meier & Cazden 1982). "Although most Americans are reluctant to say it publicly, many are anxious about the changing racial and ethnic composition of the country" (Sharry 1994). As the early childhood profession transforms its thinking,

The challenge for early childhood educators is to become more knowledgeable about how to relate to children and families whose linguistic or cultural background is different from their own.

Between 1979 and 1989 the number of children in the United States from culturally and linguistically diverse backgrounds increased considerably (NCES 1993), and, according to a report released by the Center for the Study of Social Policy (1992), that diversity is even more pronounced among children younger than age 6. Contrary to popular belief, many of these children are neither foreign born nor immigrants but were born in the United States (Waggoner 1993). Approximately 9.9 million of the estimated 45 million school-age children, more than one in five, live in households in which languages other than English are spoken (Waggoner 1994). In some communities, however, the number of children living in a family in which a language other than English is spoken is likely to be much larger. Head Start reports that the largest number of linguistically and culturally diverse children served through Head Start are Spanish speakers, with other language groups representing smaller but growing percentages (Head Start Bureau 1995).

The challenge for teachers is to provide high-quality care and education for the increasing number of children who are likely to be linguistically and culturally diverse.

Families and communities are faced with increasingly complex responsibilities. Children used to be cared for by parents and family members who typically spoke the home language of their family, be it English or another language. With the increasing need of family members to work, even while children are very young, more and more children are placed in care and educational settings with adults who may not speak the child's home language or share their cultural background. Even so, children will spend an ever-increasing amount of their waking lives with these teachers. What happens in care will have a tremendous impact on the child's

social, emotional, and cognitive development. These interactions will influence the child's values, view of the world, perspectives on family, and connections to community. This places a tremendous responsibility in the hands of the early childhood community.

Responding to linguistic and cultural diversity can be challenging. At times the challenges can be complicated further by the specific needs or issues of the child, the family, or the educational program. Solutions may not be evident. Individual circumstances can affect each situation differently. There are no easy answers, and often myths and misinformation may flourish. The challenges may even seem to be too numerous for any one teacher or provider to manage. Nonetheless, despite the complexity, it is the responsibility of all educators to assume the tasks and meet the challenges. Once a situation occurs, the early childhood educator should enter into a dialogue with colleagues, parents, and others in an effort to arrive at a negotiated agreement that will meet the best interest of the child. For example,

- A mother, father, and primary caregiver each have different cultural and linguistic backgrounds and do not speak English. Should the language of one of these persons be affirmed or respected above the others? How can the teacher affirm and respect the backgrounds of each of these individuals?
- The principal is concerned that all children learn English and, therefore, does not want any language other than English spoken in the early childhood setting. In the interest of the child, how should the educator respond?
- An educator questions whether a child will ever learn English if the home language is used as the primary language in the early childhood setting. How is this concern best addressed?

Solutions exist for each of these linguistic and cultural challenges, just as they do for the many other issues that early childhood educators confront within the early childhood setting. These challenges must be viewed as opportunities for the early childhood educator to reflect, question, and effectively respond to the needs of linguistically and culturally diverse children. Although appropriate responses to every linguistically and culturally diverse situation cannot be addressed through this document, early childhood educators should consider the following recommendations.

Recommendations for a responsive learning environment

Early childhood educators should stop and reflect on the best ways to ensure appropriate educational and developmental experiences for all young children. The unique qualities and characteristics of each individual child must be acknowledged. Just as each child is different, methods and strategies to work with young children must vary.

The issue of home language and its importance to young children is also relevant for children who speak English but come from different cultural backgrounds, for example, speakers of English who have dialects, such as people from Appalachia or other regions having distinct patterns of speech, speakers of Black English, or second- and third-generation speakers of English who maintain the dominant accent of their heritage language. While this position statement basically responds to children who are from homes in which English is not the dominant language, the recommendations provided may be helpful when working with children who come from diverse cultural backgrounds, even when they only speak English. The overall goal for early childhood professionals, however, is to provide every child, including children who are linguistically and culturally diverse, with a responsive learning environment. The following recommendations help achieve this goal.

A. Recommendations for working with children

Recognize that all children are cognitively, linguistically, and emotionally connected to the language and culture of their home.

When program settings acknowledge and support children's home language and culture, ties between the family and school are strengthened. In a supportive atmosphere young children's home language is less likely to atrophy (Chang 1993), a situation that could threaten the children's important ties to family and community.

Acknowledge that children can demonstrate their knowledge and capabilities in many ways.

In response to linguistic and cultural diversity, the goal for early childhood educators should be to make the most of children's potential, strengthening and building upon the skills they bring when they enter programs. Education, as Cummins states, implies "drawing out children's potential and making them more than they were" (1989, vii). Educational programs and practices must recognize the strengths

that children possess. Whatever language children speak, they should be able to demonstrate their capabilities and also feel the success of being appreciated and valued. Teachers must build upon children's diversity of gifts and skills and provide young children opportunities to exhibit these skills in early childhood programs.

The learning environment must focus on the learner and allow opportunities for children to express themselves across the curriculum, including art, music, dramatization, and even block building. By using a nondeficit approach (tapping and recognizing children's strengths rather than focusing the child's home environment on skills yet unlearned) in their teaching, teachers should take the time to observe and engage children in a variety of learning activities. Children's strengths should be celebrated, and they should be given numerous ways to express their interests and talents. In doing this, teachers will provide children an opportunity to display their intellect and knowledge that may far exceed the boundaries of language.

Understand that without comprehensible input, second-language learning can be difficult.

It takes time to become linguistically proficient and competent in any language. Linguistically and culturally diverse children may be able to master basic communication skills; however, mastery of the more cognitively complex language skills needed for academic learning (Cummins 1989) is more dependent on the learning environment. Academic learning relies on significant amounts of information presented in decontextualized learning situations. Success in school becomes more and more difficult as children are required to learn, to be tested and evaluated based on ever-increasing amounts of information, consistently presented in a decontextualized manner. Children learn best when they are given a context in which to learn, and the knowledge that children acquire in "their first language can make second-language input much more comprehensible" (Krashen 1992, 37). Young children can gain knowledge more easily when they obtain quality instruction through their first language. Children can acquire the necessary language and cognitive skills required to succeed in school when given an appropriate learning environment, one that is tailored to meet their needs (NAEYC & NAECS/SDE 1991; Bredekamp & Rosegrant 1992).

Although verbal proficiency in a second language can be accomplished within two to three years, the skills necessary to achieve the higher level educational skills of understanding academic content through reading and writing may require

four or more years (Cummins 1981; Collier 1989). Young children may seem to be fluent and at ease with English but may not be capable of understanding or expressing themselves as competently as their English-speaking peers. Although children seem to be speaking a second language with ease, *speaking* a language does not equate to being *proficient* in that language. Full proficiency in the first language, including complex uses of the language, contributes to the development of the second language. Children who do not become proficient in their second language after two or three years of regular use probably are not proficient in their first language either.

Young children may seem to be fluent and at ease speaking a second language, but they may not be fully capable of understanding or expressing themselves in the more complex aspects of language and may demonstrate weaknesses in language-learning skills, including vocabulary skills, auditory memory and discrimination skills, simple problem-solving tasks, and the ability to follow sequenced directions. Language difficulties such as these often can result in the linguistically and culturally diverse child being over referred to special education, classified as learning disabled, or perceived as developmentally delayed.

B. Recommendations for working with families

Actively involve parents and families in the early learning program and setting.

Parents and families should be actively involved in the learning and development of their children. Teachers should actively seek parental involvement and pursue establishing a partnership with children's families. When possible, teachers should visit the child's community (for example, shops, churches, and playgrounds); read and learn about the community through the use of books, pictures, observations, and conversations with community members; and visit the home and meet with other family members.

Parents and families should be invited to share, participate, and engage in activities with their children. Parent involvement can be accomplished in a number of ways, including asking parents to share stories, songs, drawings, and experiences of their linguistic and cultural background and asking parents to serve as monitors or field trip organizers. Families and parents should be invited to share activities that are developmentally appropriate and meaningful within their culture. These opportunities demonstrate to the parent what their child is learning; increase the knowledge, information, and understanding of all children regarding people of

different cultures and linguistic backgrounds; and establish a meaningful relationship with the parent. The early childhood educator should ensure that parents are informed and engaged with their child in meaningful activities that promote linkages between the home and the early care setting.

Encourage and assist all parents in becoming knowledgeable about the cognitive value for children of knowing more than one language, and provide them with strategies to support, maintain, and preserve home-language learning.

In an early childhood setting and atmosphere in which home language is preserved, acknowledged, and respected, all parents can learn the value of home-language development and the strength it provides children as they add to their existing knowledge and understanding. Parents and teachers can learn how to become advocates regarding the long-term benefits that result from bilingualism.

Parents and teachers recognize the acquisition of English as an intellectual accomplishment, an opportunity for economic growth and development, and a means for achieving academic success. There are even times when parents may wish for the ability, or have been mistakenly encouraged, to speak to their children only in English, a language of which the parents themselves may not have command. The educator should understand the effects that speaking only in English can have upon the child, the family, and the child's learning. The teacher must be able to explain that speaking to the child only in English can often result in communications being significantly hindered and verbal interactions being limited and unnatural between the parent and the child. In using limited English, parents may communicate to children using simple phrases and commands (for example, "Sit down" or "Stop"); modeling grammatically incorrect phrases (for example, "We no go store"); or demonstrating other incorrect usages of language that are common when persons acquire a second language. From these limited and incorrect verbal interactions, the amount of language the child is hearing is reduced, and the child's vocabulary growth is restricted, contributing to an overall decrease in verbal expression. When parents do not master the second language yet use the second language to communicate with their child, there is an increased likelihood that the child will not hear complex ideas or abstract thoughts—important skills needed for cognitive and language development. The teacher must explain that language is developed through natural language interactions. These natural interactions occur within the day-to-day setting, through radio and television,

when using public transportation, and in play with children whose dominant language is English. The parent and the teacher must work collaboratively to achieve the goal of children's learning English.

Through the home language and culture, families transmit to their children a sense of identity, an understanding of how to relate to other people, and a sense of belonging. When parents and children cannot communicate with one another, family and community destabilization can occur. Children who are proficient in their home language are able to maintain a connectedness to their histories, their stories, and the day-to-day events shared by parents, grandparents, and other family members who may speak only the home language. Without the ability to communicate, parents are not able to socialize their children, share beliefs and value systems, and directly influence, coach, and model with their children.

Recognize that parents and families must rely on caregivers and educators to honor and support their children in the cultural values and norms of the home.

Parents depend on high-quality early childhood programs to assist them with their children's development and learning. Early childhood programs should make provisions to communicate with families in their home language and to provide parent-teacher encounters that both welcome and accommodate families. Partnerships between the home and the early childhood setting must be developed to ensure that practices of the home and expectations of the program are complementary. Linguistic and cultural continuity between the home and the early childhood program supports children's social and emotional development. By working together, parents and teachers have the opportunity to influence the understanding of language and culture and to encourage multicultural learning and acceptance in a positive way.

C. Recommendations for professional preparation

Provide early childhood educators with professional preparation and development in the areas of culture, language, and diversity.

Efforts to understand the languages and cultural backgrounds of young children are essential in helping children to learn. Uncertainty can exist when educators are unsure of how to relate to children and families of linguistic and cultural backgrounds different from their own. Early child-

hood educators need to understand and appreciate their own cultural and linguistic backgrounds. Adults' cultural background affects how they interact with and/or teach young children. The educator's background influences how children are taught, reinforced, and disciplined. The child's background influences how the child constructs knowledge, responds to discipline and praise, and interacts in the early childhood setting.

Preservice and inservice training opportunities in early childhood education programs assist educators in overcoming some of the linguistic and cultural challenges they may face in working with young children. Training institutions and programs can consider providing specific courses in the following topic areas or include these issues in current courses: language acquisition; second-language learning; use of translators; working with diverse families; sociolinguistics; cross-cultural communication; issues pertaining to the politics of race, language, and culture; and community involvement.

Recruit and support early childhood educators who are trained in languages other than English.

Within the field of early childhood education, there is a need for knowledgeable, trained, competent, and sensitive multilingual/multicultural early childhood educators. Early childhood educators who speak more than one language and are culturally knowledgeable are an invaluable resource in the early childhood setting. In some instances the educator may speak multiple languages or may be able to communicate using various linguistic regionalisms or dialects spoken by the child or the family. The educator may have an understanding of sociocultural and economic issues relevant within the local linguistically and culturally diverse community and can help support the family in the use and development of the child's home language and in the acquisition of English. The early childhood teacher who is trained in linguistic and cultural diversity can be a much-needed resource for information about the community and can assist in the inservice cultural orientation and awareness training for the early childhood program. The bilingual educator also can be a strong advocate for family and community members.

Too often, however, bilingual early childhood professionals are called upon to provide numerous other services, some of which they may not be equipped to provide. For example, the bilingual professional, although a fluent speaker, may not have the vocabulary needed to effectively communicate with other adults or, in some instances, may be able to read and write only in English, not in the second language. In addition,

bilingual teachers should not be expected to meet the needs of *all* linguistically and culturally diverse children and families in the program, especially those whose language they do not speak. Bilingual providers should not be asked to translate forms, particularly at a moment's notice, nor should they be required to stop their work in order to serve as interpreters. Bilingual teachers should not serve in roles, such as advising or counseling, in which they may lack professional training. These assignments may seem simple but often can be burdensome and must be viewed as added duties placed upon the bilingual teacher.

Preservice and inservice training programs are needed to support bilingual early childhood educators in furthering educators' knowledge and mastery of the language(s) other than English that they speak, and training should also credit content-based courses offered in languages other than English. Professional preparation instructors must urge all teachers to support multilingual/multicultural professionals in their role as advocates for linguistically and culturally diverse children. Early childhood professionals should be trained to work collaboratively with the bilingual early childhood teacher and should be informed of the vital role of the bilingual educator. Additionally, there is a need for continued research in the area of linguistic and cultural diversity of young children.

D. Recommendations for programs and practice

Recognize that children can and will acquire the use of English even when their home language is used and respected.

Children should build upon their current skills as they acquire new skills. While children maintain and build upon their home language skills and culture, children can organize and develop proficiency and knowledge in English. Bilingualism has been associated with higher levels of cognitive attainment (Hakuta & García 1989) and does not interfere with either language proficiency or cognitive development. Consistent learning opportunities to read, be read to, and see print messages should be given to linguistically and culturally diverse children. Literacy developed in the home language will transfer to the second language (Krashen 1992). Bilingualism should be viewed as an asset and an educational achievement.

Support and preserve home language usage.

If the early childhood teacher *speaks* the child's home language, then the teacher can comfortably use this language around the child, thereby providing the child with opportunities to hear and use the home language within the early childhood setting. Use of the language should be clearly evident throughout the learning environment (e.g., in meeting charts, tape recordings, the library corner). Educators should develop a parent information board, using a language and reading level appropriate for the parents. Teachers should involve parents and community members in the early childhood program. Parents and community members can assist children in hearing the home language from many different adults, in addition to the teacher who speaks the home language. Parents and community members can assist other parents who may be unable to read, or they can assist the teacher in communicating with families whose home language may not have a written form.

If the early childhood educator *does not speak* the language, he or she should make efforts to provide visible signs of the home language throughout the learning environment through books and other relevant reading material in the child's language and with a parent bulletin board (get a bilingual colleague to help review for accuracy of written messages). The teacher can learn a few selected words in the child's language, thus demonstrating a willingness to take risks similar to the risks asked of children as they learn a second language. This effort by the teacher also helps to validate and affirm the child's language and culture, further demonstrating the teacher's esteem and respect for the child's linguistic and cultural background. The teacher should model appropriate use of English and provide the child with opportunities to use newly acquired vocabulary and language. The teacher also must actively involve the parent and the community in the program.

If the teacher is *faced with many different languages* in the program or classroom, the suggestions listed above are still relevant. Often teachers feel overwhelmed if more than one language is spoken in the program; however, they should remember that the goal is for children to learn, and that learning is made easier when children can build on knowledge in their home language. The teacher should consider grouping together at specific times during the day children who speak the same or similar languages so that the children can construct knowledge with others who speak their home language. The early childhood educator should ensure that these children do not become socially isolated as efforts are made to optimize their learning. Care should be taken to

continually create an environment that provides for high learning expectations.

Develop and provide alternative and creative strategies for young children's learning.

Early childhood educators are encouraged to rely on their creative skills in working with children to infuse cultural and linguistic diversity in their programs. They should provide children with multiple opportunities to learn and ways for them to demonstrate their learning, participate in program activities, and work interactively with other children.

To learn more about working with linguistically and culturally diverse children, early childhood educators should collaborate with each other and with colleagues from other professions. To guide the implementation of a developmentally, linguistically, and culturally appropriate program, collaborative parent and teacher workgroups should be developed. These committees should discuss activities and strategies that would be effective for use with linguistically and culturally diverse children. Such committees promote good practices for children and shared learning between teachers and parents.

Summary

Early childhood educators can best help linguistic and culturally diverse children and their families by acknowledging and responding to the importance of the child's home language and culture. Administrative support for bilingualism as a goal is necessary within the educational setting. Educational practices should focus on educating children toward the "school culture" while preserving and respecting the diversity of the home language and culture that each child brings to the early learning setting. Early childhood professionals and families must work together to achieve high-quality care and education for *all* children.

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