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Supporting Dual Language Learners In Early Childhood Education

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Contents

1	Introduction	1
2	Children and language	2
2.1	Language support in early childhood education	3
2.2	Bilingualism in early childhood	5
3	Theories	6
3.1	Zone of Proximal Development	6
3.2	Common Third	8
4	Dual language learning	10
4.1	Why is home language learning important	10
4.2	How is home language support possible?	11
4.2.1	Communication is key	12
4.2.2	Teaching vocabulary	13
4.2.3	Concrete support methods	13
4.3	What is required from a teacher of dual language learner	14
5	Handbook	15
6	Assessment	16
7	Conclusion	19
8	Discussion	20
	References	21

Appendix 1: The Handbook

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<p>In this thesis I examined the need and methods for home language support in Finland. Day cares in Finland have more and more children from different home languages, therefore there is a need for support. Simpsi Day care in Oulu, expressed a need for home language support for their immigrant children. In cooperation with this day care a draft of a handbook for home language support methods was created.</p> <p>Why home language support is important and what kind of methods can be used with different age groups, were questions that were examined while methods for support were searched. From these sources a coherent draft for handbook was created. The long-term plan is to contact The Association of Kindergarten teachers in Finland to develop this handbook further and distribute widely across Finnish day cares.</p> <p>The theoretical framework in this thesis was based on Vygotsky's Zone of Proximal development as well as the concept of Common Third. Theories were chosen because of their close relation to language acquisition and learning. Through these theories a deeper understanding for language support was created.</p> <p>In the light of recent new wave of refugees in Europe and Finland, this topic is more relevant than before. Finland has more and more children who speak different home languages. As a strong home language is the base of all learning, support for home language is needed from early childhood education onward.</p>	
Keywords	dual language learning, home language, early childhood education, immigration

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<p>Opinnäytetyön aiheena oli tarkastella kotikielen tukemisen tarvetta sekä sen metodeja Suomessa. Päiväkodeissa on yhä enemmän lapsia eri kieli- ja kulttuuritaustoista, sen tähden tarve lasten kotikielen tukemiselle on huomattava. Päiväkoti Simpsi Oulussa, ilmaisi tarvitsevänsä metodeja, joilla tukea maahanmuuttajataustaisten lasten äidinkieliä. Luonnos ohjekirjasta, kotikielten tukemiseksi, luotiin yhteistyössä Simpsin päiväkodin työntekijöiden kanssa.</p> <p>Kysymyksiä, miksi kotikielen tukeminen on tärkeää sekä kuinka se onnistuu, tarkasteltiin kun materiaalia opinnäytetyöhön etsittiin eri lähteistä. Löydettyjen lähteiden pohjalta luotiin yhtenäinen ohjekirjanen, jonka tarkoituksena oli tuottaa erilaisia menetelmiä kotikielen tukemiseksi eri ikäryhmissä. Pitkäaikaisena suunnitelmana on ottaa yhteys Lastentarhaopettajaliittoon, jonka kanssa ohjekirjanen voitaisiin työstää pidemmälle ja saada lopulta jakoon koko Suomen päiväkoteihin.</p> <p>Teoreettisena viitekehyksenä tässä opinnäytetyössä käytettiin Vygotskyn lähikehityksen vyöhykettä sekä Yhteistä tekemistä (Common Third). Teoriat valittiin niiden soveltuvuudesta kielen omaksumiseen ja oppimiseen. Syvempi käsitys kielentukemisesta luotiin näiden teorioiden avulla.</p> <p>Eurooppaan ja Suomeen saapuvien uusien pakolaisryhmien takia kotikielten tukeminen on tärkeämpää kuin koskaan. Koska lapsen äidinkieli on perusta kaikelle oppimiselle, on tärkeää, että kotikieliä tuetaan varhaiskasvatuksesta alkaen.</p>	
Avainsanat	kahden kielen oppiminen, kotikieli, varhaiskasvatus, maahanmuutto

1 Introduction

Supporting children's home language has been discussed rather widely in recent years. Finland is becoming more and more diverse country due to amount of immigrants and as a result there is close to hundred different home languages spoken in Finland according to Finnish National Board Of Education. (Finnish National Board Of Education, 2007). Children whose home language is not Finnish, start learning Finnish in day care and receive almost no support for their home language. As home language is a corner stone for child's learning and emotional thinking, it is important that home language is strong. Strong home language is an aid of learning in all aspects of child's life. (Finnish National Board Of Education, 2009).

In National Curriculum Guidelines on Early Childhood Education and Care in Finland (2004), language is described to help in developing child's thinking, problem solving, logic thinking and imagination. It also states that every child, whose home language is not Finnish, has a substantial right to their home language. Different culture and language needs are taken in consideration when child enters in care. The culture of the child should be seen in everyday life in the classroom. Teachers use *children's language backpack* (*pienten kielireppu*) to map out languages that are spoken in the family and the culture they come from. Teachers are aware of children's cultures and home languages.

However, the responsibility of maintaining home language is ultimately on the family, even though the Guideline recognizes a need for home language support. It is also stated that educators are responsible for offering the families ways to support their child's language needs at home. (Hämäläinen et al, 2004 p.34). This creates a controversy, child's home language should be supported, yet the main responsibility is left to parents. I started to question that, how educators could provide tools for parents to support the home language if they in most cases themselves do not have appropriate tools?

To start this project Simpsi daycare in Oulu was contacted and asked how many children they had who spoke languages other than Finnish and if they were interested in taking part of this thesis. Answer came rather quickly. They had 14 children with home language support needs and they were interested in taking part. They expressed a great need for

home language support as they had more and more children from culturally and linguistically diverse families. Oulu City's Curriculum for Early Childhood Education and Care is in line with National Guideline, language develops the mind and thinking. However, Oulu City has approached the subject of home language by offering home language teaching for children from biggest language groups (Oulu City, 2013 p.43). Still, smaller language groups are without support. That is also why they felt the need for means to support their children who have different home language than Finnish.

During discussions with Simpsi teaching staff, it was established that biggest language group they have is Russian and they have a Russian teacher to come to the center every other week. Even though Russian speaking children are the biggest group, there is also need for small level support for other languages. They also offer Finnish as a second language teaching, but have no other home language support in place than a Russian teacher. That is also why the day care was eager to participate.

The purpose of this study is to produce a draft of a handbook to enhance taking child's home languages as a part of early childhood education curriculum in Finland. The handbook draft is produced in cooperation with Simpsi teaching staff. The assessment of this handbook is made based on how useful the teachers in Simpsi find it and how well it could be applied in other day cares as well. There is a long term plan in place to contact the Association of Kindergarten Teachers in Finland to develop this handbook more and distribute it widely to kindergartens and day cares in Finland. This thesis has its theoretical roots in Vygotsky's Zone of Proximal Development, theory of dual language learning and common third, all of which provide deeper understanding in dual language learning.

2 Children and language

Language is not only spoken words. It is also thinking, expressions and action. Language is a tool for children to store and remember information they learned. (Nurmilaakso, 2011 p.31). Language is not only a tool for learning but it is also the object of learning. It is needed in every day life, thus teachers in early childhood settings need to make sure that children's language development is not neglected. (Korkeamäki, 2011 pp.42, 43). Children have a natural born interest in language in all its forms. (Nurmilaakso, 2011 p.32).

Children start developing their communication and language skills immediately after birth. Babies follow their caregiver's non-verbal cues as well as their words and tone of voice (Whitehead, 2010 p.142). That is why it is important for child's development that caregivers speak to their children as if they were talking to other adults. Children mirror their caregiver's actions immediately after birth, these actions include happy and sad faces as well as other facial expressions. These gestures are commonly referred as early communications. (Whitehead, 2010 p.142). Infants also use crying, babbling and cooing as their means of communicating with their caregivers. (Santrock, 2009 p.278)

Children develop their first words in average about 13 months of age. However, long before children can utter their first words, they understand words and their meanings. After first word is uttered, children's vocabulary increases rapidly. At two years of age children know roughly 200 words. (Santrock, 2009 p.279). By the time children reach the age of two, they start learning two word sentences. From these sentences the basis for three and more words is formed. (Santrock, 2009 p.281). Combining words to two, or more, word sentences is a sign of children's developing thinking and ability of social interactions. It is also notable that as child develops the ability of speech, he also develops his thinking in more complex ways. (Whitehead, 2010. p.145)

However, children learn language in their own pace and own ways. That is why any speech development timetables are not to be taken too seriously as it can be harmful for child's self-esteem if forced to learn words too quickly. Grammatical learning is somewhat pre-wired in human nature but first word learning is dependent on social context (Whitehead, 2010 pp.147, 148). That is why it is important that caregivers talk with babies actively and thus prepare their children in lifelong journey to learning communications.

2.1 Language support in early childhood education

Language is considered to be a big part of early childhood education. For language skills to develop, adults should converse and talk to children as much as possible. Even if, small child will not have the appropriate skills to speak themselves, their language and speech skills are still developing. Early childhood education and care offers an excellent place for children to develop their language. (Nurmilaakso, 2011 p.37,). Classrooms are

filled with books and rhymes, other children and adults who provide a resource for linguistic development.

Teachers use various methods to support children's language. Reading to children, rhyming and playing with children all develop their communication skills. Nurmilaakso (2011) wrote that children's love for rhyming is global phenomenon and all children love to play with rhymes. That is why, rhymes are used in day cares around the world. Rhymes are not only enjoyed by children, they also have a big impact in children's development. Rhyming helps children to name and categorize things, helps in expressing feelings and increases children's awareness of the surrounding world.

It is beneficial for children to also read non-fictional texts, in addition to children's literature. (Nurmilaakso, 2011 p.36) Fairy tales, rhymes and poems are important for children but some interesting non-fictional texts, for example of dinosaurs provide children a chance to learn about different type of texts and gain information about the world around them. Another excellent way to develop children's linguistic skills is storytelling and narrating. In storytelling children tell a story and an adult writes it down, word to word. This provides a way to gain insight of child's development level in speech and thinking. Narrating children is an easier way to develop children's thinking "in the moment". Children, in turns, provide a word of what the narrative starts and is about. (Nurmilaakso, 2011 p.39, 40).

Riitta- Liisa Korkeamäki (2011) argues that learning and development occur when teachers allow children to explore the world about them freely. She recognizes also the importance of planned teaching moments, however the best communication moments happen in everyday life. For example lunch time, according to Korkeamäki (2011), is one of the most underrated learning moments. Children can freely discuss with their teacher of their day, their weekend or coming plans. This develops children's thinking and helps in making connections between future, now and past. (Korkeamäki, 2011p. 43-45). When communication with adults and other children in the classroom is seen as safe and interpersonal by children, asking and receiving help is easier, motivation and reasoning ability is enhanced. (Korkeamäki, 2011 p.44). Language is key to everything in our lives and thus teachers help in early childhood is vital for children to develop appropriately. (Nurmilaakso, 2011 p.41).

2.2 Bilingualism in early childhood

Bilingualism is often understood as the ability to speak and understand two languages. It can also be much more. When a person can also read and write in two languages the term to describe this is *biliterate*. Some experts consider person fully bilingual when she is also biliterate. (Nemeth, 2012 p.4). Karen Nemeth emphasizes in her book, *Basics of Supporting Dual Language Learners* (2012), that dual language learning and bilingualism have certain cognitive advantages. Children who are fluent in two languages show better problem solving skills, they demonstrate more in depth imagination and are more tolerant towards others. (Nemeth, 2012. p.7,9). Bilingual children are not only learning languages but also two different cultures as well as use of the language in culturally appropriate ways. This is stated by Paradis et al. in their book *Dual language learning and disorders*. (Paradis et al, 2011. p.27)

Antonell Sorace and Bob Ladd (2004) divide bilingualism into bilingual home situation and bilingual environment situation. In first, the parents of the child are from different linguistic heritage and want to use their own language when communicating with the child. The latter refers to situation where family lives in linguistically different area. For example a Hispanic family living in English speaking neighbourhood. (Sorace & Ladd, 2004). As children learn simultaneously two languages, they use words from the other language, this is called code-switching and was formerly seen as a hindrance in children's learning. But more recent studies have shown that while children code-switch, it is rather richness in their language than a delay. (Sorace & Ladd, 2004.pp. 2, 3). In the beginning of bilingualism, it may seem that child's vocabulary is limited. This is why bilingualism is sometimes seen as a hindrance in children's learning. However, this is not the case. While vocabulary may seem limited in Finnish, child knows a great deal of words and concepts in home language and vice versa. Child might also know concepts in Finnish but not in home language. The whole vocabulary is larger as it consists of two languages. (Halme, 2011 p.90).

As of this moment, the responsibility for home language learning is on parents. Educational partnership with day care teaching staff is to support parents in supporting their child to learn to languages simultaneously (Hämäläinen et al, 2004 pp. 34-35). However, there is a need for small scale support for home language in day care according to Halme (2011). She writes that early childhood education should aim for functional bilingualism,

bilingual child should be able to switch languages when needed, even though language development is not on corresponding levels. (Halme, 2011 p.92).

3 Theories

The relevant socio pedagogical theories rise from Vygotsky's Zone of Proximal Development and theory of Common Third. These theories are already well imbedded in early childhood education. Teaching staff uses these theories while interacting with children even though they might not realize it. Theories were chosen as they both provide deeper understanding in language acquisition.

3.1 Zone of Proximal Development

The Zone of Proximal Development is a theory of children's ability to learn through interaction with adults and more competent children and thus develop their cognitive abilities (Berk & Winsler, 1995). Berk and Winsler describe Vygotsky's ideas well in their book *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. They describe Vygotsky's idea of not testing what children already know or can do themselves but rather their potential to learn and what they can achieve with the help of another person, was it a teacher, parent or a child who is more accomplished. Therefore Zone Of Proximal Development, referred also as ZPD, is the distance between what is already learned and mastered and what can be learnt through interaction with others. (Berk & Winsler, 1995). Berk and Winsler (1995) describe in their book as well Vygotsky's ideas of education providing tasks that are in children's ZPD and can be completed with careful and sensitive adult guidance. Hännikäinen and Rausku-Puttonen (2001), talk about Vygotsky's ideas of development. Vygotsky believed that development is not a separate entity from teaching and learning. However, teaching is only beneficial and developing if it is ahead of actual development level. Only then teaching can further child's development (Hännikäinen et al. 2001 pp 166-167).

While teachers and more capable peers, talk to a child in their home language trying to link it to Finnish, they help a child to enter in their ZPD. A child who knows a certain word in their home language but not in Finnish, can link Finnish and home language together.

A good example of this is a teacher calling a child to eat. She'd first say the word 'eat' in child's home language and then repeat it in Finnish while incorporating also signs. Another example, would be two children playing together and getting frustrated with language barriers. An adult can gently intervene and explain the children why their friend was so upset by using home language words she knows as well as Finnish words. Thus, teaching both of the children new ways to communicate that they do not yet master but can achieve with the help of an adult.

Vygotsky, as many other child development psychologists, saw play as an important source of development. He wrote that play, especially role playing and sometimes play with rules created a Zone of Proximal Development. Children have a need to act like an adult but are incapable doing so. This creates a conflict in child's mind that she solves by creating imagination play (Hännikäinen et al. 2001 pp.168-169). Good examples of wanting to act as an adult and resolving it with imagination play are, home play and grocery play. While playing child also has a conflict of what she wants and what are the rules of the game. As a child follows the rules ignoring what she really wants to do, child shows strong self-control. This is ZPD according to Vygotsky. (Hännikäinen et al. 2001 p.169).

Vygotsky's view of play described it as a gateway of learning language and thinking. First child creates a concrete meaning for a word. A chair is a chair where you sit on. But as a play develops to imaginative play, the words can have abstract meanings. Chair can become a spaceship. This develops child's mind and thinking. According to Vygotskian theories play with objects develops abstract thinking and functional play develops, situational awareness and ability to make conscious choices. (Hänninen et al. 2001 p.196). Here, a link to home language support can be seen. When a child plays and uses words in home language and in Finnish, she enters in her ZPD. She does not know a word in Finnish, but with help of more capable peer or an adult child can learn a word in Finnish through her home language.

When teachers assess the child's ZPD, she needs to define where she wants to help a child to develop, home language or Finnish. Support for both is essential. When support for Finnish is needed children can be paired from different home languages for a game or a task that would help the children to learn ways to communicate despite the language differences. This way both children would be in their ZPD and benefit from the game.

Having older children from same home language group to play with younger children helps the younger children to develop their home language. When more capable older children speak to younger children in their home language, it is ZPD in action. When use of home language is accepted, embraced and encouraged, child is more likely to participate in classroom activities. Child can also teach her peers words from her home language while playing if given the opportunity. Thus, reversing the roles. This way the whole classroom can benefit from supporting different languages.

As it was mentioned earlier, a strong home language is a corner stone for all learning. If child can use her home language as an aid for building meaning for Finnish words, more effective learning is achieved. That is why it is important for teachers in a group to help children to enter their ZPD and learn Finnish with the help of home language. It is also important that teachers pair older children with younger children who speak the same home language. This way the more capable child can teach home language words as well as Finnish to the younger child, which is the essence of ZPD.

3.2 Common Third

Although Common Third is not widely used practice in Finland, it is a common theory in social pedagogy. Oftentimes it is embedded in practice so well that practitioners and teachers do not even realize, what they are doing is indeed Common Third. Common Third first surfaced in the 1980's in Denmark. It was linked to work with children and young people placed in care. The purpose of Common Third was to create meaningful relationships through which child or young person is encouraged to develop herself. (Kruse, 2012 pp. 1-2). According to Jackson et al. (2015), Common Third is about making meaning through a shared activity. The focus is on the activity, not establishing relationship. Establishing relationship happens as though inadvertently during activity. While focus is on the activity, it relieves tension and awkwardness from talking. Through a shared activity it is possible to gain mutual respect and feelings of importance, when everyone participating in activity can decide what to do or where to go next. It can create sense of belonging and help in building meaning for self and others. (Jackson et al, 2015. p. 65-67). Jackson et al, wrote that when building an activity, expressive arts, cooking, bike riding or practically anything, it has to rise from shared interests. Sense of better self-esteem and achievement can be created when activities are of interest. This is because of being able to influence, being respected and valued. (Jackson et al. 2015 p.65-

67). According to Kruse (2012) Common Third is about creating community and individual. The purpose is to create a community where an individual can participate as herself rather than leave her own values behind and adapt to community's values.

Common third can be found from early childhood education and language learning fairly easily. As mentioned earlier it is often embedded in practise so well, that teachers do not even realize it is common third that they are doing with children. Nemeth (2012) suggests teachers to pair children with different home languages and have them play a cooperative game such as painting or finding an object. According to Nemeth (2012) these games encourage children helping each other across language barriers. This can be seen as common third as children here are focusing on the task at hand and learning important communication skills as well as different language. Meaningful reflection is needed, in order to achieve common third, so teachers could have children to draw or tell a story of how they managed to do the task together. Teacher can also encourage children to tell other children about their language and culture. A language/ culture of the month can be chosen as Halme (2011) suggests. Teachers and children can make foods and dress-up clothes together while learning about a language and culture from a child. If child can be act as a teacher and expert of her own language, she can gain better self-esteem as others show interest in her culture. If classroom is stacked with role playing clothes from different cultures as well as empty food packaging's, children can learn about different cultures and even words from different cultures through role play. Games and art projects from different cultures are a great way to teach words and culture from children and when children themselves can act as teachers and experts of their culture it strengthens their self-esteem. Common third does need meaningful reflection in order to be effective. This can, depending on an activity, be a simple discussion at lunch time or circle time or children can draw on their experience.

Learning can happen through an activity. Children develop themselves through shared activity and relationships with other children as well as adults. When children learn about cultures and languages, they learn that difference is a richness and they can be part of Finnish society even though they have their own language and own culture rather than leaving it behind as they grow older. As Halme (2011) wrote, the whole Finnish society can benefit from richness of the languages and cultures.

4 Dual language learning

Niina Remsu (2005) has carried out a study of multiculturalism in day care centers in Metropolitan area in 2005. The study concluded that there is no municipality wide principle for home language support in any of the metropolitan area municipalities. Few day cares in Espoo, Vantaa and Helsinki have tried home language assistants in group and few have tried with home language teachers (Remsu, 2005 p.22). It is clear that day cares in all over Finland need to provide some level of support for children with different linguistic backgrounds. During research for this paper, no clear studies made in Oulu region in regards of home language or cultures was found.

4.1 Why is home language learning important

Language is a part of who we are. It is a part of our basic identity, it is as much a part of us as a name, home, traditions and relationships with the people who matter to us. If our language is not appreciated in our living environment, it will effect in our self-esteem negatively. (Nemeth, 2012. p.9) Same way a child needs to feel herself safe and welcomed in the new classroom. She should feel as her home language and her culture is appreciated and valued as these feelings lead to better self-esteem. This requires her teachers to be sensitive and intuitive. (Halme, 2011 p.87). It may seem to a teacher that child has difficulties in understanding the world around her but more often than not a child already knows a lot of things in her home language but not in Finnish. Thus, teachers need to pick up on this and in order to develop child's Finnish skills, they need to support child's home language. When home language is supported in addition to Finnish language teaching, a good base for linguistic thinking is created. Home language is the base and corner stone for all learning. It strengthens the relationships in the family and helps to upkeep the culture. (Halme, 2011 p.87). Home language is also a way to understand surrounding world. Traditions, attitudes and values are learned through home language. A child becomes aware of her own roots and cultural heritage through home language. Thus, home language strengthens self-esteem and identity. (Halme, 2011 p.87).

When a child enters a day care where the language used in care is not the same as language used at home, she looks for cues for action from non-verbal communication. If the new environment does not show appreciation for child's language and culture, child

may feel like she is not valued in the classroom. If the environment, other children and teachers appreciate and understand the language and culture child comes from, a child might have a better self-esteem and thus are less likely to leave their home language behind as they start acquiring the second language. (Nemeth, 2012. p.10). Dual language learning will not only approve child's cognitive skills and self-esteem. It will also strengthen family ties. Parents and other family members can communicate with the child more effectively if a child receives continuous support for her home language. (Nemeth, 2012 p. 10-11). For effective dual language learning, there needs to be strong educational partnership with the parents. Together teachers and parents can come up with ideas for support. Parents can teach about their home language and typical cultural points for teachers to better accommodate the child in day care. (Halme, 2011 pp.87,89). A part of early childhood education curriculum for child, a bilingual plan is created. This will guide the teachers in what linguistic needs and goals the child has.(Halme, 2011 p.89). Although Finnish National Board of Education recognizes the need of home language support whole-heartedly and embraces the importance of home language in children's lives, there is only little literature on how to support it in the working field. When home languages are supported and the languages are preserved in the children's lives, will the languages become as a benefit for Finnish society. (Halme, 2011 p.89)

4.2 How is home language support possible?

A question that rises more often than not is, how is this all possible? How can teachers who do not know anything about child's home language support it? What about resources, there is no time nor resources for every child's language? The answer is that home language support does not have to be anything big. There is no need for separate language teachers to be hired, but a regular classroom teacher can support it. If teachers are willing to learn few words in another language and are confident enough to use them with children in the classroom, that already shows the child that her language and culture is appreciated. (Nemeth, 2012 p.10). Nemeth (2012) had gathered together a guide for teacher who do not speak the language of the child. She stresses that teachers can build efficient support from the available resources and curriculum, with a little effort. According to her the most effective methods combines English (here Finnish) language teaching and home language support. (Nemeth, 2012 p.50, 53).

4.2.1 Communication is key

The first step towards home language support is to prepare the classroom to teach about diversity. Teacher should have books and materials in the classroom to build understanding of other cultures and languages. Babies and toddlers can benefit from picture books that show people and activities from other ethnic backgrounds. Songs and greetings in different languages can also effectively teach this age group, age appropriately, about diversity and new languages. Older children, from ages 4-7, can benefit more from non-fictional texts and stories that encourages conversation. Conversations of what makes us different, why other people speak a different way or why they celebrate different traditions. Learning about classmates and their families, can be seen as an effective method. (Nemeth, 2012 p.51)

Next step is to support natural interactions in the classroom. Teacher should be clear when switching from one language to another, speak slowly repeating often and look at the child she is speaking to. This models effective communication for the child and helps her to learn non-verbal communication. (Nemeth, 2012 p.52). Helping a child to communicate with a friend follows a very simple technique. Teacher should highlight the difference in languages for example as Nemeth showed:

“Oh, Joseph! Your friend said *pelota*! That means *ball* in his language, Spanish. *Pelota*. Can you give Luis the ball? *Aqui*, Luis. *La es*. I told Luis he can have the ball. ”

-Nemeth, 2012

Children under 3-years-old it might be difficult to understand what translating is but they do understand that their friend might understand a word in a different way. Engaging mutual play can help both children in their language acquisition. Both of them are learning Finnish and another language while playing together. Nemeth (2012) named another good method to develop communication skills in classroom, telling children a story about friends who do not understand each other and then ask children to come up with ideas to solve the problem. This will develop children's problem solving skills and their communication skills. Through a story like this, children will become more tolerant and accepting despite differences. (Nemeth, 2012 p.52).

Nemeth (2012), also stresses that teachers tend to have most success in supporting home language, when they use already existing methods from their skills. When focusing on building language and communication skills of the child in one language, they are easily applied to a new language. For example, teachers can use sign language as an aid. When a teacher says a dog in Kurdish and use the sign for it, it may help the child to understand even if she mispronounces it. Visuals i.e pictures with written text can help, as the child sees a picture and written words at the same time. Using gestures as speaking aids the children in understanding words, for example using quiet voice when it is time to be quiet or tapping feet, when saying it is time to put shoes on. If these gestures are used when spoken in Finnish as well as in home language, the child is able to make a connection between the words. (Nemeth, 2012 p.53)

4.2.2 Teaching vocabulary

A classroom teacher might be most comfortable speaking in Finnish, therefore she should be careful when incorporating home language words. The focus should be on the words that the child can share her feelings or get her needs to be met. Words should include caretaking words, meals, self-help skills and activities. When a new words appears in a story, it should be used often in the classroom. When a dual language learner learns the basic words for example big and small in their home language, that knowledge will help them in learning Finnish words later on. It is vital for dual language learners to be involved in conversations in Finnish. Even though they might struggle in using Finnish, they can benefit a lot from Finnish conversations. This will build their vocabulary in both languages. Teacher should start Finnish conversations with simple questions that can be answered with a nod and the gradually build in open-ended questions. Understanding can be enhanced by using home language words and pictures. (Nemeth, 2012 p.53).

4.2.3 Concrete support methods

Halme (2011), has also gathered some concrete examples of how home languages can be supported in classroom. Teachers can arrange play, board-game, story or singing sessions for children who speak same language. (Halme, 2011 p.88). They can even bring in older children from other classrooms to play with younger children if they all speak same language. (Dowling, 2010. p.43) Home languages should be incorporated

in the whole classroom as well. Classroom can choose a language of the week when songs and greetings of that language is taught to children and used in the classroom. (Halme, 2011 p.88).

Teachers should also show support in home languages by getting materials in the classroom that can help learning languages. Books, CD's, music etc. can give an excellent resource in learning home languages for children as well as adults. Local libraries provide often books and stories in different languages and they can also be ordered from the Internet. Children's families are important resource. Teachers can ask parents to provide items from their culture in the classroom. Food packaging materials can be used in home play area, books and clothes can be also asked as donations. Seeing their home culture and languages in the classroom children feel that they are appreciated. Parents are often eager to help out if asked. To extend language learning at home, teachers should provide books for parents and encourage them to use home language as well as Finnish at home. (Nemeth, 2012 p.61).

4.3 What is required from a teacher of dual language learner

Teachers who have dual language learners in their classroom should be aware of the characteristics of both, home language and Finnish. This way teachers can effectively follow if child's languages are developing appropriately. They should also be aware of the capacity of language learning as stated by Paradis et al (2011). The characteristics of home language can be found out from child's parents. The teachers of dual language learners should have intercultural competence as it enables learning. The teacher should also observe and listen to the child, to find the learning situations and needs. The teacher also should be available emotionally. She should be aware of child's body language to understand her needs, even if they do not have the same language. (Halme, 2011 p.90).

The factors of quality home language support arise from teacher's own motivation and disposition as well as the support and professional development offered. The staff library should have books and journals about home languages, bilingualism and dual language learning. The teachers need continuous learning of home languages and methods of how to support them. The teacher needs to be willing to learn few words of new language and to use them in classroom. There is no need for changing the existing curriculum that

is in effect in day care. Incorporating methods introduced can be enough. (Nemeth, 2012 p.49)

Teachers are also required to establish a strong educational partnership with the parents of the child. It is vital, as parents provide deeper insight to child's home language. Parents can provide the teacher the words in home language and right pronunciation. They can provide rhymes and songs to the day care and help teachers in finding books in home language. Parents also act as an expert in home languages developmental characteristics that help a teacher to determine if the child's languages are developing appropriately.

5 Handbook

This thesis is aimed to produce a handbook draft for early childhood education teachers, to help them in support of home languages in day care. The process had several phases to it. First phase was literature review. During this stage books and materials were found and combed through to gather some methods for dual language support. The methods are combined from Karen Nemeth's and Katjamaria Halme's ideas. Karen Nemeth (2012) has written a book called *Basics of Supporting Dual Language Learners*, which describes in detail the best methods. This book has been written in the United States, thus an article from Katjamaria Halme was chosen to accompany it. Halme (2011) writes in her article *Maahanmuuttajataustaisten lasten kielikasvatus varhaiskasvatuksesta esio-
petukseen*, how day cares in Finland can embed dual language teaching in their curriculums. By combining the methods from both of these writers a concise handbook draft with relevant and credible methods can be produced.

During the next phase, drafting a handbook, a visit to Simpsi day care centre in Oulu was made. From discussions with teachers in the centre, rose a need for vocabulary. The teachers felt that more than anything there is a need for words of comfort. When a child is crying for mom and dad, it would be effective to learn few comfort words in child's language to comfort her. This has been also suggested by Nemeth (2012). She emphasizes the importance of words that describe caretaking activities (Nemeth, 2012). Furthermore, the use of gestures while speaking in Finnish as well as in child's home language helps child to make connections and learn both languages.

Ideas for morning circle picture cards and for Happy Birthday-songs came from Simpsi teachers. Furthermore they wished to have language students to support them on home language. This idea is also recognized by Nemeth (2012, p. 72). She described bilingual volunteers as an important asset. The volunteers bring their knowledge of the home languages and culture to the setting and can support children with language learning immensely. (Nemeth 2012, p. 72). With these ideas as a baseline, handbook draft was produced. As the material and theories were read, concrete ideas were collected for the handbook. From these methods the most relevant for Finnish day care setting were chosen.

Methods were collected primarily for two different age groups. For infants to 3-year-olds to 4- to 7-year-olds. For infants to 3 years of age the methods included more of words of comfort and caretaking and self-help words as well as music and rhymes, when with 4 to 7-year-olds the methods included were more play and conversation based. As this age group is significantly more verbal, discussions about differences can be held. Cooperative play provides this age group an age appropriate way to learn language. The older children will also benefit from language of the month kind of exploration for other languages and cultures. Apart from language teaching methods for different age groups, the handbook consisted of ways to bring languages in the group's everyday life in the form of music, role play clothes and food packaging's.

First raw draft of the handbook was written and sent to Simpsi day care staff as well as supervising teacher. Simpsi staff was very concerned of pronunciation of the words and phrases they learn from parents and will the child become confused because of all the languages used. Supervising teacher expressed concern for the handbook being too formal. These comments as a baseline, new draft of handbook was produced. This new handbook draft introduced reader to the world of dual language learning through a bird, Satu Satakieli. This draft gave more concrete examples of games, how to incorporate different cultures in the everyday life in day care and how to pronounce words correctly. After this new draft was produced it was once again sent to Simpsi staff for assessment along with questions of how they viewed the usefulness of this handbook.

6 Assessment

The handbook draft was written and re-written three times before its final form. The final form introduced a nightingale called Satu Satakieli. Through her, an introduction to basics of home language support in day care was introduced. The handbook became alive with the bird as narrator, it also became clearer and more fun to read. As the handbook draft was finished, it was sent to the staff in Simpsi Day Care staff for the assessment of the relevancy, usefulness and practicality.

As a whole, Simpsi staff saw the handbook as useful source for ideas on home language support. They saw the methods of the handbook as practical and easy to apply in practice. Especially ideas to use with the bigger kids of day care were seen as applicable as well as fun. One of the teachers noted how important learning home language words is for a teacher as it helps understand the child and her needs. This shows how well the idea of home language learning is welcomed among teaching staff. However, some doubts and questions rose from teachers. Some of the teachers questioned the importance of home language use in everyday life of day care and suggested if home languages can be used only during the first months of care, when child's Finnish is weak. There were concerns if child will get confused, when several languages are heard in group as well as wishes for preserving home languages would rely on parents, not the staff in day care.

This brings up the issue of dual language learning. It is rather new concept in the Finnish day care system that teaching staff should show some support in children's home languages, thus opinions of this are divided. Some teachers welcome the idea and are enthusiastic to apply it in practice, while others see that parents should support home languages at home and day cares should focus on teaching Finnish. There is a need for in-service training in this topic. If teachers learn about the benefits of home language support and dual language learning in depth, the ideas could be welcomed even better to everyday life of day care.

The theories of dual language learning, Vygotsky's zone of proximal development and common third were used in this thesis for a theoretical framework. It was rather difficult to find relevant theories for this type of practice as dual language learning is such new topic in early childhood education. Nonetheless, theories that support language learning in general were chosen as dual language learning works on the same principle than learning only one language. According to Vygotsky language learning always happens

in the Zone Of Proximal Development, thus it was chosen as a theory. Common Third provides a fun way to learn with others and provides a way to acquire second language through an activity, thus learning practical words to use.

All in all, teachers in Simpsi Day care, saw the handbook a fun and simple way to introduce home languages in the group. They embraced the methods and saw them practical and easy to adapt in day cares all over Finland. Especially questions for the start of care and use of language learners (kieliopiskelijat) were well liked. The teachers felt as if they got a clear picture why dual language learning is important and how it can be implemented in practice. As one teacher mentioned, it is important to remember when putting these methods into practice, that consistency and clarity in home language use is vital.

As a limitation for this thesis and the produced handbook draft, it is worthwhile to mention the restricted time. As this thesis was mainly written during the summer months, the cooperation with Simpsi day care was limited. Simpsi day care, as many others, is closed during the month of July, therefore there was almost no cooperation during that month. There was no time to test the methods in practice in different age groups in Simpsi, so the assessment is solely based on the teacher's view of the methods. If there was more time, the methods would have been applied in practice and assessment would have been based on the applicability of the methods. However, the teachers saw that the handbook and its methods would fill the need for children's home language support. They thought that the methods described are useful and easy to implement.

The topic of dual language learning and home language support in early childhood education is rather new and not implemented in care. The day cares focus on Finnish as a second language-teaching and leave the mother tongue teaching for parents. The novelty of the topic can be seen as a hindrance on one hand, but benefit on the other. Early education teachers can feel as though home language support adds to their work too much. There is worry of right pronunciation, confusing the child and lack of resources to learn every child's language. However, the novelty of the topic can be in great benefit. Teachers can use their creativity in applying methods in practice as there is no set way to implement it, yet. Early education teachers can also develop these ideas further and create new ways to support as they see what works in practice and what does not.

This thesis and the produced handbook can be seen very relevant in today's society. Refugee crisis has been the hot topic of recent weeks and the publication of this thesis and handbook comes in the time of greater need than before. As Finland is taking in more refugees than before, even the small municipalities that previously did not have great amount of immigrant background people, will receive refugees. This provides a great need for home language support for the children, thus this handbook could be distributed widely around Finland. There is a long term plan in place to contact the Association of Kindergarten Teacher in Finland and develop this handbook further and introduce home language support widely across Finnish day cares.

7 Conclusion

There are more languages spoken in Finland than we realize. The National Board of Education has estimated the number of different languages been spoken in Finland close to hundred. (Finnish National Board Of Education, 2007). Yet, many children leave their home language behind as they start learning Finnish. This happens because of the lack of home language support from early age. The Finnish National Board of Education recognizes the need for home language teaching whole heartedly, yet it is mostly seen in schools, not in early childhood education. While the child is in day care, the primary responsibility up keeping home language lays on parents of the child.

Language is a corner stone for all learning. It is the tool for thinking and emotional well-being. It is needed in everyday life and teachers of children cannot neglect children's language development. It is no different for home languages. Like Finnish acquisition, also home languages need support in order to develop appropriately. To support children's mother tongue and home languages, there is no need for massive changes in early childhood education curriculums, but small scale, age appropriate support can happen with small effort. If early education teachers are willing to learn few words and sentences in a new language, that is already good start for support.

Teachers should define their child's Zone of Proximal Development and according to that offer appropriate support. Smaller children, from ages 0-3, most likely need support in basic care and self-help words, when older children, 4-7- years, can benefit more in learning the days of the week, numbers and greetings in both, home language and in Finnish. Children can act as teachers for each other and for example bigger children can

play using home language with smaller children, thus entering the ZPD. Common third provides a fun, cooperative way in learning language. Doing tasks together and then reflecting on them in the form of a drawing or discussion at lunch has been proved as an effective method in language learning.

It is important to remember that it is not only Oulu day cares that need to incorporate home language support in their daily routines. The need is in all of Finland. Finland is facing new challenges as the recent wave of refugees arrive and settle in the cities. However, it is not only refugee children who need support, it is all immigrant background children as well as children whose parent or parents speak different language than in day care. More and more children come from a family where the variety of language spoken at home are great. Therefore, assumptions who needs home language support cannot be made without taking a look in the languages spoken in every child's home.

Languages are a richness. Preserving languages spoken by families is important as from this language bank, will be a benefit for Finland in the future.

*"If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart"*

- Nelson Mandela

BBC, 2009

8 Discussion

Finland is becoming more multicultural and diverse. More and more children and families speak some other language than Finnish at home, or speak more than one language. The society in Finland becomes more multilingual, thus it is important that all children feel as though their languages and cultures are appreciated. Language is important to all of us. Language is cornerstone of our thinking and emotions. Languages are richness. That is why I chose the topic of home languages. I felt as though day cares in Finland concentrate more on Finnish languages and do not support home languages enough. Teachers of Simpsi Day Care expressed the concern for not having the resources to teach home languages. It was my first concern too. But as I did research I realized support does not require anything too excessive. Just dedication and will to learn about children and their families and culture.

I would hope that this thesis can help gain insight that home language support is important. I hope this handbook draft would be developed further in cooperation with bigger associations and later adopted by other day cares as well. All dual language learners will benefit from these methods and it would be beneficial to support them to maximize their learning potential. For teachers who are interested in this topic I recommend reading more from Karen Nemeth. She has several books concerning dual language teaching and learning. She strongly recommends continuous learning on the subject and suggest that teacher preparation programs in universities would prepare teachers for home language teaching. The teacher preparation programs in universities and universities of applied sciences, could teach future early childhood educators methods and means for support of dual language learning. The handbook could maybe be also introduced in teacher preparation programs and seminars to strengthen professionalism. It is important that kindergarten teachers continue learning after graduation, so that they can best support children in their care. It is important in today's society that an early childhood education teacher is aware of basics of bilingual education.

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Satu Satakielen Sata Kotikieltä



Tässä on Satu Satakieli. Satu osaa satoja eri kieliä, hän jos joku tuntee kielten tärkeyden. Satu Satakieli on ollut lintupäiväkodin opettajana monia vuosia. Noiden vuosien aikana hänellä on ollut lukuisia erilaisia lintulapsia hoidettavana. Erilaiset linnut puhuvat tietysti eri kieliä niinpä Satu Satakieli on opetellut tukemaan jokaisen lintulapsen omaa äidinkieltä, vaikka lintupäiväkodissa puhutaankin yleistä lintukieltä.

Nyt Satu Satakieli haluaa auttaa ihmisiä saavuttamaan saman, sillä jokaisella lapsella on oikeus omaan äidinkieleen. Jokaisella lapsella on oikeus kuulla sekä puhua omaa äidinkieltään arkipäivässä. Jos äidinkieliä ei näy päiväkodin arjessa, voi lapsi tuntea ettei häntä eikä hänen kulttuuriin arvosteta.

Satu Satakieli aloittaa jokaisen uuden vuoden kartoittamalla lasten kielet. Kun uusia lapsia saapuu hänen ryhmänsä, käy hän ensin alkukeskustelun lapsen vanhempien kanssa. Keskustelun tarkoituksena Satu Satakieli kertoo kotona puhuttavien kielten kartoittamisen ja tuen tarpeen hahmottamisen. Satu Satakieli on laatinut kysymyslistan (kts. liitteet), jonka avulla kielten kartoittaminen onnistuu. Tämä dokumentin pohjalta lapsen vanhemmat voivat jo opettaa sanoja ja lauseita ryhmän opettajille. Kysymyksistä paljastuu suoraan millaisia lauluja kotona lauletaan, miten lapsi kertoo tarvitsevänsä käydä vessassa. Tässä alkukeskustelussa voidaan jo oppia paljon kotikielistä, sen sanoista ja lauluista. Satu Satakielen mukaan vanhemmat hyvin mielellään opettavat sanoja lastensa hoitajille.

Kun kielet on kartoitettu, Satu Satakieli tuo kulttuurien monimuotoisuuden ryhmän tiloihin. Kotileikkiin tuodaan eri kulttuurien vaatteita ja ruokapakkauksia. Kirjoja eri kielillä Satu Satakieli on tilannut netistä ja lainannut kirjastoista. Ikäryhmästä riippumatta laulut ja leikit eri kulttuureista on Satu Satakielen mukaan ollut lasten suosiossa. Lorupussi on aina suosittu. Vanhempia voidaan pyytää kirjoittamaan runoja ja riimejä kotikielillä lorupussia varten. Musiikki ja satu CD:t eri kulttuureista rikastuttavat ryhmän tiloja. Avain kotikielen opettamisessa Satu Satakielen mukaan on päiväkodin aikuisten motivaatiossa opetella sanoja uusilla kielillä. Jotta opettajat voivat tukea kieliä parhaiten heidän tulee puhua hitaasti sekä toistaa usein. Päiväkodin johtajat voisivat myös tarjota opettajille mahdollisimman paljon lukemista aiheesta, jotta opettajat voivat kehittää osaamistaan.

Vinkki!

Kotikieliset runot voidaan vanhempien lukemina nauhoittaa, vaikka ryhmän matkapuhelimeen. Näin taataan runon oikeinlausunta.

Satu Satakieli jakaa kotikielenopettamisen kahteen eri ikäryhmään. 0-3 – vuotiaiden kielellisen tuen tarve painottuu perushoittoon, kun taas 4-7- vuotiaiden vuorovaikutustaitoihin. Satu Satakieli painottaa, että ryhmän aikuisten tulee ensin määritellä tukea tarvitsevien lasten lähikehityksen vyöhyke, jotta kielen tukeminen olisi mahdollisimman tehokasta.

0-3 - vuotiaat

Satu Satakieli suosittelee ihan pienempien kanssa käytettävän kotikielen sanoja perushoidon tilanteissa. Esimerkiksi, vaipan vaihto tilanteessa on hyvä puhua lapselle tämän kotikielellä. WC:n seinään voidaan vaikka kiinnittää taulukko, jossa lukee sanoja lasten kotikielellä. Sieltä voi tarvittaessa tarkistaa, sanan unohtuessa. Pukiessa lapsia kotikieltä voidaan käyttää. Satu Satakieli suosittelee käyttämään eleitä ja kuvakortteja apuna pukiessa. Esimerkiksi kun pyydetään lasta laittamaan kengät jalkaan, voidaan taputtaa jalkoja. Satu Satakielen mukaan tämä auttaa lasta *yhdistämään sanan ja tekemisen*, varsinkin jos samaa elettä tai kuvakorttia käytetään myös suomea puhuessa.

Lapsia on hyvä rohkaista leikkimään yhdessä kielimuurista huolimatta. Satu Satakieli muistuttaa, että lähikehityksen vyöhykkeen mukaisesti vanhempia lapsia, jotka puhuvat samaa kotikieltä voidaan tuoda ryhmään leikkimään nuorempien lapsien kanssa. Tämä auttaa nuorempia lapsia heidän kotikielensä kehittämisessä. Satu Sata-

kieli kehottaa tämän ikäryhmän kanssa työskenteleviä aikuisia soittamaan lapsille musiikkia eri kulttuureista, lorut ja

riimit sekä kuvakirjat ovat myös tärkeitä. Tärkeintä on että, jokaisen lapsen kotikieltä kuului ryhmässä edes hieman.

4-7- vuotiaat

Satu Satakieli kertoo, että 4-7-vuotiaat ovat jo kielellisesti huomattavasti edistyneempiä, joten tämän ikäryhmän kanssa voidaan tehdä jo huomattavasti enemmän kotikielen tukemisen hyväksi. Lapsille on hyvä lukea *tietokirjallisuutta* eri kulttuureista sekä rohkaista heitä keskustelemaan *erilaisuudesta ja samalaisuudesta*. Satu Satakieli on aina pitänyt erityisesti eri kulttuurien ruokiin ja juhlapäiviin tutustumista erittäin hyödyllisenä. Lasten kanssa voidaan valita *kuukauden kieli*, jonka aikana lapset kyseisestä kotikielistä voivat toimia opettajana tervehdyksiä, numeroita ja viikonpäiviä opetellessa. Kuukauden aikana voidaan kuunnella kielialueen musiikkia, satuja ja tehdä yhdessä alueen ruokia. Myös unisatu voidaan kuunnella kuukauden kielellä.

Satu Satakieli haluaa rohkaista lapsia eri kotikielistä leikkimään keskenään, sillä se tulee molempien osapuolien kommunikaation kehitystä sekä ongelmanratkaisua. Eräs Satu Satakielen suosimista leikeistä on aarteensintä päiväkodin pihalla. Lapset muodostavat parin sellaisen lapsen kanssa, joka puhuu *eri kieltä* ja yhdessä



he etsivät aarteen. Aarteensinnän jälkeen voidaan vielä esimerkiksi piirtää kokemuksesta. Mitä nähtiin ja kuultiin aarteen etsintä reissulla. Näin saadaan yhteinen tekeminen (common third) lasten kotikielen tukemisen avuksi.

Satu Satakieli painottaa vahvan *kasvatuskumppanuuden* merkitystä. Vanhemmat ovat tärkein kotikielen tukemisen lähde, joten Satu Satakieli rohkaisee ryhmän aikuisia kysymään vanhempia kotikielten sanojen opettamisessa. Ensin kannattaa opetella perussanoja ja lausahduksia kuten "vaippa" "tule syömään" "mene pissalle" yms. Orituista sanoista voidaan kerätä vaikka taulukko. Taulukkoon voidaan kirjoittaa sanan ääntämisohjeet, jotta ääntäminen sujuisi helpommin.

Vinkki!

Kiinnitä yksi taulukko WC:n seinään. Kerää siihen WC sanastoa. Kiinnitä toinen taulukko, vaikka kaapin oveen lähellä ruokailutilaa. Kerää siihen ruoka sanastoa, kuten "maito", "leipä" jne. Lokerikkojen lähettyville voidaan kerätä vielä kolmas taulukko, jossa pukeutumissanastoa sekä lohdutussanoja. Lohdutussanoja voidaan kerätä taulukkoon myös nukkariin.

Kieliopiskelijat ovat erittäin suuri apu kotikielten tukemisessa päiväkodissa, Satu Satakieli muistuttaa. Jos ryhmä on tarpeeksi onnekas saamaan ryhmään kieliopiskelijoita, jotka puhuvat jotain kotikielistä, tulee tämän

osaamista hyödyntää. Kieliopiskelija voi lukea lapsille satuja kotikielellä, lukea runoja ja riimejä sekä laulaa lastenlauluja. Kieliopiskelijat ovat rikkaus ryhmälle.

Satu Satakieli haluaa painottaa että lasten kotikielten tukeminen ei vaadi mitään suurta vaan se voidaan toteuttaa pienellä määrällä uskallusta ja halua auttaa lapsia rikastuttamaan kielitaustansa. Satu Satakieli haluaa vielä muistuttaa, että kotikielten tukeminen ei tarvitse suuria muutoksia olemassa olevaan varhaiskasvatussuunnitelmaan, vaan tukeminen tapahtuu jo olemassa olevien kielen tukemisen metodien kautta. Samalla tavalla kuin suomen kieltä tuetaan, voidaan tukea myös kotikieliä. Kieli vahvistuu vain sitä kuulemalla ja käyttämällä.

Satu Satakielen muistilista

- Kartoita lapsen kotona puhutut kielet alkukeskustelussa.
- Hanki ryhmän tiloihin kirjoja. Niin eri kielisiä kirjoja uin totokirjoja eri kulttuureista.
- Kysy lasten vanhemmilta apua kotikielisten sanojen opetteluun. Kerää ne taulukoksi näkyvälle paikalle, josta voi tarkistaa sanan tarvittaessa
- Käytä kotikieltä pienten lasten kanssa perushoidon tilanteissa
- Päivitä lorupussiin kotikielisiä runoja
- Pyydä isompia lapsia leikkimään pienempien lasten kanssa
- Isompien lasten kanssa voidaan valita kuukauden kieli
- Opetelkaa koko ryhmän kanssa numeroita, tervehdyksiä, viikonpäiviä
- Rohkaise lapsia leikkimään yhdessä kielimuurista huolimatta
- Hyödynnä kieliopiskelijoiden osaamista ryhmässä

Alkukeskustelukysymyksiä

1. Mitä kieliä kotona puhutaan?
2. Kuka puhuu kyseisiä kieliä?
3. Millaisia lauluja ja riimejä laulatte lapsellenne? Millä kielellä?
4. Mainitkaa muutamia perhejuhlia sekä perinteitä, joita perheessänne juhlitaan
5. Luetteko lapsellenne? Kerrotteko satuja? Millä kielellä?
6. Kuinka lapsenne kertoo tarpeistaan? Vessassa käynti, nälkä yms.
7. Kertokaa, millaisia aktiviteetteja teette yhdessä perheenä?

Satu Satakieli suosittelee luettavaksi aiheesta:

Nemeth, K. 2012. Basics of Supporting Dual Language Learners. An Introduction for Educators of Children from Birth though Age 8. Washington DC. NAEYC.

Halme, K. 2011. Maahanmuuttajataustaisten lasten kielikasvatus varhaiskasvatuksesta esiopetukseen. in Nurmilaakso, M & Välimäki, A (ed.) 2011. Lapsi ja Kieli. Kielellinen kehittyminen varhaiskasvatuksessa. Helsinki. Unigrafia Oy. p. 86-101

Suomi	Englanti	Arabia	Somalia	Venäjä
vaippa	diaper			
potta	potty			
mene pissalle	go pee			
pese kädet	wash your hands			

Suomi	Englanti	Arabia	Somalia	Venäjä
maito	milk			
leipä	bread			
tule syömään	come to eat			
kiitos!	thank you!			

Suomi	Englanti	Arabia	Somalia	Venäjä
pipa	hat			
hanska	gloves			
kenkä	shoes			
pue ulkovaatteet	get dressed			

Suomi	Englanti	Arabia	Somalia	Venäjä
mennään nukku- maan	let's go to sleep			
hyvää yötä	goodnight			
Äiti tulee kohta	mommy's here soon			
kaikki on hyvin	everything is alright			