**PROCEDURE**

There are few possible features of First Nations English dialects for further study:

- In many First Nations communities, listening and observing are skills that are valued as much as talking.
- Uncontrollable situations may cause First Nations children to remain silent.

**DISCUSSION STRUCTURE: NARRATIVE**

Narrative includes storytelling and the reporting of events. These differ across cultures.

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**DISCUSSION**

Vocabulary varies with context, experiences.

**IMPLICATIONS FOR LANGUAGE ASSESSMENT AND LEARNING**

- Naturalistic language samples (computer support for analysis): play-based, conversation, story-telling.
- Collected by persons familiar to the child in various settings.
- Standard reference criteria developed for the community.
- Non-verbal communication.

**PROMISING PRACTICES: SUPPORTING CHILDREN’S LANGUAGE LEARNING**

- Family-centered.
- Development of specific strategies, materials, building from strengths.
- Many opportunities for learning: repetition, frequent input.
- Based on what is average and functional within the child's family and speech community.
- Meaningful interaction was identified as a means to develop language skills.
- Children who achieve success in one area lead to transfer to other areas.
- Lack of attention or even insolence.

**PROJECT ACTIVITIES**

- PROJECT INVESTIGATORS OVERVIEW

**PROJECT PRINCIPAL INVESTIGATORS**

- First Nations children in Canada are growing up within a variety of cultures and languages.
- Communities central in research teams.
- Clear written agreements with communities.
- Thematic analysis.
- Guidelines where Standard English uses.

**BACKGROUND**

- First Nations children in Canada are growing up within a variety of cultural and linguistic environments.
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**SUPPORTING FIRST INDIAN CHILDREN’S EARLY LEARNING**

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**THE POSSIBLE EFFECTS OF FIRST NATIONS ENGLISH DIALECTS FOR FURTHER STUDY**

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