



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Supporting the Learning & Development
of Young Dual Language Learners Webinar

April 19, 2016

2:00 pm – 3:00 pm



UNC

FPG CHILD DEVELOPMENT INSTITUTE





Welcome and
Introductions

SCRIPT-NC Webinars

emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- Resources that are **readily available and free**

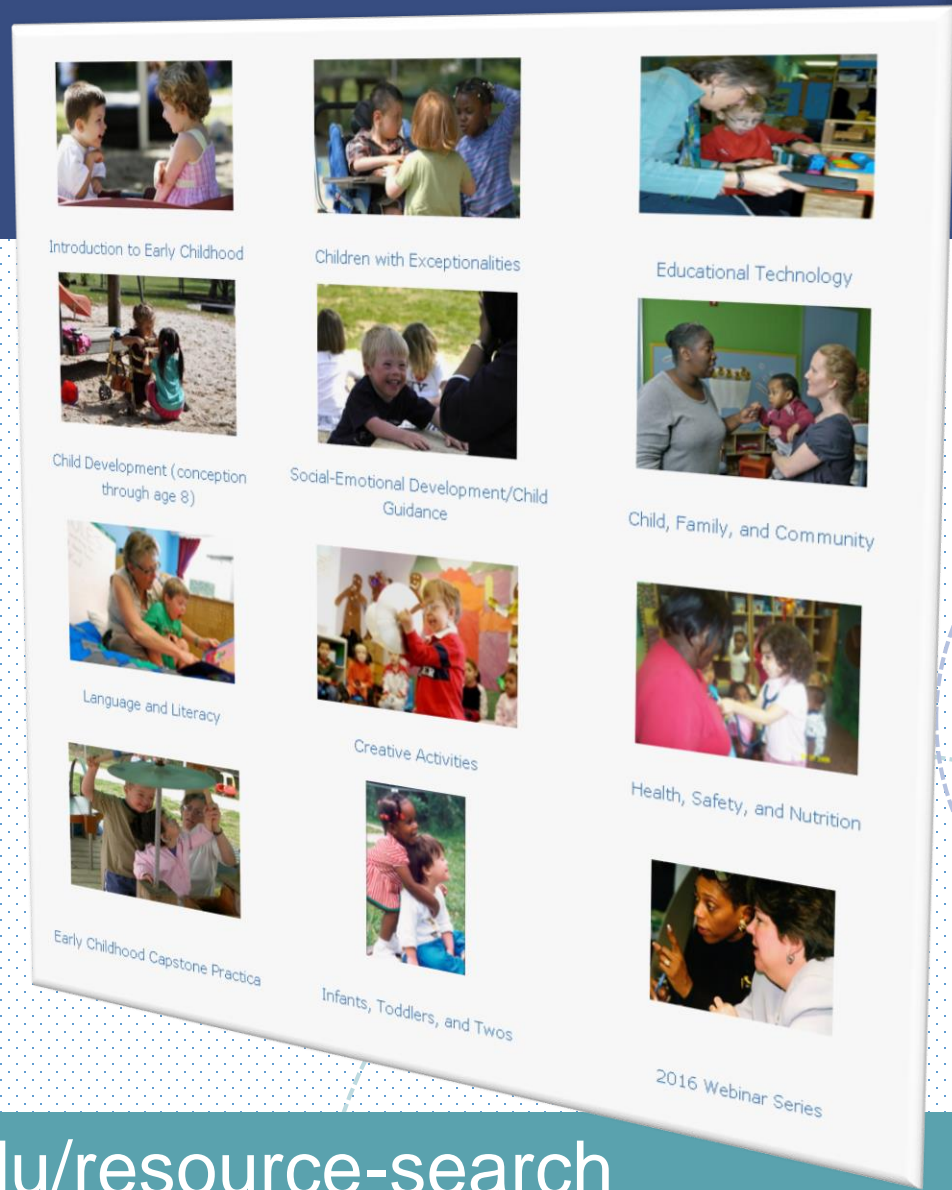


SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



<http://scriptnc.fpg.unc.edu/resource-search>



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Supporting Change and Reform in Preservice Teaching in North Carolina



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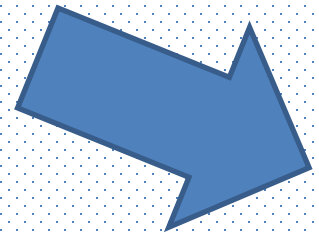
Logistics

Questions?
Comments?



Press “*6” to
mute or
unmute your
phone

USE THE CHAT BOX



Quick Poll



Share your state and
any languages or
dialects you speak

Overview of Content

- 1. Importance of addressing DLL content**
- 2. Resources to support your expertise**
- 3. Tools and strategies for incorporating an emphasis in coursework, field experiences and other professional development efforts**



Handouts

Incorporating an Emphasis on Young Dual Language Learners on a Course-by-Course Basis

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS	
RESEARCH / EVIDENCE RESOURCES	<p>America's Hispanic Children: Gaining Ground, Looking Forward (0-9) http://www.childrenscenter.org/wp-content/uploads/2016/08/america-hispanic-children-gaining-ground-looking-forward This report presents a rich and nuanced statistical portrait of America's Latino children, drawn from the latest nationally-representative data. It is a complex picture. Some fronts will be familiar, while others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations and to full participation in the life of the nation.</p>
	<p>California's Best Practices for Young Dual Language Learners: Research Overview Papers (3-5) http://www.cde.ca.gov/sp/cd/cd/documents/dlresearchpapers.pdf As a set, these six research overviews reflect research related to the learning and development of young dual language learners. They provide insight into how young dual learners. They provide insight into how young DLLs learn two languages, and also how they learn and develop in other domains. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners.</p>
	<p>The Changing Geography of Hispanic Children and Families (0-9) http://www.childrenscenter.org/wp-content/uploads/2016/01/Emerging-Communities.pdf?0.7621922665201454605819 This brief reviews the changing geography of Hispanics in the United States and the key demographic drivers of these changes.</p>
	<p>Childhood, Culture and Creativity: A Literature Review (0-9) http://www.academia.edu/679286/Childhood_Culture_and_Creativity_A_Literature_Review Using the new sociology of childhood as a theoretical framework, this literature review synthesizes the research on childhood, culture and creativity. More specifically, this review examines the relationships between culture and creativity and the areas of play, multimodal communication, and new technologies for young children.</p>
	<p>Cognitive Development of Young Dual Language Learners: A Critical Review of the Research (0-6) http://ccerdl.fpg.unc.edu/sites/ccerdl.fpg.unc.edu/files/imce/documents/3015-Research-Brief-11.pdf The purpose of this critical review was to synthesize the existing research on cognitive development in dual language learners and to identify the gaps and methodological concerns present in the existing research.</p>
	<p>Competencies for Working Effectively with Young Dual Language Learners (3-5) http://afbc.org/getmedia/81c612e-7c2a-46cb-8c7e-b3f9099c3d1/DLT2repattAllHW-RES.aspx This report thoroughly and thoughtfully lays out the competencies needed by teachers to work effectively with young dual language learners.</p>
<p>Intersecting Inequalities: Research to Reduce Inequality for Immigrant-Origin Children and Youth (0-9) http://wtgriinfooundation.org/resource/intersecting-inequalities-research-to-reduce-inequality-for-immigrant-origin-children-and-youth This synthesis explores how inequality plays out along these six dimensions of disadvantage particular to immigrant-origin families, outlines how developments in educational and family contexts can alleviate unequal outcomes and opportunities, and introduces four broad areas of future research that may inform policies, programs, and practices to reduce inequality for immigrant-origin children and youth.</p>	
<p>Language and Literacy Development in Dual Language Learners: A Critical Review of the Research (0-5) http://ccerdl.fpg.unc.edu/sites/ccerdl.fpg.unc.edu/files/imce/documents/Brief%20%236%20Lang%20Res%2015-11.pdf This research brief summarizes findings based on a review of the literature of oral language and literacy development of DLLs from birth through 5.</p>	
<p>Multilingual Children Beyond Myths and Toward Best Practices (0-9) http://www.ared.org/sites/default/files/documents/6-NewsApr_27_4.pdf This compilation presents an array of practices, programs and policies that can support families and children to maintain their home language and subsequently their culture.</p>	

Course	Resources
Introduction to Early Childhood Education	<p>National Center on Cultural and Linguistic Responsiveness (NCCLR) https://edlrc.ohs.act.hhs.gov/hslc/ta-system/cultural-linguistic (English) https://edlrc.ohs.act.hhs.gov/hslc/Espanol (Spanish) This website offers a wealth of free, downloadable resources, in English and Spanish, many of which relate directly to supporting young DLLs and their families. Go to the website to access handouts, webinars, videos, checklists, guiding principles, and more.</p> <p>Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education http://www.naeyc.org/files/naeyc/file/positions/PSDI98.PDF NAEYC's position statement describes children who are linguistically and culturally diverse, outlines the challenges in responding to the needs these diverse families. It also provides recommendations for working with children, their families, as well as recommendations for professionals, and programs and practice.</p>
Assessment	<p>Screening and Assessment of Young English Language Learners http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf (English) http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementShortSpanish.pdf (Spanish) The aim of this document is to explain and expand on the meaning of "linguistically and culturally responsive," to discuss other issues uniquely related to the screening and assessment of young English-language learners, and to make specific recommendations to increase the probability that all young English-language learners will have the benefit of appropriate, effective assessment of their learning and development.</p> <p>Where We Stand on Assessing Young English Language Learners http://www.naeyc.org/files/naeyc/file/positions/WWSEnglishLanguageLearnersWeb.pdf (English) http://www.naeyc.org/files/naeyc/file/positions/ELLSpanishWWS.pdf (Spanish) The recommendations in this synthesis, along with eight specific indicators of effective practice, are intended to help policy makers, program administrators, teachers, and others improve screening and assessment practices for young DLLs.</p>
Child Development	<p>California's Best Practices for Young Dual Language Learners: Research Overview Papers http://www.cde.ca.gov/sp/cd/cd/documents/dlresearchpapers.pdf As a set, these six research overviews reflect research related to the learning and development of young dual language learners. They provide insight into how young dual learners. They provide insight into how young DLLs learn two languages, and also how they learn and develop in other domains. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners. Chapter 1: Neuroscience Research: How Experience with One Language Affects the Developing Brain Chapter 2: Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social Emotional Development</p> <p>Social-Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose http://ccerdl.fpg.unc.edu/sites/ccerdl.fpg.unc.edu/files/imce/images/%232817_ResBrief%237_FinalRvsd-2.pdf This 2014 review by Tamara Halle and her colleagues describes the state of existing knowledge with regard to dual language learners' (DLLs) social-emotional development from birth to age 5. The review focuses on widely recognized dimensions of children's social-emotional development: self-regulation, social competence, social cognition, and problem behaviors. Results suggest that DLLs have at least equal (if not better) social-emotional outcomes compared to native English speakers. There is also evidence that the use of home language in early childhood classrooms can be a positive, moderating factor for DLLs' social-emotional development.</p>



Start with Why

- **The population of young Dual Language Learners (DLLs) has tripled in the last several decades**
- **DLLs account for one quarter of all young children in the U.S.**
- **Nearly 17% of the population identifies as Hispanic/Latino**
- **Nearly 13% of the U.S. population is foreign born**
- **In over 20% of homes, family members speak a language other than English**

(State Early Learning and Development Standards/Guidelines, Policies & Related Practices, 2015 – page 3)

- Create welcoming environments that reflect children's home languages
- Use pictures and/or props to communicate the meaning of words
- Identify and use key words in home language
- Engage family members
- Monitor progress through stages of second language acquisition



Evidence-Based Practices that Support Young DLLs and Their Families

- **Universal Design for Learning (UDL)**
- **Embedded instruction**
- **Peer supports**
- **Scaffolding**



Teacher Competencies

- Knowing more than one language benefits an individual's cognitive, social, and emotional development.
- The development of the first language is critical in the development of the second language.
- Effective teaching for DLLs is founded on a strength-based approach to learning. The learner is perceived as possessing assets that positively contribute to his or her development.



Personas



Meet Ramon.

He's 4 years old and lives with his mom, dad, younger sister Maria, and his abuela.

He loves anything with wheels – trucks, cars, trains and is also very mechanical. His mother says he can take anything apart!

Ramon is a sequential dual language learner. He speaks Spanish at home and has a 25 word site vocabulary.

In his preschool classroom he is very quiet, but watches intently to see what to do. He is picking up new labels in English every day.

Introduction to Early Childhood Education

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Cultural and Linguistic Responsiveness

ECLKC Home » T/TA Resources » Cultural and Linguistic Responsiveness

Print 



Family and Community Engagement

Health and Disabilities

Program Design and Management

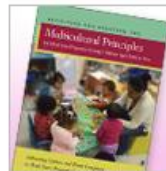
Early Childhood Development and Learning

Refugee Resettlement Map and State Contacts

Explore the statistics on refugees entering the U.S. by state and region



1 2 3



Multicultural Principles



Immigrant and Refugee Families



Planned Language Approach



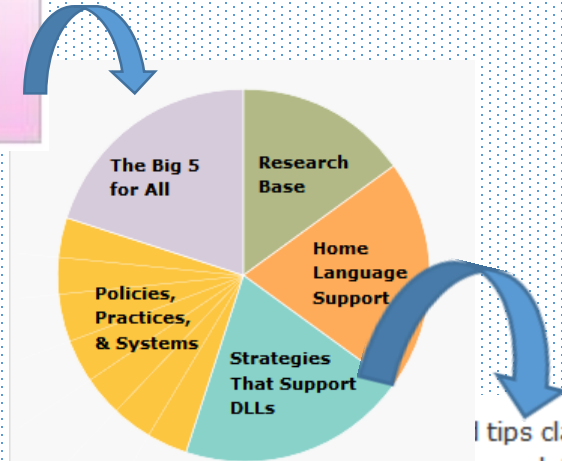
Professional Development



Program Preparedness Checklist



Resources by Role



Select a piece of the pie to get started.

1 tips classroom staff and home visitors can use when they do speak the languages of the children in their care:

Creating Environments that Include Children's Home Languages and Cultures 📄 [PDF, 1.1MB]

- **Including Children' Home Languages and Cultures** 📄 [PDF, 715KB]
- **Inviting and Supporting Cultural Guides and Home Language Models** 📄 [PDF, 732KB]
- **Language Modeling with Dual Language Learning Infants** 📄 [PDF, 534KB]
- **Language Modeling with Dual Language Learning Toddlers** 📄 [PDF, 557KB]
- **Planning and Organizing Thematic Instruction** 📄 [PDF, 1.2MB]
- **Supporting Dual Language Learners with Classroom Schedules and Transitions** 📄 [PDF, 565KB]

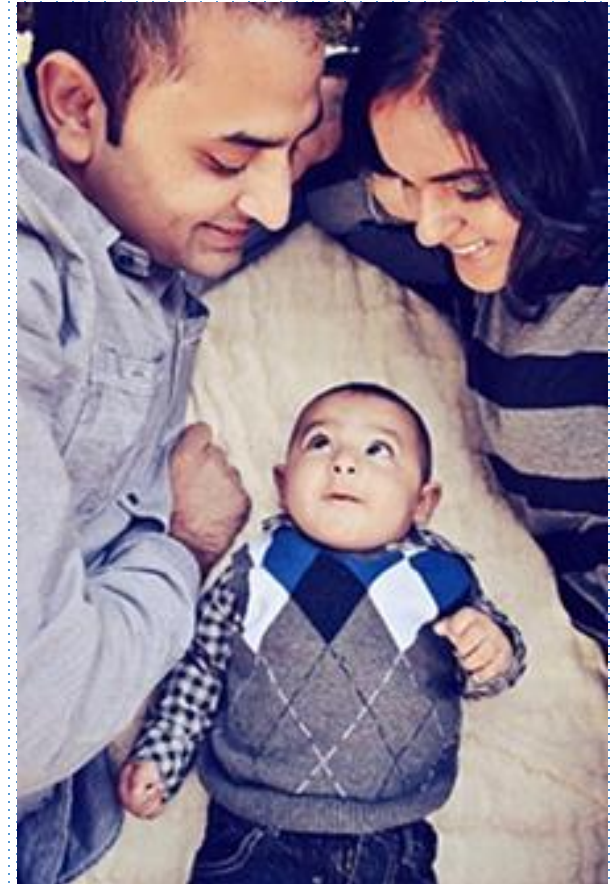


Including Children's Home Languages and Cultures



Learning, talking, and engaging with children in their home languages and about their cultures can become a rewarding and important part of classroom life.

What can I do?	What are some examples of this?	Why should I do it? It . . .
<p>If you don't speak children's home languages, learn 10–20 "survival words" in the each child's language and use them from the children's very first day.</p>	<p>Conversations with the family can help identify terms and phrases important to children; for example:</p> <ul style="list-style-type: none"> • Bottle • Milk • Eat/Hungry • Drink/Thirsty • Stop • Hurt • Help • Bathroom 	<ul style="list-style-type: none"> • Helps children to feel more comfortable • Helps children begin to communicate basic needs
<p>Invite families and other speakers of the home languages into the classroom to actively use their languages.</p>	<ul style="list-style-type: none"> • Babies hear lullabies, rhymes, or songs in their home language. • Older children hear stories, songs, rhymes, or read-alouds in their home language. • Children of all ages have "conversations" with families or other speakers—from a baby babbling back and forth with an adult to an older child asking and answering questions about the class garden, for example. • Children of all ages interact with a speaker of their home language while engaging in classroom activities, including looking at books and objects, participating in center activities, or joining dramatic play. 	<ul style="list-style-type: none"> • Demonstrates respect for children's and families' home languages • Helps children who are dual language learners feel more included in the classroom • Helps families understand what is happening in the classroom • Strengthens home-center connections • Exposes children who do not speak a family's home language to a new language and culture



Introduction to Early Childhood Education

NAEYC recommendations emphasize that early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children.



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 (Garcia 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 homes. 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 communicative attitudes (Chang 1993). Parents should respect and develop children's home language and culture and their diverse learning styles. In so doing, adults 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-

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naeyc

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Assessment

Assignment: Provide students with an opportunity to practice the components of formative assessment process in a classroom that has children with home languages other than English. By tracking two children (one dual language learner and one monolingual learner), students will have an opportunity to look at differences and assess the extent to second language acquisition may be a factor.



Page 1

naeyc

Screening and Assessment of Young English-Language Learners

Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation

where we STAND
naeyc

on assessing young
English language learners

Child Development

California's Best Practices for YOUNG DUAL LANGUAGE LEARNERS Research Overview Papers



Paper 1. Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain.....

Barbara Conboy

Paper 2. Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social-Emotional Development.....

Catherine Sandhofer and Yuuko Uchikoshi

Child Development

Page 1



Highlights

- DLLs have equal or better social–emotional outcomes compared to native English speakers.
- Use of L1 in ECE classrooms has positive effects on DLLs’ social–emotional outcomes.

Tip Sheet

Language Modeling With Dual Language Learning Infants

Planned Language Approach (PLA)



Children who learn two languages from infancy are simultaneous dual language learners. They are learning different language systems at the same time. As they hear the sounds of their languages and interact and listen to adults and older children, infants begin to learn and sort out the sounds and sound patterns associated with each of their languages.

Which language should I use with an infant if I don't speak the language his family uses at home?



- ▶ Speak primarily your own strongest language. Speaking a language you know very well provides even the youngest child with a deeper, fuller language experience.
- ▶ Babies will feel more comfortable if they hear their home language sometimes. Hearing their home language may actually support their English language learning. Caregivers can learn from children's families how to sing the children's favorite songs or lullabies and use important words, such as "milk" and "sleep," in the home languages, even if the caregivers are not fluent in the languages.
- ▶ Caregivers can also play recordings to babies of family members singing and speaking in the home language.

When adults provide children with a safe, warm, predictable environment and engaged, attentive, and responsive language interactions, children have the security and motivation to explore, learn, and grow.

Adults support babies' language development by:

- ▶ **Noticing** what draws a baby's attention—what the baby looks at; what soothes or excites him or her
- ▶ **Extending** a child's actions and interests by entering into the child's play and talking about what the adult is doing (self-talk) or what the baby is doing (parallel-talk) in the adult's own language
- ▶ **Using and playing** with sounds and words from a baby's earliest days by rhyming, singing, and talking to help the child learn the sounds associated with the languages
- ▶ **Learning** from the baby's family members what their child likes and does not like and incorporating that knowledge into their interactions with the child to help increase the child's comfort and engagement

The caregiver in the following example applies all of these principles: noticing, and playing, and learning from and connecting to family life:

Alvin looks up at a red ball, brought from home, that dangles above his infant seat. His caregiver Nan bats it and the ball swings. Nan says, "You like this red ball, Alvin. Here it is again!" He keeps staring, enjoying the movement. Nan smiles and bats at the ball, saying in a sing-song voice, "Here's the ball!" as the ball swings above him. She continues for as long as the activity holds Alvin's attention.

Joint attention, which Alvin and his caregiver share as they both watch the swinging red ball, is a very important aspect of learning any language. Note that:

- ▶ Nan notices that Alvin is interested in the red ball.
- ▶ Nan responds to Alvin's interest by batting the ball and sharing his joy at watching it swing.
- ▶ When Alvin stares at the red ball's movement, Nan keeps the interaction going, continuing to swing the ball.
- ▶ Nan uses language to engage Alvin—she talks to him, naming the ball and its color.
- ▶ Nan plays with language and sounds, saying "Here's the ball" in a sing-song voice and linking her language to the movement of the ball.
- ▶ Alvin is learning that his caregiver cares about what interests him and that language can describe what he sees, while he is also learning more about the sounds of words as well as the words themselves.

The caregiver in the next example also makes connections to the infant's family life and language:

Four-month-old Janjak is lying in his crib after having a bottle. He hears his caregiver Lina singing a familiar Haitian Creole lullaby that his mother taught to her. Having a bottle, then lying in the crib while hearing the song, signals to Janjak that it is naptime. He begins to sleep. When he wakes, Lina cheerily greets him with her favorite wake-up song in English.



Lina has learned Janjak's napping routine from his family and has incorporated some of it into his routine in her room. While Lina does not speak Haitian Creole, she has learned a Haitian Creole lullaby, which soothes Janjak. Lina speaks English with Janjak, including her wake-up song. The rhyming song exposes Janjak to the sounds and delights of English, especially since Lina clearly enjoys singing it and joyfully picks him up before changing him and starting new activities.

Language Modeling With Dual Language Learning Toddlers



One- and two-year-old children can learn more than one language if they have sustained, ongoing, engaging experiences that use each language. Dual language learners need to interact frequently in each language in order to optimally develop their language skills.



Which language should I use with a young child if I don't speak the language her family uses at home?



- ▶ Speak primarily your own strongest language. Modeling the language you know very well provides even the youngest child with a deeper, fuller language experience.
- ▶ Learn and use some important words, phrases, songs, and/or rhymes in children's home languages. Children's families can help you learn special and meaningful words in their home language. When you use these words, you are not only speaking in the language children understand, you are demonstrating that you value them—their identity and language. Plan to use their home language at important times, especially during transitional times, such as naptime, and to comfort them when they are upset.

How do I talk to a toddler who does not understand what I say?

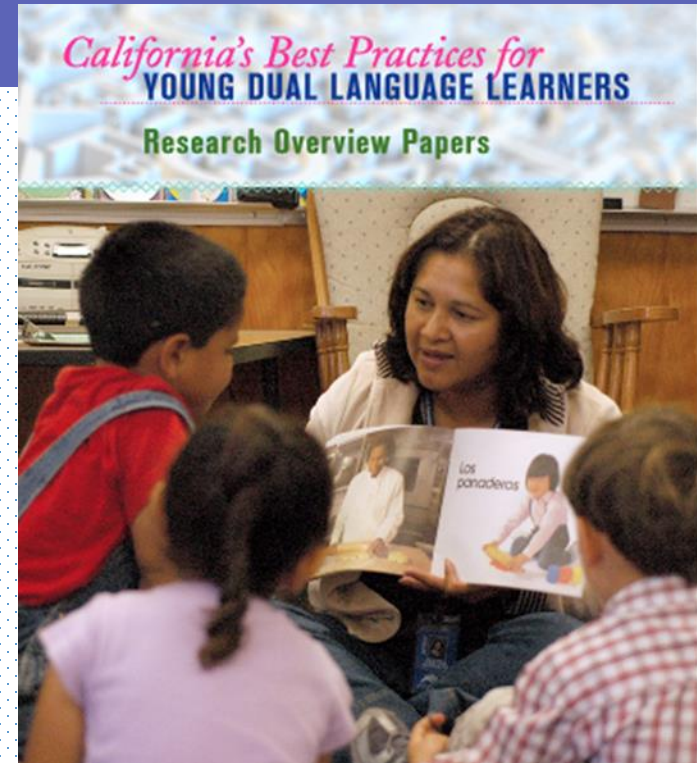
Toddlers already have some experience listening and "talking"—babbling, making sounds, speaking words, or more. They are expecting that you will talk with them but will quickly learn that they do not understand what you are saying. Toddlers will, over time, begin to understand the meaning of the sounds you make. In addition, you can intentionally support toddlers who are new to English by:



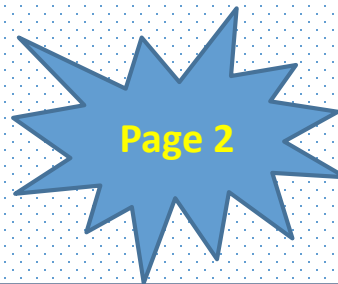
- ▶ Developing warm relationships with children, even without language, by attending closely to their needs, cuddling with them, looking at what they show you, involving them in your activities, and so on.

Child-Family-Community

The Importance of Home Language Series



*Chapter 4: Family Engagement
in Early Childhood Programs
Serving Families of Dual
Language Learners*

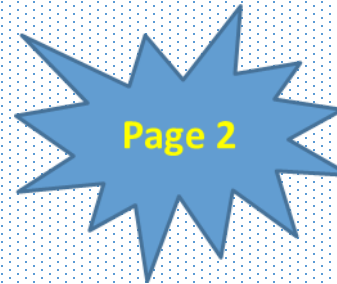


The Benefits of Being Bilingual

A Head Start currently serves more than 300,000 children who are dual language learners (DLLs) in 87.4 percent of its classrooms (Office of Head Start, 2011). This document lists some reasons bilingualism is an asset to individuals, families, and our entire society. Head Start staff can share the benefits of bilingualism with families, find ways to support children's home languages, and encourage families to keep their language strong.



Planned Language Approach (PLA)



Benefits: An Overview

Cognitive



Individuals who are bilingual switch between two different language systems. Their brains are very active and flexible (Zelasko and Antunez, 2000). Research also shows that bilingual people have an easier time

- understanding math concepts and solving word problems more easily (Zelasko and Antunez, 2000);
- developing strong thinking skills (Kessler and Quinn, 1980);
- using logic (Bialystok and Majumder, as cited in Castro, Ayankoya, & Kasprzak, 2011);
- focusing, remembering, and making decisions (Bialystok, 2001);
- thinking about language (Castro et al., 2011); and
- learning other languages (Jessner, 2008).

In addition, research indicates that bilingualism may delay the onset of Alzheimer's disease (Dreifus, 2011).

Social-Emotional



Becoming bilingual supports children to maintain strong ties with their

- entire family,
- culture, and
- community.

All of these are key parts of children's developing identity (Zelasko and Antunez, 2000). Bilingual children are also able to make new friends and create strong relationships in their second language—an important personal skill in our increasingly diverse society.

Finally, recent research has also found that children raised in bilingual households show better self-control (Kovács and Mehler, 2009), which is a key indicator of school success.

Language at Home and in the Community

For Families

Here are eight things you can do every day to help your child learn your family's language and become successful in school!

Use your language at home

The easiest, most important step is to use your home language every day. Many families worry that using their home language will confuse their children. Actually, children can easily learn several languages at the same time. They have an easier time learning English when they have a strong foundation in their first language.

Tell stories and sing songs

Your family has a rich heritage to pass on to your children. Stories, chants, rhymes, poems, sayings, and songs from your childhood are an important part of their heritage. Share these with your children and have fun!

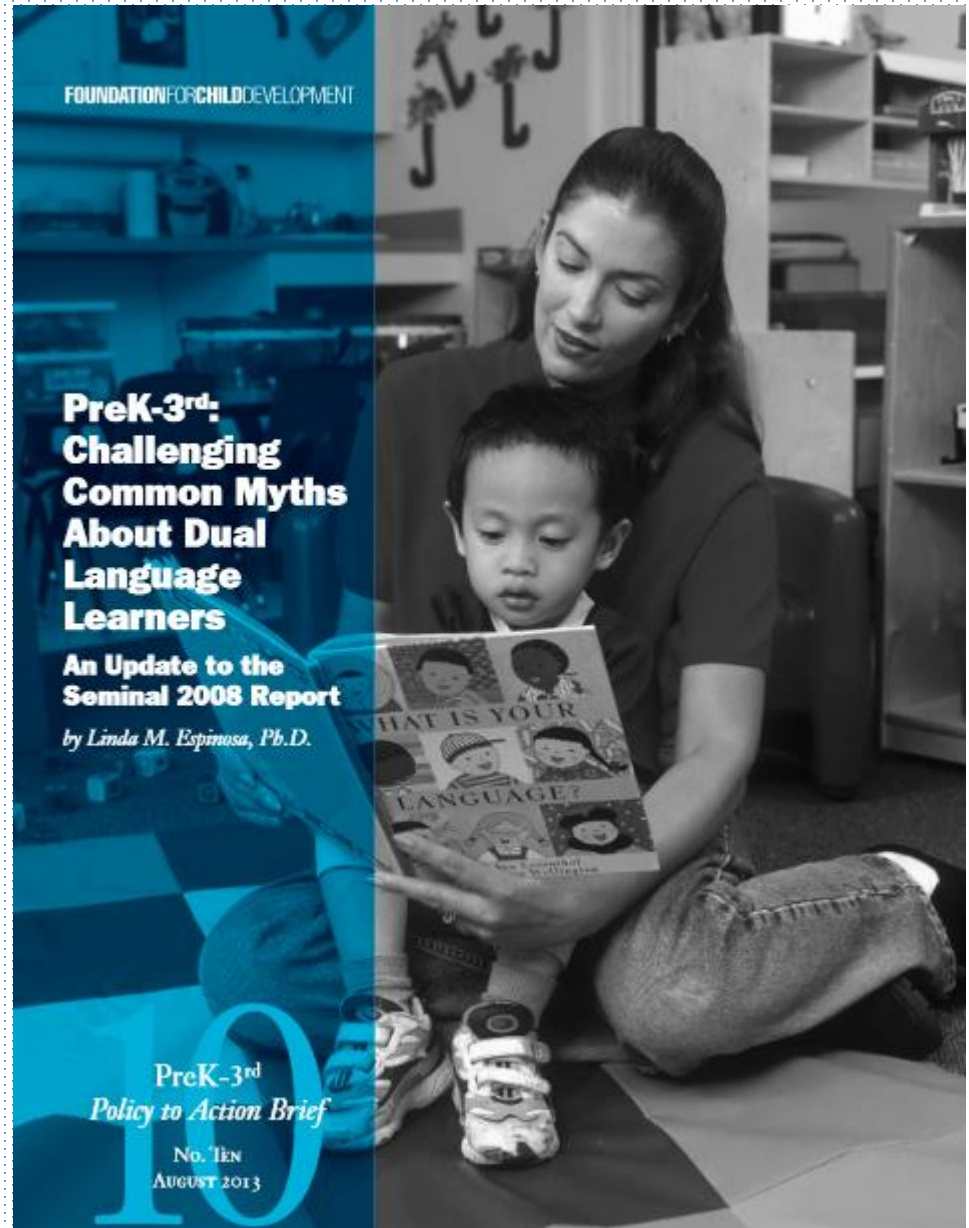


Planned Language Approach (PLA)



True or False?

1. Learning two languages during the early childhood years will overwhelm, confuse, and/or delay acquisition of English.
2. The language development of Dual Language Learners looks the same as monolingual language development



Important similarities among all children

Differences between children growing up with one language (monolinguals) and dual language learners (DLLs)

Diversity among children who are DLLs

SAVIE DIFFERENT AND DIVERSE

Page 3



Understanding Children Who Are Dual Language Learners (DLLs)

Important Similarities Among ALL Children



ALL Children Have	What the Research Says
A natural capacity for learning and communication	Infants and toddlers who are learning one language, and those who are simultaneously learning more than one language, achieve developmental language milestones at the same time, e.g., babbling, first words, first word combinations (Paradis, Genesee & Crago, 2011).
A biological capacity for language/s	Children are born with the ability to learn language/s. They can process and store individual sounds from different languages and remember the rules of grammar in each language (Byers-Heinlein, Burns & Werker, 2010).
Ability to process multiple language/s	Children who are exposed to two languages prenatally are able to process both, and recognize that the two languages are separate (Byers-Heinlein, Burns & Werker, 2010).
Need for environments that support their culture and language/s	Children's environments can be additive or subtractive. <ul style="list-style-type: none"> • "Additive" environments support children to develop one or more languages, and within one or more cultures. • "Subtractive" environments give children the message that diversity is not valued (Genesee, Paradis & Crago, 2004).
A need for teachers to <ul style="list-style-type: none"> • Fully understand where they are 	The Head Start Program Performance Standards are based on a comprehensive approach to education that: <ul style="list-style-type: none"> • Supports all areas of children's development. • Engages families as partners in their child's education so they can

Key Differences Between DLLs and Monolingual Children



Key Differences	What the Research Says
Different developmental pathways	Children who are DLLs may initially learn a concept, e.g., big and little, in one of their languages and not know the words for the concept in the other one yet. On the other hand, they may have different amounts of exposure to their two languages at different times; for example, there may be big spurts in one language when Grandma comes to visit and a sharp decrease in progress when she leaves.
Opportunities to code switch (language mix)	Dual Language Learners are able to switch between two languages. Code switching is a typical feature of dual language development and provides children with rich communication because they can use both languages.

Dual language learners are individuals; there is no one size fits all strategy. Use information from families and observations of children to individualize services and supports.



Frontloading for English Language Learners

Pre-K / ELA / Vocabulary



Dual Language Learners: Developing Literacy

Pre-K / ELA / Questioning



Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners

Family language and
interests interview

Visual cues and gestures

Songs/chants

Print-rich labelling

Center extensions

Vocabulary imprinting



Phonological Awareness Is Child's Play!



Hallie Kay Yopp and Ruth Helen Yopp



Read-Aloud Books That Play with Language

Books in English

Altoona Baboon, by J. Bynum. 1999. San Diego: Harcourt.
Altoona Up North, by J. Bynum. 2001. San Diego: Harcourt.
Bearie Bear and the Surprise Sleep-over Party, by B. Weber. 1997. New York: Houghton Mifflin.
Chugga Chugga Choo Choo, by K. Lewis. 1999. New York: Hyperion.
Cook-a-doodle- Moo! by B. Most. 1998. San Diego, CA: Harcourt.
The Happy Hippopotami, by B. Martin Jr. 1970. San Diego: Voyager.
Here's a Little Poem: A Very First Book of Poetry, by J. Yolen. 2007. Cambridge, MA: Candlewick.
The Hungry Thing, by J.A. Steptan & A. Seidler. 1987. New York: Scholastic.
Jamberry, by B. Degen. 2000. 25th ann. ed. New York: HarperCollins.
Llama llama mad as Mama, by A. Dewdney. 2007. New York: Viking.
Llama Llama Red Pajama, by A. Dewdney. 2005. New York: Viking.
The Piggy in the Puddle, by C. Pomerantz. 1974. New York: Simon & Schuster.
Runny Babbit, by S. Silverstein. 2005. New York: HarperCollins.

Tanka Tanka Skunk, by S. Webb. 2004. New York: Orchard.
There's a Wicker in My Pocket, by Dr. Seuss. 1974. New York: Random House.
What Will You Wear, Jenny Jenkins? by J. Garcia & D. Grisman. 2000. New York: HarperCollins.

Books in Spanish

Albertina anda arriba: El abecedario, by N.M.G. Tabor. 1992. Watertown, MA: Charlesbridge.
Arrotró mi nito: Latino Lullabies and Gentle Games, by L. Delacre. 2004. New York: Lee & Low.
Aserrín, Aserrín: Las canciones de la abuela (Grandmother's songs), by A. Longo. 2004. New York: Scholastic.
Desrabalenguas para traba lengüas, by H.G. Delgado. 2002. Bogotá, Colombia: Intermedio.
¡Hay un molillo en mi bolsillo! by Dr. Seuss. Tran. Y. Canetti. 2007. New York: Lectorum.
La mansión misteriosa, by C. Gil. 2007. Barcelona: Combel.

Mother Goose on the Rio Grande, by F. Alexander. 1997. Lincolnwood, IL: Passport.
Las nanas de abuelita: Canciones de cuna, traba lengüas y aduianzas de Suramérica, by N.P. Jaramillo. 1994. New York: Henry Holt.
Los nifos alfabeticos, by L. Ayala & M. Isona-Rodriguez. 1995. Watertown, MA: Charlesbridge.
Números tragaldabas, by M. Robledo. 2003. Mexico: Ediciones Destino.
¡Pío Peep! Rimas tradicionales en español. Edición especial, by A.F. Ada & F.I. Campoy. 2003. New York: HarperCollins.
Los pollitos dicen: Juegos, rimas y canciones infantiles de países de habla hispana, by N.A. Hall & J. Sylverson-Stork. 1999. Boston: Little, Brown.
El sapo distraído, by J. Rondón. 1989. Caracas, Venezuela: Ediciones Ekare.
Los sonidos a mi alrededor, by P. Showers. 1996. Harper Arco Iris.
El toro pinto and Other Songs in Spanish, by A. Rockwell. 1995. New York: Aladdin.
Tortillitas para Mama, by M.C. Grtego, B.L. Bucke, S.S. Gilbert, & L.H. Kimball. 1981. New York: Henry Holt.

the onset-rime level of speech can, among other manipulations, blend *mmmm*—an together to form the spoken word *man* and separate the *r* from the rime *ipe* to say *rrr*—*ipe*.

Phoneme awareness

Smaller still—in fact, the smallest unit of speech that makes a difference in communication—are phonemes. These are the individual sounds of spoken language. The number of sounds in speech varies greatly among languages, from as few as about 10 phonemes in Múra-Pirahã (spoken in a region of Brazil) to more than 140 phonemes in Ixu (spoken in a region of África). English speakers use

Phonological Units

What are the phonological units in the word *chimneys*?

Word	Chimneys					
Syllables	chim			neys		
Onsets and Rimes	Ch	im	n	ey	s	
Phonemes	Ch	l	m	n	ey	s

about 44 sounds. Spanish speakers use about 24. Thinking about and manipulating these smallest sounds of speech is the most complex of the phonological awareness skills and is referred to as *phoneme awareness* or *phonemic awareness*. Typically it is the last and deepest understanding of speech that children acquire (Stahl & Murray 1994). It involves knowing that the spoken word *light* consists of three sounds (*-igh-*) and the spoken word *black* consists of four (*-l-a-c-k-*). (See "Phonological Units" for a breakdown showing the syllables, onsets, rimes, and phonemes in the spoken word *chimneys*.)



WILLIAM B. STOKES

Why is phonological awareness important in reading development?

In English—and many other languages—the written language is predominantly a record of the sounds of the spoken language. With a few exceptions, the English language is written out sound by sound. (Exceptions include but are not limited to symbols such as \$, %, #, and &, which represent ideas rather than the sounds of speech; you can't sound out these symbols!) For example, to write the word *cat*, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent those sounds:

C-A-T. Sometimes sounds are represented by letter combinations rather than a single letter. The three sounds in *fish* (*/f/-i/-sh/*) are written with four letters: F-I-S-H; the combination of S and H represents the single sound */sh/*.

We must be able to notice and have a firm grasp of the sounds of our speech if we are to understand how to use a written

Storybook Reading for Young Dual Language Learners

Cristina Gillanders and
Dina C. Castro



Code Switching

Why It Matters and How to Respond






Examples of child code switching in English and Spanish:

- ▶ **“*Quiero jugar* outside.”**
 (“I want to play outside.”)
- ▶ **“*This is not what I want to comer.*”**
 (“This is not what I want to eat.”)

NOW WE KNOW CHILDREN ARE DOING SOMETHING QUITE REMARKABLE

PAUSE AND REFLECT — EXERCISE 2 Continued

SEE APPENDIX A FOR SAMPLE ANSWERS.

Outdoor play		
Child says	Possible adult responses	
Tie zapato. Tie shoe.		
Espera. I tired. Wait. I tired.		

- ▶ When children code switch, they maintain the rules of the grammar of both of their languages (Genesee et al., 2004). Clearly they are keeping their languages separate.
- ▶ Even before they are born, babies’ brains distinguish and separate between two languages (Byers-Heinlein et al., 2010).



Develop a picture of each child's language learning background and experiences. Learn about every child's culture, family, and characteristics.

Work with families and caregivers to develop a plan to support children's home language. Make it an ongoing and continuous process in collaboration with families.

- **What is the child's language background? Do they speak one language, two languages or more?**
- **What exposure to English have they had? In what environments?**
- **Are they learning both languages at the same time? Or are they learning a home language first followed by a second language?**
- **Which language is dominant?**
- **What are their experiences and exposure to the home language?**
- **What is the family's culture?**
- **What are the child's individual characteristics, interests and experiences?**

Jean is a 5 year old Haitian-Creole/ English dual language learner. Jean spoke no English when he entered Head Start two years ago, but has learned a lot over the past couple of years. Jean feels comfortable speaking English in the classroom and with his peers during outside time and classroom activities. He's building vocabulary and his grasp of the English language is steadily improving.



Strategies for Supporting All Dual Language Learners



Meet Marta.

- She's **four** and new to a child care program in her neighborhood.
- She has grown up in a home where Spanish is the language spoken. She is now learning English at childcare.
- During her first few days in the program, Marta tried to speak Spanish. She is now silent because no one has responded to her.
- She follows simple commands if there are other children to model what to do.
- She's not interested in the books the teacher reads in English, but her family says she loves books and music



What would you do to support Marta in the areas of listening and emergent literacy?



- Ask Marta's family to share and tape record some key words to use in the classroom
- Use tunes and gestures to help Marta understand new content
- Create opportunities for Marta to participate in non-verbal ways while she's adjusting to the English-speaking environment
- Encourage Marta's peers to model the way for her
- Find out what books Marta enjoys at home and make copies available in the classroom
- Ask all children, including Marta, to bring in photos of family members so each child can take turns naming their "peeps"





Demographics

Estimated population, 2013:¹

birth to 5: **6.2 million**

birth to 8: **9.3 million**

Percentage in poverty,
birth to age 4, 2013:² **32.8**



Education

Percentage of 3- to 6-year-old children
(not yet enrolled in kindergarten) with
specific parent-reported cognitive/
literacy-related school readiness skills, 2007:³

Recognizes all letters: **15**

Counts to 20 or higher: **42**

Writes name: **50**

Reads words in a book: **3**

Percentage of children, ages 3 to 6
(not yet in kindergarten), who
attended early childhood care and
education programs, 2012:⁴ **52**

Percentage of children, birth to 4, with
employed mothers, by primary child care
arrangement, 2011:⁵

Parental care only: **29.4**

Any non-parental care: **61.9**

Care in a center-based program: **14.4**

Percentage (birth to 2) who ate meals
with their families at least 4 days per
week, 2011/12:⁷ **81**

Percentage of children, ages 3 to 5, read
to every day by a family member in the
last week, 2007:⁸ **37.3**



Health

Percentage of newborns with low birth
weight, 2013:⁹ **7.1**

Unintentional injuries per 100,000
population, birth to age 2, 2013:¹⁰ **6,807**

Child maltreatment victims (substantiated
cases) per 1,000 population, birth to
age 17, 2012:¹¹ **8.4**

Percentage of children, ages 2 to 5, who
are obese or overweight, 2011/12:¹² **28.1**

Percentage of children, 19 months to
35 months, with recommended
immunizations (4:3:1:3 series), 2013:¹³ **77**

Percentage of children, birth to 17,
covered by health insurance at any
point in the past year, 2013:¹⁴ **88.3**

Percentage (ages 2-17) with unmet
dental needs, 2011:¹⁵ **9**

Dual Language Learners with Challenging Behaviors

Children communicate so much through their behavior. Teachers and caregivers will find this article useful in identifying strategies for working with dual language learners exhibiting challenging behaviors.

This article is provided courtesy of the **National Association for the Education of Young Children**.

by Karen Nemeth and Pamela Brillante

It can be difficult for any teacher to support a child whose behavior is disruptive, but a language barrier can certainly complicate the situation (Santos & Ostrosky n.d.). Mrs. Atkins confronts one of the toughest questions facing early childhood educators: How can we distinguish challenging behaviors that are temporary reactions to language differences from those that indicate something else, such as a possible developmental delay or learning disability? And what should we do about it?

Children communicate so much through their behavior. Understanding what their behavior is communicating can be difficult. Children who are new to English may not be able to tell us what's going on. This makes it even more important for teachers to learn specific strategies to interpret the child's actions and plan effective interventions.



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Page 3

Social Emotional Development

Center on the Social and Emotional Foundations for Early Learning



Project funded by the Child Care and Head Start Bureau in the U.S. Department of Health and Human Services

Understanding the Impact of Language Differences on Classroom Behavior

R. M. Santos - M. M. Ostrosky



2

WHAT WORKS BRIEFS



FRONT PORCH SERIES BROADCAST CALLS

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UNDERSTANDING CLTURE-BASED
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University of Illinois



Dr. Cheatham
Assistant Professor
Department of Special Education
University of Kansas



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Supporting Dual Language Learners With Classroom Schedules and Transitions



Planned Language Approach (PLA)



Children who are new English learners may need some additional support with classroom transitions, since they may not yet be able to understand enough English to follow your directions. The strategies below will allow you to provide dual language learners (DLLs) with ways of understanding and participating in classroom transitions that are not dependent on understanding and speaking English.

Page 3

Follow a consistent and predictable classroom schedule and routine.

- Post a schedule that uses pictures, photos, or graphics, as well as words, to describe each activity.
- Review the schedule with the children at the beginning of the day so they know what to expect.
- Keep the routine as similar as possible day to day.

Time	English	Spanish
6:00am to 8:30 am	Arrival and Inside free choice	Llegada y seleccion de Adentro
8:30am to 9:00 am	Breakfast and Tooth brushing	Desayuno y Lavar dientes
9:00 am to 10:00 am	Outside free choice	Selecion de afuera
10:00 am to 10:30 am	Circle Time & Small group	Tiempo de Cicularlo y Grupo chico
10:30am to 11:15am	Inside free choice	Selecion de adentro
11:15 to 11:30	Large Group	Grupo Grande
11:30am to 12:00pm		

Young Children of Diverse Abilities

California's Best Practices for
YOUNG DUAL LANGUAGE LEARNERS
Research Overview Papers



*Chapter 5: Early Intervention
and Young Dual Language
Learners with Special Needs*

Page 4

Dual Language Learners with Disabilities: Supporting Young Children in the Classroom

This Module offers an overview of young children who are dual language learners. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms.

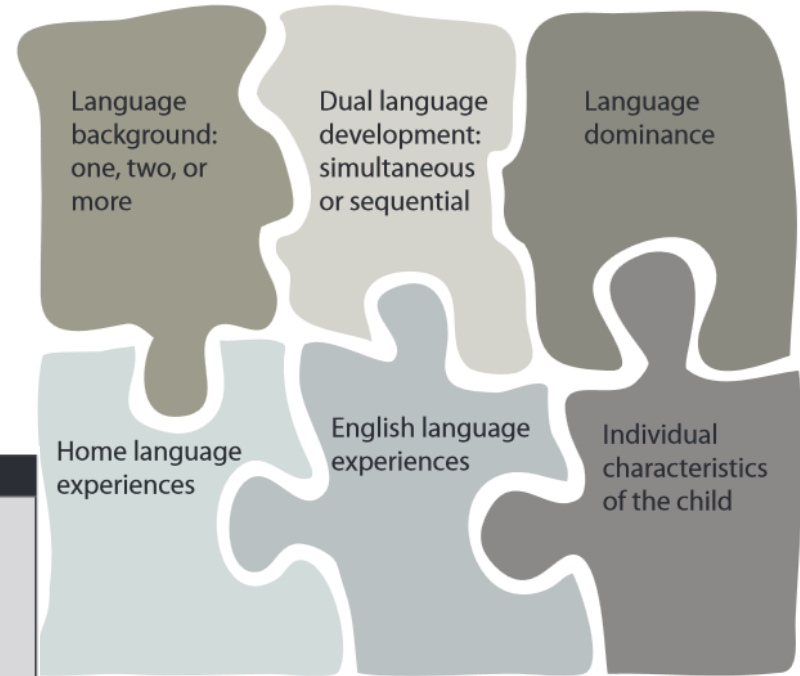


Young Dual Language Learners: Gathering Background Information

Child & Family Language Background & Experiences

In order to support learning and development for children who are Dual Language Learners (DLLs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family. By gathering enough information to get the full picture of a child's overall language background, practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.

Considerations for Each Child:



Considerations

Possible Questions to Ask Parents and Families

Language background: one, two, or more

What language(s) does your family speak? How much experience (exposure) has your child had with the(se) languages?
Is your child growing up with two languages? If so, what are the languages?
Can you tell me about your child's use of English (if at all)?

Dual language development: simultaneous or sequential

Did your child grow up with two language from birth (simultaneous)?
Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)?
How old was s/he when the second language was introduced?
About how much time does your child spend using the home language (speaking, listening, comprehending)?
About how much time does your child spend using English (speaking, listening, comprehending)?

Planning and Organizing Thematic Instruction



Thematic instruction (also called the Project Approach) involves organizing the curriculum around a theme or a rich and engaging topic that crosses all learning domains—for example, math, science, art, social skills, fine and gross motor skills, and receptive and expressive language development. With thematic instruction, a class explores a theme together over a few days, weeks, or months.

Children engage in many different types of activities as they explore the theme or topic, for instance:

- ▶ Reading books
- ▶ Going on field trips
- ▶ Dancing, cooking, or building things
- ▶ Interacting with classroom visitors
- ▶ Drawing, painting, and creating with art supplies
- ▶ Developing charts
- ▶ Counting and patterning
- ▶ Making observations



Family contributions to thematic instruction

Thematic instruction is most effective when staff partner with families throughout the process. Family members can help teachers choose rich and engaging themes, share their knowledge with their own children and in the classroom, and support children to make connections between the theme and their experiences at home and in the community.

Teachers can partner with families by:

- ▶ Involving families in choosing themes
- ▶ Sharing information with families about classroom themes before they begin
- ▶ Encouraging families to use their home language to talk about the theme at home
- ▶ Communicating with parents and family members about the theme being explored so families can build on it at home
- ▶ Providing updates in home languages about classroom activities
- ▶ Inviting families to share their personal knowledge and experiences in the classroom through photographs,



Planning and Organizing Thematic Instruction



What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families

Page 4



Patton O. Tabors

One day at the water table in a preschool classroom two four-year-olds—Naoshi, whose home language is Japanese, and Byong-sun, whose home language is Korean—were playing side by side. They were building a structure with two plastic bottles with a tube running between them. At one point the tube flipped out of one of the bottles, and Naoshi started to help Byong-sun put it back together. But as he lifted one of the bottles, Byong-sun protested, “Stop! Stop!” and when Naoshi didn’t stop, Byong-sun took the tube out of the bottle himself. Then Naoshi picked up the tube and again tried to insert it in the bottle. Byong-sun started to help him, saying “OK?” When the structure collapsed again, Byong-sun said, “Uh-oh.” As they continued their play, Byong-sun called Naoshi’s attention to what he was doing by saying, “Hey.” And Naoshi replied, “OK, OK, OK, OK, OK, OK.”

This vignette captures an important moment when two second-language-learning preschoolers have developed enough useful terms in their new, mutual language—English—so they can communicate with each other during play.

But this did not happen in the first, second, or even third month in their preschool classroom. In fact, it didn’t occur until the children had been attending the preschool for five months. During the intervening time, both Naoshi and Byong-sun had participated in a lengthy and complicated process of getting used to a new culture and a new language before they could begin to feel comfortable and included in their preschool classroom.

During that time I was able to observe and audiotape in their preschool classroom, so I could see the process as it unfolded. In this article

to develop their home languages (Tabors 1997, Chapters 8 and 10).

A growing population of second-language learners

There is a growing population of children in the United States whose primary language is not English. Most early childhood educators are aware of this fact, but statistics are difficult to find. One source of information is the bilingual/multicultural survey of Head Start programs that was conducted under the sponsorship of the Administration for Children, Youth and Families in 1994. This survey found that 91% of the responding programs reported an increase in at least one cultural or linguistic group in the last five years. The survey reported that 74% of Head Start children spoke English at home, 22% of the chil-

Necessary Dispositions for Teachers Working With Young Dual Language Learners

1. Establish an ongoing commitment to building one's competency and knowledge level about teaching young Dual Language Learners
2. Maintain a commitment toward developing cultural responsiveness in the teaching of children from diverse linguistic and cultural backgrounds



Dual Language Learner Teacher Competencies (DLLTC) Report

Winter 2012

IN COLLABORATION WITH **NCLR**



Our collective capability

What's your favorite resource, activity or assignment for building the capability to support young DLLs and their families?



More resources

Learn the facts
and the content
on pages 1-3

America's Hispanic Children: Gaining Ground, Looking Forward



Publication number: 2014-38

Author(s): David Murphey; Lina Guzman; Alicia Torres

Publication date: Sep 2014

Doc type: Report

This report presents a rich and nuanced statistical portrait of America's Latino children, drawn from the latest nationally-representative data. It is a complex picture. Some facets will be familiar, while others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations and to full participation in the life of the nation.

SUPPORTING THE LEARNING AND DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS	
America's Hispanic Children: Gaining Ground, Looking Forward (0-9) http://www.childrends.org/?publications=americas-hispanic-children-gaining-ground-looking-forward This report presents a rich and nuanced statistical portrait of America's Latino children, drawn from the latest nationally-representative data. It is a complex picture. Some facets will be familiar, while others are less well known. All have important economic and social implications, particularly with respect to education as the pathway to fulfilling aspirations and to full participation in the life of the nation.	
California's Best Practices for Young Dual Language Learners: Research Overview Papers (3-5) http://www.cde.ca.gov/ep/ef/ci/documents/dlresearchpapers.pdf As a set, these six research overview reflect research related to the learning and development of young dual language learners. They provide insight into how young dual learners. They provide insight into how young dual learners face two languages, and also how they learn and develop in other domains. At the same time, the research summaries provide guidance to early childhood educators on how to support the learning and development of young dual language learners.	
The Changing Geography of Hispanic Children and Families (0-9) http://www.childrends.org/wp-content/uploads/2014/01/Changing-Geography.pdf?0_78233260%201454605819 This brief reviews the changing geography of Hispanics in the United States and the key demographic drivers of these changes.	
Childhood, Culture and Creativity: A Literature Review (0-9) http://www.academics.edu/79206/Childhood_Culture_and_Creativity_A_Literature_Review Using the new sociology of childhood as a theoretical framework, this literature review synthesizes the research on childhood, culture and creativity. More specifically, this review examines the relationships between culture and creativity and the areas of play, interadult communication, and new technologies for young children.	RESEARCH / EVIDENCE RESOURCES
Cognitive Development of Young Dual Language Learners: A Critical Review of the Research (0-4) http://www488.fsg.usc.edu/files/research_fsg.usc.edu/files/ncsl/documents/0011-Research-04ef-01.pdf The purpose of this critical review was to synthesize the existing research on cognitive development in dual language learners and to identify the gaps and methodological concerns present in the existing research.	
Competencies for Working Effectively with Young Dual Language Learners (3-5) http://wrlc.org/getmedia/6c3e12a-7c2a-46c8-87be-b230006185/DLLTReport-all2014-025.aspx This report thoroughly and thoughtfully lays out the competencies needed by teachers to work effectively with young dual language learners.	
Intersecting Inequalities: Research to Reduce Inequality for Immigrant-Origin Children and Youth (0-9) http://wrlc.org/foundation.org/resources/intersecting-inequality-research-to-reduce-inequality-for-immigrant-origin-children-and-youth This synthesis explores how inequality plays out along three dimensions of disadvantage: particular to immigrant-origin families, outside how disadvantages in educational and family contexts can alleviate unequal outcomes and opportunities, and introduction four broad areas of future research that may inform policies, programs, and practices to reduce inequality for immigrant-origin children and youth.	
Language and Literacy Development in Dual Language Learners: A Critical Review of the Research (0-5) http://www488.fsg.usc.edu/files/research_fsg.usc.edu/files/ncsl/documents/04ef0206%20Lang%20Dev%2007-15-11.pdf This research brief summarizes findings based on a review of the literature of dual language and literacy development of children from birth through 5.	
Multilingual Children: Beyond Myths and Toward Best Practices (0-9) http://www.ncsl.org/files/documents/C_Multilingual_22_A.pdf This compendium presents an array of practices, programs and policies that can support families and children to maintain their home language and subsequently their culture.	

Print Resources

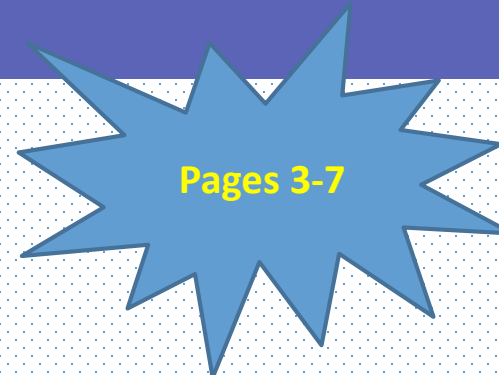
Second Language Acquisition Stages Stephen Krashen (1986)

Silent and Receptive Stage

Students do not verbally respond to communication in the second language although there is receptive processing. Students should be actively included in all class activities, but not forced to speak. Employing the Natural Approach and Total Physical Response (TPR) strategies will allow students time and provide clues to encourage participation. Students are likely to respond non-verbally to peers during inclusion in many activities: Interaction with visuals and audiovisuals, games and hands-on projects. As students progress through this stage, they will begin to participate using gestures and pointing and they may begin to provide one word verbal responses.

<i>Characteristics</i>		<i>Strategies</i>	
Students:		Teachers need to:	
<ul style="list-style-type: none"> ➤ Are often verbally unresponsive ➤ Are often hesitant and un sure ➤ May use one word responses ➤ Are developing listening skills ➤ Need time to be comfortable with classroom environment, procedures and activities ➤ Respond non-verbally by pointing, nodding gesturing or drawing 		<ul style="list-style-type: none"> ➤ Encourage listening and not force speaking ➤ Slow speech, emphasize key words ➤ Model and demonstrate activities ➤ Use visual aids, pictures, graphic organizers, realia ➤ Use gestures and body language ➤ Use multimedia aids to illustrate concepts ➤ Use Total Physical Response techniques ➤ Modify work by amount, time, content 	
<i>Learning tasks</i>		<i>Assessing Comprehension</i>	
Listen	draw	Know:	Show me the . . .
Point	select	Comprehend:	Draw a . . .
Move	choose	Apply:	Point to examples of . . .
Mime	act	Analyze:	Draw the parts of . . .
Match	circle	Synthesize:	Show what would happen if . . .
		Evaluate:	Move (object/to place) if you agree . . .
<i>Students</i>		<i>Strategy I'll use</i>	
1.			
2.			
3.			
4.			
5.			

Information compiled from BVSD, CDE, Krashen, Bloom's Taxonomy, Wall-Macht and Ream, March 2000. Format adapted from Project Talk Title VII Academic Excellence Program.



Responding to Children in Various Stages of Learning a Second Language, Part I

The following strategies serve as a guide to teachers in providing different options for responding to children as they move in and out of the different stages of learning a second language.

Teacher Support Strategy	Stage of Learning a Second Language			
	Home Language Stage	Observational/ Listening Stage	Telegraphic and Formulaic Stage	Fluid Use of Second Language Stage
Start With What the Child Knows: Use a few words in the child's home language (come, bathroom, eat) to allow for low-level communication.	✓	✓		
Start Slowly: Allow child to become familiar with the classroom situation before approaching her with questions and directives in English.	✓	✓		
Scaffold Communication: Combine words with some type of gesture, action, or directed gaze.	✓	✓	✓	✓

Audiovisual Resources

Pages 7-8



DYSA African American English (or Ebonics) in the classroom

Fostering a Culture of Inclusion: Supporting the Learning and Development of Dual Language Learners

Michelle Plaisance, PhD
Greensboro College



Online Resources



¡Colorín colorado!

A bilingual site for educators and families of English language learners

New to Teaching ELLs?



The first year of working with English language learners (ELLs) can be full of challenges. Fortunately, there are a number of resources to help! Colorín Colorado has compiled this list to help new ELL teachers navigate their experiences in the classroom. These resources may also be helpful for veteran teachers who are new to teaching ELLs.

Spanish Classroom Glossary

Don't miss our [glossary](#) of classroom words and phrases in Spanish!



Featured Articles

- [Resources for First-Year ELL Teachers](#)
- [Successful Field Trips with English Language Learners](#)
- [Teaching ELLs to Navigate Textbooks Effectively](#)
- [Supporting ELLs in the Mainstream Classroom](#)
- [Five Things Teachers Can Do to Improve Learning for ELLs in the](#)



ELL Strategies & Best Practices



Using Informal Assessment in the Classroom

Assessment plays a variety of roles in the instruction of English language learners (ELLs). One of the most important uses of assessment is informal, ongoing assessment throughout the school year (also called formative assessment) to monitor student learning and target areas of instruction. This can be as simple as asking students to show "thumbs up or thumbs down" to show their understanding or asking students to share one thing they learned on an exit slip at the end of class.



Peer Learning and ELLs

Classmates are a valuable resource in helping English language learners succeed, whether by showing students around the school on their first day or serving as a buddy in the classroom. Peers can help build student confidence and also act as language models, giving ELLs a chance to practice their new language skills in a low-stress setting.



Achieving Success: From the Heart

Need some help finding ways to help your English language learners? Read these inspirational stories about English language learners, teachers and paraprofessionals who have overcome obstacles standing to achieve success.



Bright Ideas for Teaching ELLs

What's even better than a bright idea? A bright idea that works! Educators from across the country have discovered excellent ways to tackle some common classroom stumbling blocks. Below are their step-by-step suggestions on how to handle issues like the fourth-grade slump or the development of critical thinking skills.

Specific Strategies to Support Dual Language Learners (DLLs) When Adults Do Not Speak Their Language

Find tips classroom staff and home visitors can use when they do not speak the languages of the children in their care:

- **Creating Environments that Include Children's Home Languages and Cultures**  [PDF, 1.1MB]
- **Including Children' Home Languages and Cultures**  [PDF, 715KB]
- **Inviting and Supporting Cultural Guides and Home Language Models**  [PDF, 732KB]
- **Language Modeling with Dual Language Learning Infants**  [PDF, 534KB]
- **Language Modeling with Dual Language Learning Toddlers**  [PDF, 557KB]
- **Planning and Organizing Thematic Instruction**  [PDF, 1.2MB]
- **Supporting Dual Language Learners with Classroom Schedules and Transitions**  [PDF, 565KB]
- **Supporting English Language Development When Children Have Little Experience with English**  [PDF, 1.3MB]

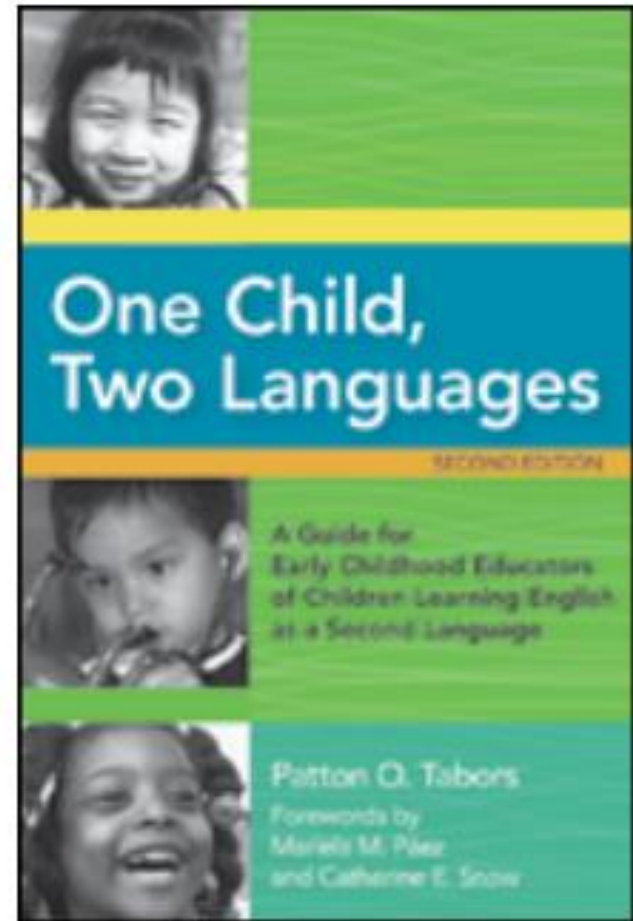


Explore additional resources that support the Planned Language Approach and include strategies for working with DLLs:

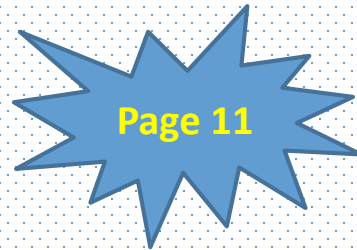
- **Code Switching: Why It Matters and How to Respond | Spanish (español)**
- **How to Use Bilingual Books**  [PDF, 715KB] | **Spanish (español)**  [PDF, 574KB]
- **Selecting Culturally Appropriate Children's Books in Languages Other Than English**  [PDF, 1.4MB] | **Spanish (español)**  [PDF, 948KB]
- **Selecting and Using Culturally Responsive Children's Books**  [PDF, 3MB]

Sound Investments

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Sound Investments



Learning Outcomes

After reading this chapter, you will be able to:

1. List and explain the components of research-based best practices for young dual language learners (DLLs).
2. Describe the specific instructional enhancements that promote oral language development based on the POLL approach.
3. Explain how to conduct observational assessments and use assessment data for instructional planning.
4. Discuss the importance of engaging dual language families and describe several effective outreach activities.

GETTING IT
RIGHT for Young
Children
from Diverse
Backgrounds


Applying Research to Improve Practice
with a Focus on Dual Language Learners



LINDA M. ESPINOSA

Sound Investments


This is what GABRIEL loves to learn about at Home School




"I like jirafas."

Name: GABRIEL
What is your favorite animal?
"My favorite animal es la jirafa."
"¡Tengo una jirafa en mi casa!"

What does it look like?
"Tiene un long neck y brown manchas."



"Fui al zoo con mi familia. Me gusta la jirafa!" "Es mi favorito."



"Mi jirafa de mi casa. Se llama Jorge."

Opportunities for children to share family experiences in school support the importance of building home and school connections.



Nn 

nest 

nail 

Nn 

el nido 

la naranja 

Impact of Student Teaching Experiences on Teacher Effectiveness and Attrition

Findings suggest that the context in which student teaching occurs has important implications for the later outcomes of teachers and their students

*Does the Match Matter?
Exploring Whether Student
Teaching Experiences Affect
Teacher Effectiveness and
Attrition*

Dan Goldhaber
John M. Krieg
Roddy Theobald



SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Landing Pads



Introduction to Early Childhood



Children with Exceptionalities



Educational Technology



Child Development (conception through age 8)



Social-Emotional Development/Child Guidance



Child, Family, and Community



Language and Literacy



Creative Activities



Health, Safety, and Nutrition



Early Childhood Capstone Practica



Infants, Toddlers, and Twos



2016 Webinar Series

<http://scriptnc.fpg.unc.edu/resource-search>



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UNC

FPG CHILD DEVELOPMENT INSTITUTE

Upcoming Webinar

May 17, 2016 2:00 pm – 3:00 pm EST

Topic: Not Just Cool Apps and Games: Using Instructional Technology to Improve Teaching and Learning



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FPG CHILD DEVELOPMENT INSTITUTE



Give Us Your Feedback



Evaluation

- OUTSTANDING
- Excellent
- Very Good
- Average
- Below Average

https://unc.az1.qualtrics.com/SE/?SID=SV_3pKvXiw2pf2o2HP

The changing ELL field: Seeing language and culture as assets



Rosalinda B. Barrera

U.S. Department of
Education

¡Colorín
colorado!

<https://youtu.be/uTYARzCIMr4>