

These presenter notes provide information about slide contents and background information for course presenters. An estimate for time needed to present this module is just over 3 hours.



SLIDE 1: BUILDING SKILLS IN TWO LANGUAGES

This is a module on key ways to support children who are dual language learners in building skills in English and home languages.

One resource to help each program develop an intentional approach to language use is:

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Classroom Language Models: A Leader's Implementation Manual* Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf>

This module will be most useful for early childhood teachers who are teaching in English and supporting home language development through intentional exposure, some instruction, and a classroom environment that includes multicultural materials in home languages. Parts of this module may also be useful for teachers who are using dual language or other classroom language models to teach children learning more than one language.

Detailed resources about choosing a clear system to optimize learning for dual language learners is the Planned Language Approach web page on the Early Childhood Learning & Knowledge Center website: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/policies-practices.html>

Reference

U.S. Department of Health and Human Services, U.S. Department of Education. (2016, June 2). *Policy statement on supporting the development of children who are dual language learners in early childhood programs*. https://www.acf.hhs.gov/sites/default/files/ecl/dll_policy_statement_final.pdf

Overview

This module highlights practices for teachers who are working with children who are dual language learners to:

- Teach new words and clear meanings.
- Have meaningful conversations.
- Encourage children's home languages in addition English development.

SLIDE 2: OVERVIEW

This module focuses on these practices with children learning more than one language:

- Teaching new words and clear meanings
- Having meaningful conversations
- Encouraging children's home languages and English development

Teachers can provide:

- Opportunities to learn vocabulary and practice new skills in English and home languages.
- Individualized, responsive, and rich adult-child interactions in the language that teachers use in the classroom to promote language skills and positive relationships.
- Support for home languages through approaches discussed in the module.

Reference

Espinosa, L. (2012, November). *Early education for dual language learners: Promoting school readiness and early school success*.

Washington D.C: Migration Policy Institute.

<http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>



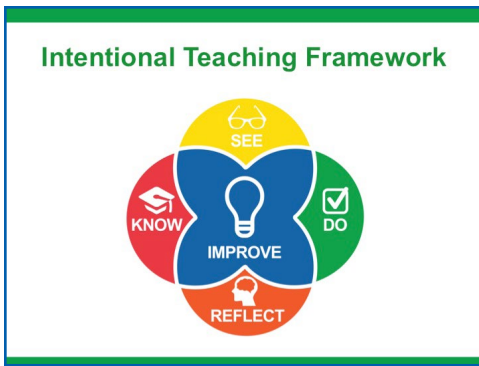
By the end of this module, you should be able to:

- Teach dual language learners new vocabulary and clear meanings.
- Have conversations with dual language learners that build language skills.
- Share ways to talk with families about continuing to use their home languages with their children.

SLIDE 3: OBJECTIVES

By the end of this module, participants should be able to:

- Teach dual language learners new vocabulary and clear meanings.
- Have conversations that build language skills and help develop concepts with children learning more than one language.
- Share ways to talk with families about continuing to use their home languages with their children.



SLIDE 4: INTENTIONAL TEACHING FRAMEWORK

This EarlyEdU Alliance module and EarlyEdU's higher education courses (<http://earlyedualliance.org>) use the Intentional Teaching Framework:

Know—Learn about child development and effective teaching practices.

See—Identify teaching practices and children's responses in videos of your classroom and those of other teachers.

Do—Set goals, plan, and use strategies.

Reflect—Observe your practice, analyze, and plan for change.

In this module, participants will learn about practices to encourage dual language learners' language development, watch videos of teachers using some of these practices in their programs, and have opportunities to try these practices.

What Is a Dual Language Learner?



A child learning two languages may:

- Learn the languages at the same time (often from birth).
- Develop a second language while learning a first language.

SLIDE 5: WHAT IS A DUAL LANGUAGE LEARNER?

A dual language learner is a child learning two (or more) languages at the same time, often from birth. This can also describe a child who is starting to learn a second language while still continuing to develop a first (home) language. Other terms for dual language learners include *bilingual*, *English language learner*, and *children who speak a language other than English (LOTE)*.

Most languages appear to have rules-based systems that dictate which sounds people use, how people put them together to form and change words and word meanings, and how people combine words to ask questions and make comments. **The rules may be different for different languages, but the systems of one language create the foundation in the developing brain to recognize and use the systems of a different language.**

Just think about learning to drive. You learn the basics of how to start a car, push the accelerator to go, and use the brake to stop. So, even when you get in a different car, you can still drive it. It is similar with dual language development. The brain recognizes the patterns and rules of sounds, words, and sentences in all the different languages to which it is exposed. This is especially true in young brains!

References

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington, D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *OHS Definition of Dual Language Learners*. Washington, D.C., 2009. http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL_%20Resources/OHSDefinitionof.htm

Developing Two Languages at Once



Typical patterns:

- Birth up to 3 years
- Before a child has a vocabulary
- A simultaneous process of language development in both languages

SLIDE 6: DEVELOPING TWO LANGUAGES AT ONCE

Some young children learn multiple languages from birth. Beginning when they are infants, they hear the sounds of two or more languages and interact with the people speaking them. These children begin to learn and sort out the sounds and sound patterns of each language.

They learn to respond in the language that they know each adult uses with them. This pattern of acquiring language is called *simultaneous* dual language development.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Language Modeling with Dual Language Learning Infants*. Washington D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-infants.pdf>

Layering One on Top of the Other



- Usually children age 3 and older
- The way older children and adults learn concepts and languages
- New labels for existing concepts and words

SLIDE 7: LAYERING ONE ON TOP OF THE OTHER

Other children start learning a second language later and use their home language as a foundation for new ones. This is called *sequential* language learning.

Development Patterns

Young children who start using a second language later may:

- **Continue to use their home language.**
- Learn that their home language isn't working and **may observe.**
- Begin **using words and phrases** in the new language.
- Begin to **communicate in sentences.**

SLIDE 8: DEVELOPMENT PATTERNS

When young children who speak a language other than English at home first arrive in an early childhood program where English is in use, they are starting on a new developmental pathway. Researchers have noticed a specific developmental sequence of acquiring a second language.

These children may initially continue to use their home language; spend time observing after they have difficulty communicating in their home language; begin using words and phrases in the new language; and finally, communicate fluently in whole sentences.

Dual language learners also may have some variation in learning English depending on their abilities, temperaments, previous exposure, and learning experiences at home and in early childhood programs. Teachers should know which type of dual language learner each child is in their class and what stage of English language development each is in.

References

Espinosa, L. (2014). *Quality teaching and learning for young children: Linda Espinosa* [video]. The National Center on Quality Teaching and Learning and Haring Center.

Tabor, P. (2008). *One child, two languages: A guide for early childhood educators of children learning English as second language*. Baltimore, MD: Paul H. Brookes Publishing Co.

Head Start Early Learning Outcomes Framework

		CENTRAL DOMAINS				
		APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development	
			Literacy	Scientific Reasoning		

SLIDE 9: HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

This module supports outcomes for dual language learners in the language and literacy domain as described on pages 34 to 49 of the Head Start Early Learning Outcomes Framework (HSELOF). In addition, as noted on page 4 of the framework, teachers best support dual language learners' outcomes in all domains when they use strategies to promote children's home languages and English and provide opportunities for children to learn in both. Various state early learning standards have the same expectations.

Children should also be able to show progress in HSELOF learning outcomes in their home languages, English, or English and home languages.

Reference

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

Supporting English and Home Languages

SLIDE 10: SUPPORTING ENGLISH AND HOME LANGUAGES

It is optimum for children learning two languages to continue developing both languages because connecting their home language and English helps children build on prior knowledge.

Which Language for Teaching?

Monolingual: Most early childhood teachers speak one language well—**English**—and should model that with home language support.

Bilingual: Teachers who speak the home language of the majority of the children in the program and English can teach in **both languages** with specific times for instruction in each language.

SLIDE 11: WHICH LANGUAGE FOR TEACHING?

Which language teachers should use with dual language learners has been debated for children Kindergarten through 12th grade. Everyone agrees that children should learn English language and literacy skills to succeed in school and in American life.

Studies of elementary and preschool children have shown that children's classroom use of English and their home language leads to improvement in home language skills and a level of English ability equal to children in all-English classrooms. So bilingual preschool programs can help children develop home language skills and English proficiency. Thus, bilingual education in early childhood brings more language gains.

However, bilingual instruction in early childhood programs is not always possible. Most early childhood educators are only fluent in and teach in English, and sometimes classrooms have children with many different home languages. In 2009–2010, Head Start identified more than 140 languages among families with enrolled children. In a 2014 report, about 30 percent of children in Head Start programs were dual language learners. More than 85 percent of Head Start classrooms have children learning more than one language.

Early childhood programs should choose classroom models for teaching young children who are dual language learners according to the needs of the children, the strengths of program staff, and other program resources. The Office of Head Start's Early Childhood Learning & Knowledge Center website has information about choosing classroom language models: Classroom Language Models: A Leader's Implementation Manual, <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf>

Upcoming slides will address how English-speaking teachers can support home language development.

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References

Espinosa, L. (2012, November). *Early education for dual language learners: Promoting school readiness and early school success*. Washington D.C: Migration Policy Institute. <http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions*. 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Program Information Report*. Washington D.C., 2014. <http://eclkc.ohs.acf.hhs.gov/hslc/data/pir>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Classroom Language Models: A Leader's Implementation Manual*. Washington, D.C., n.d. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf>



“...while all teachers cannot teach in all languages, **they can support all languages** by learning strategies to systematically introduce English during the preschool years while simultaneously promoting home language maintenance.”
(Espinosa, 2013, p. 1)

SLIDE 12:

Effective adult language models need to have strong vocabulary and language skills (appropriate grammar and word order) in at least one language and that should be the language they use with preschool dual language learners. Adults should also want to listen to each child and show all children that they care about what children are trying to communicate.

References

Espinosa, L. (2012, November). *Early education for dual language learners: Promoting school readiness and early school success*. Washington D.C: Migration Policy Institute. <http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>

Roskos, K., Tabors, P. & Lenhart, L. (2004). *Oral language and early literacy in preschool: Talking reading and writing*. Washington, DC: International Reading Association.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Dual Language Learners* [video]. Washington, D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/hl-success.html>



Meeting the Challenge

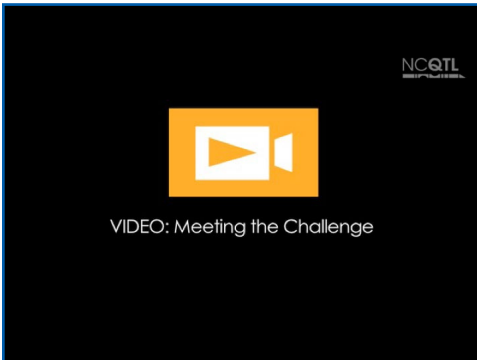
Think about these questions while watching the video:

- Who can English-speaking teachers ask to help support home language development?
- What are strategies teachers can use to encourage children's home language development?

SLIDE 13: MEETING THE CHALLENGE

In the next slide, Dr. Linda Espinosa, professor emeritus at the University of Missouri, will talk about how early childhood teachers can support the development of both languages when children are dual language learners.

This slide has questions for participants to think about as they watch the video.



SLIDE 14: VIDEO: MEETING THE CHALLENGE

This slide contains the video *Meeting the Challenge*, featuring Dr. Espinosa.



Video Debrief

What did you notice?

- Teachers can ask families, community members, and staff to support home languages.
- Strategies include posting labels and children's names in two languages.
- In a bilingual program, teachers can use each language in intentional ways.

SLIDE 15: VIDEO DEBRIEF

Possible answers on the slide are animated so that participants see them one by one.

Teachers can ask families, community members, and other staff to help bring in home languages so that children experience them in their educational settings. This creates an additive, or stronger, learning environment, as Dr. Espinosa describes. The internet can also be a source for materials in languages other than English.

The Personalized Oral Language(s) Learning (POLL) strategies referenced by Dr. Espinosa in the video are described in detail in this online article:

Magruder, E. S., Hayslip, W.W., Espinosa, L. M., & Matera, C. (2013, March). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*. 68(1), 8–15. http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Magruder_0313_0.pdf

More strategies for teachers to strengthen home languages will be identified later in this module.

Why Encourage Home Languages?



- Language systems become more complex the longer a child uses a language.
- Children can use concepts learned in their home language to compare and contrast new words.

SLIDE 16: WHY ENCOURAGE HOME LANGUAGES?

There is growing evidence that teaching English and promoting home languages supports progress in home languages and a higher level of achievement in English over time. (See also the notes in Slide 11.) The learning outcomes of dual language learners are best supported with opportunities to learn in each language they are developing.

The linguistic structures that a child is developing in his home language serve as the foundation and support for those same structures to develop in other languages. Vocabulary, specifically, is a catalyst for understanding concepts. Language is the key to future literacy learning, and vocabulary is an essential element.

Think, for example, of the richer conversations you can have about stories read with children the more often they have heard the story. They listen with greater understanding and learn more of the concepts about a story each time they hear it. They use their background knowledge about different components of a story to understand the plot, the characters, and all of the nuances of the language in the story. These abilities develop over time with repeated readings. The same is true of language in general. The more a child uses it and builds on it, the more receptive and expressive abilities a child will have at her disposal.

Ways to Support Home Languages

Teachers who speak English can support home languages in their programs by:

- **Learning key words** in home languages
- **Posting labels and including books** in more than one language
- **Working with staff, families, and community volunteers** who speak children's home languages

SLIDE 17: WAYS TO SUPPORT HOME LANGUAGES

Teachers can learn key words in children's home languages and use them with children. This helps children feel more comfortable and start to be able to communicate needs. Educators can invite families and others who speak children's home languages into the classroom to share songs, read books, lead activities, and have conversations. For instance, adults who speak children's home languages can answer questions about class activities and concepts.

Teachers should try to create times for children who are dual language learners to learn, interact, and play in their home languages. Technology can provide bridges to home languages too. For instance, children can use computer or mobile apps to draw or upload photos of their work then record themselves talking about it their home languages.

References

Nemeth, K. (2012). *Basics of supporting dual language learners*. Washington D.C: National Association for the Education of Young Children.

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions*. 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Including Children's Home Languages and Cultures*. Washington D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-childrens-home-languages.pdf>

Benefits of Two Languages



- Cognitive flexibility
- Ability to develop relationships in two languages
- Strong ties with community and culture

SLIDE 18: BENEFITS OF TWO LANGUAGES

Bilingualism does not cause language delays as sometimes previously thought. Children who are learning two languages learn cognitive flexibility, which means they learn to switch quickly between different tasks or rules. They may benefit socially from their ability to develop relationships in both languages. Learning a home language also allows children to create a deep connection to their culture.

It is important for teachers to communicate with families to ensure that they understand that children's continued development of home languages is the pathway to the development of the languages used in other environments, such as school.

There is growing evidence that learning two languages has positive, long-term effects. For instance, a 2012 study with teens indicates that learning two languages may have a positive impact on attention and working memory.

References

Institute for Learning and Brain Sciences. (n.d.) *Bilingual language development* [Training module]. <http://modules.ilabs.uw.edu/outreach-modules>

OneAmerica. (n.d.) *Speak your language! Bilingualism is a skill and an asset*. <https://www.weareoneamerica.org/sites/weareoneamerica.org/files/Speak%20Your%20Language%20One-Pager%20ENGLISH%20updated.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Washington D.C., 2015. <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>

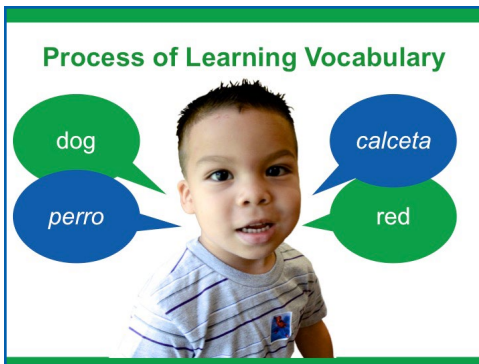
Wein, H. (2012, May 7). *Bilingual effects in the brain*. National Institutes of Health. <https://www.nih.gov/news-events/nih-research-matters/bilingual-effects-brain>

Zelasko, N., & Antunez, B. (2000). *If your child learns in two languages*. National Clearinghouse for Bilingual Education. http://www.ncela.us/files/rcd/BE019820/If_Your_Child_Learns.pdf

Teaching New Words

SLIDE 19: TEACHING NEW WORDS

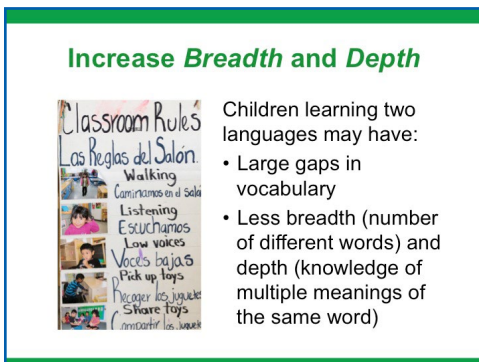
In this section of the module, participants will learn about and have a chance to practice strategies to support vocabulary development for children learning more than one language.



SLIDE 20: PROCESS OF LEARNING VOCABULARY

Children who are dual language learners are learning words from both languages. Young language learners need to be *bathed* in the words of their home language and English so that they can develop strong vocabularies in both. Each language helps the other to continue to develop.

At times, the children may learn the same concepts in two languages, like *dog* and *perro*. In other cases, dual language learners may learn certain words in the home language, such as *calceta* (*sock* in Spanish), and another set of words in the community language, such as *red* in English. Sometimes children do not learn these words in both languages at the same time.



SLIDE 21: INCREASE BREADTH AND DEPTH

Dual language learners may have larger gaps in vocabulary when they enter elementary school than children who speak only English. This is most likely due to the higher number of dual language learners who live in poverty. Like English-speaking children from low-income families, dual language learners from low-income families tend to have lower vocabularies due to less language-rich environments in their homes. So, some children learning two languages have multiple risks.

Other dual language learners may appear to lag in vocabulary, but they may not, when both languages are considered.

We now know that teachers must be intentional in helping young dual language learners to grow their vocabularies in both home and classroom languages because one helps the other. When young dual language learners are immersed in words used in context in both home and classroom languages, they can close the gap between how many words they know and how many words that children who are only learning one language or not living in poverty know.

An important teaching practice then is to teach vocabulary explicitly.

References

- August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for english language learners. *Learning Disabilities Research & Practice, 20*: 50–57. <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2005.00120.x/epdf>
- Howes, C., Downer, J., & Pianta, R. (2011). *Dual language learners in the early childhood classroom*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Ramirez, N., & Kuhl, P. (2016, June 2). *Bilingual language learning in children*. Retrieved from the Institute for Learning & Brain Sciences website http://ilabs.uw.edu/Bilingual_Language_Learning_in_Children.pdf

Strategies for Teaching New Words

- **Pre-teach** vocabulary words.
- Create activities that **encourage children to use and express** new words.
- **Use pictures, real objects, and gestures** with new words.
- **Use children's interests** to support language development.
- Teach children to **recognize similar words** across languages.

SLIDE 22: STRATEGIES FOR TEACHING NEW WORDS

Teachers can pre-teach new words in English and children's home language (at separate times and indicating clearly when each language is in use) by learning the words in the home language themselves or asking a staff member or volunteer who speaks the home language to help. This first strategy is also useful before reading a book with new words.

In high quality early childhood programs, teachers introduce vocabulary in contexts that are meaningful to children. For instance, when snow is falling is a relevant time to bring in words related to snow. Teachers can use activities, discussions, and explorations to repeat words, emphasize meanings and concepts, and encourage children to use new words.

Using pictures or objects with new words or concepts helps children make new connections.

Charts can show children similar words in two languages, often Spanish and English because they have more cognates (words in two languages that look and mean the same thing, such as *gratitude* in English and *gratitud* in Spanish), related to an activity or lesson. The best word choices are ones that have the same meanings and similar sound structures. English words can be written in one color and Spanish words in another with pictures of the words in the middle.

You can ask participants to share other ideas. Some others are:

- Use gestures to help children understand new words and content.
- Support children's collaborative and dramatic play. Children learn language from each other.
- Encourage singing and rhyming, which helps develop phonological awareness as well as vocabulary and varied syntax.

References

Espinosa, L. (2014). *Quality teaching and learning for young children: Linda Espinosa* [video]. The National Center on Quality Teaching and Learning and Haring Center.

Nemeth, K. (2012). *Basics of supporting dual language learners: An introduction for educators of children from birth through age 8*. Washington D.C: National Association for the Education of Young Children.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Strategies for Supporting All Dual Language Learners*. Washington D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>



Meanings of Words

- Create small groups of two to three people.
- Choose one of the photos on the next slide.
- Brainstorm possible words you could teach children related to the activities in the photo.
- Develop child-friendly definitions and strategies to teach them to dual language learners.

SLIDE 23: LEARNING ACTIVITY: MEANINGS OF WORDS

Materials: *Meanings of Words* handout, photographs (print out or use the ones on next slide)

Have each small group choose one photo (next slide) to focus on to brainstorm vocabulary words, clear meanings, and additional supports to help children learning more than one language.



SLIDE 24:

These photos are representative of planned or spontaneous activities with children, so teachers may have specific concepts to teach or may be expanding language as they follow children's interests.

Possible vocabulary words for photos clockwise from the top left:

1. Toothbrush, brush, teeth, gums, hold, hand, open, mouth, back and forth
2. Water, funnel, bottle, pour, hold, in
3. Apple, knife, cut, stir, press, cook
4. Worm, grass, hand, hold, observe, gentle, slimy

Having Meaningful Conversations

SLIDE 25: HAVE MEANINGFUL CONVERSATIONS

Talking with children provides language modeling, new vocabulary, and opportunities for children to practice language skills.

Teachers should engage children who are learning two languages in meaningful interactions that include new words and accurate language modeling. When possible, teachers, or other staff or volunteers, should intentionally interact in children's home languages too. Periods when teachers are teaching in children's home language should be separate from times when children are learning in English and clearly identified.

References

Center on Enhancing Early Learning Outcomes (CEELO). (2015, February 25). *Best practices for supporting teachers and administrators to improve outcomes for dual language learners in PK-grade 3*. Slides presented at the ELL-SCASS Meeting, Austin, TX. http://ceelo.org/wp-content/uploads/2015/03/ceelo_nieer_ellscass_2015_02_web.pdf

Impact of Teacher Talk



The amount, diversity, and complexity of *teacher talk* in preschool predicted second language vocabulary skills in first grade.

SLIDE 26: IMPACT OF TEACHER TALK

Teacher talk is very important and can be very effective at helping young dual language learners develop home and classroom language and literacy skills. One Norwegian researcher found that the amount, diversity, and complexity of teachers' conversations with preschoolers had a direct, positive impact on their second language vocabulary skills in first grade.

Effective teacher talk can be conversations that are:

- Extended and have two to five exchanges between the teacher and child.
- Cognitively challenging, scaffolding the child's knowledge and elevating language skills.
- Focused on rare words, building a child's vocabulary.
- Centered on language used in pretend play.
- Time-based, including talk about current events and objects and past and future events.

With young dual language learners, adults should have conversations in the language in which they are most proficient so that they will provide effective language modeling.

Reference

Aukrust, V. (2007). Young children acquiring second language vocabulary in preschool group-time: Does amount, diversity, and discourse complexity of teacher talk matter? *Journal of Research in Childhood Education*, 22(1), 17–38.

Conversation Basics



- Ask open-ended questions
- Observe, wait, listen
- Comment on the child's interests
- Expand the child's comments

SLIDE 27: CONVERSATION BASICS

Effective practices that encourage **all** children's language development during conversations are also important with children learning more than one language. Teachers can set the stage by moving to the child's level, listening to the child's words, watching the child's face and body language, and matching their tone to the child's affect. For instance, if the child is happy and excited, teachers can respond by expressing that they are also pleased.

Teachers can extend the conversation with practices that include asking open-ended questions that encourage children to explain their thoughts and ideas, waiting and listening to children's responses, expanding children's words by repeating what they say and adding more words and more complex ones, and teaching new vocabulary. Teachers may have to wait as much as 5 seconds for children learning more than one language to process what they hear.

References

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Engaging Children in Conversations* [video]. Washington D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/engage/iss/engage.html>

Talking with Dual Language Learners



During conversations:

- Repeat key words
- Adjust your language to match a child's cues
- Provide scaffolding
- Model language

SLIDE 28: TALKING WITH DUAL LANGUAGE LEARNERS

Teachers should pay attention to the cues, experiences, and interests of each dual language learner to extend conversations and adjust questions and responses. This will help teachers understand what each child needs to interact. Children new to English need short phrases with simple words. Children who know more English may be able to absorb longer, more complex sentences.

An example of adjusting language in response to a child's cues is when a child does not respond after the teacher says, "Wash your hands at the sink then go sit at the table for snack." The teacher might try again with a simpler version: "Please wash your hands at the sink." She could then point to the sink and model washing hands by rubbing them together. Once the child has washed hands, the teacher could point to the table and say, "Please sit down at the table for snack."

Putting children who speak the same home language together will help enrich children's language even if the teacher does not understand what they are saying.

References

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions*. 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Tips for Teachers Dual Language Learners: Language Modeling and Conversations*. Washington D.C., 2014. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/expansions-teacher-tips-dll.pdf>

The Need for Scaffolding

“The underlying principle for young DLLs (dual language learners) is that **they need additional scaffolds and supports to comprehend the meaning of lessons**, because they are simultaneously learning the new language while also learning the cognitive and conceptual content.”

(Espinosa, 2012, p 15)

SLIDE 29: THE NEED FOR SCAFFOLDING

Even when teachers cannot teach in children’s home languages, they can provide scaffolding and support in other ways. This takes teacher observation and individualizing to support children’s learning effectively.

Again, teachers can use children’s language cues, both what they say and what teachers notice they understand, and conversations with families to understand children’s needs in each language. Children’s language needs will likely be different in each language.

An example of providing scaffolding is when the child stands in front of his coat, and the teacher says, “Do you need help?” The child nods and says, “coat.” Teacher: “Do you need help putting on your coat?” Child: “Yes, help coat.” The teacher is modeling language for the child and providing scaffolding to help the child communicate more clearly.

Teachers can watch to see if children understand certain concepts and then teach vocabulary and connected language in context. Perhaps a young dual language learner understands the concept of pouring water or sand through a funnel, but he may or may not have the words in either home or classroom languages to label and describe it.

References

Espinosa, L. (2012, November). *Early education for dual language learners: Promoting school readiness and early school.* Washington D.C: Migration Policy Institute. <http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Tips for Teachers Dual Language Learners: Language Modeling and Conversations.* Washington D.C., 2014. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/expansions-teacher-tips-dll.pdf>

Encourage a Storytelling Format



In addition to reading and telling stories, use a storytelling approach to:

- Explain the day’s plans.
- Help children to describe what they plan to do or did.

SLIDE 30: ENCOURAGE A STORYTELLING FORMAT

Storytelling or *narrative* enhances children’s listening and speaking skills. Teachers can use that format often throughout the day and encourage children to do so. This will help dual language learners with fluency.

Reference

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions.* 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

Interact at Different Stages

Child	Teacher
Using home language only	Provide language modeling and parallel talk (describe what the child is doing and seeing), teach new words
Observing and silent or speaking less	Continue language modeling and parallel talk, teaching new words. observe what the child is understanding
Using key phrases in the second language	Continue modeling, parallel talk, new words, and observing, add more words to extend language
Developing fluency in new language	Provide all of the above, adding more opportunities for child to express thoughts

SLIDE 31: INTERACTING AT DIFFERENT STAGES

This is an extension of Slide 8, which shows a child's typical stages in developing a second language. This table shows possible teacher **interactions in the second language** that would be effective to support children's progress in learning language skills and concepts. The teacher should also support home language development in and out of the classroom.

When children reach each stage can vary greatly, depending on factors like how well children know their home language and how well that language transfers to the second language. Teachers can start by commenting or describing what children are doing. Eventually, children's language will progress so that teachers can ask open-ended questions such as, "What do you want to do?"

References

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions*. 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

Tabors, P. (2008). *One child, two languages: A guide for early childhood educators of children learning English as second language*. Baltimore, MD: Paul H. Brookes Publishing Co.

When Children Aren't Talking

Children who speak a home language and enter an English-speaking class may just observe and listen at first.

- **Continue talking** to those children.
- **Describe what they are doing.**
- **Interact with them** even though they don't appear to understand.
- **Demonstrate interest** in their attempts to communicate.

SLIDE 32: WHEN CHILDREN AREN'T TALKING

Teachers who continue to speak to children who don't speak the main classroom language are modeling language and including all children socially.

Typically, these children start to use the new language quickly. They are driven to interact and make friends. Sometimes, children start with mimicking sounds before they know what they mean.

When children don't speak the language of the teacher, sometimes they are unintentionally ignored. Then children may not hear any language nor have as many opportunities to build relationships. They can become isolated.

Reference

Espinosa, L. (2013, March 18). Video interview with the National Center on Quality Teaching and Learning.

Boosting Language Birth to 3



- Use a higher-pitched voice.
- Exaggerate your expressions and the sounds in the words you use.
- Repeat words or phrases over and over.

SLIDE 33: BOOSTING LANGUAGE BIRTH TO 3

Most adults across cultures use common strategies to get the attention of babies and toddlers. In English, we often call this *parentese*. Children may respond differently to each strategy depending on their culture.

The primary purpose of language is communication, which develops through infants and toddlers' positive, trusting relationships with family members and caregivers. Adults show infants and toddlers that they care for them by looking at them, repeating their sounds, and using tonal differences that tend to capture their attention.

Adults who work with infants and toddlers should focus on helping them communicate what they are thinking, understand what others are thinking, and interact with others. **When adults care for infants and toddlers from different language and cultural backgrounds, they should pay close attention to how to connect with each child based on that child's individual needs.** Adults who interact with infants and toddlers should use the language with which they are most comfortable so that they can provide high quality language modeling and lots of back-and-forth interactions. If caregivers do not speak a child's home language, they can learn some key words and rhymes or songs in the home language or play music or recordings in the home language to help the child feel comfortable.

Some of the same strategies that help preschool children develop language also help infants and toddlers: gestures, demonstrations, props, pictures, books, sign language. Establishing joint focus—making sure you are both looking at the same thing—is important for communication to be relevant.

References

Institute for Learning and Brain Sciences. (n.d.) *Bilingual language development* [Training module]. <http://modules.ilabs.uw.edu/outreach-modules/>

Nemeth, K. (2012). *Many languages, building connections: Supporting infants and toddlers who are dual language learners*. Lewisville, N.C: Gryphon House.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Language Modeling with Dual Language Learning Infants*. Washington D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/dll-ts-language-modeling-dll-infants.pdf>

Teachers who are Bilingual...

Can use both languages in the classroom as part of an **intentional, balanced approach**.

Should use one language at a time **during instruction**.

Can switch languages in a discussion to support a specific, planned goal.

SLIDE 34: TEACHERS WHO ARE BILINGUAL

Research suggests that adults should use only one language at a time when teaching young dual language learners, but sometimes teachers who are bilingual can use the child's home language for specific purposes during a discussion.

Switching languages can be supportive in some situations. However, it must be part of an intentional, balanced approach in which teachers follow a clear plan for when they use each language and are clear about the specific goals they want to accomplish. Examples are: conversations designed to create close and emotionally supportive relationships or to provide a preview of future activities. Teachers should alert children to which language they are using during an activity.

Alternating between two languages or *simultaneous interpretation* does not support children's language development because children automatically listen for their strongest language and ignore the other. Bilingual teachers should plan separate times to provide instruction or read books in different languages.

Children's Language Mixing

- Using elements of two languages together
- Borrowing words from the dominant language and using them when talking in the non-dominant one



SLIDE 35: CHILDREN'S LANGUAGE MIXING

One of the most frequent behaviors that young dual language learners show is *code switching*, also called language mixing. This is when a child uses the sounds, words, or sentence structures in one language in a message he is creating in another language. It shows that the child is beginning to internalize the rules of his new language by using the rules of his foundational language.

Young children learning multiple languages will often borrow words from one language to *fill in the gap* of what they are trying to communicate. This shows the young brain's amazing desire to communicate as competently as possible!

Adults should respond not by correcting but by listening, observing, and expanding in the language they usually use (typically English) on what the child said. Teachers should understand that children learning two languages often respond in the safest way, which may mean their home language, English, or a mix of both. Children should be able to speak in any language that works well for them.

References

Magruder, E. S., Hayslip, W.W., Espinosa, L. M., & Matera, C. (2013, March). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*. 68(1), 8–15.

Nemeth, K. (n.d.) Dual-language learners in the preschool classroom. *HighScope Extensions*. 30(1). http://www.highscope.org/file/NewsandInformation/Extensions/Ext_Vol30No1_weblink.pdf

Petitto, L. & Dunbar, K. (2004). *New findings from educational neuroscience on bilingual brains, scientific brains, and the educated mind*. Conference on Building Usable Knowledge in Mind, Brain, & Education, Harvard Graduate School of Education October 6–8, 2004. <http://www.utsc.utoronto.ca/~dunbarlab/pubpdfs/pettitodunbarIP.pdf>

Response to Code Switching



Answer in the language you usually use with the children in your program.

Example: If a child says, "Quiero mas blocks," the teacher could hold up the choices and say, "You want more cube-shaped or prism-shaped blocks?"

SLIDE 36: RESPONSE TO CODE SWITCHING

Quiero mas means *I want more* in English. In this example, the teacher answered in English and added more language, modeling new words for the child.



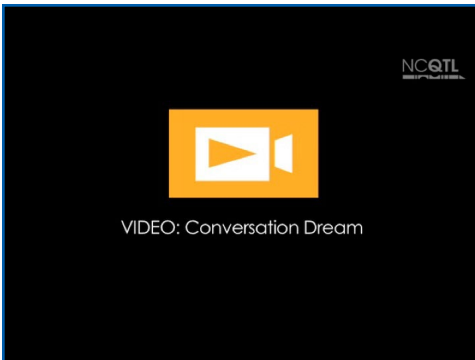
Conversation Dream

Think about these questions while watching the video:

- What effective practices does this teacher use during this conversation?
- How does the child respond?

SLIDE 37: CONVERSATION DREAM

These are questions for participants to think about during the video.



SLIDE 38: VIDEO: CONVERSATION DREAM

This slide contains the video *Conversation Dream*, which features a teacher talking with a child learning more than one language.



Video Debrief

What did you notice?

- The teacher extends the conversation, repeating the child's words and adding more.
- She asks open-ended questions.
- She waits for answers.
- She scaffolds with hints.
- She provides a new word and its meaning.

SLIDE 39: VIDEO DEBRIEF

This slide is animated so participants can give their answers before possibilities are revealed on the screen.

The teacher uses practices that are effective for conversations with all children but are especially helpful for children learning more than one language. She teaches a new word, uses a gesture to indicate *tricycle*, scaffolds by modeling some word possibilities when the child doesn't seem to know what words to use to describe his dream, and waits for the child to respond—all particularly important for dual language learners.

The teacher's scaffolding allows the child to tell his story more thoroughly. He is engaged and responds to the teacher's interest in his story.



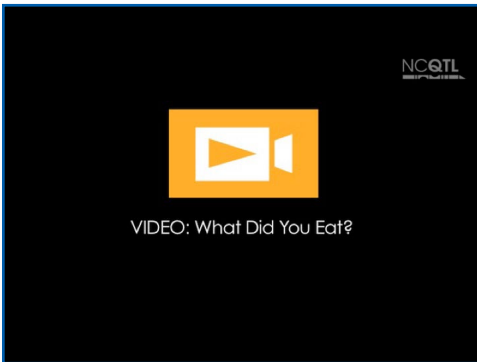
What Did You Eat?

Think about these questions while watching the video:

- What effective practices does this teacher use in these conversations?
- How do the children respond?

SLIDE 40: WHAT DID YOU EAT?

Here are some questions for participants to think about while watching the video.



SLIDE 41: VIDEO: WHAT DID YOU EAT?

This slide contains the video *What Did You Eat?* In this video, the teacher talks to children about what they had for breakfast.



Video Debrief

What did you notice?

- The teacher moves to the child's level and speaks warmly.
- She responds with more exact words.
- She asks questions and waits for answers.
- She responds by repeating children's words and adding more.

SLIDE 42: VIDEO DEBRIEF

This slide is animated so that participants can see possible answers one by one.

Participants may also notice that children smile and respond with a word or phrase that the teacher expands.



Preparing for a Fire Drill

- Imagine you speak English and have a new child in class who speaks only Mandarin. Your class is preparing for a fire drill.
- How could you have a conversation with that child to prepare him for the drill?
- What else could you do to help him understand and feel more comfortable?

SLIDE 43: **LEARNING ACTIVITY: PREPARING FOR A FIRE DRILL**

Materials: Poster-sized pieces of paper, pens

Invite participants to form small groups and brainstorm ideas about the topic on the slide. Ask them to come up with possible plans, thinking about the practices described in this module, to communicate with a new dual language learner who is not familiar with fire drills.

Participants should identify a variety of ways to communicate with the child, such as asking a volunteer who speaks the home language to talk with the child, having another child who speaks Mandarin talk to the child, sending home information for parents to talk to the child, or gathering photos and a few key words to explain the steps. The plan should include teaching new words and concepts related to the drill.

Have each group write down their proposals on a large sheet of paper. Ask participants to share their group's answers.

Bringing It All Together

SLIDE 44: **BRINGING IT ALL TOGETHER**

This section summarizes the main points of the module. It also focuses on partnering with families and opportunities for participants to try practices through optional assignments.

Partnering with Families



- Support families in their goals for their children.
- Explain how learning the home language supports children's English development.

SLIDE 45: PARTNERING WITH FAMILIES

Teachers can help children develop language skills and understand concepts by partnering with families and meeting with them on an ongoing basis. Teachers should start by asking parents their goals for their children. Once educators know what families want and believe related to their children's language development, teachers can gradually and responsively provide information about the benefits of continued home language development.

As families are ready, educators can encourage families to use their home languages to read, sing, talk, and play with their children. Ideas they can share include: using wordless books to have conversations and teach concepts in home languages and everyday activities like riding in the car to sing songs and talk together.

Teachers can invite families to share their language and culture with all the children in the classroom. Family members can give lessons, teach words, share food, show cultural traditions, or record books or songs for use in the classroom.

Teachers should also learn words in home languages to show interest in children's cultures and to build relationships. Communicating about topics that children are learning about allows families to talk with children at home about them and extend children's learning.

A resource for families is *The Benefits of Being Bilingual* on the Office of Head Start's Early Childhood Learning & Knowledge Center website: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/benefits-of-being-bilingual.pdf>

References

Nemeth, K. (2012). *Basics of supporting dual language learners*. Washington D.C.: National Association for the Education of Young Children.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Tips for Teachers Dual Language Learners: Language Modeling and Conversations*. Washington D.C., 2014. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/expansions-teacher-tips-dll.pdf>



One Scenario

Read the handout and reflect on these questions:

- What did the staff learn and how did they learn it?
- What could the staff do to avoid this situation in the future?

SLIDE 46: LEARNING ACTIVITY: ONE SCENARIO

Materials: *One Scenario* handout

Ask participants to find a partner. Give each pair some time to read the scenario on the handout and discuss the questions. Then ask everyone to rejoin the group and to share their thoughts.

Some questions for participants to consider are: What did staff learn and how did they learn it? What are some ways they could avoid this situation in the future?

Possible answers to the questions are:

- The staff learned that the child knew how to use the toilet and how to indicate that he needed to use the toilet.
- Staff could ask families what children can do at home and what words they know in their home language and English, particularly related to meeting basic needs. They could meet regularly with families to share information about children's understandings in multiple languages and of concepts taught in class.

In a few slides, participants will have the opportunity to practice developing the types of questions that would be useful to ask families about their child's language development.

Using Information from Families

What you find out from families can help you:

- Create familiar situations for children and help them get their needs met.
- Provide new opportunities.
- Plan effective communication methods with families and children.
- Connect in the classroom with a child's interests and abilities.
- Add information to a child's portfolio.

SLIDE 47: USING INFORMATION FROM FAMILIES

Early childhood educators treat the information that they learn about a child from the child's family as just as valid, or even more so, as information from screenings and assessments. This is especially true for young dual language learners because there are very few instruments that have been normed on their specific language and culture.

Teachers can compare a family's view of a child's language development in the child's home language and in English with their own observations in the classroom and add this information to a child's language and literacy portfolio. Language understanding and use at home and at school may be different, and teachers need both points of view to obtain a complete picture of a child's communication abilities.

A useful handout is *Gathering and Using Language Information That Families Share* on the Office of Head Start's Early Childhood Learning & Knowledge Center website: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/hl-gathering-using-language-information.pdf>



Talking with Families

- Find a partner.
- Identify questions to ask families about language use and development and information about the importance of home languages to share with families.
- Take turns playing the roles of the teacher and parents and asking questions and giving responses.

SLIDE 48: LEARNING ACTIVITY: TALKING WITH FAMILIES

Materials: *Talking with Families* handout, the articles listed below (optional)

These conversations likely need to happen over a period of time with an emphasis on building trust between the teacher and family.

Encourage participants to think about open-ended questions.

Possible conversation starters are: *Tell me about your child's language use and exposure at home. What are your hopes for your child related to language? How did your child's language abilities develop? What experiences has your child had with English? What concerns or questions, if any, do you have about your child's language development?*

Asking more general questions about the child and the child's family life (such as *What are your child's preferences?* or *What are your family's activities and priorities?*) help teachers build trust, learn about language use and goals, and plan activities to build skills.

Questions about whether a child is a simultaneous or sequential dual language learner help to more appropriately screen and assess a child's language development. Plus, this information can tell teachers if a child is going to need non-verbal cues like pointing, pictures, and objects to help him understand a language different from his home language.

The articles *Gathering and Using Language Information that Families Share* (<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/hl-gathering-using-language-information.pdf>) and *Strategies for Supporting All Dual Language Learners* (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>) also have suggestions for conversations with families. The latter also has descriptions of individual dual language learners that might be helpful for participants in imagining a child's family to have a conversation with.



SESSION SUMMARY

- Have rich interactions with dual language learners that match their language development.
- Teach new vocabulary in ways that children learning more than one language can understand.
- Communicate regularly with families to effectively support English and home language development.

SLIDE 49: SESSION SUMMARY

Before you bring up the animated points, you might ask participants what their key takeaways are from this module.

To review, teachers need to observe children learning more than one language and tailor both the introduction of new words and their meanings to match children's abilities and relevant learning concepts. Teachers should support children's home language development in class and at home and adjust interactions with dual language learners according to their abilities to communicate in that language.

Continuing to learn their home language helps children learn a second language and new concepts more effectively. What children learn in their home language provides a foundation for learning a second language and new concepts. Strong home language knowledge also helps children better connect to their culture and community and supports the development of self-esteem.



ASSIGNMENT

Talking with Children Learning Multiple Languages

1. Choose a child in your class to have a in-depth conversation with, and observe that child.
2. Make a plan to have an extended conversation using the planning form.
3. Have the conversation.
4. Write a reflection about the experience.

SLIDE 50: ASSIGNMENT: TALKING WITH CHILDREN LEARNING MULTIPLE LANGUAGES

Materials: *Talking with Children Learning Multiple Languages* assignment

Review the assignment with participants and answer any questions.



Talking with Families

1. Choose a child's family—in consultation with other staff—to talk with about language goals and development in English and home languages.
2. Get any needed permissions to film the conversation.
3. Make a plan to talk with the family and to record the conversation.
4. After you film the conversation, write a reflection by answering the questions in the assignment.

SLIDE 51: **VIDEO ASSIGNMENT: TALKING WITH FAMILIES**

Materials: *Talking with Families* video assignment

Review the assignment with participants and answer any questions.

Participants can use questions generated in the learning activity *Talking with Families* as a starting point. Other useful resources are the articles *Gathering and Using Language Information that Families Share* and *Strategies for Supporting All Dual Language Learners*. Links to these articles are in the assignment and on Slide 48.



SLIDE 52:

This is the end of the module *Building Skills in Two Languages*.