Grounding Language Practices in Preschool Classrooms with Dual Language Learners: What is a Planned Language Approach and Why is it Important?

December 9, 2016

Carola Matera, Ph.D., *California State University Channel Islands*

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

NCECDTL

Session Objectives

At the end of this presentation, you should be able to:

- Define and describe the *Planned Language Approach (PLA)* and how it supports high-quality language instruction and interactions in preschool classrooms.
- Describe preschool classroom language models.
- Identify responsive language practices for preschool DLLs.
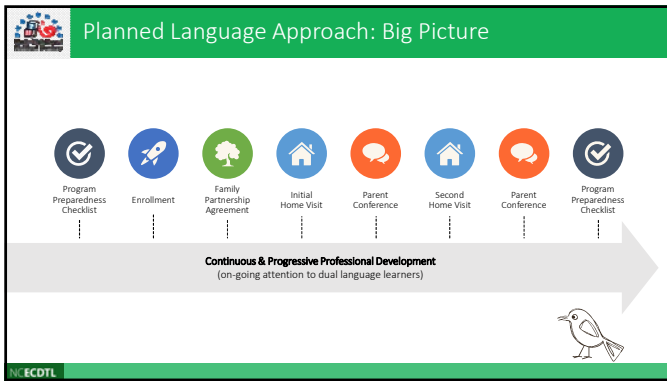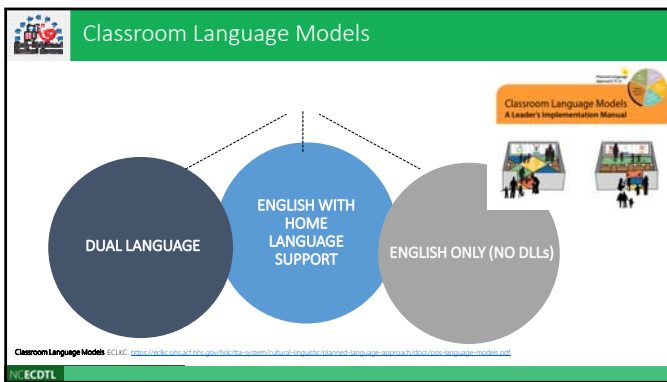
NCECDTL

The Planned Language Approach (PLA)

HEAD START

Cultural and Linguistic Responsiveness

Planned Language Approach

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach

NCECDTL

PLA: A Coordinated, Systematic & Comprehensive Approach

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/big-5.html

https://www.acf.hhs.gov/sites/default/files/ecd/dll_policy_statement_final.pdf

NCECDTL

PLA: Key Components

NCECDTL

Planned Language Approach

PLA is for all children who speak English and for those who are dual language learners.

NCECDTL

Planned Language Approach: Big Picture

Program Preparedness Checklist — Enrollment — Family Partnership Agreement — Initial Home Visit — Parent Conference — Second Home Visit — Parent Conference — Program Preparedness Checklist

Continuous & Progressive Professional Development
(on-going attention to dual language learners)

NC ECDTL

Classroom Language Models

Classroom Language Models
A Leader's Implementation Manual

DUAL LANGUAGE

ENGLISH WITH HOME LANGUAGE SUPPORT

ENGLISH ONLY (NO DLLs)

Classroom Language Models ECLKC: https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/ppo-language-models.pdf

NC ECDTL

Dual Language Models include…

Language activities that promote:
- Children's enriched vocabulary in home language and English
- Specific approaches to
  – learning
  – letter knowledge
  – print concepts and
  – phonological awareness **in the home language (using authentic practices)**

NC ECDTL

Dual Language Model: Alternating Days

Dual Language
Classroom Language Model

Three Dual Language Classroom Instructional Approaches
Approach 1: Alternating Days

Week 1				
Mon	Tues	Wed	Thurs	Fri
Spanish	English	Spanish	English	Spanish
Week 2				
Mon	Tues	Wed	Thurs	Fri
English	Spanish	English	Spanish	English

Classroom Language Models. ECLKC. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf

NCECDTL

Dual Language Model: Alternating Languages

Approach 2: Alternating Languages

Week 1									
Mon		Tues		Wed		Thurs		Fri	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Hebrew	English	English	Hebrew	Hebrew	English	English	Hebrew	Hebrew	English
Week 2									
Mon		Tues		Wed		Thurs		Fri	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
English	Hebrew	Hebrew	English	English	Hebrew	Hebrew	English	English	Hebrew

Classroom Language Models. ECLKC. https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/pps-language-models.pdf

NCECDTL

English with Home Language Support

- When teachers speak English only
- When there are multiple languages in the classroom

NCECDTL

English with Home Language Support

Model English & Use Home Language/s in many ways
- ☐ Learn key words and phrases
- ☐ Involve families and volunteers to read in home language in the classroom
- ☐ Bridge with home language/s (I wonder how you say … in Vietnamese?)
- ☐ Match language support to stages of English language development

NCECDTL

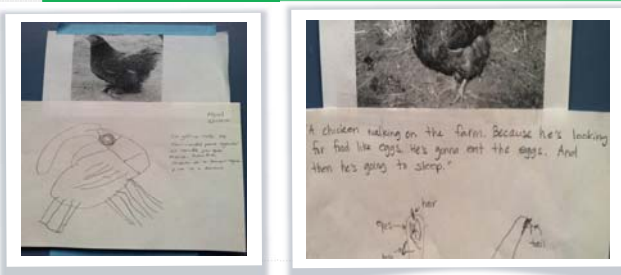## The **BIG 5** of Language and Literacy Development

- Background knowledge
- Oral language and vocabulary
- Phonological awareness
- Book knowledge and print concepts
- Alphabet knowledge and early writing

The Big 5!

Ready for Success Supporting DLLs in Head Start and Early Head Start Webcast https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof_dev/conferences/LiteracyDevelopm.htm

NCECDTL

Background Knowledge

NCECDTL

Book Knowledge and Print Concepts

Book Knowledge and Print Concepts

Patricia Magaña (2013)

Alphabet Knowledge and Early Writing

Phonological Awareness

- A key predictor of early reading
- DLL children must develop competence with 2 sound systems.
- Children may be able to transfer skills across language, e.g., segmenting words into syllables.

NCECDTL

Language Teaching Strategies for DLLs

-Small groups (3-5 children)

Scaffolding communication focusing on new words. This dialogue is accompanied by body gestures, photographs, movement and, when appropriate, bridging with home language.

-Introducing new words by explaining, defining and showing in context (e.g. Storybook, relating to a child's personal experience).

Using these words often so that DLL children are exposed to the words and its meaning throughout the day.

-Asking questions based on DLL's language proficiency in the target language. Listening and expanding child's responses, asking for repetition and to share with a peer.

- Engaging families in the classroom to participate in language activities.

NCECDTL

SMALL GROUP

NCECDTL

Connections

We start with the children and their joy in using spoken, written, and gestural language to communicate.

Literacy Development for Children Who Are Dual Language Learners in Head Start and Early Head Start. Ready for Success Series.
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/prof-dev/conferences/LiteracyDevelopm.htm

NC ECDTL

Quiet Space

Stretch to Kindergarten
Family Engagement Institute

NC ECDTL

Interactions With Peers

NC ECDTL

Quality Literature

Quality Literature

Dialogic Reading Practice for DLLs

new VOCABULARY

★ **PURPOSE:**
Get children talking, using the vocabulary of the book to comment on the pictures. Establish labels for objects, actions and elicit details about the pictures.

EXPANDED *language & comprehension*

★ **PURPOSE:**
Get children talking more and using longer phrases.

story RETELLING

★ **PURPOSE:**
Build oral fluency and encourage children to use the vocabulary of the book to retell the story.

Stretch to Kindergarten at the
Family Engagement Institute,
Foothill College (2011)

NCECDTL

Quality Literature: Sharing with Families

NCECDTL

Follow the CAR Strategies

📖 *dialogic reading with families*

Follow the CAR STRATEGIES

F Follow the child's lead

C Comment and wait   **A** Ask questions and wait   **R** Respond by adding a little more

NCECDTL

Engaging Families in the Classroom

- On-going dialogue with families focused on the importance of bilingualism

- Shared activities focused on promoting language development in home language

- Collaboration in classroom practices (e.g., reading circles)

NC ECDTL

Resources

NC ECDTL

Dual Language Learners' Experiences

the HEAD START graduate

HEAD START

NC ECDTL

What are the next steps?

- First steps: Gather information. What languages do the teachers speak? What languages does the family speak? What language(s) is the child growing up with?

- Next steps: Find out about the language experiences of the children and families. *Who speaks the home language with the child? Is the child exposed to English? How?*

- Do not stress out! While it may seem overwhelming to support DLLs' language development, it is a matter of adapting and organizing.

Strategies

NCECDTL

Q & A

What questions do YOU have?

NCECDTL

The Planned Language Approach

¡Gracias!

For questions, please email:
carola.matera@csuci.edu

NCECDTL