



Dual Language Learners: Program and Family Support

EarlyEdU Alliance®

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Objectives

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

- Define Dual Language Learner (DLL).
- Describe intentional language supports and explain why they are important.
- Discuss the role of the family and how to engage them.
- Discuss beliefs, positionality, and being an educator advocate for children who are dual language learners and their families.

Intentional Teaching Framework



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	

HSELOF Guiding Principles



Image credit: EarlyEdU

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children's first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.
- Every child has diverse strengths rooted in their family's culture, background, language, and beliefs

First and Second Language Development



Discussion: What we know about children who are DLLs

- With a partner, discuss your understanding of children who are dual language learners.
- In many parts of the world, learning multiple languages is typical and celebrated. However, in the United States, where the primary language is English, children who speak more than one language are often viewed from a deficit-based perspective.
- Why might these different perceptions exist?
Be prepared to share your thoughts.

Definition of a Dual Language Learner (DLL)

The Office of Head Start defines dual language learners as children who are learning two (or more) languages at the same time, or learning a second language while continuing to develop their first language.

—Other common terms used include bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).



Video: *Dual Language Learners*

- Watch the [*Dual Language Learners*](#) video from the Office of Head Start
- As you watch, think about at least one new thing you learned about children who are dual language learners.



Debrief: *Dual Language Learners*

- What did you learn about children who are dual language learners?

Diversity Among DLLs

- Children may have different types of access to their home language(s) and to English, such as different:
 - Speakers
 - Settings
 - Amounts and types of experience with each language
- Like all children, children who are DLLs demonstrate a wide range of characteristics such as ability, interests, and temperament.

Language Development is Dynamic

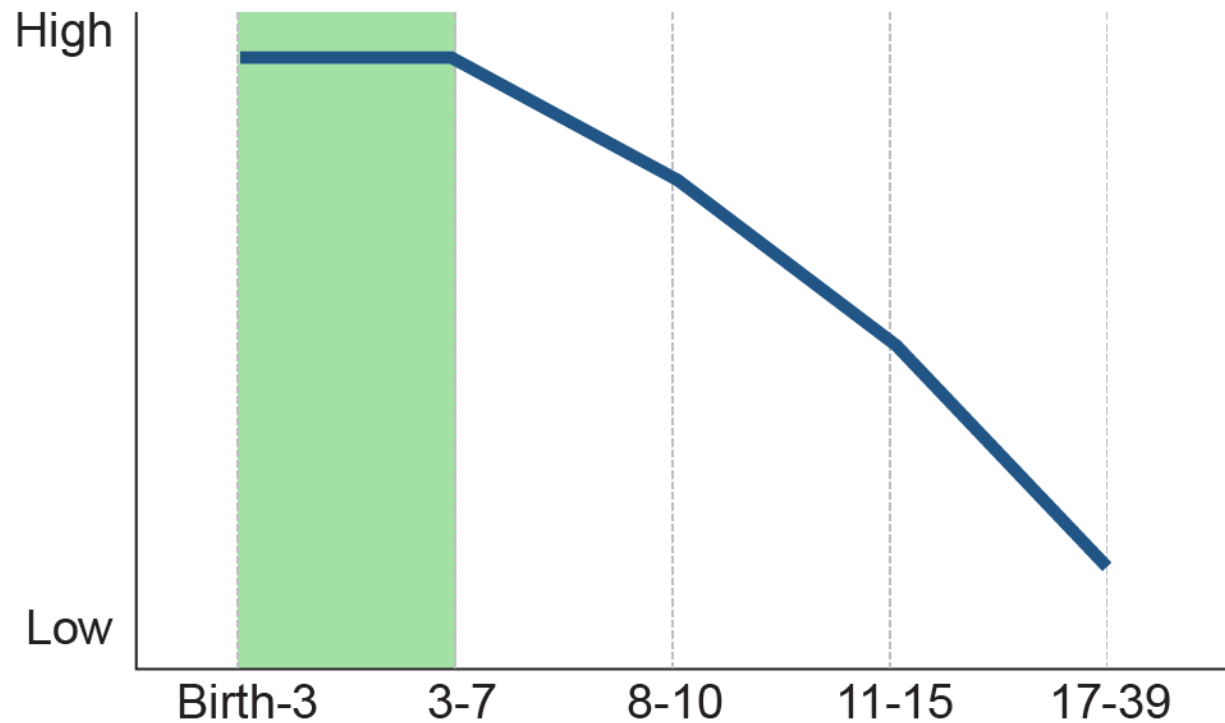


The rate of both first and second language acquisition is influenced by both intrinsic and extrinsic factors.

The Younger, the Better

Language Score

Critical window



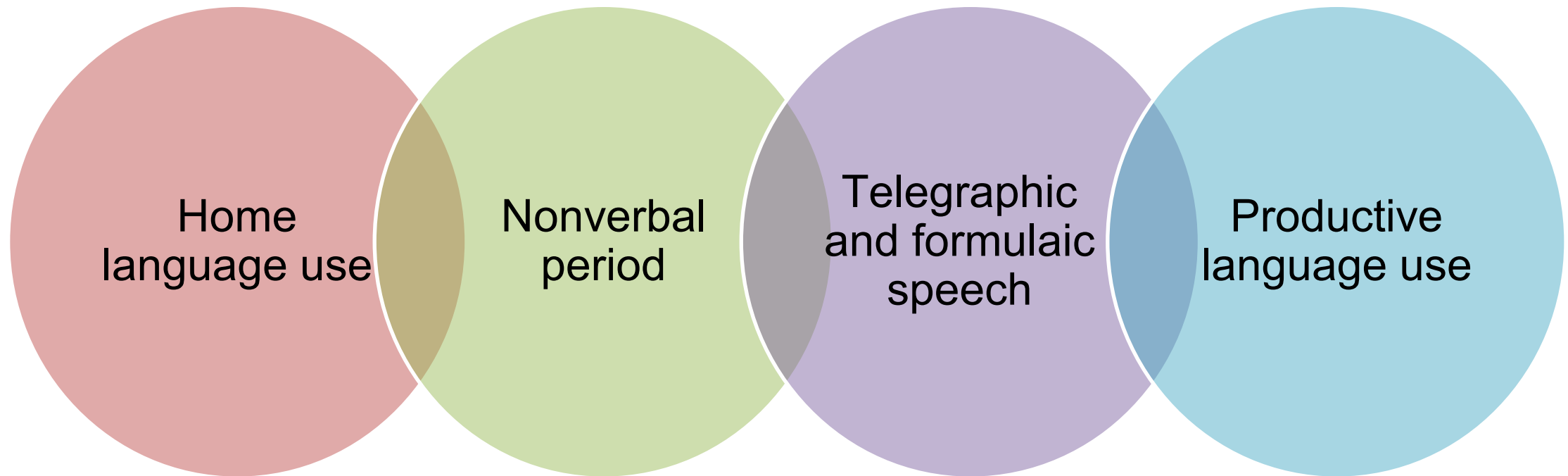
Age of Acquisition of New Language

Language Development is Dynamic (continued)



Children may acquire a second language **simultaneously** or **sequentially** in relationship to the development of their home language.

Stages of Second Language Development (Sequential)



Code Switching

The use of elements (phonological, vocabulary, syntactic) from two languages in the same utterance or stretch of conversation

Typical features of dual language development

- Rule-governed, not at random
- Sensitive to context, intentionally used.



Video: *Creating Bilingual Minds*

- Watch the TED Talk, [*Creating Bilingual Minds*](#).
- As you watch, think about:
 - How code switching shows linguistic sophistication.
 - Your experiences with children who code switch and how you've handled it.



Debrief: *Creating Bilingual Minds*

- How does code switching show linguistic sophistication?
- From your experience, how have you handled your children or students' code switching?

Word Mixing

- Systematic borrowing of words by simultaneous bilinguals from the dominant language into the non-dominant
- It reveals a cognitive competence— filling in the gap

To recap...

Code Switching

Done **intentionally** to create a particular social impact

Borrowing words from another language and mixing them into an utterance

Word Mixing

Done **unintentionally** and out of necessity, usually because the child doesn't remember the word in one language

Program Models in a Nutshell

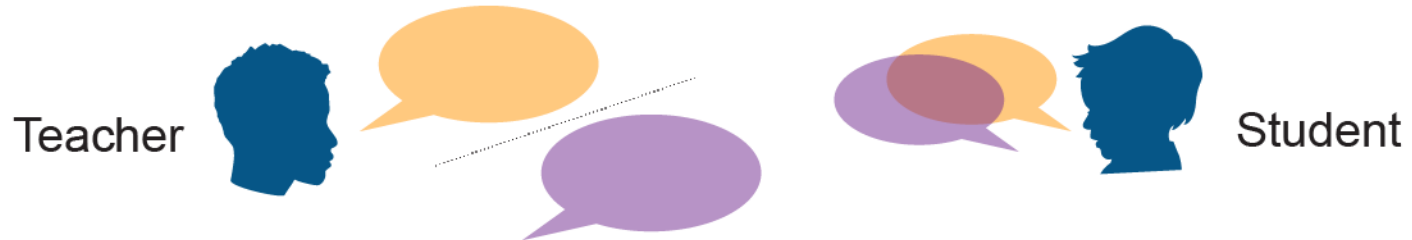
English as a second language



Transitional bilingual



Dual language





Video: *Dual Language Programs Explained*

- Watch the video, *Dual Language Programs Explained*, by the American Institutes for Research on language program models.
- As you watch, consider: What do you think about the challenges set forth for implementing dual language and transitional bilingual education program models?
 - Have you personally experienced any of them?

American Institutes for Research (2016, April 5). *Dual language programs explained* [Video file]. <https://www.youtube.com/watch?v=3dzO9upZO8I&feature=youtu.be>



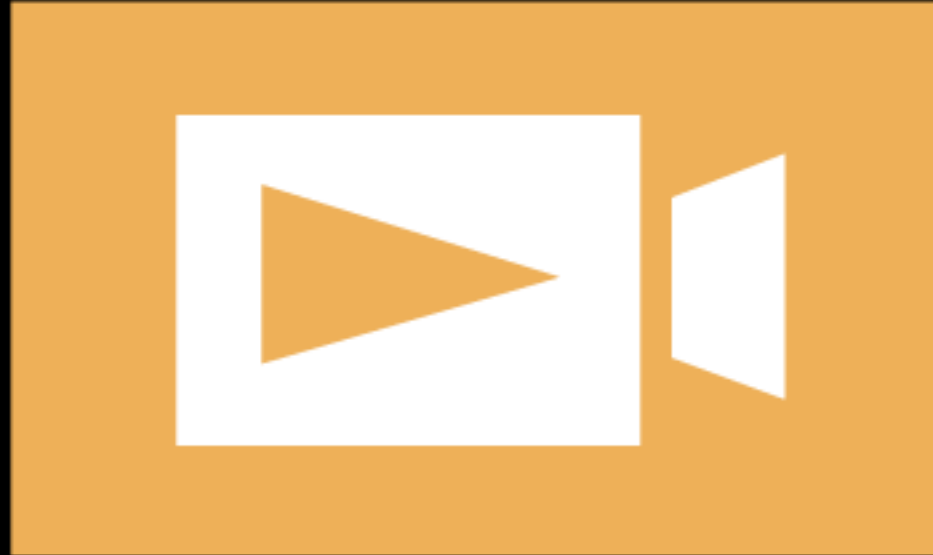
Debrief: *Dual Language Programs Explained*

- What do you think about the challenges set forth for implementing dual language and transitional bilingual education program models?
- Have you personally experienced any of them?



Intro: Sharing an English Book In Spanish

- Watch this video from a Migrant Head Start program in California.
- As you watch, identify characteristics that may indicate that this classroom is implementing a transitional bilingual education model.



Video: Sharing an English Book in Spanish



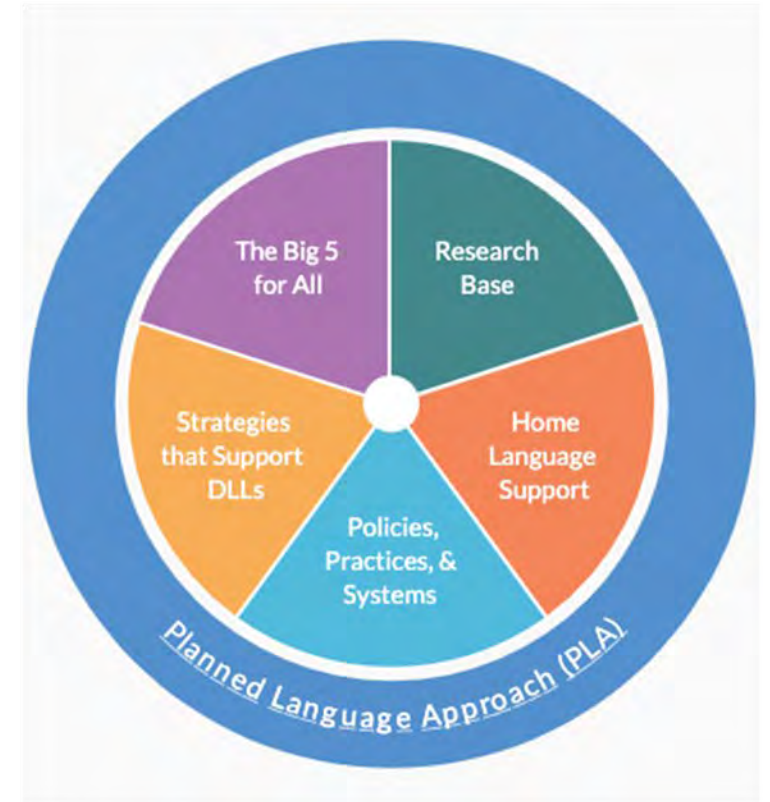
Debrief: *Sharing an English Book In Spanish*

- What characteristics might indicate that this classroom is implementing a transitional bilingual education model?

Head Start's Planned Language Approach

Big 5 Early Literacy Components

- Background knowledge
- Vocabulary development
- Phonological awareness
- Alphabet and letter knowledge
- Print awareness



Planning Across Domains

Head Start ELOF Domains

- Approaches to Learning
- Social and Emotional Learning
- Language and Communication
- Cognition/Mathematics and Scientific Reasoning
- Perceptual, Motor, and Physical Development

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
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Activity: Informing Curriculum

- Consider your program's daily schedule.
- How might you support children who are DLLs in your program during each time frame?

Family Engagement



Activity: Message Received

Write down some messages you've received about how to raise children.

- Have these messages changed over time?
- Do you disagree with any of them?
- Whom do you trust for information? Whom do you tend not to trust?
- What does good parenting mean to you?
- Who gets a say in how to raise a child? Who doesn't?

How to Engage in Family-Centered Practice

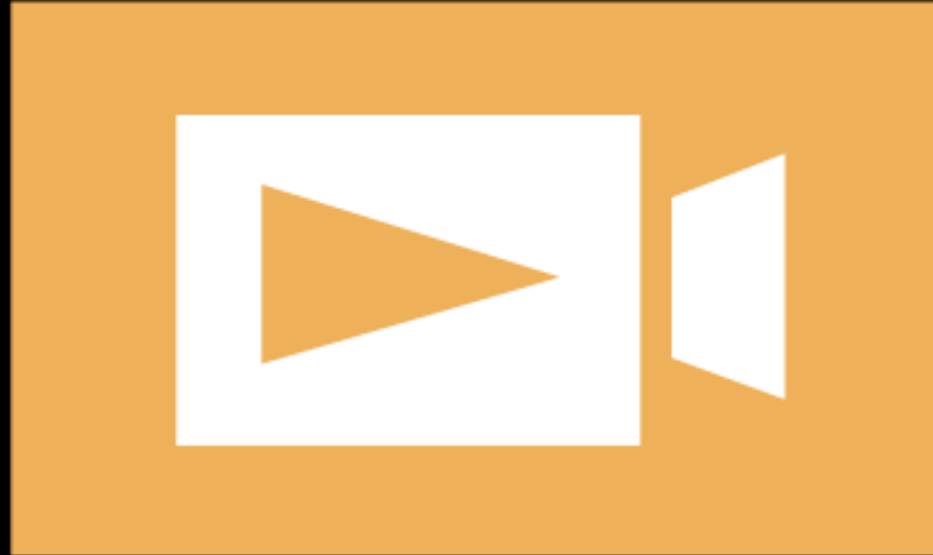
- **Focus** on the child and the family.
- **Emphasize** teamwork and mutual respect.
- **Consider** family strengths, aspirations, priorities and resources.
- **Respect** and **support** family choices and decisions.
- **Promote partnerships.**





Intro: Welcoming and Communicating with Families

1. Watch the video *Welcoming and Communicating with Families of DLL Children*.
2. As you watch, think about what ideas stand out to you. How can we make families of children who are DLLs feel welcome in our programs?



Video: Welcoming and Communicating with Families



Debrief: Welcoming and Communicating with Families

- What ideas stood out to you in the video?
- How can we make families of children who are DLLs feel welcome in our programs/settings?

Language and Literacy Begins at Home

- **Experiences and relationships** matter
- Adults and peers nurture oral language development through **meaningful conversations**, singing, dramatic play, and many opportunities to tell stories and listen and respond to stories told and read by adults.

The Family's Role in Literacy



Image credit: EarlyEdU

- Quantity of book reading is related to vocabulary and listening comprehension development.
- Attention to teaching children to read and write words is related to reading skills at the end of Grade 1.



Activity: Asking Questions

- Choose a partner and practice asking and answering questions.
- One person is the educator, one person is the parent.

Establishing Transition Policies and Practices



Image credit: EarlyEdU

- Transitions into your program
- Transitions out of your program
- Transitions within your program

Transitions - Individualization Policies

- Engage our families of children who are DLLS in conversations about school readiness and discuss specific strategies
- Co-create individualized transition plans
- Arrange for our children who are DLLs and families to visit prior to transition

Transitions - Individualization Policies (cont.)

- Share information with families on their rights under federal and state laws, including rights under the Individuals with Disabilities Education Act (IDEA) and rights related to bilingual education services

Intentional Language Support

A Young Child's Environment is Physical and Social-Emotional



- Physical environment:
 - Objects and spaces
- Social-emotional environment:
 - People, relationships, values, beliefs

Relevant Cultural Materials and Artifacts



Image credit: EarlyEdU

- Are structured and intentionally mindful of children's cultures.
- Reflect not just diversity, but also the actual culture of the children.
- Being able to identify with different cultural references in the environment helps children feel they belong and facilitates learning.

Increase Predictability

- Provide access to rules, expectations, and activity directions in English, as well as in home languages.
- Increasing predictability for DLLs is crucial:
 - Language barrier might impede children's understanding of rules and expectations, which can produce anxiety.
 - If children feel excessively anxious or unfamiliar with rules, they are more likely to shut down, withdraw, or act out

Example: Classroom Rules



Image credit: EarlyEdU

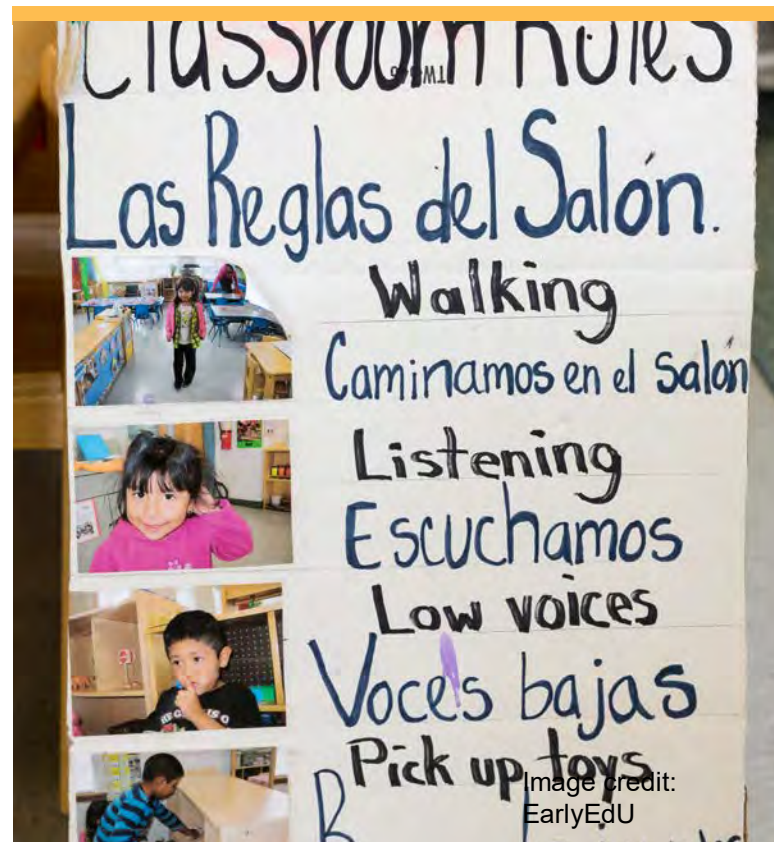


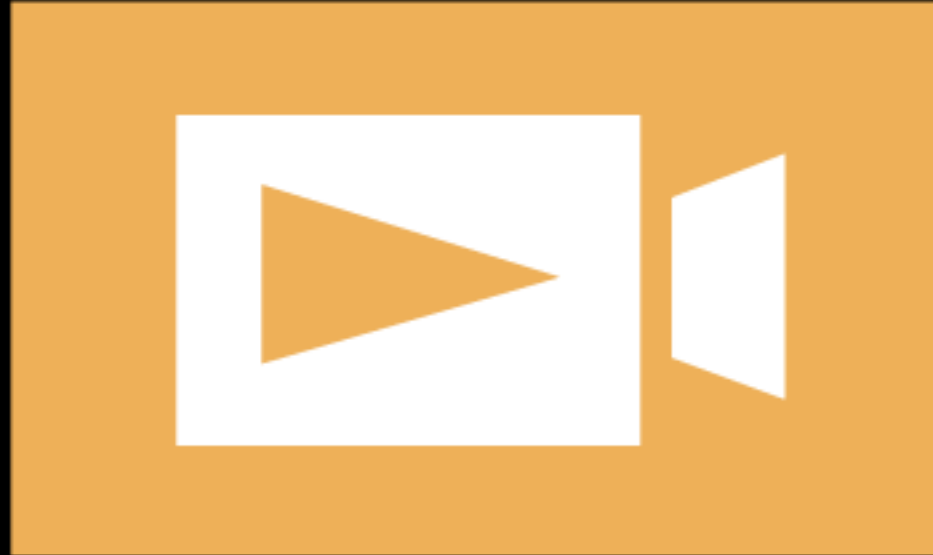
Image credit: EarlyEdU





Intro: Setting a Supportive Classroom Environment for DLL Children

1. Watch this video of an interview with Dr. Lilian Duran.
2. As you watch, identify the strategies she mentioned that support a classroom's physical environment and those that support the social-emotional environment.



*Video: Setting a Supportive Classroom Environment for
DLL Children*



Debrief: Setting a Supportive Classroom Environment for DLL Children

- Which strategies did Dr. Duran mention that support a classroom's physical environment, and which ones support the social-emotional environment?
- Did she mention any new strategies that are new to you?



Activity: Is my Early Learning Environment Supportive?

- Use the “Supporting Emergent Bilingual Children in Early Learning Checklist”
- Versions in multiple languages found at: <https://www.edc.org/early-ed-tools>

Joint Attention

Attention focused on the same thing



Shared Attention

Attention focused on each other

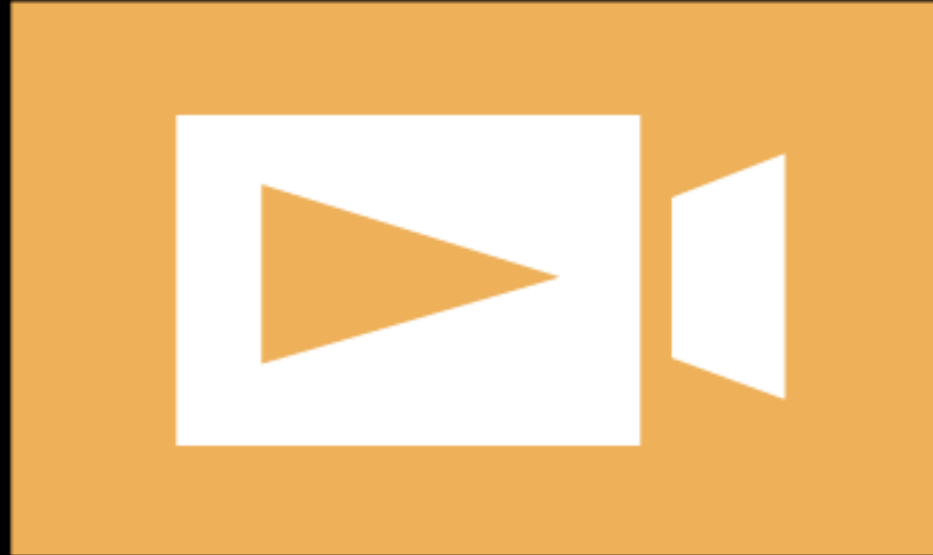




Intro: *Following a Child's Lead*

Watch the video and answer the following questions:

- What were the educator and child doing at the beginning?
- What happened next?
- Did the teacher redirect the child's attention right away? If not, what did she do?
- How did the child react?



Video: Following a Child's Lead—Example



Debrief: *Following a Child's Lead*

- What were the educator and child doing at the beginning?
- What happened next?
- Did the educator redirect the child's attention right away? If not, what did she do?
- How did the child react?

The CAR Strategy



- **C**omment and wait.
- **A**sk questions and wait.
- **R**espond to extend the conversation.

Conversation Strategies



OWL: Observe, Wait, Listen

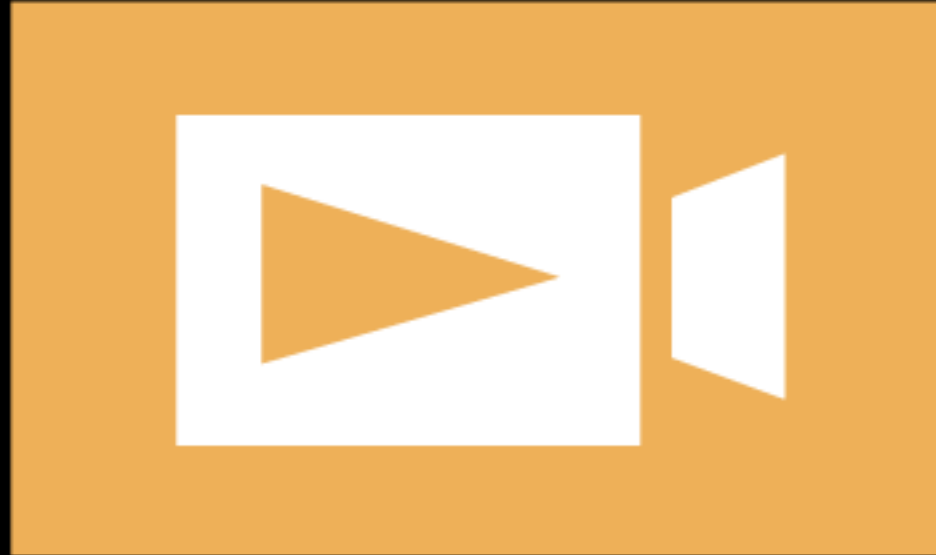
Share the moment:

- Get face-to-face.
- Let the child know you are listening.
- Comment on the **child's** interests.
- Ask **real** questions:
 - What if? What next?
 - What is that? Why did she do that?



Intro: *Talking with Infants*

1. Watch the video
2. As you watch, identify conversation strategies the educator is utilizing while interacting with infants.
3. Make sure to identify areas where the educator could improve as well.



Video: Talking with Infants



Debrief: *Talking with Infants*

- Identify conversation strategies the educator used while interacting with infants.
- Identify areas where the educator could improve.

Purpose of Ongoing Assessment

1) Establish baseline function

2) Identify areas of strength and need

3) Look at performance across:

Languages

Settings

Communication Partners

Comfort Levels

Time of Day

4) Establish goals for instruction/intervention

5) Measure change that results from instruction/intervention

Assessment of DLLs Should Be:



- Developmentally appropriate
- Culturally and linguistically responsive
- Supported by professional development
- Inclusive of families

Image credit: EarlyEdU

Important Considerations

Most standardized assessments do not compare children to a larger population that reflects their background and learning profile.

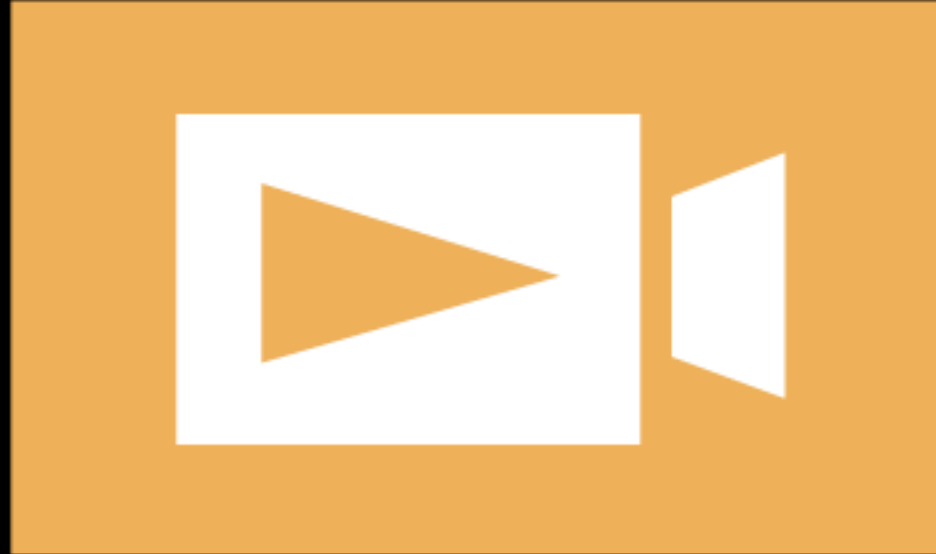


Intro: Assessment Tools and DLLs

Watch the video of Dr. Linda Espinosa talking about issues with standardized assessment tools.

As you watch, think about the following:

- What is flawed with current standardized assessment measures?
- What does Dr. Espinosa suggest as an alternative procedure?



Video: Assessment Tools and DLLs



Debrief: *Assessment Tools and DLLs*

- What is flawed with current standardized assessment measures?
- What does Dr. Espinosa suggest as an alternative procedure?

Examining Beliefs



Discussion: Brainstorm

- What is culture?
- What qualities make up a culture?
- What counts? What doesn't?

Suggested Definition of Culture



A group of people who share common understandings, experiences, or skills attributed to an identity or identities they hold.

- DLL
- Specific language
- Racial identity
- Religion
- Gender identity
- Age
- Socioeconomic Status (SES)
- Dis/ability
- Immigration status

Culture Continuously Shifts

“What is crucial is that we work to sustain Black, Latinx, Asian, Pacific Islander, and Indigenous languages and cultures in our pedagogies; we must be open to sustaining them in ways that attend to the emerging, intersectional, and dynamic ways in which they are lived and used by young people.”

Alim & Paris (2017), p. 9

Dominant Identities Have Culture



“Due to social power dynamics that define whiteness as the unmarked, invisible norm, they are like fish who have trouble seeing the water that they swim in-- and that extends to many others who have grown up in a homogenous environment.”

Dr. Gloria Ladson-Billings (2017)



Discussion: Your Language Learning Experiences

- Do you speak more than one language?
- What were your language learning experiences growing up?



Activity: Individual Reflection, Part 1

When you hear a student speaking:

- English
- Spanish
- French
- Somali
- Japanese



Activity: Individual Reflection, Part 2

- Where do these biases come from?
- How might systems of power support these biases?
 - Media, schools, policies, social norms, employment, etc.
- How do/will you work against harmful biases?



Program Reflection

- What qualifications and qualities do educators in your program possess that applies to working with children, some or all of whom are DLLs?
- Is there representation among your applicants and employees?
- How are you held accountable, and how do you hold others accountable, for supporting children who are DLLs?

The Dual Language Learners Program Assessment (DLLPA)

- The Dual Language Learners Program Assessment (DLLPA) outlines strategies for a coordinated approach across management systems and program services, focusing on four areas for management systems:
 - Communication
 - Human Resources
 - Training and Professional Development
 - Program Planning and Service Systems



Being an Educator Advocate - You Can Do It!

We have a responsibility to disrupt systems of oppression, both inside and outside of the classroom.

Families and communities hold wisdom, knowledge, skills, and perspectives that are essential to curriculum & instruction, professional development, and transition services.

End of Module