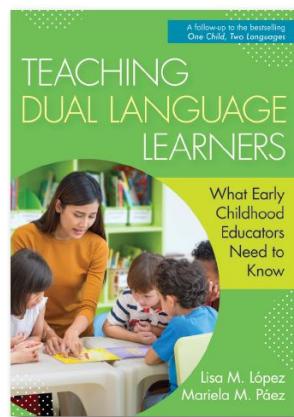


Dual Language Learners in Early Childhood Classrooms

Coffee Chat
Brookes Publishing

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Webinar Tips

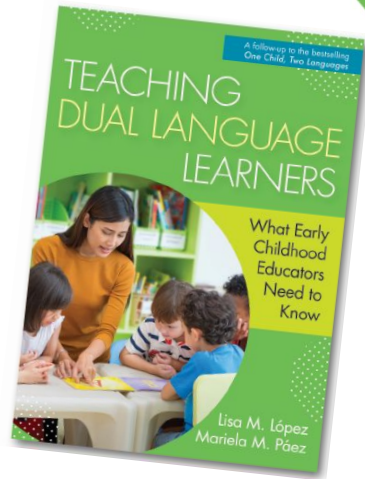
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Teaching Dual Language Learners

What Early Childhood Educators Need to Know

Get the essential knowledge and strategies to support young dual language learners in your classroom—and set them up for a lifetime of school success!

<https://bpub.fyi/Teaching-DLLs>

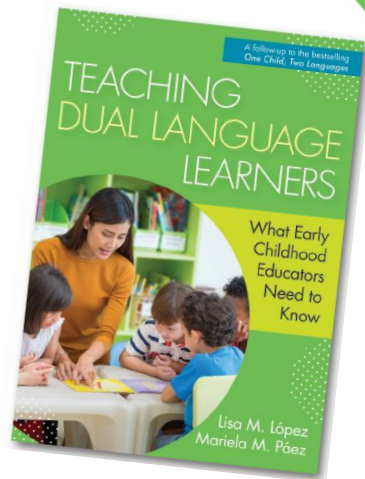


Book Giveaway

We're giving away 3 FREE copies of

Teaching Dual Language Learners

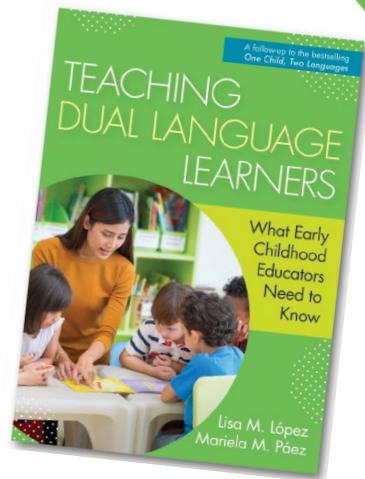
Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



Survey

At the end of the webinar, you'll be prompted to complete **a short survey.**

Let us know what you thought and you could **win a free book!**



Certificates

Certificates of attendance are available for all webinar viewers.



Dual Language Learners

- Across the nation, educational systems are experiencing an increase in the number of young children who speak a language other than English at home and are learning a second language
- Since 2000, DLL population in the U.S. has grown by 24% (Park et al., 2017) with more than 350 languages represented including:

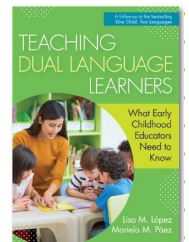
Spanish (59%) Chinese (3.3%) Tagalog (1.9%)
Vietnamese (1.9%) Arabic (1.9%)

- Dual Language Learners (DLLs) make up a significant number of children in early childhood settings



Goals for Today's Coffee Chat

- Examine beliefs about dual language learners' development and learning, and the research that supports these beliefs
- Discover connections between language and literacy development that are relevant for dual language learners
- Explore ways to provide effective support for dual language learners in the classroom
- Learn practical instructional strategies for promoting language and literacy development in dual language learners



Positive Beliefs Promote Responsive Practices

Teachers should continuously reflect on and examine their own beliefs.

Ask Yourself: Do your beliefs align with your classroom practices?

BELIEFS THAT PROMOTE CULTURALLY RESPONSIVE PRACTICES WITH DUAL LANGUAGE LEARNERS



BELIEF 1: CHILDREN ARE CAPABLE OF SUCCESSFULLY LEARNING MULTIPLE LANGUAGES

BELIEF 2: QUALITY AND QUANTITY OF LANGUAGE INPUT ARE IMPORTANT FOR LANGUAGE LEARNING



BELIEF 3: KNOWLEDGE OF A FIRST LANGUAGE CAN SUPPORT LEARNING A SECOND LANGUAGE

BELIEF 4: BILINGUALISM AND MULTILINGUALISM HAVE MANY LINGUISTIC, COGNITIVE, AND CULTURAL BENEFITS



Adapted from López, L.M., & Pérez, M.M. (2021). *Teaching Dual Language Learners: What Early Childhood Educators Need to Know*. Paul H. Brookes Publishing.

Children are capable of successfully learning multiple languages

Over half of the world's population is bilingual



Children can navigate different languages and cultures

Learning multiple languages during childhood does not cause a language delay or impairment



The process of developing and learning multiple languages does not cause developmental delay or language impairment

There are multiple successful methods for children to become bilingual



Multiple languages may be spoken at home or school or one language may be spoken at home & a different language spoken at school or in the community

Quality and quantity of input are important for language learning

QUALITY

Adults must be intentional, responsive, and comfortable speaking the language; engaging in frequent interactions and conversations with the child.

Quality language exposure includes talking, singing, and reading with the child.

QUANTITY

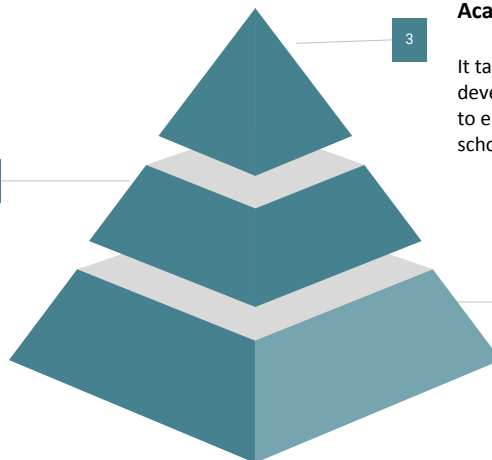
Children's language growth depends on the amount of input they are receiving in each language.

Children need exposure to language to develop language.

Knowledge of a first language can support learning a second language

Social Language

It takes children 3-5 years to learn social aspects of a language. Some children will begin speaking a new language immediately but it will take them several years to become proficient. It is important to continue building the first language.



Academic Language

It takes children 5-7 years to develop enough academic English to engage in and participate in a school curriculum.

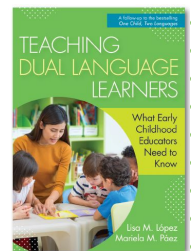
First Language as the Foundation

A strong foundation in one language can help in the development of a second language

Bilingualism/ Multilingualism have many linguistic, cognitive, and cultural benefits

| | | |
|----|-------------------|---|
| 01 | Linguistic | Learning one language helps in the development of a second or third language. Many skills transfer across languages. |
| 02 | Cognitive | Knowing more than one language can help with planning and regulating behavior, thinking flexibly, and inhibitory control. |
| 03 | Cultural | Children continue to communicate with family members, develop cultural competence, and strengthen their identity. |

Focus on Language and Literacy



The Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

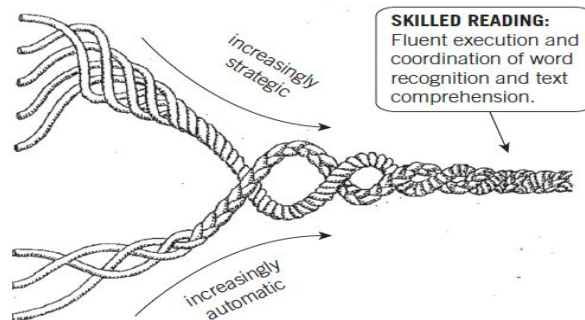


Figure 5.1 Scarborough's Reading Rope demonstrates the many strands of skilled reading. (Republished by permission of Guilford Press, from Scarborough, H. [2001]. Connecting early language and literacy to later reading disabilities: Evidence, theory, and practice. In S. B. Neiman & D. K. Dickinson [Eds.], *Handbook of early literacy research* [pp. 97–110]; permission conveyed through Copyright Clearance Center, Inc.)

Strategies for Developing Language and Literacy Skills with DLLs

- Focus on language development and extended vocabulary
- Foster phonological awareness
- Integrate instruction on letter identification, decoding, word recognition skills
- Support learning about book concepts and print knowledge
- Engage students in early writing
- Support home languages

Language Development and Vocabulary

High Quality Interactions

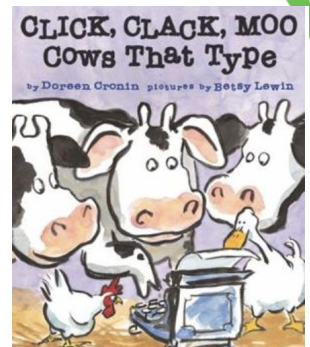
- engage children in hearing and using different words
- back-and-forth conversations
- opportunities to develop new words in context
- scaffolding--confirm, recast, elaborate
- reading books, listening to stories, singing

Support of home languages

- activate background knowledge
- possibility of transfer
- consider children as experts
- leverage resources in the community including families

Lesson Example: Focus on Vocabulary

- A read-aloud lesson including activities before, during, and after the reading
- Book *Click, Clack, Moo: Cows That Type* (Cronin, 2000)
 - Identify and pre-teach key vocabulary words
 - Connect to DLLs' background and knowledge
 - While reading explain the definitions
 - Present activities after the read-aloud



Assessment of Language and Literacy Skills

Systematic

Developmentally Appropriate

Multiple sources of data

Assess skills in the languages that the child is exposed to and uses to demonstrate what he or she knows and is able to do

Assess learning that is connected to the curriculum and teaching in the classroom so that DLL children have an opportunity to learn these skills

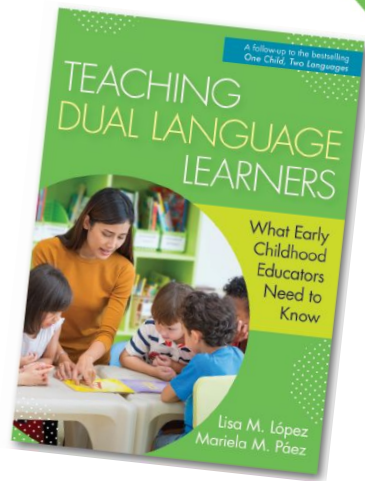
Engage families in assessing language and early literacy skills, especially for determining children's abilities in the home languages

Questions?

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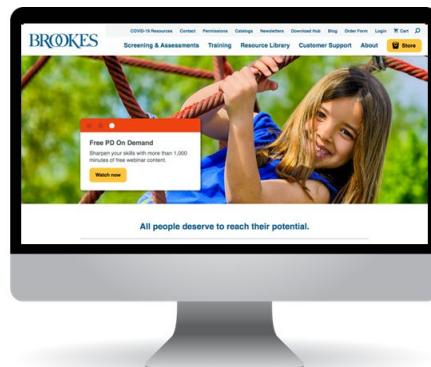
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