


The Virginia Early Childhood Administrator Professional Credential (VA-ECAP)

ONLINE CREDENTIALING PROGRAM
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Multilingual Classrooms: Supporting English Language Development of Young Dual Language Learners

Webinar 3 of the 4-part series.

WHAT'S THE DIFFERENCE?
Culturally Responsive Teaching & Learning in Early Childhood Education

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Our Presenter

Angèle Sancho Passe

Author and ECE Consultant




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Assisting today's presenter



KAMNA SETH
Webinar Facilitator
Senior Director
ECE Initiatives
The Source for Learning



CARRIE SCRUGGS
Webinar Support
ECE Consultant
ECE Initiatives
The Source for Learning

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Objectives

Understand Understand that learning a second language is a demanding cognitive and social task to meet the language needs of children.

Explore Explore techniques for essential elements such as environment, curriculum, teaching techniques, and home-school connection to support English or another second language learning for positive outcome of language development.

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"Scaffold children's learning to achieve meaningful goals. Set challenging but achievable goals for each child."

"Consider the developmental, cultural, and linguistic appropriateness of the learning environment and your teaching practices for each child."

NAEYC: Advancing Equity in Early Education
(2021)

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Linguistic + Socio-cultural

Social + Pre-Academic language

Be clear on your goals

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Children learn the language to say what they...




Think Want Feel Need

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Stages in Learning Second Language

- 1 Use of home language
- 2 Non-verbal period
- 3 Telegraphic and formulaic speech
- 4 Productive language




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Environment 	Curriculum 
Four Parts	
Teaching techniques 	School-family connection 


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<ul style="list-style-type: none"> • Am I safe? • Do I see myself? • Do I hear my family's language? • Do I have the right materials to learn? • Do I feel calm, and not overstimulated? 	Environment 
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Curriculum and materials 	Integrated with: <ul style="list-style-type: none"> • Topics • Themes • Projects to ground vocabulary
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Balance	
 Adult-directed activities	 Child-directed activities

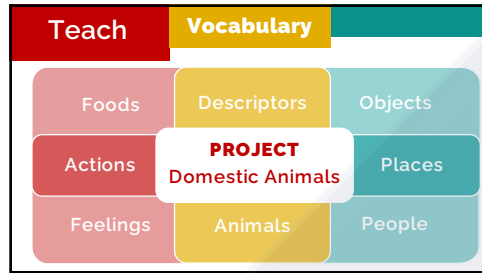
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<p style="text-align: center; font-size: 1.2em;">Ms. Martin's Spring Project</p>	
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Techniques to Support Second Language Development	
Infants and Toddlers, and Older <ul style="list-style-type: none"> • Teach vocabulary • Repeated-read-aloud (RRA) • Total Physical Response (TPR) • Modeled talk • Small groups- "Pockets of Play" 	Preschoolers and Early Elementary <ul style="list-style-type: none"> • Front loading • Scripted dramatic play • Preview-view-review • Dictation • Culture studies • Peer tutoring 

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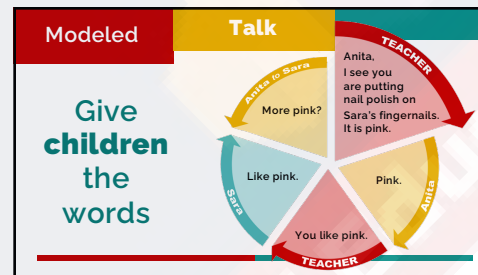
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Front Loading

<https://youtu.be/pw06qgVVM>

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Scripted **Dramatic Play**

Mr. Ben
Ms. Mary, I am in your grocery store, and I want to buy food for my dinner.

Ms. Mary
Here you go, Mr. Ben. Carrots and chicken for your soup. It's five dollars, please.

Mr. Ben
I want vegetables and meat for soup. Like carrots and chicken.

Ms. Mary
Ok, Mr. Ben, what do you want to buy?

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Preview - View - Review

Preview
Preview book in the home language with brief summary of the plot

View
Read the book in English

Review
Discuss the book in home language

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Dictation

What we know about transportation?

January 20, 2012	February 28, 2012
- Bus driver drives a BUS	- Taxi's are cars
- Has tires to move	- Tabby Tiger Taxi driver
- windshield wipers	- Duck in the Truck
- School bus goes to school	- Buses are big
- School bus picks up people	- Fix cars
- Trucks	- give tires and clean cars
	- transportation takes you places

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Culture **Studies**

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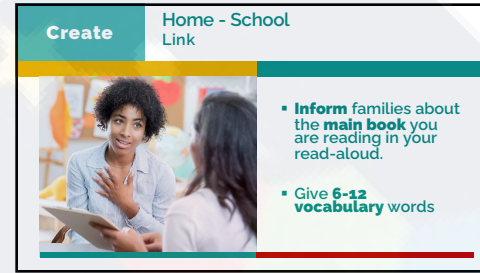
Peer **Tutoring**

Pair children who are fluent with children who are learning

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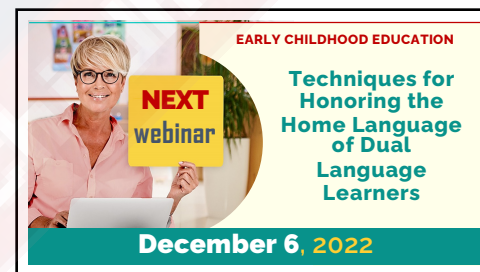
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