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**The Essential Elements of Teaching Dual Language Children and Supporting Their Families in the Learning Process**

Webinar 2 of the 4-part series

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

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**Our Presenter**

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**Objectives**

- Understand** the development of first and second language in young children to provide a stimulating linguistic environment that supports language development of dual language learners (DLLs).
- Explore** ways to use language in the classroom to support DLLs' language acquisition.
- Acquire** strategies to support families of DLLs to help their children be bilinguals.

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"Support the development of children's first languages while simultaneously promoting the proficiency in English."

**NAEYC: Advancing Equity in Early Education** (2019)

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**Who are dual language learners?**



Children learning **two** languages simultaneously

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**50-300 words by 2 years**

**300-2000 words by 3 years**

**2000-6000 words by 5 years**

**6000-12,000 words by 8 years**

Babies      Toddlers      Preschoolers      Primary graders

Introduction to **language development**

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- Describe things
- Express ideas
- Ask for help
- Solve a problem
- Express feelings
- Inquire
- Engage in fantasy play
- Play with language

Children learn that **language** is a tool

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### Challenges for children who are **dual language learners**

- At risk for limited learning opportunities
- At risk for social isolation
- Have slower growth in expressive language than monolingual learners
- Need many opportunities to practice the second language in the classroom and in the community

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### How Children Learn a Second Language

- Before the age of 5, the pattern of learning 2<sup>nd</sup> language is similar to the 1<sup>st</sup> language
- To learn a language, input is not enough, output is necessary:
- Concepts and words at the same time
- Children need to talk, talk, talk

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### STEPS

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

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### Learning and **Picking Up** a language

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### What is **receptive language** and **expressive language**?

- Receptive**: What we UNDERSTAND
- Expressive**: What we SAY

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### Social language AND Academic language

- Social language**: The language of home and community used for everyday life events, activities, and relationships.
- Academic language**: The language of learning, comparing, classifying, inferring, and analyzing.

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The **emotional side** of learning a second language:  
**Three stories**

**Ahmed, 22 months**      **Thao, 4 years**      **Lucia, 7 years**

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The role of **adults** in teaching languages

- Start slowly
- Observe and listen
- Respond when children initiate communication
- Treat children as conversational partners
- Give positive feedback
- Wait five to eight seconds

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What can **adults do** when **children mix** languages?

**Children mix languages as they learn**

- Additive vocabulary

**Adults should not mix languages in the classroom**

- Job to teach language

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**Translanguaging**

**Intentional pedagogy**      **Language of Learning (LoL)**      **Language of Instruction (LoI)**

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Tomás says "Quiero más milk"

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**Honoring home languages**

**YES!**

- ✓ Formal times
- ✓ Routines
- ✓ Greetings
- ✓ Songs
- ✓ Finger plays
- ✓ Story reading

**NO!**

- ✗ Random use
- ✗ Management talk
- ✗ Scolding

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### Understand

- Be aware of culture
- Acculturation is a choice
- *Ambiguous loss*
- Learn about students' families

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### Build relationships

- Tell about yourself
- Learn and use greetings in home languages
- Speak clearly but not loudly
- Support your message with gestures
- Allow longer response time

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### Communicate

- Plain English
- Verbally, through an interpreter
- In writing in English or in translation

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### Collaborate

- Educator as cultural guide
- Encourage families to maintain home language
- Invite and train families to volunteer in the classroom

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**For children whose first language is NOT English**

- Ask families what they want for their children
- Reassure families that their children will learn English at school
- Bring parents into the classroom
- Encourage home language at home

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**For children whose first language IS English**

- Ask families what they want for their children
- Tell families that children are getting a foundation in second language at school
- Encourage exposure to the second language outside of school

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**Resources**

**Dual-Language Learners**  
BIRTH TO GRADE 3  
**Strategies for Teaching English**

www.angesanchoasse.com

Angele Sancho Passe

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**Resources**

- Ambiguous Loss, by Pauline Boss
- Colorin Colorado [www.colorincolorado.org](http://www.colorincolorado.org)
- Early Childhood Learning and Learning Center <http://eclkc.ohs.acf.hhs.gov>
- Milet [www.milet.com](http://www.milet.com)
- NAEYC [www.naeyc.org](http://www.naeyc.org)
- WIDA [www.wida.us](http://www.wida.us)

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