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Understanding the Need for Supporting Dual Language Learners in the Early Childhood Environment

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

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Our Presenter

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Supporting Dual Language Learners Certificate



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For more info contact: Carmen Rivers riversc@uww.edu

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Objectives

Understand **Understand** why there is a need for dual language learning in early childhood education in the United States to help early learning programs prepare their educators to enhance experiences for dual language learners (DLLs).

Define **Define** dual language learners and identify ways to meet their needs in early childhood programs.

Explore **Explore** phases of language development and identify coping strategies of DLLs to support children's learning in more than one language simultaneously.

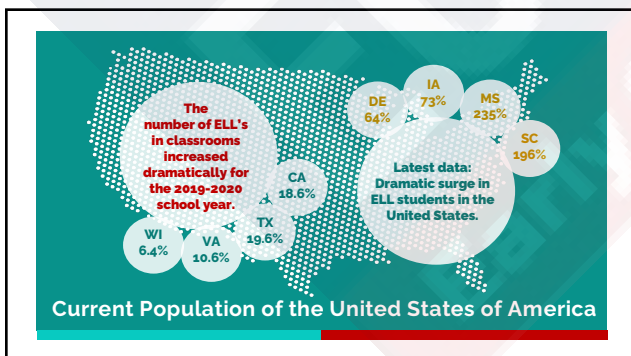
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Who is a Dual Language Learner?

A child who is learning to speak more than one language.

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Why the Need to support DUAL LANGUAGE Learners in EARLY CHILDHOOD?

Immigration! ELL's are the fastest growing population.

There are benefits of learning more than one language

- Problem-solving
- Critical thinking
- Listening skills
- Memory
- Concentration
- Ability to multitask
- Enhanced creativity
- Mental flexibility



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Why the Need to support DUAL LANGUAGE learners in EARLY CHILDHOOD?



By supporting two languages in early childhood, fluency in two languages is attainable. The critical window for learning a language is between the ages of 2-4.

Maintaining one's home language while learning a second language helps to support cultural identity and boost both self-concept and metalinguistic abilities.

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Why the Need to support DUAL LANGUAGE learners in EARLY CHILDHOOD?





ELL children are among those at greater risk for reading and math difficulties in elementary and middle school, high school dropouts, and low college attendance.

Young ELL children tend to lag behind monolinguals in academic tasks and are at-risk for losing fluency in their home language, which is linked to poor academic outcomes.

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Difference between Supporting Dual Language Learners and Being an Immersion program OR Dual Language program

Supporting dual language learners in early childhood looks much different than immersion or dual language programs.

 <p>No support of home language.</p> <p>Children learn literacy and content in the target language.</p>	<p>Children learn literacy and content in two languages.</p> 
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Difference between Supporting Dual Language Learners and Being an Immersion program OR Dual Language program

 <p>No support of home language.</p> <p>Children learn literacy and content in the target language.</p>	<p>Children learn literacy and content in two languages.</p> <p>Ratio of instruction changes, usually as the children get older.</p> <p>Supporting Dual Language Learners</p> <ul style="list-style-type: none"> • Early Literacy skills • Encourage use of both languages • Include families 
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BENEFITS of Learning a Second Language



- Increased creativity and problem-solving skills
- Improve long-term academic achievement
- Easier for children to learn a third language or additional languages
- Builds confidence and higher self-esteem
- Increased social-emotional skills

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MYTHS About Dual Language Learners

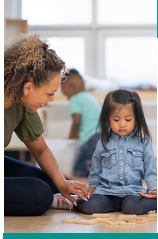
- 1** The language development of dual language learners looks the same as monolingual language development.

Learning two languages during the early childhood years will overwhelm, confuse, and/or delay the acquisition of English.
- 2** Total English immersion from Prekindergarten through Third Grade is the best way for a young dual language learner to acquire English.
- 3** Because schools don't have the capacity to provide instruction in all the languages represented by DLL children, programs should provide instruction in one common language —English.
- 4**

Source: Espinosa, L.M. (2013). Pre-K-3rd: Challenging common myths about dual language learners. New York, NY: Foundation for Child Development.

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Two Types of Language Learners

Simultaneous	Sequential
 <p>Simultaneous bilinguals are children who are exposed to more than one language prior to age three. They develop two or more languages equally, through exposure and frequent opportunities to use each language.</p>	<p>Any individual who acquires a second language after gaining initial exposure and understanding of a first language.</p>

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Simultaneous Language Learners

Go through phases that are similar to that of 1st language development in monolinguals.




- 0-3 months: Crying
- 6-12 months: Babbling
- 10-14 months: First words
- 10-18 months: One word at a time
- 17-20 months: Two words together
- 2-5 years: Language explosion

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Simultaneous Language Learners

PHASE 1- EARLY PHASE- Birth to age 3



- Acquire basic rules for grammar by age 3.
- Understand approximately 1000 words.
- Progress in sounds (phonology), word parts (morphology), grammar (syntax), and vocabulary (semantics).
- Make overgeneralizations such as "goed" instead of "went."
- Combine elements of languages (code-switching).

"I goed to Nanna's"

"No quiero milk!"

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Simultaneous Language Learners

PHASE 2- MIDDLE PHASE- Ages 3 to 4



- Builds vocabulary rapidly but understanding is limited.
- Pronounces words more accurately.
- Engages in effective and appropriate conversations, modifying speech if not understood.
- Increases length and complexity of sentences.
- Uses "wh" questions and answers to better understand the world.
- Begins to use polite forms such as "please" and "thank you."

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Simultaneous Language Learners

LATER PHASE – Five to 6 years



- Uses more than 6 words per sentence in each language.
- Makes indirect requests and comparisons.
- Develops vocabulary in both languages, understanding multiple meanings of words.
- Adjusts speech to the needs of listeners, and if necessary, adds more details to clarify meaning.
- Produces most sounds accurately, but may experience some difficulty with sounds such as "v" and "w."

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NEEDS of Dual Language Learners



- Exposure to both languages
- Need learning experiences in both languages, but should have contextual cues so they can learn to separate the languages
- Need to see that home language and culture are valued

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Most 3-year-olds understand how language works

Learning a second language is based on this knowledge

It is crucial to provide support in the child's first language

Second language development

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

INTRINSIC	EXTRINSIC
<ul style="list-style-type: none"> Issues at birth Nutritional intake Personality Motivation Age 	<ul style="list-style-type: none"> Support at home Learning environment Exposure Prior linguistic knowledge Teaching strategies

Second language development

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Diversity of Dual Language Learners

Children may have different types of access to their home language(s) and to English.

Speakers	Experiences
	<p>Amounts and types of experience with each language.</p> <p>Like all children, children who are DLLs demonstrate a wide range of characteristics such as ability, interests, and temperament.</p>

Settings

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Conclusion

There **IS** a need to support dual language learners in an early childhood environment!

Current population Immigration School readiness Self-confidence Connection to culture

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Resources

Dombrink-Green, M & Bohart, H. (ed) (2015). *Supporting Dual Language Learners*. Washington DC: NAEYC.

Nemeth, Karen N. (2012). *Basics of Supporting Dual Language Learners: An Introduction for Educators of Children from Birth through Age 8*. Washington DC: NAEYC.

Passe, Angele Sancho. (2013). *Dual Language Learners Birth to Grade 3: Strategies for Teaching English*. St. Paul, MN: Redleaf.

Preceden
<https://www.preceden.com/timelines/40587-the-history-of-bilingual-education-in-america->

California Department of Education, Early Learning and Care Division
<https://www.desiredresults.us/dll/sequent.html>

Statistics & Data
<https://statisticsanddata.org/data/the-most-spoken-languages-2022/>

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