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**EARLY CHILDHOOD TEACHING: From Easing Stress to Increasing Engagement**  
**Supporting Young Dual Language Learners' Growth in English Language Skills**




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**Our presenter**



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**Assisting today's presenter**

## Today's Objectives

Acquire strategies to encourage maintenance of a child's home language and identify methods of communicating with young children acquiring an additional language.

Explore activities to implement in classrooms that support the first and second language development and second language acquisition of young children.

Learn recommended activities for families of dual language learners that offer supportive scaffolding tips.

## Benefits of Being Bilingual

1. Cognitive development
2. Socio-emotional development
3. Educational advantages
4. Health benefits
5. Career and workplace opportunities
6. Travel communication
7. Ease of learning additional languages
8. Ability to raise bilingual children

## BENEFITS OF BEING BILINGUAL



### Cognitive Development

- Develop executive function: focus attention, perform mental tasks
- Adjust better to changes in environment

## BENEFITS OF BEING BILINGUAL

### Socio-Emotional Development

- Maintain strong ties with family, culture, community
- Build a child's identity
- Establish relationships with people in another language group
- Demonstrate greater self-control
- Develop flexibility and adaptability

## BENEFITS OF BEING BILINGUAL

### Educational Advantages

- School readiness and attention
- School performance and engagement
- Improved sense of belonging, increased parent involvement
- Accelerated English reading skills
- More choices when choosing further education

## BENEFITS OF BEING BILINGUAL

### Health & Well-Being

- Bilingualism improves brain functions like the ability to focus attention and perform mental tasks.
- Speaking a second language can slow the effects of old age
- Greater creativity

## BENEFITS OF BEING BILINGUAL

### Career and Workplace Opportunities

- Bilingual/multilingual employees in the U.S. in linguistically diverse industries and neighborhoods
- International companies requiring communication in more than one language

## Benefits of Being Bilingual

Travel  
Communication

Ease of Learning  
Additional Languages

Ability to Raise  
Bilingual Children

Dual Language Learners are children who “acquire two or more languages simultaneously and learn a second language while continuing to develop their first language.”

*(The Office of Head Start )*

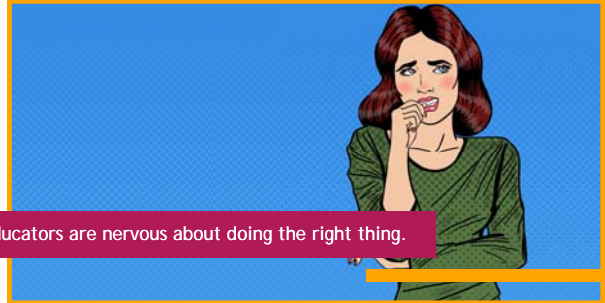
### Who is a Dual Language Learner? (DLL)

## DLLs in the USA

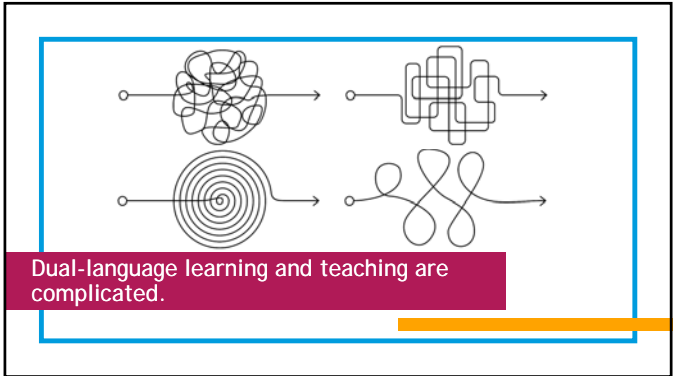
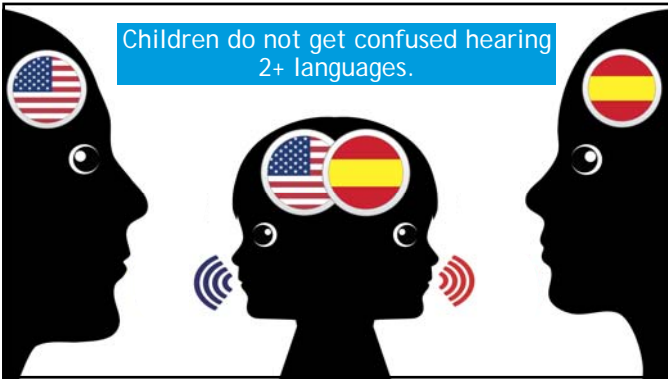
- Are immigrant children born in other countries or born in the U.S. to immigrant parents
- Live in all corners of the nation (large cities, small towns, rural areas; large & small states; N, E, W, S)
- Make up ¼ of the nation’s 75 million children (increasing to 1/3 by 2050)—40% are 3-8 years old
- Have varying needs
- Speak >400 native languages (U.S. Dept of Education): ¼ Spanish
- Many are from families with low educational levels.

## WHAT DO YOU THINK? Do you AGREE or DISAGREE?

- ◆ Is English literacy the key to school success?
- ◆ Must educators teach English explicitly?
- ◆ Do children get confused hearing 2 languages?
- ◆ Do families need help maintaining their home languages?
- ◆ Do early child educators have many challenges teaching DLLs?



Educators are nervous about doing the right thing.



What do we need to do  
to ensure academic  
success?

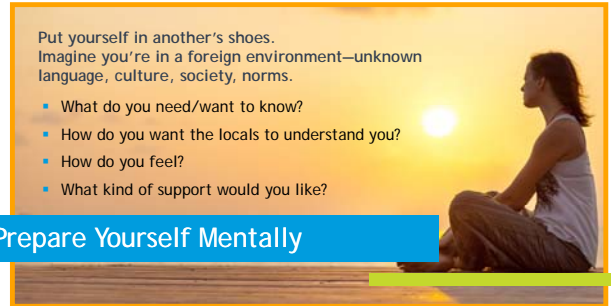
Educators must plan for teaching DLLs.



Put yourself in another's shoes.  
Imagine you're in a foreign environment—unknown  
language, culture, society, norms.

- What do you need/want to know?
- How do you want the locals to understand you?
- How do you feel?
- What kind of support would you like?

Prepare Yourself Mentally



#### ♥ EMPATHY

- + Desire to facilitate learning of DLLs
- + Linguistic sensitivity
- + Celebration of linguistic diversity
- + Knowledge
- + Skills
- + Resources

Empathize



Teaching language to help young children  
become bilingual is a challenging task.



Use concrete techniques for  
teaching DLLs and  
supporting their families.



Home language (HL) is foundation for school literacy.



Encourage families to use HL at home.

Home language (HL) is foundation for school literacy.



Try to use simple phrases in HL with children & families, e.g., *Hello, Good-bye, Thank you.*

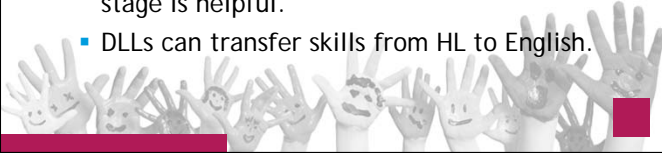
Home language (HL) is foundation for school literacy.



Share English lessons, invite reinforcement in HL

### HELPING CHILDREN LEARN ENGLISH

- Second Language (L2) Acquisition follows a process.
- Scaffolding language to a L2 acquisition stage is helpful.
- DLLs can transfer skills from HL to English.



### Stages of Language Acquisition (Krashen & Terrell 1983)

- 1 Pre-production (1st 6 mo) listening period. Ss begin to understand, don't yet verbalize.
- 2 Early production (6 mo-1 yr): Ss have limited comprehension, initiate one-, two-word sentences.
- 3 Speech emergence (1-3 yr): Ss have good comprehension, can produce simple sentences with grammatical errors.
- 4 Intermediate fluency (3-5 yr): Ss have excellent comprehension, make few errors.
- 5 Advanced fluency (5-7 yr): Ss have near-native ability in written & oral language.

### SCAFFOLD LANGUAGE

Scaffold language to a student's L2 acquisition stage.

- Repeat key words in English.
- Ask for recognition: "Show/bring/throw me the ball." "Where is the ball?"
- Ask for distinction with a choice question: "Is this a ball or a bowl?"
- Add vocabulary. "Can you catch the ball?"
- Target word order: "It's a red ball. What color is the ball?"
- Guide child to give you a command: "Do you want me to throw you the ball? Tell me!"

### DLLs CAN TRANSFER SKILLS FROM HL

DLLs who learn to read in HL can transfer skills: print concepts, literary concepts.

- Spoken ←words→ print; Oral ←stories→ written
- For similar languages, word attack, phonological skills

DLLs can learn to read in English even if they don't read in HL.

- Read three times per day
- Identify target words (vital for overall comprehension)
- Provide rich explanations

## Teaching English to DLLs

### VERBAL & NONVERBAL COMMUNICATION TIPS

- Speak in simple and complete sentences.
- Make suitable gestures.
- Demonstrate with toys and other objects.
- Use a project-based or theme-based approach.
- Show interest, excitement, enthusiasm about language.
- Provide explicit instruction with opportunities to practice.
- Encourage learning through different means.
- Make the curriculum relevant to children & families.



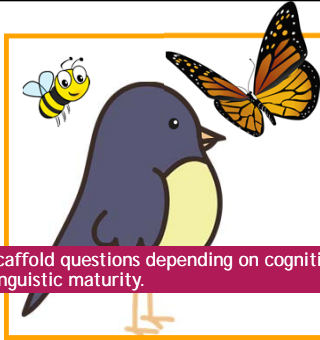
- Expose small children lots of rich, complex vocabulary
- To help their brains grow.
- To help them learn to listen, understand, and speak.
- To give them a strong foundation to read and write.
- Early development of both HL and English can help children succeed later in life.

Create a Language-Rich Environment & Experience

Speak about objects & actions in a running commentary.

Describe what is happening in real time; give learners opportunities to listen to language.

"Let's read a book. You like dogs, right? Here is a book about a dog. The dog's name is Rover. This is Rover on the cover of the book. Let's open the book and take a look. The dog is in the yard."



- Show me the butterfly.
- Which one is a bee?
- Is that a bird?
- Is that a butterfly or a bird?
- Which is bigger, a bee or a butterfly?
- What color is the butterfly?
- Where is the bird sitting?
- How does the butterfly move?
- Why does the bee fly from one flower to another?

Scaffold questions depending on cognitive and linguistic maturity.

Example A. Child: "Truck."

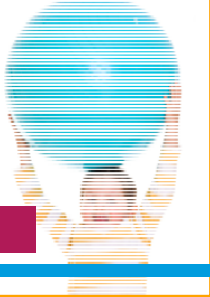
Adult: "Yes, that's a truck. You have a truck. It's a red truck. It's a big red truck. Can you make the truck go? Oh, look, the truck is going down the road! Be careful, truck."

Expand Orally on a Topic

### ENCOURAGE LANGUAGE PRODUCTION


- Repeat clearly. Model pronunciation of a word or phrase and invite a child to speak. "Butterfly. This is a butterfly. Butterfly. Can you say it? Butterfly." If the child is not ready to speak, issue an open invitation, "You can say it later. Butterfly."
- Try a word that will be easy for the child to say. "Bee. This is a bee. Bee. Can you say it? Bee." Child utters "bee." "That's very good; you said bee. This is a bee. What is this?" Child: "Bee."

Total Physical Response (TPR) focus on listening.  
 "Leo, take the blue ball. Hold the big blue ball in your hands. Hold the big blue ball above your head. Put the big blue ball in your lap. Jimmy, take the cube. Take the red cube. Hold the little red cube in one hand. Put the little red cube in your other hand. Jimmy, give the little red cube to Pui-ling. Maria, give the big blue ball to Jimmy."



**Teach English Words & Sentence Structures Intentionally (receptive)**

Total Physical Response (TPR) focus on speaking.  
 "I'm holding the ball. I'm holding the blue ball. I'm holding the big blue ball. I'm holding the ball above my head. I'm holding the big blue ball above my head. I'm holding the big blue ball above my head. I'm holding the ball in my lap. I'm putting the blue ball in my lap. I'm putting the big blue ball in my lap. I'm giving the big blue ball to Jimmy."




**Teach English Words & Word Order Intentionally (productive)**



- Pictures
- Targeted language
- Facial expressions
- Gestures
- Body movements
- Voices
- Repetition
- Questions


**READ STORIES ALOUD**

- Pronounce names.
- Learn phrases.
- Acknowledge holidays, customs & traditions.
- Invite parents to share aspects of DLL's home language & culture.



**Express Appreciation for Children's Home Language and Culture**

**Bilingual book project from English for Child Development.**



**Involve Parents in Helping DLLs Write a Bilingual Story**

**ENCOURAGE PARENTS TO READ TO DLLs IN HL**

- If they don't already have books in HL, direct them to the library's bilingual and foreign language section and to local or online bookstores.
- Explain the advantages of raising bilingual children and the importance of giving children a good foundation in their HL.
- Identify HL-reading parents, consider inviting them to be models to others.



**Provide DLLs' Parents with Specialized English Learning Options**

*English for Child Care: Language Skills for Parents and Providers* (book & ePub versions)

*English for Child Development: Language Skills for Parents and Providers*

**20% Discount offered**

Marianne Brems  
Marsha J. Chan  
Julaine H. Rosner

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*English for Child Care & English for Child Development* enable parents, ECE teachers and childcare providers to

- Respond appropriately to English language
- Participate in conversations in English
- Use appropriate grammar to promote effectively
- Comprehend and respond appropriately to readings
- Use vocabulary words and phrases found frequently
- Recognize selected aspects of American culture

**English for Child Development Curriculum**

- Teaches English specific to early childhood education.
- Embraces the linguistic and cultural diversity of children and adults.
- Focuses on the academic language for students of child development.
- Include games, creative projects, and problem-solving tasks.
- Gives practical assignments for communicating orally and in writing as childcare educators and families.
- Recognize selected aspects of American children's culture, such as songs, and stories, and use these with children.

**Teaching DLLs Resources**

*YOUNG DUAL LANGUAGE LEARNERS: A Guide for PreK-3 Leaders*, by Karen Nemeth

*Dual-Language Learners: Strategies for Teaching English*, by Angele Sancho Passe

**Web Resources**


1. Language Castle Home. Retrieved January 14, 2020, from <http://www.languagecastle.com/>  
Resources for educators working with linguistically diverse young children from Karen Nemeth, Ed.M.
2. Marsha Chan's Professional Development Blog (2017, March 18). English Pathways to Child Care & Child Development. Retrieved from <https://marshaprofdev.blogspot.com/2017/03/english-pathways-to-child-care-and.html>
3. NAEYC Resources to Support Dual Language Learners. Retrieved from <https://www.naeyc.org/resources/topics/dual-language-learners>

**Our presenter's contact info**



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**NEXT** webinar

EARLY CHILDHOOD TEACHING: From Easing Stress to Increasing Engagement

Rekindle Your Passion:  
Self-Care Practices for Early Childhood Educators

Wednesday, June 4, 2020 @ 1:00 PM ET

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