

# Supporting Dual Language Learners in Preschool: Examining Research-based Teaching Practices that Promote English Language Development



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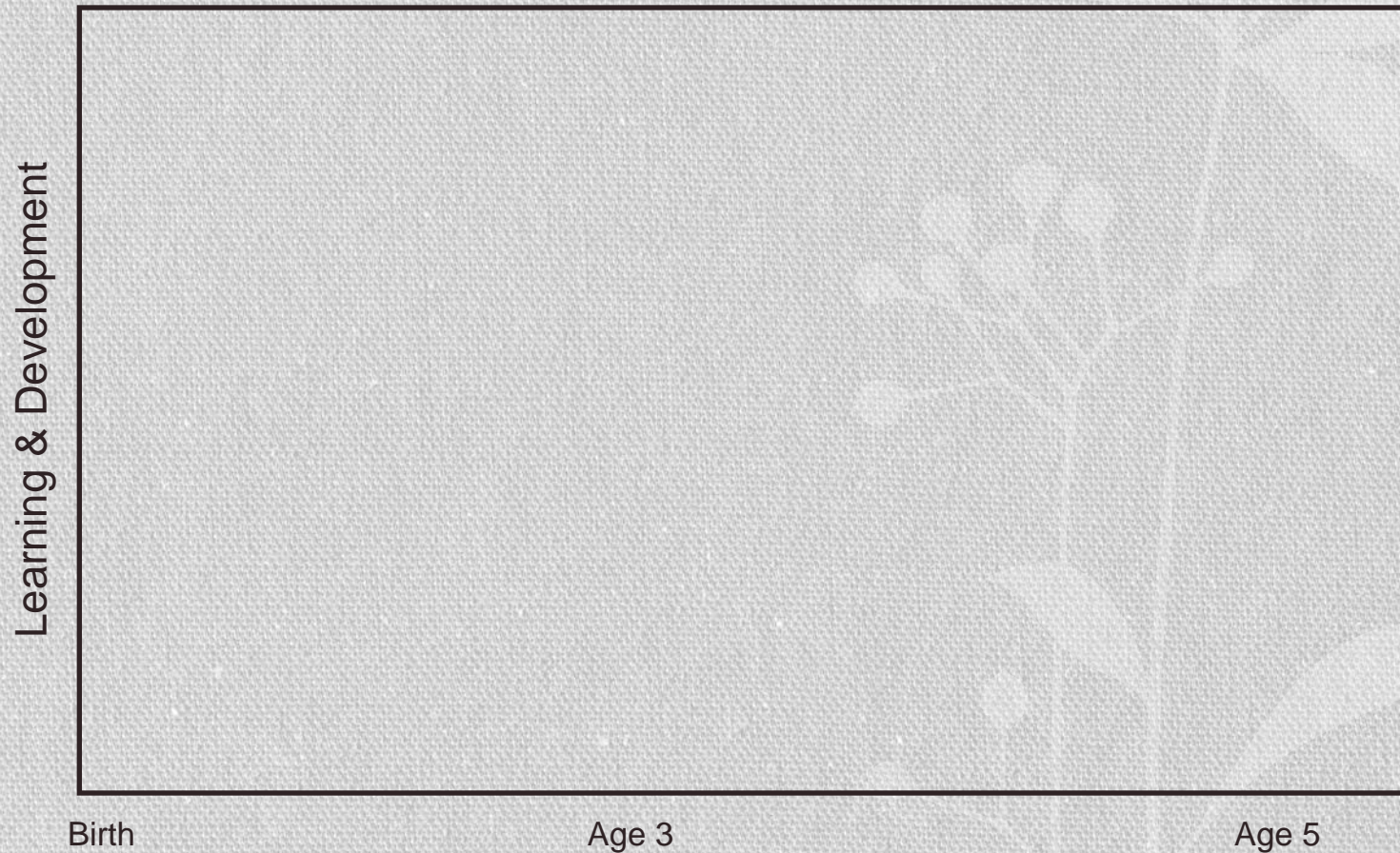
# Definition of Terms

- Limited English Proficient
- English-language learners
- Dual-language learners

# Myth: Early English immersion promotes rapid English language development (Espinosa, 2010)

- Preschoolers are still developing their first/home language.
- Subtractive bilingualism can have negative long-term social and linguistic impacts.
- Home language development is essential for.....
  - Attachment
  - Identity development
  - Connections to family, culture and ancestry

# Supporting Learning & Development in Successive Dual Language Learners



Stechuk (2012)

# Supporting Learning & Development in Sequential DLLs



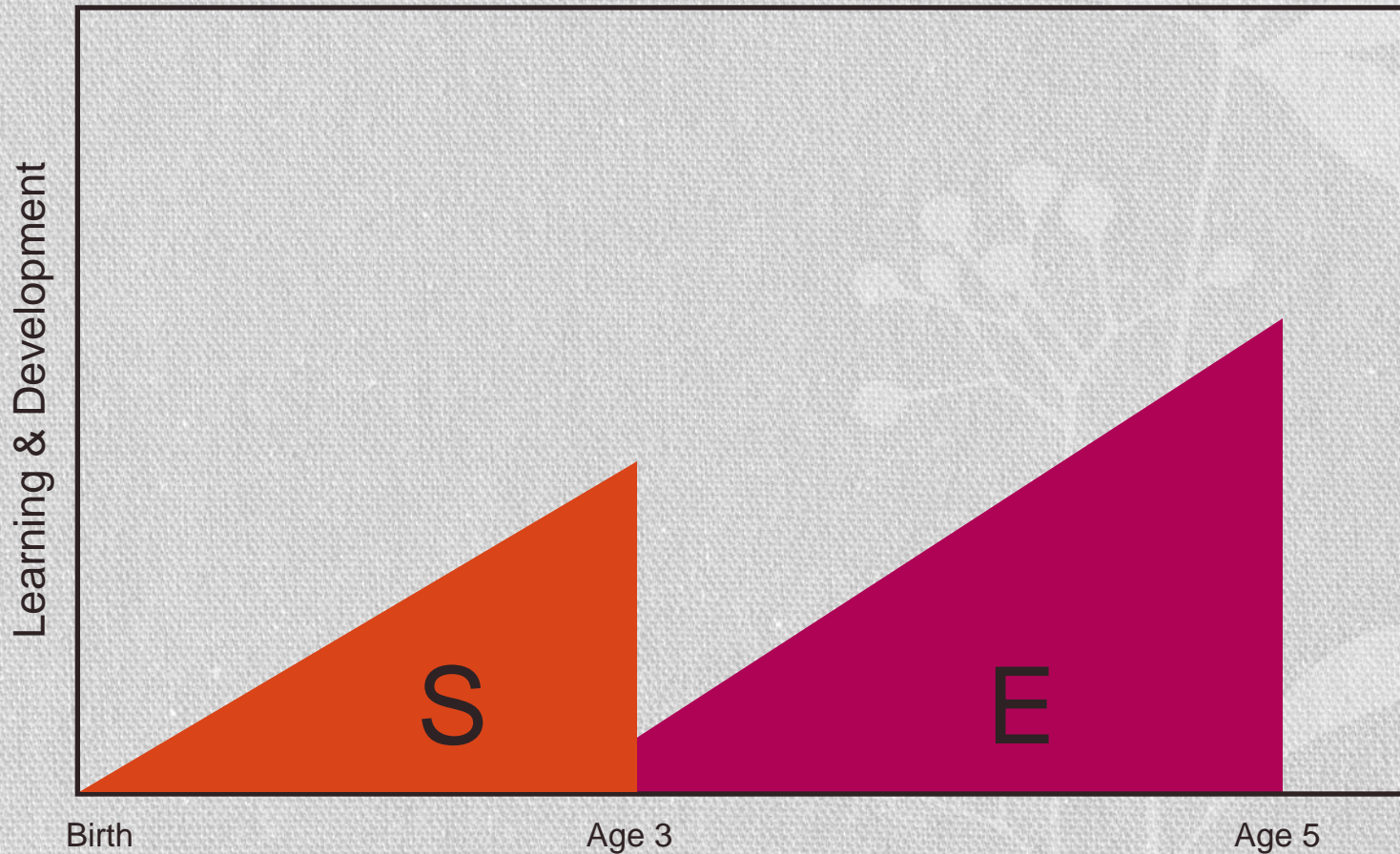
Stechuk (2012)

# Supporting Learning & Development in Sequential DLLs



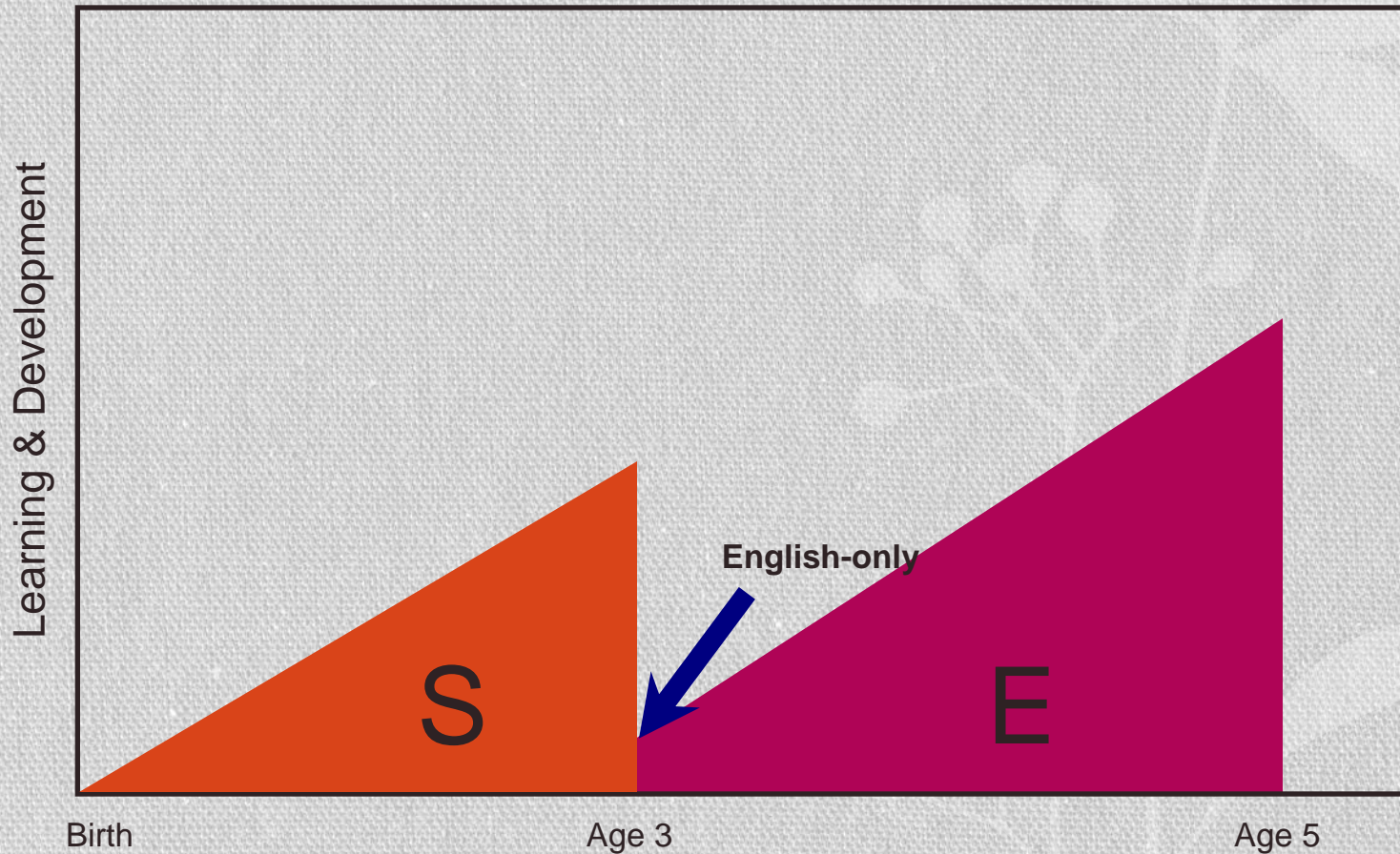
Stechuk (2012)

# Supporting Learning & Development in Sequential DLLs



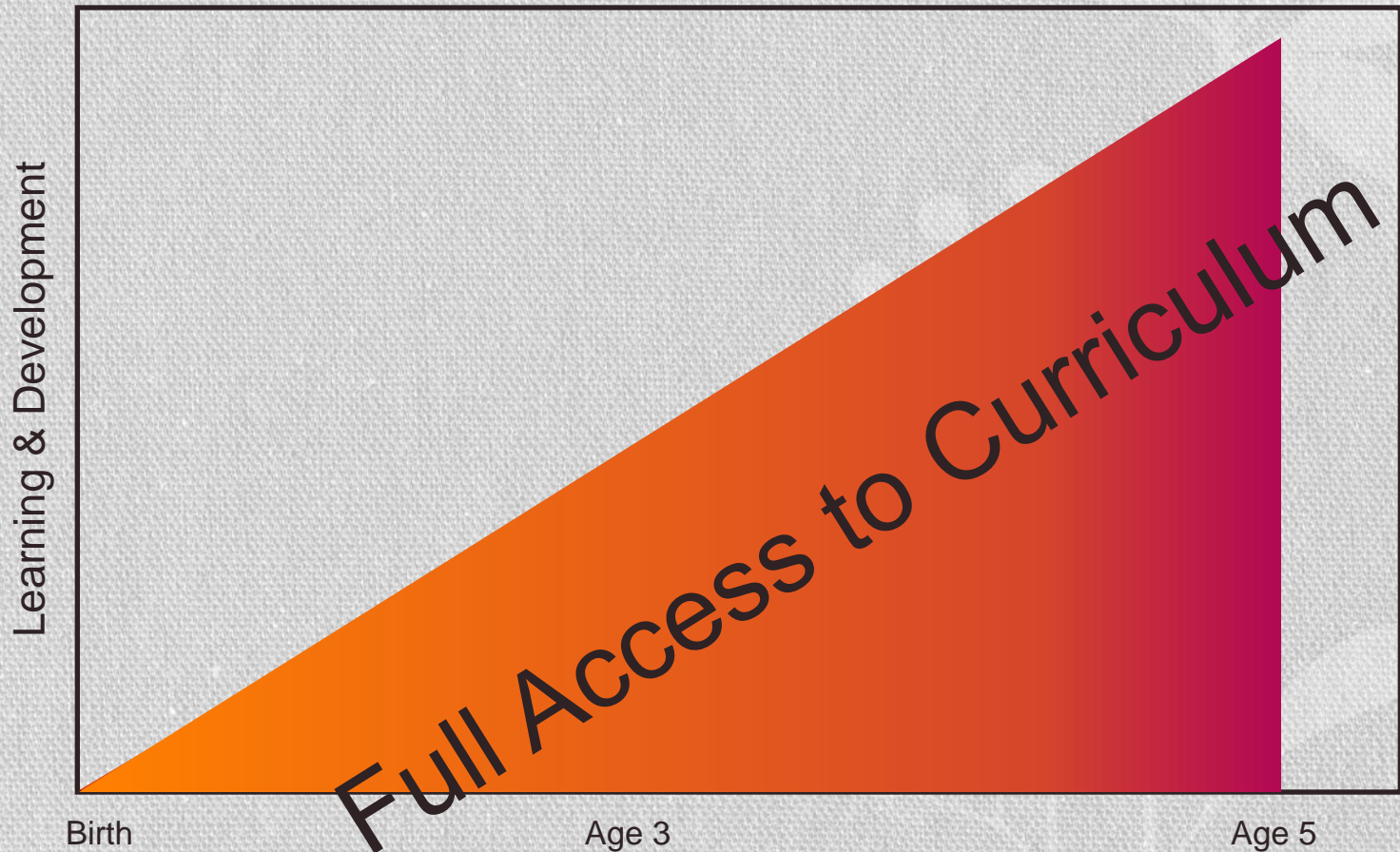
Stechuk (2012)

# Supporting Learning & Development in Sequential DLLs



Stechuk (2012)

# Supporting Learning & Development in Sequential DLLs



Stechuk (2012)

# Myth: Supporting only English is fine if staff don't speak the home language (Espinosa, 2010).

- Multiple languages in the classroom and lack of bilingual staff often lead to an English only approach....
- However, there are many easy-to-implement strategies monolingual English speaking staff can use to support home language and literacy development.
  - Bring in the community
  - Strategic placement of staff
  - Songs, books, and audio recordings in the home language
  - List of important words in the home language
  - Encourage families' use of the home language

Write labels in English and the children's other home languages.

Code the languages by color.

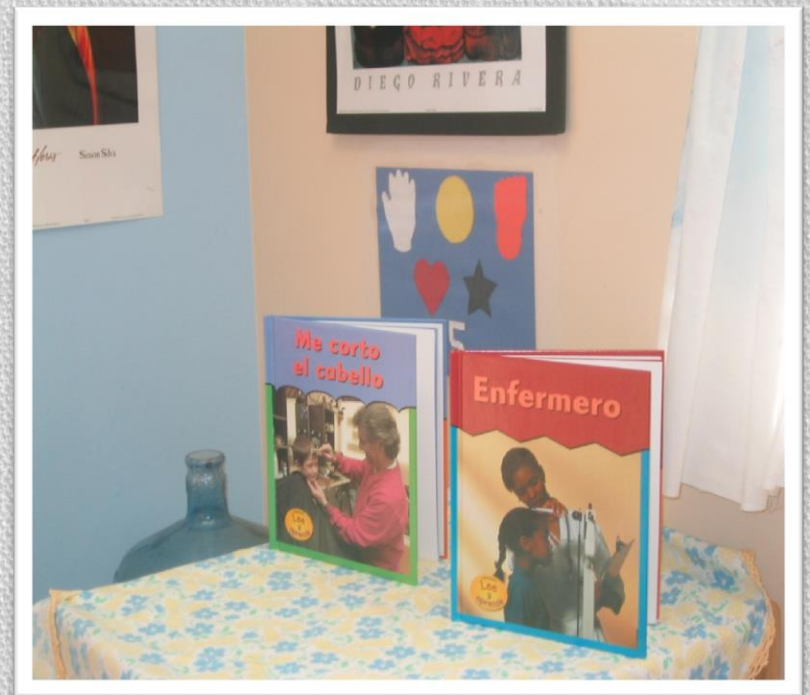
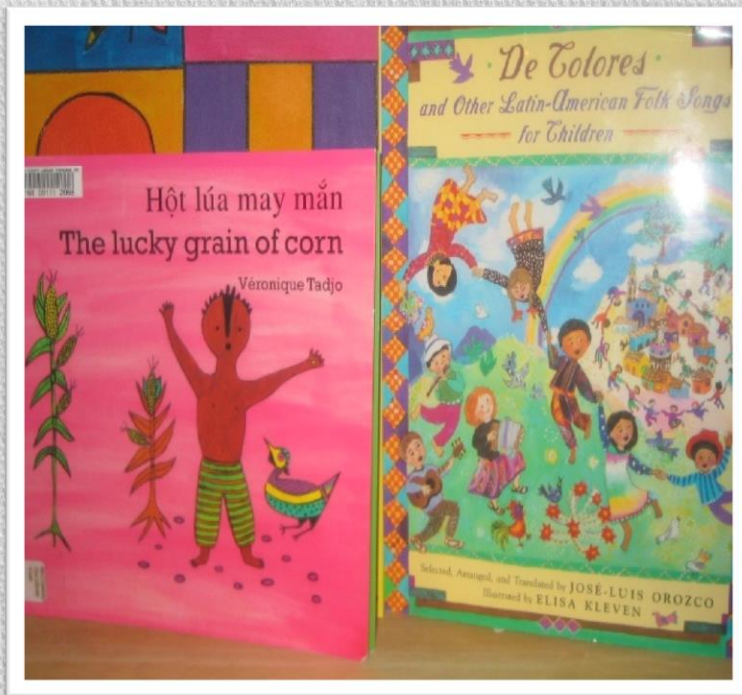


Use pictures to provide cues about the meaning of the written words.

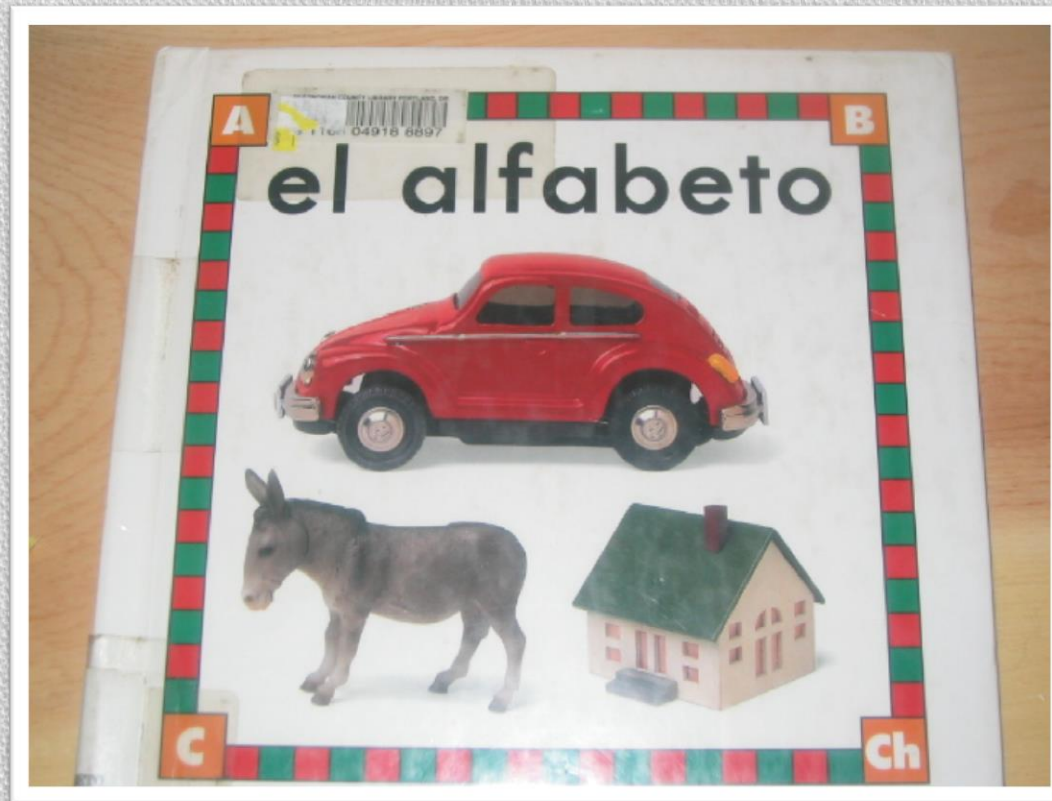
Post a pictorial schedule in English and the most common home language other than English.



Provide books and other texts in the children's home languages throughout the classroom.



Provide alphabet books in the children's home languages.



# Stages of Learning a Second Language in Early Childhood Settings (Tabors, 2008)

- Home-language use
- Nonverbal period
- Telegraphic and formulaic speech
- Productive/fluid use of language

# Activity: Actions Speak Louder Than Words

- A word card will be given to you.
- You may not look at or have someone read it to you.
- Without using spoken or written language, other participants will try to communicate the meaning of your word so you can guess what it is when you show it to them.
- You will have 5 minutes to interact with as many people as possible to help them identify their words and help you identify yours.

# A Planned Language Approach

- Whenever possible, good models are provided for all languages in the classroom.
- Simultaneous interpretation is avoided as is code-switching.
- Models use gestures, facial expressions, and other visual clues about meaning.

# Examples of Strategies to Help Children Learn English

- Emphasize and repeat important words and information.
- Use parallel talk and self-talk.
- Use easy-to-understand language.
- Slow down.
- Ask closed-ended questions (Brydon, 2010; Espinosa, 2010).
- Offer small-group and individual learning experiences.

# More strategies for English Language Development

- Build curriculum and studies on children's interests and their immediate community
- Teach vocabulary intentionally (Magruder et al, 2013).
  - Ask children to repeat.
  - Target 2-3 words daily.
  - Provide word cards with illustrations.

# Reading Books With Dual-Language Learners

- If possible, read the book first in the children's home languages.
- Before reading in English, introduce key English words and phrases.
- Read books with predictable language (e.g., repeated words and phrases).
- Use pictures, props, and other visual cues.
- Allow children to respond nonverbally.
- Let the children respond in their home languages.
- Avoid simultaneous interpretation as you read bilingual books.

# Implement Dialogic Reading

## PEER Sequence

- **P**rompt
- **E**valuate
- **E**xtend
- **R**espond

Connect content-area learning directly to children's lives and daily experiences.

How many letters do you have in your name? ¿Cuántas letras tienes en tu nombre?

1	Selena Sergio	Olivea Taylor
2	Yesenia Jasmine	Adriana Claudio Rebekah
3	Andreana Graciela	Griselda
4	Luis Aldo Eric	Guadalupe Elizabeth
5	Isaac Ruben	Haley Lucia
6		
7		
8		
9		
10		

A donde vivimos con nuestra familia

Nombre de los niños	Casa	Apartamento
Janely	1	
Luis	1	
Yuliza		1
Cesar		1
Eddy		1
Henry	1	
Maria		1
Taiz	1	
Adriana	1	
Daiven		1
Juan Pablo		1
Pablo	1	
Anely	1	
Vickie	1	
Abigail	1	
Verania	1	
Cindy		1
Blanca		1
Oralia	1	
Erari		1
Total =	11	9

Help children understand mathematical concepts through relevant, hands-on experiences.



All of this work leads to positive outcomes for children!



Thank you

Merci

Grazie

Mahalo

Gracias

# References

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