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Techniques for Honoring Home Languages of the Dual Language Learners

Webinar 4 of the 4-part series.

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

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Objectives

Understand Understand that both monolingual and bilingual early childhood educators can support home languages for all children to help them reach their full potential.

Explore Explore techniques to support and honor home languages in a multilingual classroom for positive child outcomes and overall educational success of all children.

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

NAEYC: Advancing Equity in Early Education
(2019)

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Linguistic + Socio-cultural

Social + Pre-Academic language

Be clear on your goals

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Why **support** home languages?



- Nurture emotional and family connections
- Maintain cultural heritage
- Promote mental ability

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Three simple rules!

- 1**
Provide continuity
- 2**
Be predictable
- 3**
Be explicit

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If you are a **monolingual educator**



Respect Curiosity Affection Value Dignity

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If you are a **bilingual educator***

*bilingual in the same language as one or more children in the class



Extra language support Extra emotional support Model for bilingualism

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Techniques for Home Language Support



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Techniques for Home Language Support

Individual greetings



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Techniques for Home Language Support



Circle time greetings

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Techniques for Home Language Support



Circle time songs and fingerplays

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Techniques for Home Language Support

Circle time activities and fingerplays

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Techniques for Home Language Support

Small groups

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Techniques for Home Language Support

Repeated Read Aloud

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Techniques for Home Language Support

Preview – View – Review

Preview

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

View

Read the book or present the lesson in English

Review

Discuss the book or lesson in home language

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About **mixing** languages

Children mix languages as they learn

Additive vocabulary

Educators do 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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Example of Translanguaging

Toddler and teacher are in the playground

The diagram illustrates a cycle of communication. At the top, the toddler says "Gato, cat, gato, cat." with a label "Toddler" and "(points to cat on sidewalk)". The teacher responds, "Yes, you're right, it's a Gato. Gato is in Spanish. It is a Cat in English. Gato, cat." with a label "Teacher" and "(points to cat)". The toddler then says "Gato, cat." with a label "Toddler". Finally, the teacher says "You see a cat." with a label "Teacher" and "(points to cat)".

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Support Families

Use of home and English language

A photograph showing a teacher kneeling on the floor in a hallway, talking to a young child. A parent is standing behind the child, looking on. The hallway has blue lockers on the right.

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Create Home - School Link

Inform parents about topic or theme

Give 6-12 vocabulary words

A photograph of a teacher in a teal shirt talking to a family. The father is holding a child on his shoulders, and another child is sitting next to him. The teacher is holding a book.

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Inform

families of the theme (project)

A photograph of a smiling woman with curly hair, wearing a red top, holding a book titled "GOODNIGHT MOON". She has her other hand open in a gesture.

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Invite

family members and community volunteers

A photograph of a teacher and two children working together at a table. They appear to be engaged in a hands-on activity, possibly a science or art project.

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STEP 10

Decide how you will use language in the classroom

- English Immersion
- Dual Immersion in English and another language
- English instruction with informal home-language support
- English instruction with formal home-language support

A graphic showing four speech bubbles held by hands. The bubbles contain the following text: "English Immersion", "Dual Immersion in English and another language", "English instruction with informal home-language support", and "English instruction with formal home-language support".

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Three classroom examples



Provide continuity **Be predictable** **Be explicit**


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Infant Class

Home Languages
 English (4)
 Spanish (3)

Staff
 Lead teacher, English
 Assistant teacher, English

- Everyday: individual greetings in Home Language
- Everyday: one circle time song in Home Language
- Word board books in English and Spanish for infants



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Toddler Class

Home Languages
 English (3)
 Spanish (3)
 Arabic (1)

Staff
 Lead teacher, English
 Assistant teacher, Arabic

- Everyday: individual greetings in Home Language
- Every Wednesday: one circle time song in Spanish
- Every Thursday: one circle time song in Arabic
- Word board books in English, Spanish, and Arabic for toddlers to choose.




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Preschool English as L2

Home Languages
 English (7)
 Spanish (5)
 Somali (4)

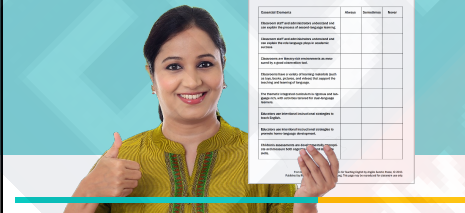
Staff
 Lead teacher, English
 One bilingual educator Spanish
 No Somali

- Everyday: Individual greetings in Home language
- Every Wednesday: Circle time greeting and song in one of the Home language
- Every Thursday: Small group reading for Spanish group
- One Thursday per month: Small group reading for Somali group (community volunteer)



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Essential Elements for Program Quality




Essential Element	Observed	Not Observed
1. All children have access to a variety of language experiences that support their language development.		
2. All children have access to a variety of language experiences that support their language development.		
3. All children have access to a variety of language experiences that support their language development.		
4. All children have access to a variety of language experiences that support their language development.		
5. All children have access to a variety of language experiences that support their language development.		
6. All children have access to a variety of language experiences that support their language development.		
7. All children have access to a variety of language experiences that support their language development.		
8. All children have access to a variety of language experiences that support their language development.		
9. All children have access to a variety of language experiences that support their language development.		
10. All children have access to a variety of language experiences that support their language development.		

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Resources

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



Angela Sanchez Passe

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Practical Resources

- Books
- Songs
- International Items

- Bilingual staff
- Families and community members
- Cultural community organizations
- YouTube
- Amazon
- Websites of individual countries
- Educational materials catalogs/websites (watch for stereotypical items)

Milet
www.milet.com
 International Children's books
www.internationalchildrensbooks.com
 Language Lizard
www.language-lizard.com

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NEXT webinar

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

March 22, 2023

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