Welcome to CHD102

This course provides early childhood professionals with strategies and tools for helping young children develop language and early literacy skills in English as well as the children’s home language. Participants will learn the benefits of "dual language" learning for young children along with key strategies for increasing family engagement and promoting rich, dual language development in the classroom.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define native English speaker and non-native English speaker
- Identify the goals and benefits of dual language education
- Define the "window of opportunity" for language learning
- Identify possible barriers to success in dual language education
- Identify the purpose of cultural responsiveness in the dual language environment
- Identify characteristics of effective, appropriate staff members in the dual language environment
- Identify effective classroom practices and activities for dual language learning
- Identify strategies for promoting the use of a child’s home language
- Define buttressing and other language teaching strategies

References:

English Language Education

What is a *native English speaker*?

What is a *non-native English speaker*?

ESL, ESOL, LEP, ELL

Write the meaning and a brief description of each abbreviation:

**ESL**

**ESOL**

**LEP**

**ELL**

Dual Language Learning

What is the overall goal of a dual language program?

Benefits of Dual Language Learning

List and/or describe the benefits of dual language learning:
The Window of Opportunity

What is the *window of opportunity*?

Use the space provided to record important information about each of the following topics related to dual language learning:

**Language Opens Doors**

**Academic Benefits**

**Transfer of Skills from One Language to Another**

**Dual Language Philosophy and Principles**

**Families First**

Why do families play such an important role in dual language learning?

What can a teacher do to overcome the language barrier with family members?

**Common Barriers to Success**

1.

2.
Common Factors in Success
1.
2.
3.
4.
5.

Cultural Responsiveness
What is cultural responsiveness?

Characteristics of a Culturally Responsive Organization
Cultural responsiveness...

Cultural responsiveness...

Cultural responsiveness...

Cultural responsiveness...

Cultural responsiveness...

Cultural responsiveness...

The Division for Early Childhood of the Council for Exceptional Children lists the following as the seven characteristics of culturally responsive organizations:
1.
2.
3.
Recruiting and Retaining Appropriate Staff

Beyond hiring staff that reflect the culture and language of participating families, some researchers suggest it is even more essential:

There are at least three very good reasons for a teacher to learn at least a little bit of the child’s home language:
1)  
2)  
3)  

Evaluation

How and why should you conduct regular program evaluation?

The Importance of Meaningful Interactions

What are meaningful verbal interactions and why are they so essential during early childhood?

Teacher Talk

Use the space provided to record important information from the case study. In particular, take notes on the teacher’s methods.

Case Study Analysis: English Language Learners in the Classroom
**Establishing a Language Relationship**

What did Cindy do in order to build a language relationship and help the children understand what she was talking about?

**Teacher Talk that Supports ELL Children**

Another positive aspect of Cindy’s conversation was that it _______________________________.

Cindy was observant and _________________________________.

**Creating a Classroom Community for ELLs**

These ELLs cannot yet offer oral language to the conversation, but they are ________________________________

Believe or not, the brief little case study and analysis reveals all of the following recommended dual language strategies:

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**Classroom Practices and Curriculum Enrichment**

**Developing a Plan for Children’s Continued Use of the Home Language**

Encourage parents to _________________________________.

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The important messages to get across to parents are:

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However, if teachers and children do not share the same language(s), then it is necessary to make the curriculum multi-linguistic. Suggestions for teachers include:

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Communication Techniques to Help Children Who Are Learning English

**Buttressing:**

**Repetition:**

*Talking about the here and now:*

**Buddy system:**

**Songs and Rhymes**

Explain why songs and rhymes are useful in the dual language setting. Provide examples.
Try This!

Rhythm Section
You can teach number recognition and other vocabulary by having fun with noise! Provide children with any type of simple percussion instrument. If you have drums, great! If not, stout wooden rhythm sticks will work, or you can use spoons and Tupperware containers. Clapping hands and stomping feet are excellent possibilities, as well.

Teach children numbers by calling out a numbered rhythm. Start simple with three beats: “1-2-3…1-2-3.” Then, add a fourth beat. Children begin by following along as you count off the beat. Eventually, encourage them to join in counting while they tap or clap.

You can also teach left, right, up, down, and other directional vocabulary through a number of other rhythm and movement activities.

Storytelling

Explain why stories are useful in the dual language setting.

What Is a Story?

Provide examples of ideas for using stories to enrich dual language learning.

Which Story?
Folk literature in general is a good source of these types of stories:

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How to Tell a Story?
As to the actual practicalities of storytelling, remember that voice, sound, language, props, mime, and so on are all part of storytelling and should not be neglected. Here are a few tips:

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Literary Analysis for Preschoolers

Try This!

Recommended Story Analysis Activities

1. Give each student a picture that depicts an event in the story and have them line up in order of the events.
2. Have the students come up with a title for the story. Allow as many titles as students who’d like to share one.
3. Repeat quotes from the story and ask the students “Who said it?”
4. Leave off the ending of the story and have the students predict what they think will happen. Then, read the ending of the story.
5. Encourage the children to look for patterns in the story. Have them guess, for example, what the character will say if there is a pattern in what the character says.
6. Teach them a song that goes along with the theme of the story (and teach them actions to go along with the songs).
7. Set up stations that allow them to dress up like characters in the story and do things the characters in the story did.
8. Tell a story to introduce a new curriculum theme (such as a change of season).
9. Give the students three events in the story and ask them what came first.
10. Have the students draw a picture about their favorite part of the story and then explain it to the class.

Try This!

Playacting

The smallest details about a character in a story can be used as the basis for fun, enriching dramatic play. Playacting is an informal dramatic exercise in which children are encouraged to act out a highly specific detail about a character at a particular moment in the story.

When telling a story, pause occasionally when something interesting happens to a character. Ask for volunteers to show you what that character’s face looked like, or how the character performed an action (such as slowly opening a door). Children can take turns giving their impression of the character.

This is a good way to teach a single word or concept, such as an emotional response or an action. Over time, as children develop more language skills, playacting can become more complex, and group discussions can be added to the mix.

Additional Strategies and Activities

A Note about Program Evaluation
Art and Science Activities

The Book and Magazine Center

Sharing Time

Bilingual Grand Friends