Dual Language Development in Early Childhood Education: Enhancing Teacher Preparation

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Meet your partner and ask them the following questions

- **Who Are Dual Language Learners (DLLs)**
  DLL refers to children, birth to age 5, who are learning 2 (or more) languages at the same time or are learning a second language while continuing to develop their first (or home) language.

- **Why Should We Care About Preparing Early Childhood Teachers to work with DLL Children?**
Why Should We Care About Preparing Early Childhood Teachers to work with DLL Children?

Between 1990 and 2014 the number of DLL children in U.S. grew +79%.

60% of California children are DLL.

50% of children in state preschools.

57% live in low-income families.

(Pompa, Delia, Park, & Fix., 2017; Park, Maki, Anna O'Toole, & Katsiaficas, 2017)
Achievement Gap

On average, DLL children enter kindergarten behind their peers in language, literacy, and math.

Other than parents, teachers have the most significant and long-lasting impact on a child’s educational trajectory.

Research shows that without specific training, teachers are not adequately prepared to teach DLL children.

What type of training have you received to support the work you do with DLL children and their families?
How Do Institutions of Higher Education (IHE) Support Future Teachers To Work With DLL Children?

Pilot Study of 38 participants

- 13% IHEs offer a specialization in DLL
- 24% IHEs offer a course with a primary focus on DLL
- 84% Institutions offer courses that discuss DLL as a subtopic
- 24% Offer child development courses in languages other than English
Faculty beliefs about preparing pre-service ECE teachers to work with DLL Children
Data from a Survey of 80 Faculty Members in IHE

- 85% Believe it is important to offer a specific DLL course in early childhood
- 72% Believe there is a need for a specific DLL course requirement
- 67% Are interested in teaching a course that focuses on DLLs
- 76% Believe there is a need to offer courses in a language other than English
- 29% Are interested in teaching a course in a language representative of the community
Perceived barriers to offering specific courses in DLL and other languages
Data From A Survey Of 80 Faculty Members In IHE

Barriers to Offering DLL-specific courses
- 40% More Funding
- 42% More Instructors with DLL expertise
- 18% Other

Barriers to offering courses taught in another language
- 21% Lack of faculty with the expertise and fluency in the language
- 21% Institutional Barriers
- 16% Diverse Languages in the Community
What would you want to include in DLL Specific Courses to help you better serve DLL children and their Families?
Topics in a DLL Specific Course May Include:

- Latest research on DLLs
- Policies that support Bilingualism in CA
- Advantages of Bilingualism
- Bilingual acquisition
- Strategies for supporting DLLs: Using the EL Roadmap to guide our strategies
Latest Research

Research report of the National Academies of Sciences, Engineering and Medicine.

- Strong home language supports acquisition of English language.
- Learning two languages is associated with improved cognition, executive function and social interactions.
- Early exposure to a second language is consistently associated with better language skills in the second language.
Recent California State Policies That Support Bilingualism

- **Proposition 58** – *(Education for a Global Economy initiative)* passed by voters in November 2016 (73.5%)

- **The State Seal of Biliteracy**

- **Global California 2030**

- **The California English Learner Roadmap Policy** – adopted by the State Board of Education in July 2017
  - EL Roadmap handout
Advantages of Bilingualism

- Improved executive function skills (attention, self-monitoring, regulating emotions)
- Communicative competence
- Strong social skills
- Socio-cultural benefits and strengthened family connections
- Stronger identity development
- Later academic benefits – metalinguistic skills bolster literacy overall
- Later labor market/economic benefits
- Possible delay of onset of dementia/Alzheimer’s
Bilingual Acquisition
Simultaneous vs Sequential

Simultaneous Bilingualism

• Child learns 2 languages simultaneously during the earliest stages of language development

Sequential Bilingualism

• Child learns a second language after the first language is established (usually after the age of 3)
“ELLs are at risk of losing their L1* when exposure to English begins early – during the preschool or early school years;

"Loss or reduced competence in the L1 results in reduced levels of bilingual competence and, commensurately, the advantages associated with bilingualism – cognitive enhancements, improved self-esteem, competence in English and other languages, and job-related opportunities” (NASEM, 2017)

*First language
Strategies for Supporting DLLs
Using the EL Roadmap to guide our strategies

#1: Valuing Diversity
#2: Language Strategies
#3: Professional Development & Resources
#4: Alignment & Articulation
# Strategies for Supporting DLL

## #1: Valuing Diversity

### FUNDS OF KNOWLEDGE ACTIVITY
- Fill out the chart & share with families
- Have families fill out the chart
- Have conversation with families about their Funds of Knowledge, start conversations with children based on their Funds of Knowledge

### FAMILY LANGUAGES AND INTEREST INTERVIEW
- Collaborative face-to-face session.
- Families primary language (interpreter may be required).
- Should be scheduled close to the beginning of the year or when the child enrolls.

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Strategies for Supporting DLLs

#2: Language Learning Strategies

Personalized Oral Language Learning Strategies (POLL) (Espinosa & Magruder, 2015)

- Intentional Message
- Anchor Text
- Vocabulary Imprinting
- Visual Cues/Gestures
- Songs/Chants
- Incorporate Music and Movement into Content Lessons
- Center Extensions
See your handout and visit the Early Edge website for links and additional resources:

https://earlyedgecalifornia.org/dll-resources
Strategies for Supporting DLLs
#4: Alignment & Articulation

- Sobrato Early Academic Language Model: Preschool
Thank you!

PLEASE FEEL FREE TO CONTACT US WITH ANY QUESTIONS:
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Additional Resource

- **Video: Teaching at the Beginning**
  - *Soyul &Teacher Yvette... Adventures in Preschool Second Language Acquisition*
    - Highlights the 4 four stages and teaching strategies in preschool second language acquisition.

- **Chapter 4: Practical and Proven Strategies for Teaching Young DLLs** from Linda Espinosa’s book *Getting it Right for Young Children from Diverse Backgrounds*
  - First steps: Getting to know who you are teaching → Administer a Family Languages and Interest interview

- **Colorín Colorado: How to Create a Welcoming Classroom Environment**


- **Preschool English Learners Guide** (CDE)

- **Many languages, Building Connections** (Nemeth)