

Supporting Dual Language Learners with High-Quality Interactions

Veronica Fernandez and Sofia Rodriguez

Before we begin:

- 1) We're recording and you'll receive a link to the recording tomorrow!
- 2) You'll also receive a certificate of attendance and links to any resources mentioned.
- 3) Use the Q&A box to ask any questions you may have.

Mission:

Help *every* child reach their full potential by measuring and improving the interactions that matter most.



Today's Discussion



Sofia Rodriguez

Client Implementation
Specialist,
Teachstone



Veronica Fernandez

Developmental Psychologist
and Research Scientist,
University of Miami

What is your role?



Teacher



Coach/Mentor



Administrator



Observer

Quick Check-In

- 1) Poll: Is your program currently
 - 100% remote
 - Hybrid
 - Mostly or completely in-person

- 2) Use the Q&A box to share- What are your concerns or area of focus when it comes to equitable classroom interactions?



Purpose

To discuss practical ways teachers can draw on what we know about effective interactions to best support dual language learners during remote learning and as children return to school.

A few facts...

- There are 11.5 million dual language learners (DLLs) in the United States (Migration Policy Institute, 2017).
- One in three children from birth to age 6 speak a language besides English at home (Child Trends, 2019).
- Sixty-two percent of DLL children are Hispanic, 15 percent are Asian and 6 percent Black. The top five languages spoken by parents of DLLs: Spanish (59 percent); Chinese (3.3 percent); and Tagalog and Arabic (1.9 percent each) (Migration Policy Institute, 2017).
- Most ECE teachers have at least one child who is a dual language learner in their classrooms, but many lack specific training on how to best support them (Heineke & Neugbauer, 2018)
- Language barriers may interfere with DLLs full participation in school

What advice do you have for teachers who do not know the home languages of the children in their class?

Learn what you can in their language

- 1) Pronunciation & spelling of names
- 2) Words they use for family members
- 3) Greetings and words that demonstrate respect
- 4) Names for some of their favorites

What are some ways we can support language development and create a language-rich environment for dual-language learners?

Supporting Language Development

- 1) Books and/or audiobooks in children's home language
 - a) authentic representation and stories of children's language & culture
- 2) Visual cues: gestures, pictures, real objects, & signals
- 3) Songs, fingerplays, chants
- 4) Frequent individual and small groups (3 - 4 children)
- 5) Use morning meeting greetings to allow children to teach their peers their home language

What are a few things teachers can do tomorrow to improve their interactions with dual language learners?

Strategies you can start right away

- 1) **If you know the child's home language:** Engage in play using the home language. Describe what they're doing using details and ask questions.
- 2) **If you do not know the child's language:** "Can you teach me how to say 'block' in Farsi?" Take the time to pronounce it correctly, practice, and use it.
- 3) **If the child is not yet verbal:** Take a picture of them during play then make an effort to learn some words or phrases to describe their play in the child's language. Use those words the next time the child is playing. And share the observation with the child's family using words or phrases in their home language!
- 4) Try to make language learning, and all learning, playful!

How has COVID, virtual learning,
and socially distanced learning
impacted dual language learners,
their families, and their teachers?

Questions?

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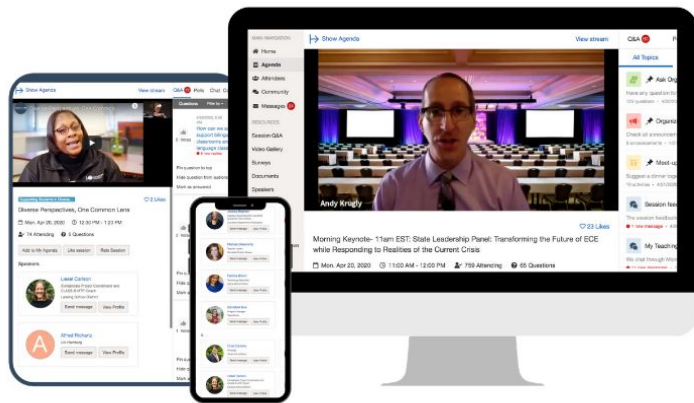
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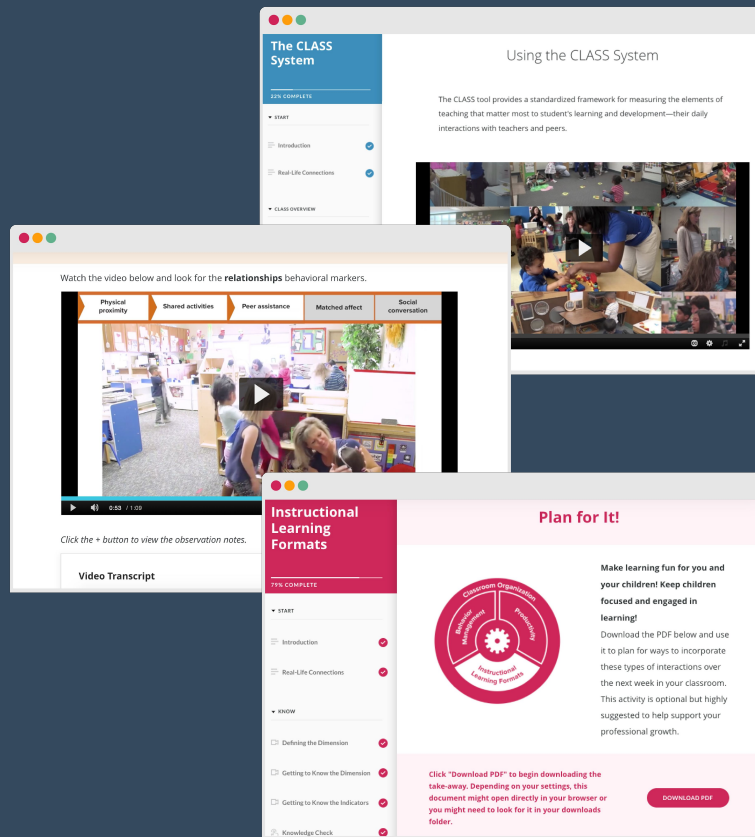
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Thank You!

