

Supporting Dual Language Learners in Family Child Care



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*fresno county
superintendent of schools*

Jim A. Yovino, Superintendent

Learning Objectives

- Participants will have an understanding of Dual Language Learners (DLLs)
- Become familiar with preliminary strategies that support dual language learning
- Understand more about how educator's own values, beliefs, and worldview influence their teaching



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Agenda

- Welcome and Introductions
- Ice-breaker / Rompe-hielo
- Dual Language Learners Definition
- Why Dual Language Learners (DLLs) Matter?
- Research on DLLs
- Strategies to Support Dual Language Learners
- Evaluation
- Closing

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Ice-breaker / Rompe-hielo

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Who Are Dual Language Learners?



- Young children whose first language is not English including those learning English for the first time in the Childcare setting as well as children who have developed various levels of English Proficiency are often referred to as dual language learners.

(Espinosa & Garcia, 2012)

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Why Dual Language Matter?

2017, California Child Care Portfolio

www.rrnetwork.org

LANGUAGES SPOKEN AT HOME

English	54%
Spanish	31%
Asian/Pacific Island languages	10%
Another language	5%

LANGUAGE

CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES⁹

English 93%, Spanish 52%, Tagalog 3%, Chinese 3%, Vietnamese 2%, Farsi 2%, Other 10%

FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES⁹

English 87%, Spanish 39%, Tagalog 2%, Arabic 1%, Farsi 1%, Chinese 1%, Other 6%

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Why Dual Language Matter?



Proposition 58

- Passed by 73.5% of CA voters in Nov. 2016.
- All students to learn another language.

CA English Learner Roadmap

(<https://www.cde.ca.gov/sp/el/rm/>)

- State Board of Education adopted in July 2017.
- A comprehensive policy for ELs in alignment with state priorities and research,
- includes seal of biliteracy as a goal
- Includes the continuum - early childhood.



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What does the research says about Dual Language Learners?



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*The National
Academies of*

SCIENCES
ENGINEERING
MEDICINE

<http://bit.ly/2nObDhP>

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REPORT

**Promoting the
Educational Success
of Children and Youth
Learning English**

Promising Futures



What About Bilingualism?

- Two languages are better than one;
- Advantages of Bilingualism:
 - cognitive;
 - multi-task/Adaptability;
 - flexibility;
 - executive function;
 - delay of Alzheimer and Dementia;
- No confusion of dual-language learners or puts the development of their languages at risk.



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Video

[The Linguistic Genius of Babies - Patricia Kuhl](#)

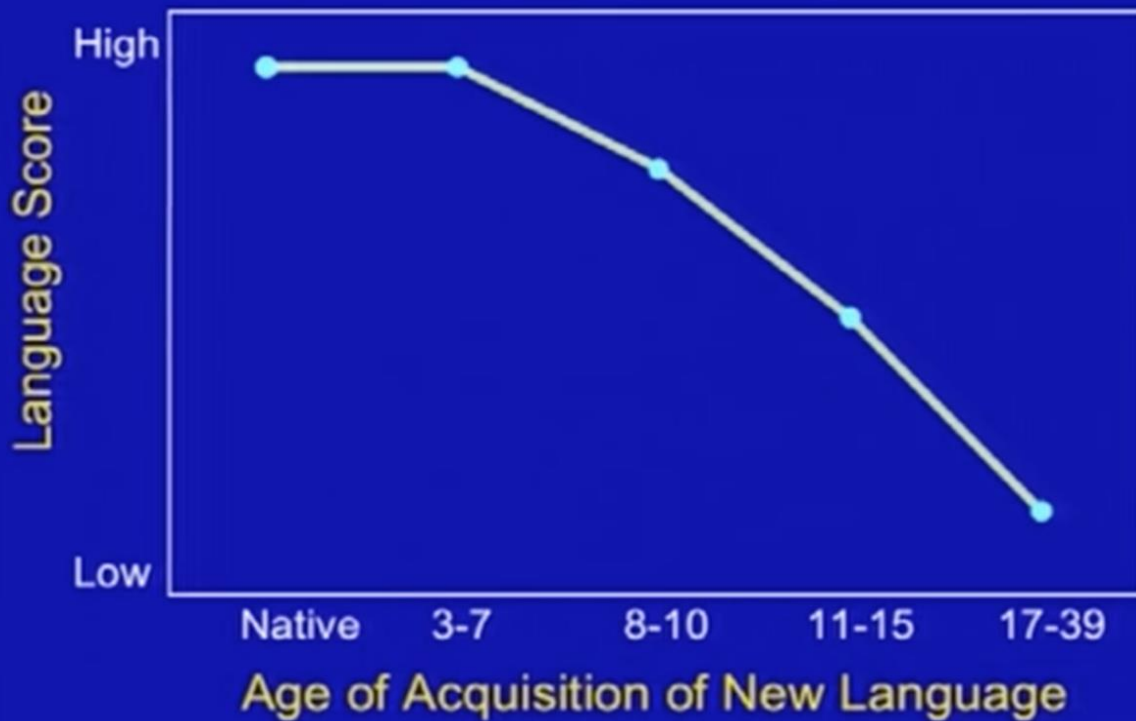


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The 'critical period' for language



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Activity



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Parent's Perspective on Language

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- Parent's belief about learning English only
- Trauma
- Values

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What do you lose when you lose your language?

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Culture Influence Language

- Connections to family & community members;
- Appreciation for their history and heritage;
- Deeper sense of Identity

Quality of children's learning experiences impacts their future academic success.



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How did you learn your Language?



Individual Differences:

- Variation in acquisition patterns and outcomes:
- Initial age of exposure
- Amount of Exposure
- Quality of Exposure
- Continuity of Exposure
- Cross-linguistic Differences
- Social-Cultural Influences

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Supporting Dual Language Learners



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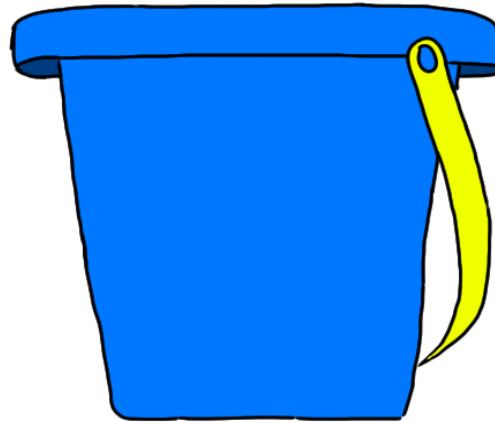
Supporting Dual Language Learners

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**Family
Engagement**



Environment



**Relationship
Strategies**



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Family Engagement

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- Develop warm and respectful relationships with DLLs families.
- Address bilingual/bicultural needs of families
- Frequently engage in a two-way communication.

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Family Interview



Child Identifier: _____
Teacher/Classroom Identifier: _____

Starting Smart and Strong Fresno Language Project Family Languages and Interests Survey

RESPONDENT FIRST NAME: _____
RESPONDENT LAST NAME: _____ Date: ____/____/____
Month Day Year

CHILD'S FIRST NAME: _____
CHILD'S MIDDLE NAME: _____
CHILD'S LAST NAME: _____

Child's Gender: Boy ☐ Girl ☐ Child's Date of Birth: ____/____/____
Month Day Year

1. What family members live with you and your child? **SELECT ALL THAT APPLY:** (1) mother, (2) father, (3) siblings, (4) grandparents, (5) aunts/uncles, (6) cousins, (7) others, (10) don't know, (11) refused

2. Primary caregiver means the person who spends the most time with a child. Is your child's primary caregiver (his/her... (1) mother, (2) father, (3) grandmother, (4) grandfather, (5) aunt, (6) uncle, (7) sibling, or (8) someone else (specify _____), (10) don't know, (11) refused] **SELECT ONLY ONE**

3. What language does the primary caregiver speak most often with child? (primary caregiver means the person who spends the most time with the child) [Include closed-ended response codes as per district language prevalence list, other specify, (10) don't know, (11) refused] **SELECT ONLY ONE** _____

4. What language did your child learn when he or she first began to talk? [Include closed-ended response codes as per district prevalence list, other specify, (10) don't know, (11) refused.] _____

5. Can you tell me what language(s) each of the following people in your household speak to your child? [ONLY ASK FOR EACH HOUSEHOLD MEMBER IDENTIFIED IN QUESTION 1]

	(N) Not applicable	(1) Only English	(2) Mostly English, some other language (specify)	(3) Mostly other language (specify), some English	(4) Only other language (specify)	(10) Don't know; (11) refused
a. Mother (or you)						
b. Father (or you)						
c. Grandmother/grandfather						
d. Aunt/Uncle						

6.a. For families where a language other than English is spoken in the home:
How important is it to you that your child continue to speak and learn the language spoken in your home? _____

6.b. [INTERVIEWER RATING BASED ON RESPONSE GIVEN] 1 = not important, 2 = neutral, 3 = important
[Include closed-ended codes: (1), (2), (3), (10) don't know, (11) refused; (12) Not applicable]

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Environments

- Create a welcoming environment that reflects children's background for example; pictures, posters, toys, and books.
- Labeling in multiple languages at eye level.
- Ask families to share information over time about their children's interests and Infuse the information into activities, curriculum, and environment.
- Bring child's home environment to family licensing childcare home setting
- Family photos at eye level



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Relationships

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Relationships are Key

Strategies include:

- Songs/chants
- Extended activities
- Plan for language with family
- Language development

Family Engagement is key

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Activity



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Read Book



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This workshop was funded by the California Department of Education (CDE), Early Learning and Care Division (ELCD)



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Evaluation

- Please use your survey monkey code to evaluate this workshop.
- In the written field we appreciate you giving feedback on how the activities can be used/modified for your trainings.



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Thank you!



“While all ECE providers cannot interact in all languages, all staff can support all languages by working with families and using specific strategies that bring home language and culture into ECE settings. Two is better than one and Earlier is better than later!” (Espinoza, 2014)

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