



What you will learn about Dual Language Learners

QRIS Indicator for Step 5 Children with Diverse Abilities: Child Inclusion Plans are completed with families for children with diverse abilities in each classroom annually.

ESSENTIAL KNOWLEDGE: DUAL LANGUAGE LEARNERS ARE YOUNG CHILDREN WHO LEARN A SECOND LANGUAGE WHILE CONTINUING TO DEVELOP THEIR FIRST LANGUAGE, OR LEARNING TWO OR MORE LANGUAGES SIMULTANEOUSLY. THE TERM IS USED TO DESCRIBE CHILDREN WHO ARE GROWING UP WITH TWO (OR MORE) LANGUAGES

“Development and learning are rooted in culture and supported by the family. A child’s language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community.” Idaho’s Early Learning eGuidelines, Guiding Principles

What does this look like in practice?

- Encourage parents of second language learners to support home language expansion and expression.
- Child Care Program has a policy about supporting children with different languages and their families. The policy is communicated and implemented by all who work in the program.

ESSENTIAL KNOWLEDGE: DUAL LANGUAGE LEARNERS ARE A DIVERSE GROUP. CHILDREN HAVE DIFFERENT LANGUAGES, CULTURES, DEVELOPMENTAL PATHWAYS AND EXPERIENCES, COMMUNITY EXPERIENCES, FAMILY VALUES AND BELIEFS ABOUT HOME LANGUAGE

“Each child learns in unique ways. Children have unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. Learning may be uneven or occur in spurts. An individual’s learning is impacted by genetics, culture, environment and experiences, interests, motivation, and approaches to learning.” ELeG’s, Guiding Principles

What does this look like in practice?

- Strive for an environment that respects all people and is free of bias.
- Individualize experiences, activities, interactions, and instructions to meet the needs of each child.
- Take time to learn about children’s everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children’s home cultures to support learning and development. (ELeG Essential Practices, Cultural Context).
- Staff are aware of each child’s home language and country of origin and use that knowledge to make the classroom ready for and welcoming to children who dual language learner’s. (Basics of DLL’s, NAEYC)

ESSENTIAL KNOWLEDGE: PROVIDING SUPPORTS FOR CHILDREN WITH DIVERSE NEEDS AND ABILITIES INCLUDES YOUNG DUAL LANGUAGE LEARNERS

Joint Position Statement of the Division for Early Childhood (DEC) and the National Associations for the Education of Young Children (NAEYC), Early Childhood Inclusion; Endnote: “The term “inclusion” can be used in a broader context relative to opportunities and access for children from culturally and linguistically diverse groups, a critically important topic in early childhood requiring further discussion and inquiry. It is now widely acknowledged, for example, that culture has a profound influence on early development and learning, and that early care and education practices must reflect this influence.”

Children receive learning opportunities that support their unique needs in inclusive environments. All children, who are both typically and atypically developing are supported with opportunities to grow and learn in inclusive settings in child care, school, and community activities. ELeG’s, Guiding Principles

What does this look like in practice?

- Individualize experiences, activities, interactions, and instructions to meet the needs of each child
- Observe, recognize, and support children’s unique ways of approaching new information and expressing themselves; taking into consideration their temperaments, inclinations, and attitudes.
- Provide a range of experiences to all children even though their responses may differ and some children may need adaptations.

ESSENTIAL KNOWLEDGE: THERE IS A GREAT DEAL OF RESEARCH ON CHILDREN'S LANGUAGE AND COGNITIVE DEVELOPMENT, WHICH SUPPORTS EVIDENCE BASED PRACTICES OR STRATEGIES FOR SUPPORTING DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD SETTINGS, INCLUDING CHILD CARE AND PRESCHOOL

“Recommendations for working with children, families, and professional preparation. “ Responding to Linguistic and Cultural Diversity, Recommendations for Effective Early Childhood Education, A position statement of the National Association for the Education of Young Children

Children are supported by the greater community. Children are regarded and respected as unique, competent individuals who have individual temperaments, learning styles, home environments, cultures, and ways of understanding. Families’ and children’s health and well-being is a community priority. The community supports children’s growth with high quality early learning and development opportunities. ELeG’s, Guiding Principles

What does this look like in practice?

- Incorporate teaching and learning strategies from children’s cultural background (e.g., use culturally and linguistically appropriate song games, stories, changes, music, dance, and movement; and culturally specific knowledge in coordination with cognitive development. (ELeG’s, Essential Practices)
- Continue to use home language with child to build a strong home language base.
- Play music from the child's home culture and in the home language, as well as English.
- Learn tone, key words, and common gestures of child's home language.
- Sing songs and rhymes in both languages.
- In a group, expose all children to dual language use and learning.
- Label shelves and toy containers with pictures and both written languages, each language consistently color coded (red: English; blue: Spanish; green: Bosnian).
- Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.
- Read bilingual books on a regular basis. Encourage child to use words in both languages.
- (ELeG, Domain 5: Communication, Language, and Literacy, Sub-Domain English Language Learners; Dual Language Acquisition, Goal 64: Children Demonstrate competency in home language while acquiring beginning proficiency in English)