

Strategies for Working with Dual Language Learners

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Agenda

- Reflection
- WIDA guiding principles
- Learn about the 4 stages of language development for Dual Language Learners
- Watch videos that are examples of each of these stages
- Discuss

Type into the chat...

Who are you seeing in your classrooms?
(demographic, language group, socioeconomic status of families, etc.)

What do you notice about their language stages (what do you see happening)?



WIDA Guiding Principles

1. Dual Language Learners are learning more than one language at a time, and adjusting their use of language to different socio-cultural contexts.
2. Dual Language learners benefit from continuous home language development at all levels of English Language development.
3. Dual language learners follow unique paths of language development according to their exposure to and opportunities for using their multiple language.
4. Dual language learners, like other children, develop language through play-based activities that invite rich language interaction.
5. DLL's development of social and developmentally appropriate academic language is a complex and long-term process.

Typical Stages of Language Acquisition by DLLs

Stage 1: Continued Use of Home Language

- Typically short lived (not always)

Video 1 (Home language use)



Oh, I'm sorry. Are you going to give her medicine

Typical Stages of Language Acquisition by DLLs

Stage 2: Silent Stage

- Listens and internalizes vocabulary
- Rehearses language silently to themselves
- Begins to practice “private speech” until they have the confidence and the courage to “go public”

Video 2 (silent stage)



Typical Stages of Language Acquisition by DLLs

Stage 3: Telegraphic/Formulaic stage

- Produces one or two word phrases
- Uses short repetitive language
- Focuses on key words and context clues such as: “stop it!” or “fall down”. Repeats words and phrases to achieve social goals.

Video 3 (Telegraphic/ Formulaic)

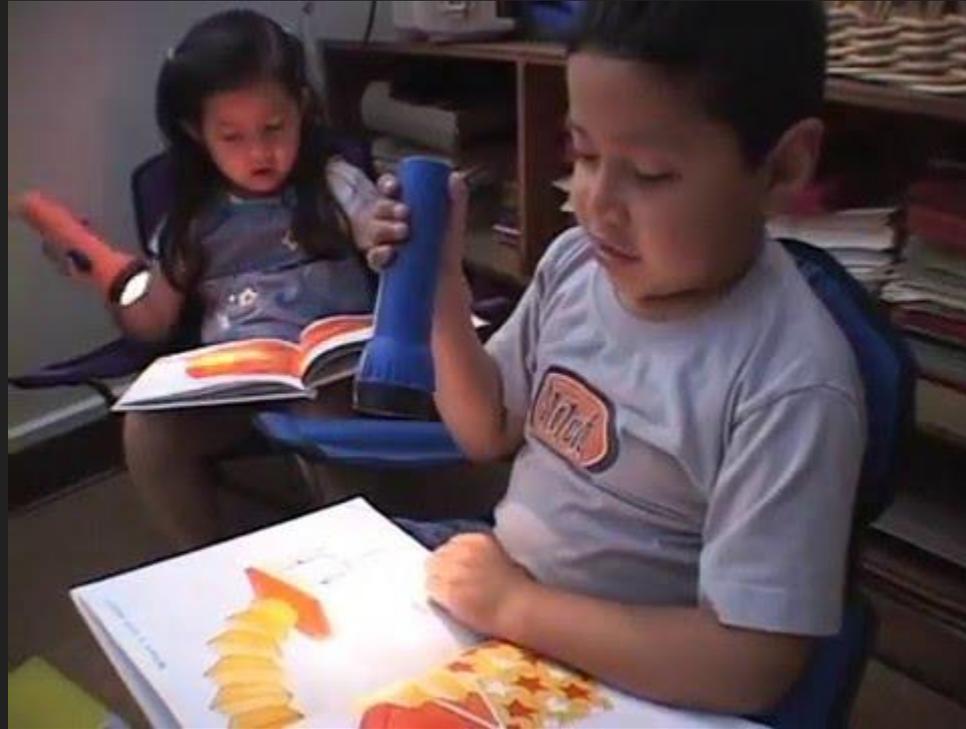


Typical Stages of Language Acquisition by DLLs

Stage 4: Productive Language

- Starts forming simple sentences using words they have learned.
- Sentences increase in length, complexity, and grammatical correctness.
- It is important to continue to build a child's vocabulary. Exposure is key!

Video 4 (Productive Language Use)



Strategies for working with Dual Language Learners

- Gain knowledge of the child's home language and personal story. Understand it's complexity.
- Encourage families to continue to speak and read to the child in their home language! This will support heritage language vocabulary building and provide support for learning English.
- Learn a few key words in the child's home language in order to validate and affirm its worth.
- Provide social and emotional support, and continuity of relationships.
- Provide intentional classroom routines, structure and organization.
- Model self talk ("I wonder if...") and parallel talk ("Tengo un perro", "oh, you have a dog.")

Strategies for working with Dual Language Learners

- Use manipulatives, pictures, objects and real world materials to teach vocabulary in context.
- Use songs, chants, and fingerplays as supports for teaching language.
- Pause, and allow children the time to reflect, think and respond in nonverbal (or verbal) ways. Tune in to what they are trying to tell you.
- As children progress, ask increasingly complex questions.
- Accept child's code switching as a normal part of second-language learning.
- Extending the child's speech in English (Strive for 5).
- Repeat, rephrase, paraphrase.
- Ask open ended questions.
- Continue to encourage vocabulary building in both languages.

“The limits
of my language
are the limits
of my world.”

Ludwig Wittgenstein

www.bilingualkidspot.com



“One language
sets you in a corridor
for life. Two languages
open every door
along the way”

Frank Smith

www.bilingualkidspot.com

Questions?

Comments?