



Unit 6 – Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners.” They also acquire an overview of the chapter’s content and become familiar with some of the rationale for supporting young dual language learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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Before You Start

This key topic will provide an introduction for students to Chapter 6 of the *California Preschool Program Guidelines*. This chapter is entitled “Support for Young Dual Language Learners.” Students will be introduced to 10 “Guiding Principles for Supporting Young Dual Language Learners,” which provide a rationale and framework for the chapter, as well as get a brief overview of the content of the chapter.

It will be important for faculty to have read the “Getting Ready for the Unit and Connecting to Experience” for this unit. This enables faculty to be familiar with the chapter and to understand the ways in which this chapter connects to other publications and initiatives of the California Early Learning and Development System.

This chapter in the *California Preschool Program Guidelines* has research underpinnings that are found in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. These papers are not used in this key topic, but the other three key topics in Unit 6 provide opportunities to become familiar with all six papers in that collection.

This key topic contains two distinct but related subjects. Students will first explore the 10 “Guiding Principles for Supporting Young Dual Language Learners” that provide a framework and rationale for the contents of the chapter. Next, they will briefly get an overview of the chapter and its contents through tabbing various sections of the chapter. It will be helpful to provide 13 small sticky notes per student for this tabbing.

Handout 1, a list of the 10 “Guiding Principles for Supporting Young Dual Language Learners,” is provided with this key topic. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



It will be helpful for students to have a hard copy of Chapter 6 of the *California Preschool Program Guidelines* for one of the active learning sections of this key topic.

California’s Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Information Delivery



Slide 2

Let students know that Chapter 6 is based on a set of research overview papers that provide research-based recommendations for working with children who are young dual language learners and their families. These are found in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*.

Direct students’ attention to the 10 “Guiding Principles for Supporting Young Dual Language Learners” on page 76 of Chapter 6. Remind students that on page 75, the 10 Guiding Principles are referred to as offering “a framework for interpreting the research findings and provide a rationale for specific practices.”

Active Learning



Slide 3

Getting it started

Let students know that they will have an opportunity to explore the 10 Guiding Principles. Make available to each student Handout 1, “Guiding Principles for Supporting Young Dual Language Learners,” accompanying this key topic. Note that the 10 Guiding Principles are listed in the first column.

Ask students to choose four or five words that represent key features of each principle and write them in the second column. It might support students in understanding this instruction if the first principle is done as a whole class. For example, the key words for the first principle might be

- capacity;
- benefit; and
- home language.

Keeping it going

When they have had time to list key words for all 10 principles, organize students into pairs and ask them to compare their choices.

Online Options

Students could complete Handout 1 prior to class and post it online. Students could then review their classmates’ handouts before class and be prepared to compare responses with another student in class.



Slide 4

Ask them to consider these questions:

- Where were there similarities?
- Where were there differences? Can you justify your choice to your partner when you did not make the same choices?
- Why might you and your partner have made different choices?

Then, ask each pair to produce an agreed-upon list for all 10 Guiding Principles.

These lists can be shared with all students in a variety of ways. They could be posted to an online format, written onto large sticky notes and physically displayed for each guiding principle in a classroom setting, or shared orally.

Regardless of the method used to share the work of each pair, the following questions could be included in a discussion or written reflection.



Slides 5-6

- Where did you find yourself differing from others?
- Where did you feel unfamiliar with the key features of a guiding principle or unsure of what it meant?
- For which principle(s) could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

Putting it together

Now that they have become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners,” the following review of the chapter and completion of the handout will give students an opportunity to see where these principles play out in the content of the chapter.

Using sticky notes, ask them to locate and tab the following sections in the chapter:



Slide 7

- Characteristics of Preschool Dual Language Learners (p. 76)
- *Process of Second-Language Acquisition* (p. 78)



- Program Approaches and Teaching Practices (p. 80)
 - ~ *Balanced–English-and-Home-Language-Development Approach* (p. 82)
 - ~ *English-Language-Development-with-Home-Language-Support-Program Approach* (p. 83)
- Sample Family Languages and Interests Interview (p. 85)
- *Teacher–child relationships* (p. 86)
- Assessment of Young Dual Language Learners (p. 87)
- Family Engagement (p. 87)
- Inclusion of Young Dual Language Learners Who Have Special Needs (p. 88)
- Support for the Transition to Kindergarten (p. 89)
- Early Childhood Educator Competencies (p. 89)
- Closing Thoughts (p. 90)

Online Options

Students could complete the third column of Handout 1 individually and post their completed handouts for their classmates to review. If the course has online-discussion capability, faculty may facilitate a discussion of the students' responses and the two questions in the "Putting it together" section.

When students have finished locating these sections, ask them to return to the handout. They are to review the titles of these sections and consider which of the Guiding Principles would support each of these practices. This can be done in their pairs or as a class discussion. There is a third column on the handout that can be used to record their choices of sections relating to each principle.

Ask students to consider the following questions:

- Are there some principles that relate to several topics? Which are they?
- What does this suggest about California's approach to preschool dual language learners?



Slides 8-9



Slide 10



Reflection

To close out this segment of active learning, ask students to reflect on the following questions. This can be done as a written reflection, in an online forum, or as a class discussion.



Slides 11-12

- How does this relate to experiences you have had with children who are young dual language learners?
- What was most interesting to you in this learning experience?
- How has this been helpful to you? Did anything come together for you?
- What are you most interested in learning more about? How can you do that?

Online Options

If the course has online-discussion capability, faculty may facilitate a discussion of the first set of questions in the “Reflection” segment.

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Guiding Principles for Supporting Young Dual Language Learners

The “Guiding Principles for Supporting Young Dual Language Learners” from Chapter 6 of the *California Preschool Program Guidelines* are listed in the first column of this table. Students are to review each guideline and choose four or five key words that most reflect the important features of that guideline. These are to be entered into the second column. The third column is available for listing chapter sections that indicate practices that would be supported by each guideline.

Note that the use of the term “DLLs” reflects how these guiding principles are written in the text. “DLLs” refers to dual language learners.

| Guiding Principles for Supporting Young Dual Language Learners | Key Words | Chapter Sections |
|---|-----------|------------------|
| 1. All young DLLs have the capacity to learn two or more languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD). | | |
| 2. High-quality preschool programs benefit all children but are not sufficient for young DLLs to achieve equitable outcomes. | | |
| 3. Strong and mutually respectful partnerships with families with young DLLs enhance the learning and development of young DLLs. | | |
| 4. Respect for the culture, values, and language preferences of families with young DLLs will benefit young DLLs’ adjustment to preschool. | | |

Unit 6: Support for Young Dual Language Learners
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 Handout 1: Guiding Principles for Supporting Young Dual Language Learners





Guiding Principles for Supporting Young Dual Language Learners

| Guiding Principles for Supporting Young Dual Language Learners | Key Words | Chapter Sections |
|--|-----------|------------------|
| <p>5. DLLs' knowledge and strengths in their home language need to be recognized and built upon in the preschool curriculum.</p> | | |
| <p>6. The learning and development of young DLLs must be supported and assessed across all domains, including ELD.</p> | | |
| <p>7. Characteristics of preschool DLLs' language development need to be understood by all program staff:</p> <ul style="list-style-type: none"> a. Young DLLs may take longer to respond to instructional prompts given in English. b. Young DLLs will typically progress through several stages of second-language acquisition at different rates depending on their early exposure and usage (see the California Preschool Learning Foundations in English-language Development for further information). c. Young DLLs will likely employ English switching (i.e., combining English and home language words in the same utterance), which is a typical feature of dual language development and should be considered a linguistic <i>(continued)</i> | | |



Guiding Principles for Supporting Young Dual Language Learners

| Guiding Principles for Supporting Young Dual Language Learners | Key Words | Chapter Sections |
|--|-----------|------------------|
| <p><i>(Continued)</i> strength (see the California Preschool Learning Foundations in English-language Development for further information).</p> | | |
| <p>8. To individuals without training in dual language learning, some features of language development may appear delayed during the early stages of bilingualism for young DLLs (e.g., vocabulary in each language, grammatical knowledge in second language, expressive abilities in second language), but when provided with a linguistically enriched and balanced program, young DLLs will become proficient in both languages.</p> | | |
| <p>9. The executive function abilities of young DLLs can be enhanced through a balanced educational approach to language.*</p> | | |
| <p>10. All language development activities and interactions should be interesting and engaging for young DLLs and should build upon young children’s intrinsic desire to learn language to communicate and participate in their social and educational settings.</p> | | |

*Keep in mind that this would include supporting both languages for academic and social language development.