



Support for Dual Language Learners: Unit 6, Key Topic 1

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Support for Young Dual Language Learners

- Chapter 6 is based on *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.
- The 10 “Guiding Principles for Supporting Young Dual Language Learners” offer “a framework for interpreting the research findings and provide a rationale for specific practices.”

California Preschool Program Guidelines, page 75-76

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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.		

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10 Guiding Principles

- 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?

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10 Guiding Principles

- 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?



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10 Guiding Principles

- For which principles could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

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- ✓ Characteristics of Preschool Dual Language Learners (p. 76)
- ✓ *Process of Second-Language Acquisition* (p. 78)
- ✓ Program Approaches and Teaching Practices (p. 80)

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- ✓ 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)

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- ✓ 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)

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- 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?



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- 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?

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- 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?

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- 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?

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- 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?

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- 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?