



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Support for Dual Language Learners: Unit 6, Key Topic 2

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Young Dual Language Learners

- Much diversity exists within the population of preschool children who are young dual language learners.
- Children who are young dual language learners bring their own individual experiences and developmental contexts to the preschool environment.

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Young Dual Language Learners

Define:

- Dual language learners
- Bilinguals
- Emergent bilinguals

California Preschool Program Guidelines, pages 76-77

Young Dual Language Learners

Find examples or descriptions of:

- Benefits of learning more than one language
- Challenges for learners of more than one language
- Implications for practice

California Preschool Program Guidelines, pages 76-78

Young Dual Language Learners

	Benefits	Challenges	Implications for Practice
Dual Language Learners			
Emergent Bilinguals			
Bilinguals			

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Young Dual Language Learners

- Discuss what you found particularly interesting in this learning experience.
- Summarize in one or two sentences what more you would like to learn regarding the benefits of dual language learning for young children.

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Young Dual Language Learners



- What values influence your work with young dual language learners? How do they support that work?
- What experiences have you had that motivate and support your work with young dual language learners?

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Young Dual Language Learners



- What might be some personal barriers to working with young children who are dual language learners? How can you work to remove them?

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Young Dual Language Learners

Second-Language Acquisition

*California Preschool Learning Foundations, Volume 1,
Pages 107–111*

Stages

- Beginning
- Middle
- Later



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Young Dual Language Learners

Describe why “... it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young DLLs.”

California Preschool Program Guidelines, p. 80

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Young Dual Language Learners

- Why is it important to pay attention to skills in oral language and vocabulary development?
- What are some ways in which young dual language learners might differ from monolingual language learners in developing these skills?
- Knowing this, what are some implications for practice?

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Young Dual Language Learners



- What strengths would you bring to working with young dual language learners in supporting children's development of academic vocabulary and oral language, as well as general oral language and vocabulary in both their home language and English?

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Young Dual Language Learners



- How are you challenged in working with young dual language learners regarding academic language, oral language, and vocabulary in children's home language? With staff or colleagues? With families?
- Can you think of some ways to overcome these challenges?

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Young Dual Language Learners



- 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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Young Dual Language Learners



- 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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Young Dual Language Learners



- 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?

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Young Dual Language Learners

California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)

- Paper 1: “Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain.”
- Paper 2: “Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development.”

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“Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain ”

- A Conceptual Framework: Neuroconstructivism and Language Learning (pp. 3–11)
- Experience Affects the Organization of the Neural Systems Involved in Learning, Storing, Processing, and Producing Language (pp. 11–22)
- Involvement of Different Cognitive Processes in Dual-Versus Single-Language Learning and Use (pp. 22–33)

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Young Dual Language Learners

“Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development”

- Cognition (pp. 52–58)
- Language (pp. 61–69)
- Mathematics (pp. 69–71)
- Science (pp. 71–72)
- Social–Emotional Development (pp. 72–74)