



ELs in the Early Years: Focus on High Quality Teaching Practices for PreK-K

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I'm Karen Nemeth,

*Author, Consultant, TESOL member -
Elementary Education Interest Section*



Poll #1

What is your position?

- A. ESL teacher
- B. General classroom teacher
- C. Professor/presenter
- D. Leader/administrator
- E. other



Poll #2

- Where do you work?
- A. Elementary school?
- B. Preschool?
- C. College/university?
- D. Other



What are the issues?



BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS' (ELLs) SUCCESS

The principles that guide the Blueprint for ELLs are:

- 1. All teachers are teachers of English Language Learners and need to plan accordingly by:**
- 2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:**



OHS Definition of Dual Language Learners

“Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE).”



<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-policy-statement-final.pdf>



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION**

**POLICY STATEMENT ON SUPPORTING THE DEVELOPMENT OF CHILDREN WHO
ARE DUAL LANGUAGE LEARNERS IN EARLY CHILDHOOD PROGRAMS**



Federal Recommendations (pp. 20-29)

- Use a strength based approach that embraces diversity.
- Partner with families.
- Identify and implement a plan for how languages will be used in the classroom to provide a rich language environment.



- Establish a culturally responsive learning environment.



- Ensure the workforce has competencies to support DLLs.
- Ensure that screenings and assessments are appropriate.
- Ensure the curriculum is appropriate.



- Promote positive teacher-child or provider-child relationships.
- Support monolingual staff in serving children who are DLLs.
- Accurately identify and serve children with disabilities who are DLLs.
- Facilitate smooth transitions within and across programs.



<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>

**Promoting the Educational Success of Children and
Youth Learning English: Promising Futures**

Committee on Fostering School Success for English Learners: Toward New Directions in
Policy, Practice, and Research

Ruby Takarishi and Suzanne Le Menestrel, *Editors*

Board on Children, Youth, and Families
and
Board on Science Education

Division of Behavioral and Social Sciences and Education

Health and Medicine Division

A Report of

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

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11 a.m. EST





Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and Economic Competitiveness



	Early Learning	Elementary	Secondary	Postsecondary
Collaboration and Communication	Emerging socio-emotional skill-building—focus on empathy, cooperation, and problem solving	Progressive socio-emotional skill-building—focus on empathy, perspective taking and conflict management	Strong socio-emotional and leadership skills—emphasis on multi-cultural understanding and working with diverse groups	Advanced socio-emotional and leadership skills , ability to effectively collaborate and communicate with people in cross- cultural settings
World and Heritage Languages	Developing language skills in English and other languages	Basic proficiency in at least one other language	Proficiency in at least one other language	Advanced proficiency — ability to work or study in at least one other language
Diverse Perspectives	Emerging global awareness through exposure to diverse cultures, histories, languages and perspectives	Deepening global awareness through continued exposure to diverse cultures, histories, languages and perspectives.	Deepening local and global knowledge and understanding, including through classes, projects, study abroad and virtual exchange	Highly developed ability to analyze and reflect on issues from diverse perspectives
Civic and Global Engagement	Growing awareness of community and institutions	Age-appropriate civic engagement and learning	Demonstrated ability to engage in key civic and global issues	Demonstrated ability for meaningful engagement in a wide range of civic and global issues and to be successful in one's own discipline/specialty in a global context

Globally and Culturally Competent Individuals

Proficient in at least two languages;

Aware of differences that exist between cultures, open to diverse perspectives, and appreciative of insight gained through open cultural exchange;

Critical and creative thinkers, who can apply understanding of diverse cultures, beliefs, economies, technology and forms of government in order to work effectively in cross-cultural settings to address societal , environmental or entrepreneurial challenges;

Able to operate at a professional level in intercultural and international contexts and to continue to develop new skills and harness technology to support continued growth.

Foundation of Discipline-Specific Knowledge and Understanding





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Guiding Principles for Use of Technology with Early Learners



Dual language learners

For dual language learners, digital resources can support language skills development in the home language and English. For example, students and families can use digital tools to create and share stories in their home language that are culturally relevant for classroom use. Educators can use digital tools to adapt materials with translations in both languages to improve comprehension and communication. In addition, oral language development focused on listening and speaking skills can be enhanced in two or more languages using speech-recording and playback features. When used appropriately and sensitively, technology can help meet the needs of dual language learners as individuals and enhance their learning opportunities.⁴⁹

Guiding Principle #3:

Technology may be used to strengthen relationships among parents, families, early childhood educators, and school staff.

Connections between home and school



*Non-Regulatory Guidance - Early Learning in
the Every Student Succeeds Act:*

*Expanding Opportunities to Support our
Youngest Learners*

Key words include:

***High quality ... professional
development ... coordination ...
collaboration!***

[https://www2.ed.gov/policy/elsec/leg/essa/essa
elguidance10202016.pdf](https://www2.ed.gov/policy/elsec/leg/essa/essa
elguidance10202016.pdf)



Goals for Young ELLs/DLLs

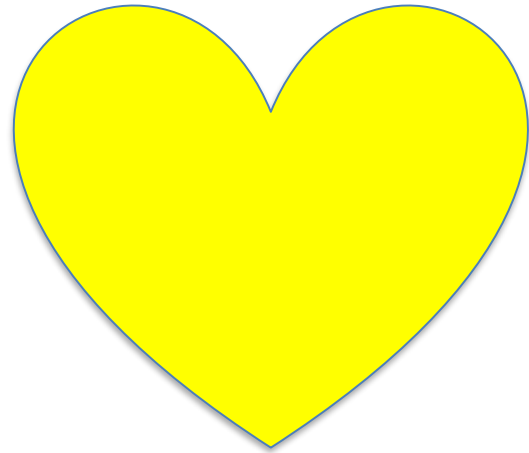
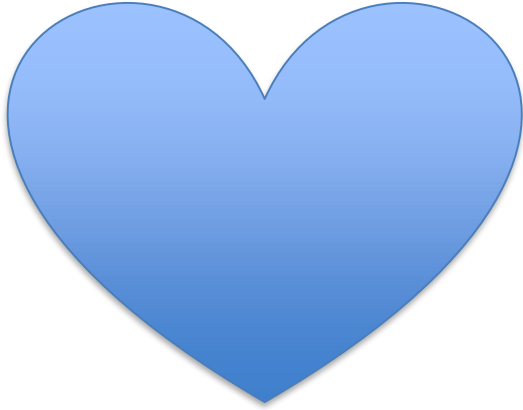
- To help them learn content – best done in home language
- To help them learn English in developmentally appropriate ways
- To explain connections between home language and English
- To support more meaningful oral language



*It is NOT our job to teach
children English...*

**It is our job to teach
children!**





*Write on a paper all of the things
that come to mind when you
think about:*



strawberry





Explicit connections between words:

- Pictures and props don't help if they don't mean anything to the child



LEARNING CAN ONLY
HAPPEN WHEN A CHILD
IS INTERESTED. IF HE
IS NOT INTERESTED,
ITS LIKE THROWING
MARSHMALLOWS AT HIS
HEAD AND CALLING IT
EATING.

KATRINA GUTLEBEN



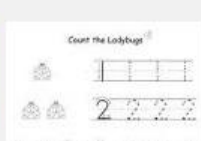
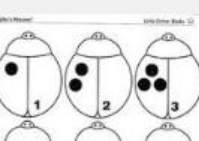
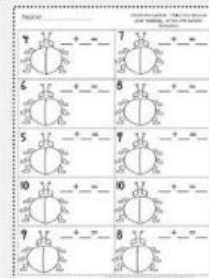
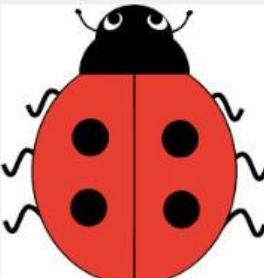
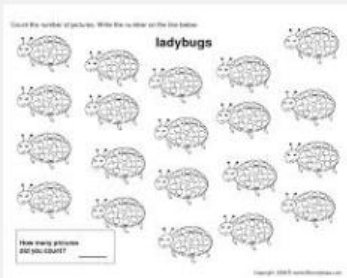
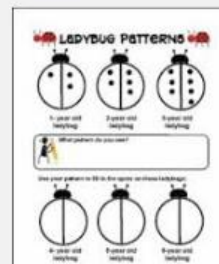
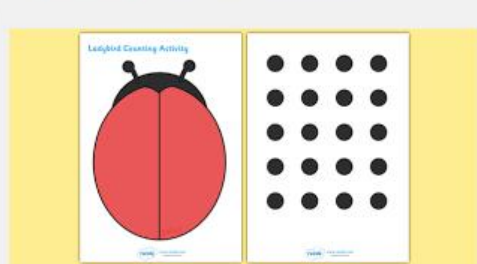
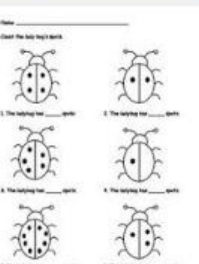
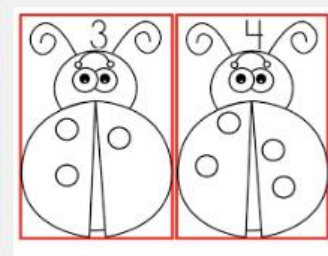
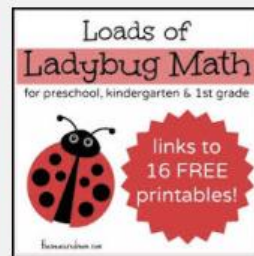
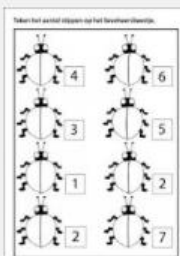
Lugo-Neris, Jackson, & Goldstein

LANGUAGE, SPEECH, AND HEARING SERVICES 314 IN SCHOOLS • Vol.
41 • 314-327 • July 2010

“Vocabulary bridging to the child’s strongest language is a promising strategy to teach novel words to DLLs. ...teachers may enhance vocabulary instruction by embedding repeated exposures to word definitions within meaningful contexts. Also, ... explaining new English words by providing semantic features and definitions in Spanish.”



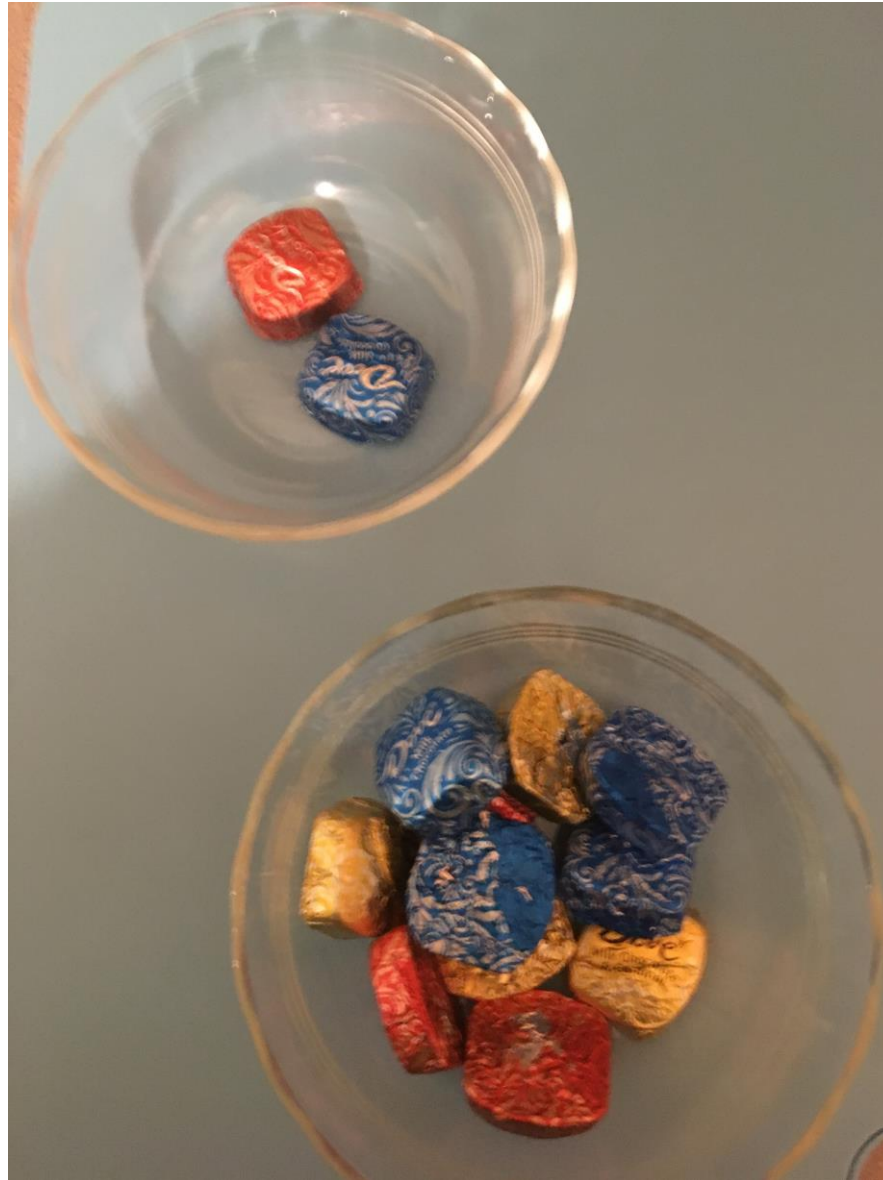
Math skills or content?



Math skills or content?



Math skills or content?





Why does home language support work?

- Academic/Cognitive advantages
- Identity/Self-Esteem
- Family Strength
- Social Status & Relationships



What if the teachers or specialists do not speak the child's home language?

- Resources
- Apps
- Remind.com, Google Translate App
- Cognates
- Strategies
- LIBRARIES



Digital resources

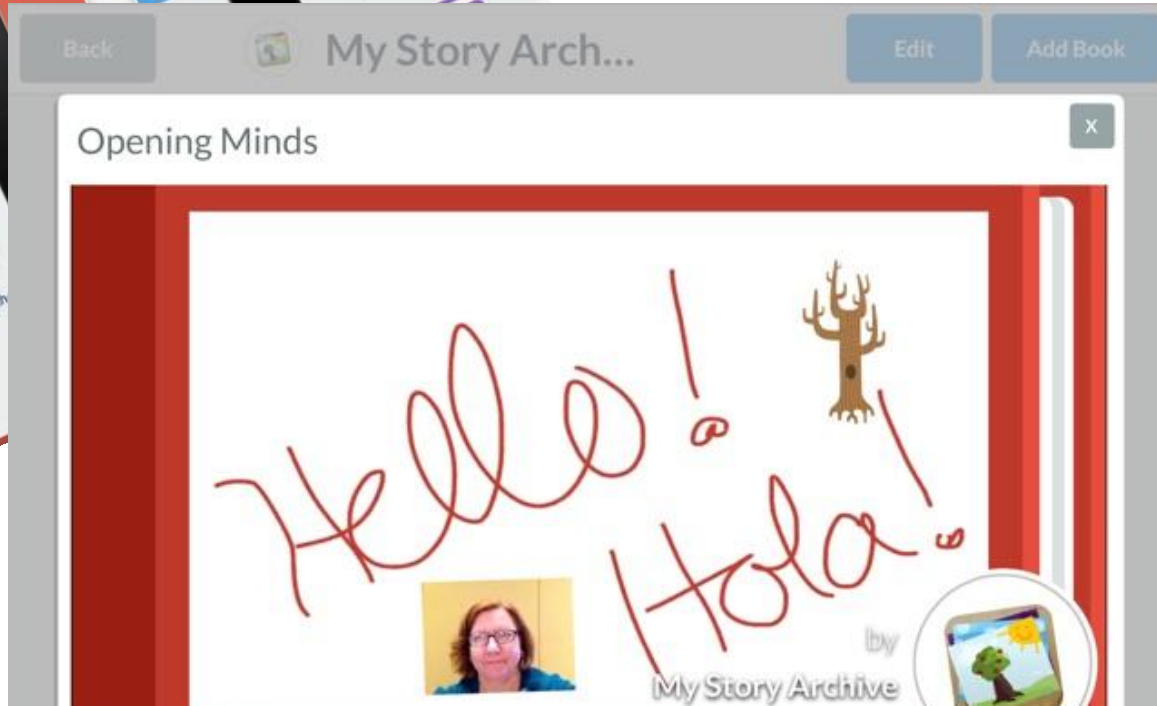
My Story app by Brightbot

Multiple Authors + Syncing

Free Bright Bot account, sync authors and stories across multiple iPads!



Unlimi
No limits



Digital cameras, devices



“Teacher’s interactions that best encourage language learning include having conversations that stay on a single topic, providing children opportunities to talk, encouraging analytical thinking, and giving information about the meanings of words.”

Shanahan and Lonigan, 2012





“One preschool teacher behavior that predicted children’s growth was the frequency of sophisticated vocabulary use during informal conversations (...). It predicted children’s kindergarten vocabulary, which correlated with fourth grade word reading.”

Dickinson and Porche, 2011





“It’s not just about shoving words in,” said Kathryn Hirsh-Pasek, a professor of psychology at Temple University and lead author of the study. “It’s about having these fluid conversations around shared rituals and objects, like pretending to have morning coffee together or using the banana as a phone. That is the stuff from which language is made.”



Read book about ducks



Do a magnet activity



Loss of words learned in
duck book

**DEAD
END**



Read book about ducks

Provide puzzles, puppets, games
about ducks

Words and concepts learned with
duck book will be used and will stick!



Remember: Goals for Young DLLs

- To help them learn content – best done in home language
- To help them learn English in developmentally appropriate ways
- To explain connections between home language and English
- To support more meaningful oral language



How to improve ELL/DLL outcomes:

- Connect with EACH family
- Prepare culturally responsive environment with UDL
- Train staff about how and when to use languages
- Demand all curriculum and PD providers address language differences
- Support transitions for all students



Make sure teachers focus on:

- Small groups and individual interactions
- Peer to peer interactions
- Intentional support of comprehension
- Careful selection of content that works for all
- Lesson plans with flexibility for differentiated instruction
- More child talk - meaningful talk
- Never introduce a topic/key words without a plan for extending/explaining/connecting



Make sure teachers focus on:

- Small groups and individual interactions
- Peer to peer interactions



Make sure teachers focus on:

- Intentional support of comprehension
- Careful selection of content that works for all

Thanksgiving crafts for toddlers



NOOOOOOOOO!!!

Make sure teachers focus on:

- Intentional support of comprehension
- Careful selection of content that works for all

YES!



Make sure teachers focus on:

- Lesson plans with flexibility for differentiated instruction
- More child talk - meaningful talk
- Never introduce a topic/key words without a plan for extending/explaining/connecting



In a well
stocked, high
quality early ed
environment,
language will be
valuable even if
you don't
understand it!



Just because
You said it...
Doesn't mean
You TAUGHT it!

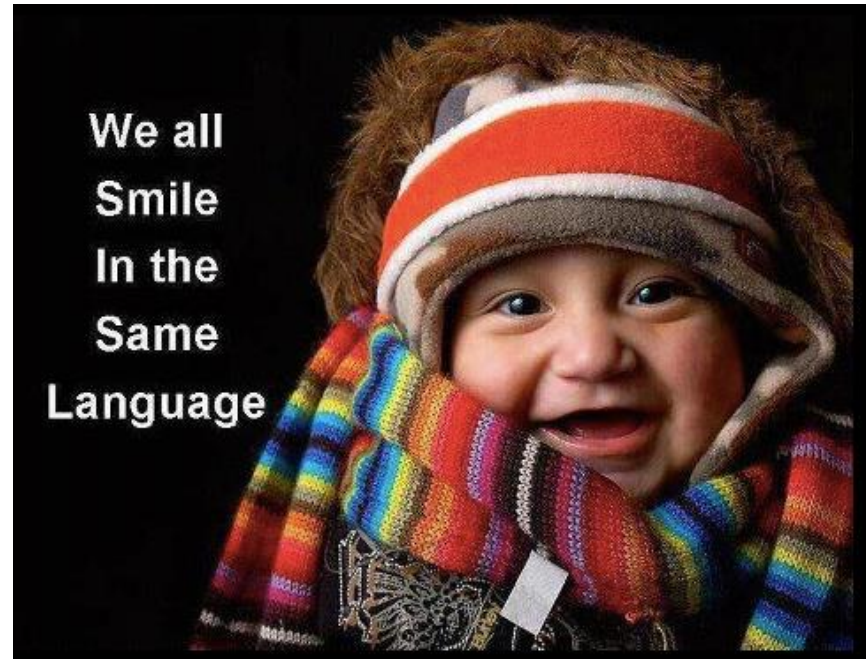


Just because
THEY said it
doesn't mean
they learned it!



Thank you!

*Please join the Elementary
Education Interest Section!!*



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