



# Dual Language Learners: Closing the Gap between What We Know and What We Do

2015 National Smart Start Conference  
Greensboro, NC

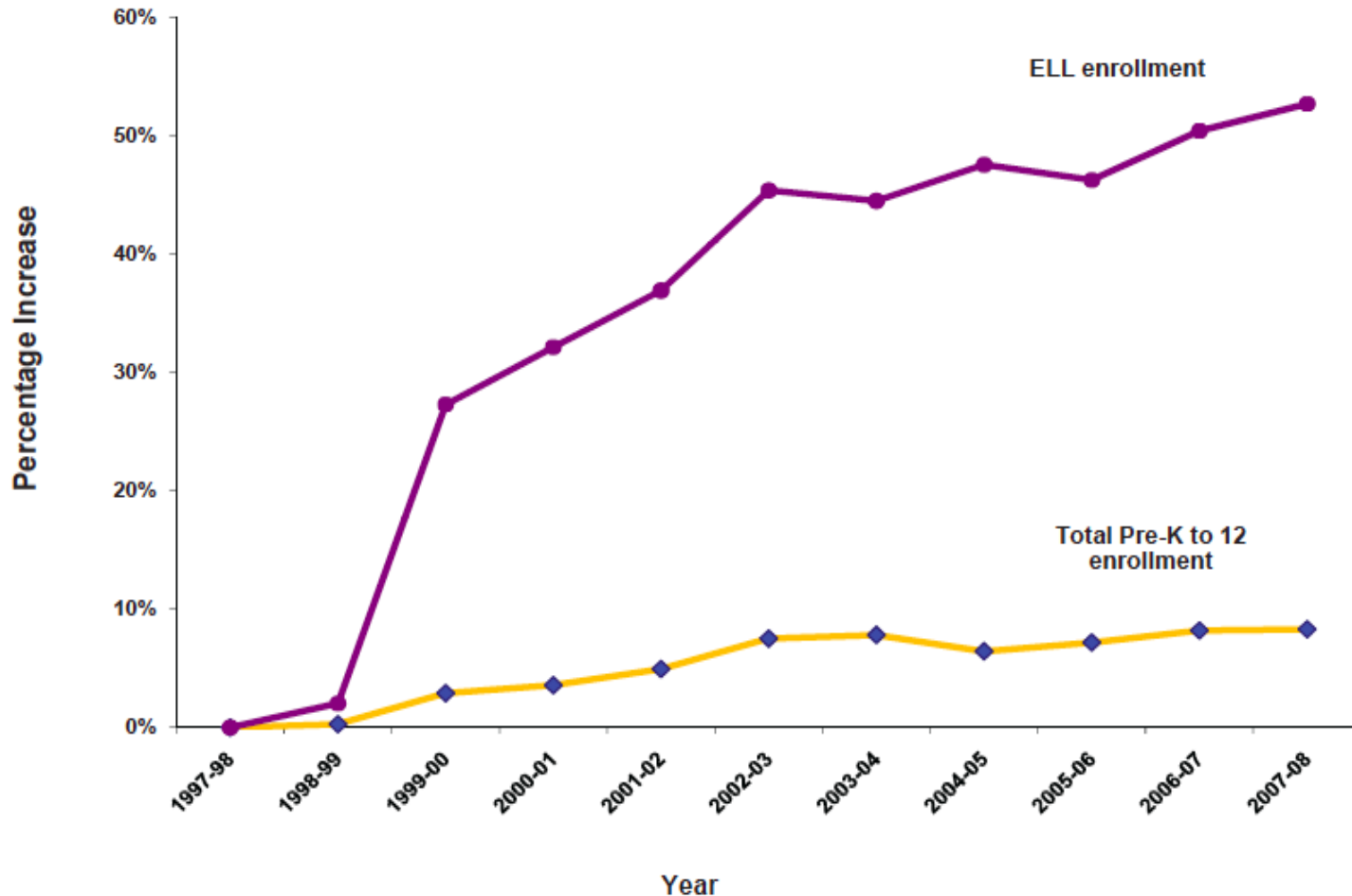


# Terminology Matters...

Dual Language Learners are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

- Office of Head Start (2008)

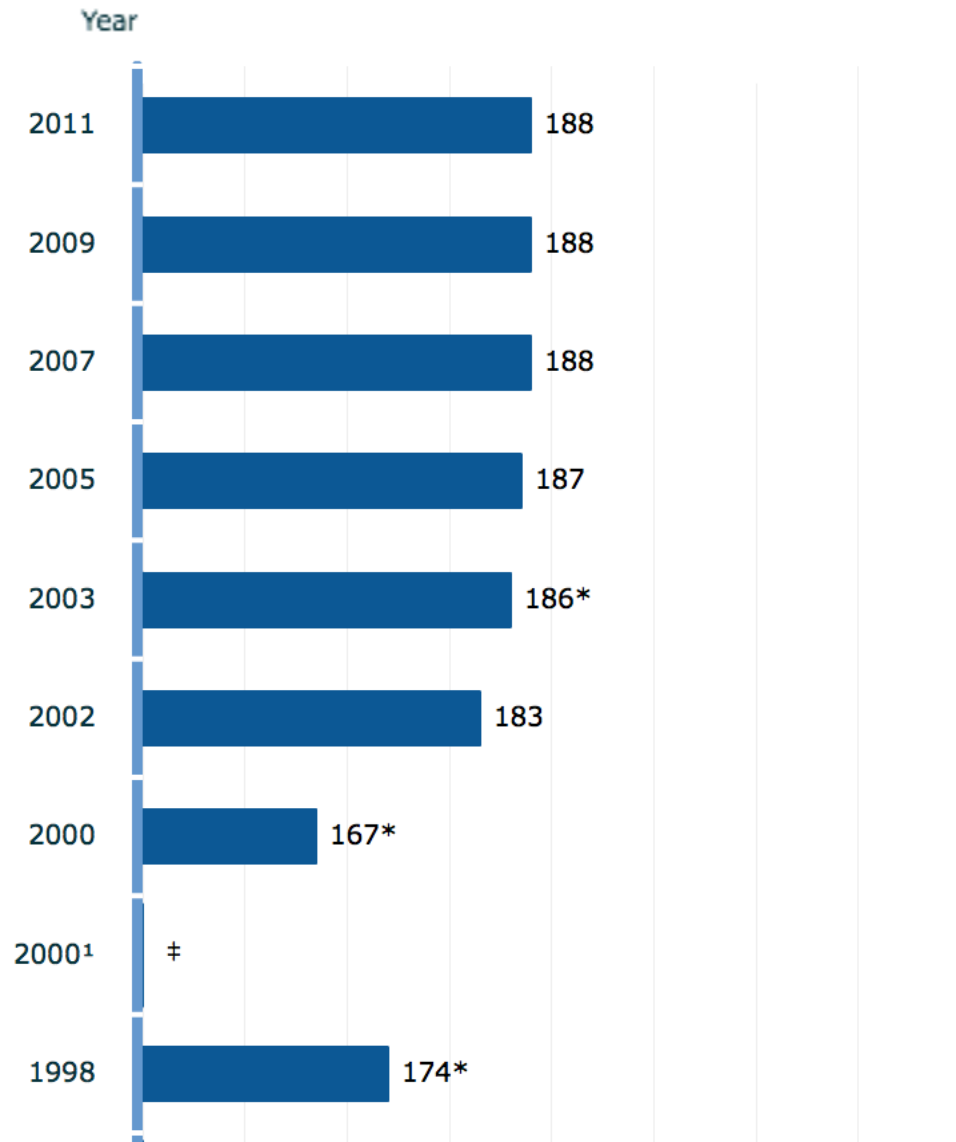
# Percent Change in US Total and ELL Pre-K to 12 Enrollment



# Average NAEP Reading Scores for ELLs 1998-2011

verage scale scores for reading, grade 4, by year and jurisdiction for  
tatus as English Language Learner, 2 categories [LEP]: 1992, 1994, 1998, 2000,  
002, 2003, 2005, 2007, 2009, and 2011  
LL

- **2011: Average score for all 4<sup>th</sup> grade students, 221**
- **Non ELL, 225**
- **Basic = 208**
- **Proficient = 238**
- **Low poverty = 238**
- **High poverty = 203**



**Table 5. Languages Spoken by ECEC Workers, 2011-13**

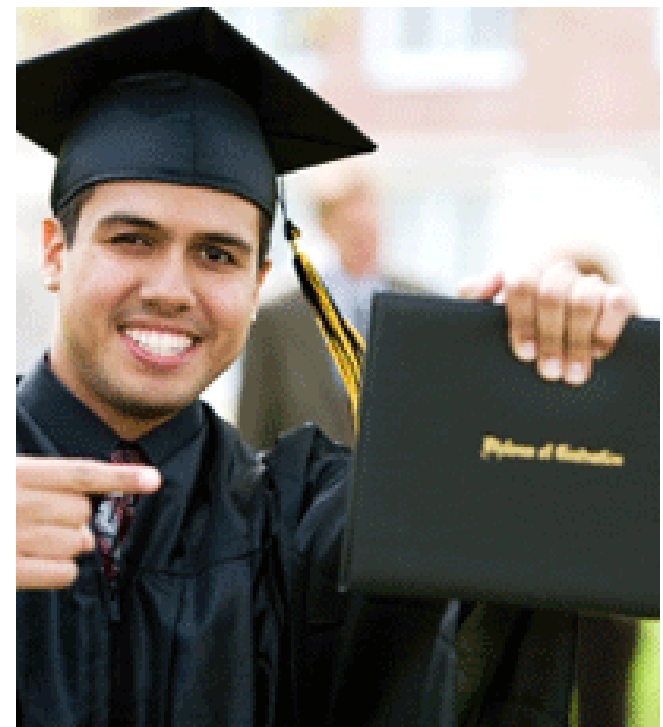
Rank	ECEC Workers		Family-Based Child-Care Workers		Preschool Teachers		Directors of Programs	
	Language	Share (%)	Language	Share (%)	Language	Share (%)	Language	Share (%)
1	English only	77.3	English only	69.8	English only	83.4	English only	87.4
2	Spanish	15.8	Spanish	23.2	Spanish	10.3	Spanish	9.1
3	Chinese*	0.6	Chinese*	0.8	Chinese*	0.6	Portuguese	0.3
4	Tagalog	0.5	Portuguese	0.4	Tagalog	0.5	Farsi	0.3
5	German*	0.4	Tagalog	0.4	French*	0.4	Russian*	0.3
6	French*	0.4	Russian*	0.4	Russian*	0.3	Italian	0.3
7	Portuguese	0.4	French*	0.4	Arabic	0.3	French*	0.3
8	Russian*	0.4	Creole*	0.3	Creole*	0.3	Chinese*	0.2
9	Creole*	0.3	Vietnamese	0.3	Farsi	0.2	Greek	0.2
10	Polish	0.2	Korean	0.3	German*	0.2	Korean	0.2

Notes: \*Chinese includes Mandarin and Cantonese; French includes French and Patois; Russian includes Russian and Ukrainian; Creole includes French or Haitian Creole; German refers to German and Pennsylvania Dutch.

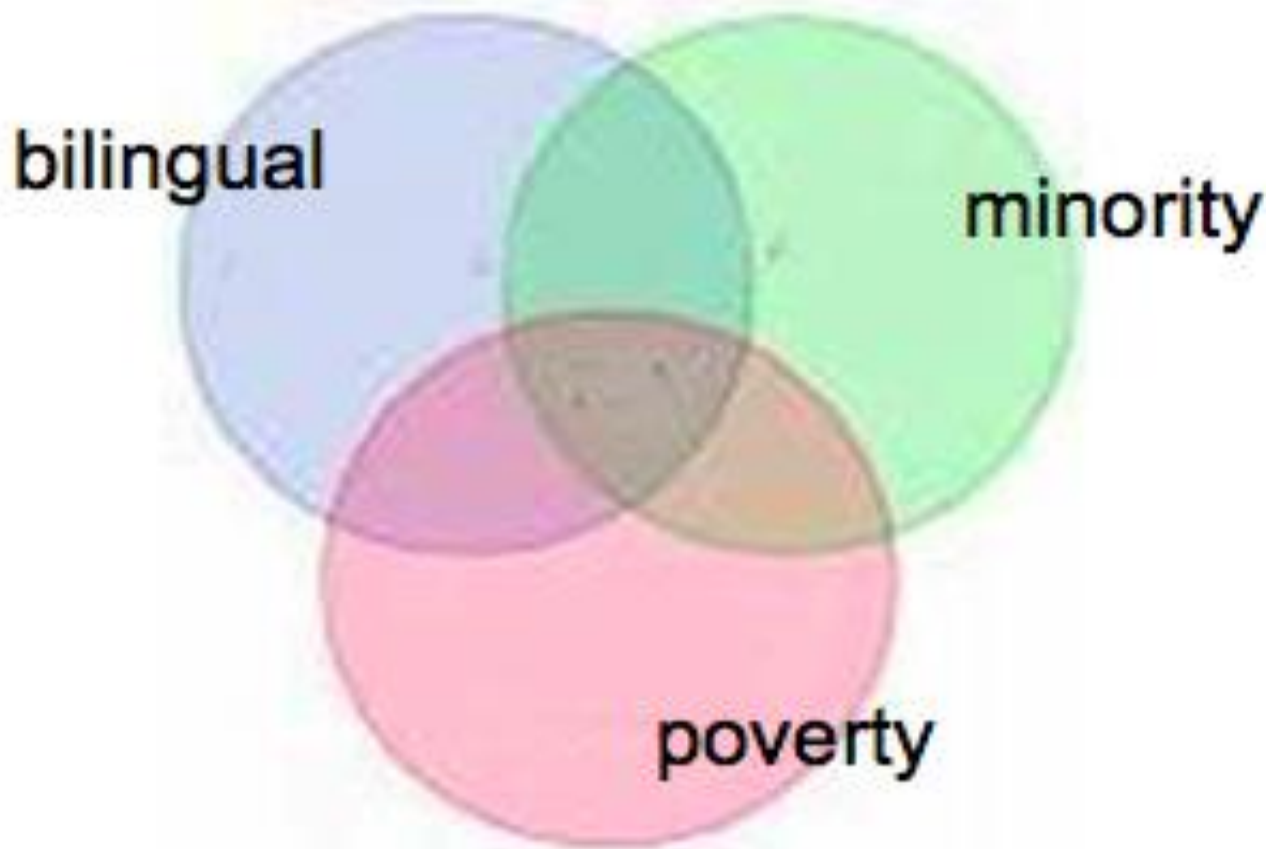
Source: Authors' tabulations of U.S. Census Bureau pooled 2011-13 ACS data.

# How do we respond...

Need to implement coherent, consistent approaches and strengthened practices Pre-K to 12 that reflect the current research on bilingual development and the realities of local contexts.



# How Much of Achievement Gap is Due to Language Status (DLL) vs. Poverty vs. Cultural/Linguistic Discontinuity?



# Language & Achievement

Having a second language is sometimes linked to higher achievement in English...ECLS-K data analysis.

Espinosa, et al., 2007





# Synthesis of Recent Science for DLLs



Center for  
Early Care and Education Research  
Dual Language Learners

<http://cecerdll.fpg.unc.edu/>

## **Products:**

- 12 Research briefs
- 6 Critical reviews of the literature
- 3 Policy reports/policy briefs
- 2 Working papers
- 1 Special edition of ECRQ with 6 CECER-DLL articles, Fall 2014
- 3 SDA (ECLS-B)

# Cognitive Development

## **Young bilinguals show advanced skills in non-verbal executive control skills...detectable at 7 months!**

- ✓ inhibitory control (ability to resist a habitual response or information not relevant)
- ✓ working memory or updating (ability to hold information in mind and mentally manipulate it)
- ✓ cognitive flexibility ability to adjust to changes in demands or priorities and switch between goals

# Language and Literacy Development of DLLs...

- Vocabulary development looks different: longer lexical retrieval time
- Smaller vocabularies in each language; conceptual vocabularies when combined in 2 languages comparable
- Speech production somewhat slower
- Grammatical development differed
- Cross-language (L1-L2) influences varied by similarities of 2 languages

# State ELDS and DLLs

**State Classification System:** 3 approaches

**Program Criteria:** 9 criterion

22 states and District of Columbia: AL, AZ, CA, DE, DC, GA, HI, IL, IA, ME, MD, MA, NJ, NY, NC, OR, RI, SC, TX, WA, WI

# Methods

- Reviewed State Early Learning and Development Standards/Guidelines for any language on DLLs/ELLs/ELs
- Wide range of supporting documents also reviewed: Curriculum Frameworks/Guidelines; Administrative Rules; Statewide Training Requirements; Operating Guidelines, Pre-K Policies

# State Classifications

**Dual Language Approach:** explicitly promoted early bilingualism and included the goals of children becoming fully bilingual and biliterate

**English Language Development:** explicit goal of English acquisition in combination with intentional support of ongoing home language development

**English Immersion:** emphasize English acquisition without any attention to the role of the home language

# Program Criteria

- a clear statement of philosophy,
- procedures for identifying of the DLL population,
- a separate domain for DLLs language development,
- inclusion of DLLs in the language, communication, literacy domain,
- inclusion of DLLs in other domains (especially social and emotional development),

# Program Criteria

- family engagement strategies for DL families,
- specific teacher qualifications for teachers of DLLs, and
- specific recommendations for instructional and assessment practices.



# Findings: Classification

## **Classification: 22 states plus DC**

Dual Language Development	1
English Language Development	16
English Immersion	5

# Findings: Program Criteria

<b>Program Criterion</b>	<b># of states</b>
Statement of Philosophy	15
Identification Procedures	4
Separate DLL Domain	3
DLLs Addressed in Language, Literacy, Communication	17

# Program Criteria...

<b>Program Criterion</b>	<b># of states</b>
DLLs Addressed in Other Domains	6
Family Engagement Approaches for DLLs	7
Teacher Qualifications	5
Teaching Practices/Strategies	12
Assessment Recommendations	7

# Exemplars

## ***Clear Statement of Philosophy***

Articulate a rationale that is evidence based for an approach to meeting the needs of DLLs/ELLs. *What* are goals for DLLs and *why* these goals?

*Preschool Teaching and Learning Standards, New Jersey  
State Department of Education*

<http://www.nj.gov/education/ece/guide/standards.pdf>

# What is Good Pedagogy for DLLs?



# NAEYC & NAECS/SDE Joint Statement

## Box 1: Joint Position Statement on Curriculum

Policymakers, the early childhood profession, and other stakeholders in young children's lives have a shared responsibility to implement a curriculum that is:

- Thoughtfully planned
- Challenging
- Engaging
- Developmentally appropriate
- Culturally and linguistically responsive
- Comprehensive across all developmental domains
- Likely to promote positive outcomes for all young children

Source: National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Washington, DC: NAEYC  
< [www.naeyc.org/about/positions/pdf/CAPEexpand.pdf](http://www.naeyc.org/about/positions/pdf/CAPEexpand.pdf)>.

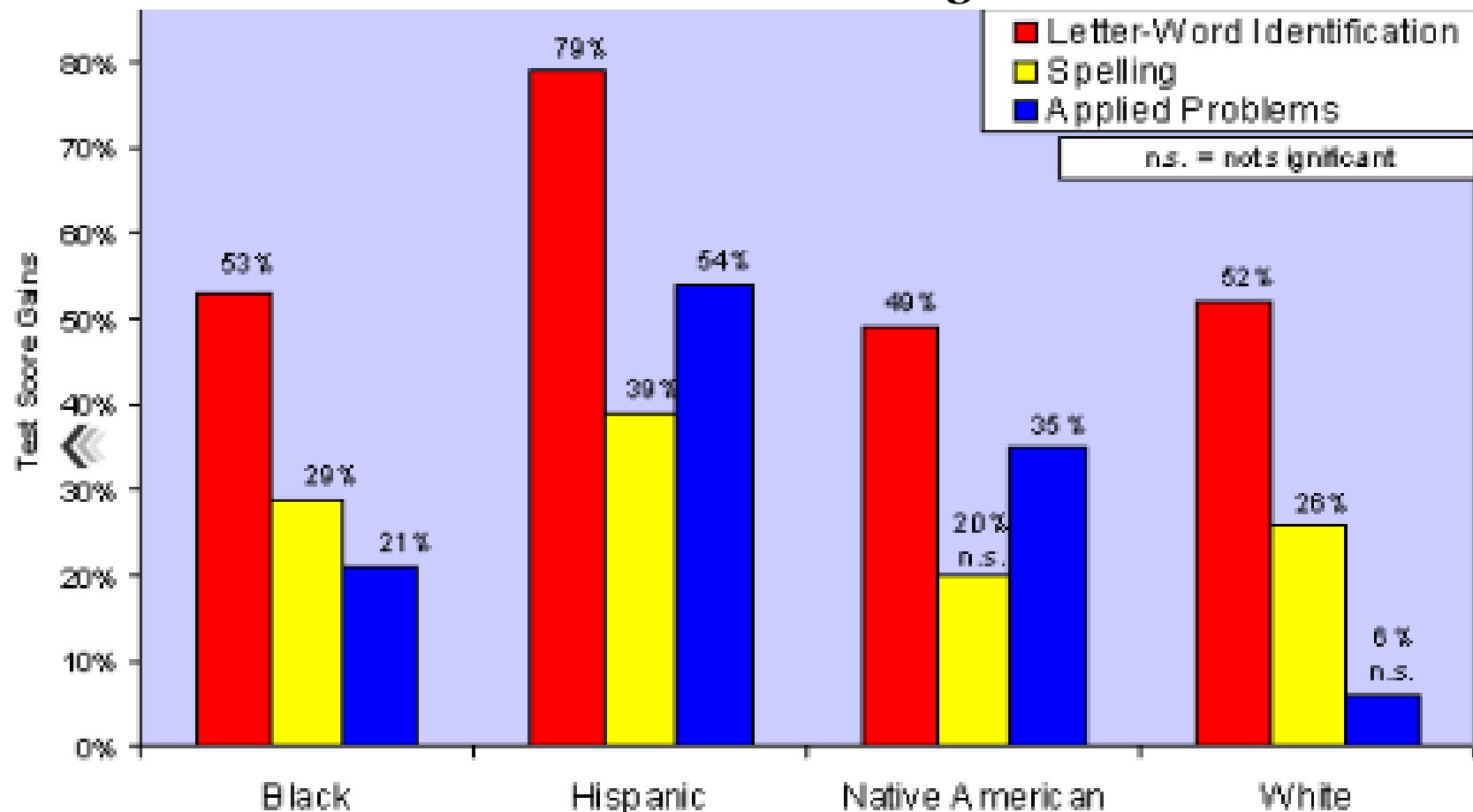
# Characteristics of a High Quality, Intentional Curriculum\*

- Is research based
- Emphasizes teachers actively engaged with children
- Includes attention to social and regulatory skills
- Is responsive to cultural diversity and English language learners
- Is not teacher proof
- Requires new ways to measure classroom quality and teacher effectiveness

**\*Klein, L., & Knitzer, J. (2006). Pathways to Early School Success: Effective Preschool Curriculum and Teaching Strategies. NY: National Center for Children in Poverty, Columbia University.**

# Do High Quality ECE Programs Benefit DLLs?

## TULSA PRE-K Program





# Good teaching is Necessary but not Sufficient for DLLs

Although high quality classrooms benefit both monolingual and DLLs, it has been argued that practices associated with here-to-fore definitions of quality may not be sufficient to support analogous levels of academic success for children who begin their lives speaking a language other than English (August & Shanahan, 2006; Goldenberg, 2013).



# What Teacher Competencies are Needed?



- Knowledge of the influence of cultural values and norms
- Knowledge of the stages of second language acquisition
- Specific curricular adaptations and assessments

# Knowledge of Cultural Values and Norms

## **Individualism Representative of U.S. Culture**

1. Independence and individual achievement
2. Self-expression, individual thinking, personal choice
3. Egalitarian relationships and flexibility in role
4. Physical world as knowable apart from meaning for human life
5. Private property, individual ownership

## **Collectivism Representative of Many Immigrant Cultures in the U.S.**

1. Interdependence and group success
2. Adherence to norms, respect for authority, group consensus
3. Hierarchical roles
4. Physical world in the context of its meaning for human life
5. Shared property, group ownership

# Examples of Phases of Second Language Acquisition

Phases of second language acquisition	Example	Example
<b>Home Language</b>	William is on the sand table. He asks an English-speaking child, “¿Me das la pala?”	Linda asks the teacher, ¿Cuándo vamos a comer el lonch?
<b>Quiet period</b>	Yazmin looks intently to the teacher and remains quiet while the teacher is reading a book aloud in English.	Jessica holds the teacher’s hand to show her something interesting she has discovered in the classroom.
<b>Telegraphic/ Formulaic Speech</b>	Francisco uses expressions such as “come on” to invite other children to play in the playground.	Antonio tells to one of his classmates: “Two people” to indicate that only two people can be in the housekeeping area.
<b>Productive Speech</b>	Rogelio announces after being in the playground, “I sandbox in shoe.”	Jessica tells the teacher, “Carlos es mi friend.”

# Guiding Principles for Curricular Adaptations

- Families matter
- Recognize existing language and literacy strengths in the home language
- Respect cultural values and behavior reflected in the child's language and communication
- Allow the child to use the home language to have immediate access to the entire curriculum
- Support English language development across all domains
- Use language as a meaningful tool to communicate

# Guiding Principles for Curricular Adaptations

- Accept code switching as normal
- Give preschool DLLs time
- Allow for children's voluntary participation
- Provide safe havens
- Provide space for small group and one-to-one interaction
- Provide linguistically and culturally appropriate materials

# What it looks like in practice...



# Questions, Reflections, Comments

