

Becoming Bilingual

RESOURCES AND STRATEGIES TO HELP STAFF AND CHILDREN IN
YOUR PROGRAM DEVELOP THE BILINGUAL ADVANTAGE

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What is the “bilingual advantage”?

- Developing home language strengthens second language
- Better self-regulation skills
- Greater cultural awareness



Why focus on strengthening a child's home language?

Teachers can

- Build on child's prior knowledge
- Support child's identity and self-esteem
- Maintain family strength
- Celebrate diversity

Why does it work?

Surprisingly, support of home language leads to better English language learning!

- Supports content learning
- Reduces gaps in knowledge that lead to gaps in vocabulary and academic language

POLL



**Dual Language Learners
Research Informing Policy**

Dina C. Castro
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Center for

••• Early Care and Education Research

•• Dual Language Learners

What the study found

“Features of high-quality ECE—

intentional teaching, integrated learning, positive teacher-child and home-school relationships, low ratios, assessments, parent engagement—**are important for DLLs, *but they are not sufficient!*”**

Who needs the “bilingual advantage”?



Every child!

Researchers say

“Use of home language, in addition to English, is probably *the* most important aspect of effective ECE settings for DLLs.”

—Dr. Linda Espinosa



Who knows the child's home language best?



Their families!

Resources for parent engagement

www.colorincolorado.org

www.readyrosie.com

www.earlylearningcollaborative.org

Head Start resources:

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp>

Help families support language and literacy at home

- Research shows conversations are key
- Reading books is good—talking *with* children *about* books, stories, and poems is better



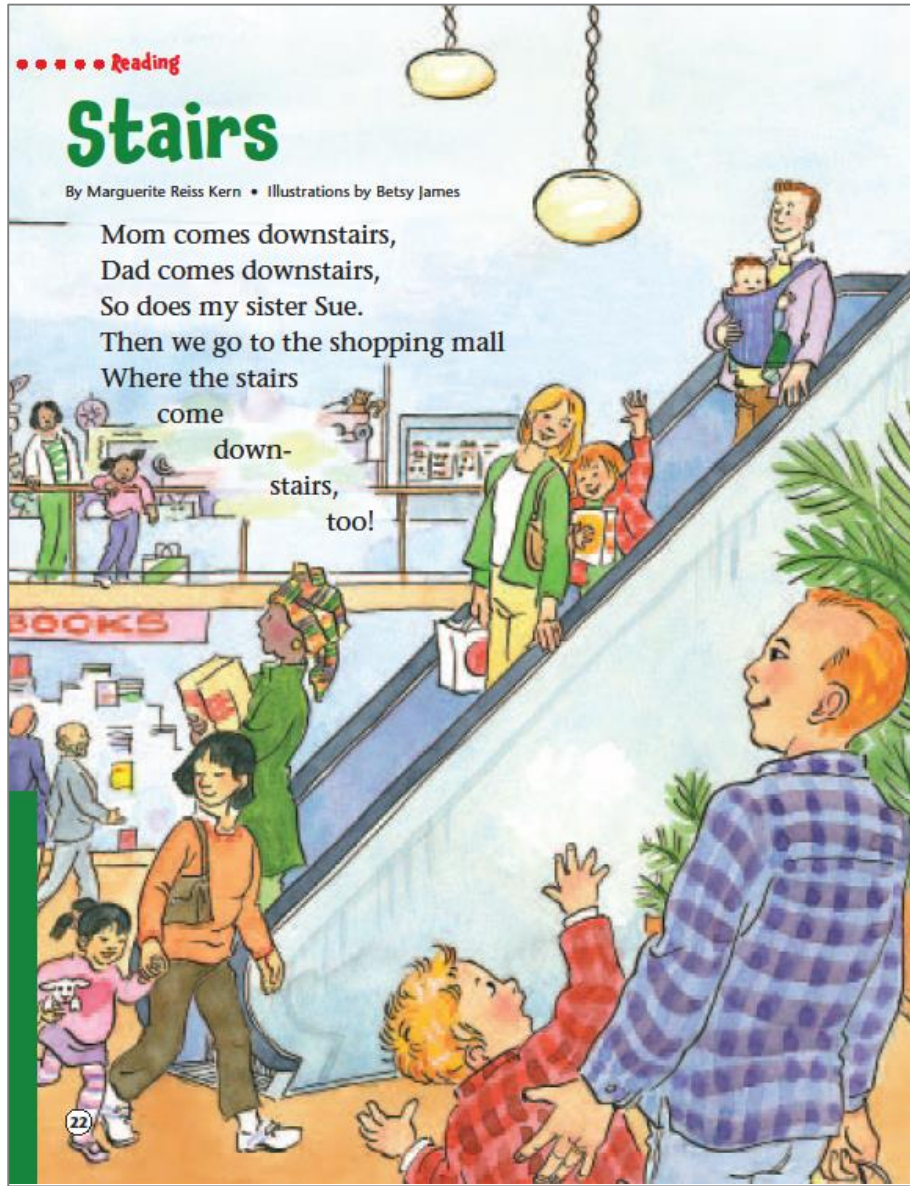
POLL

• • • • Reading

Stairs

By Marguerite Reiss Kern • Illustrations by Betsy James

Mom comes downstairs,
Dad comes downstairs,
So does my sister Sue.
Then we go to the shopping mall
Where the stairs
come
down-
stairs,
too!

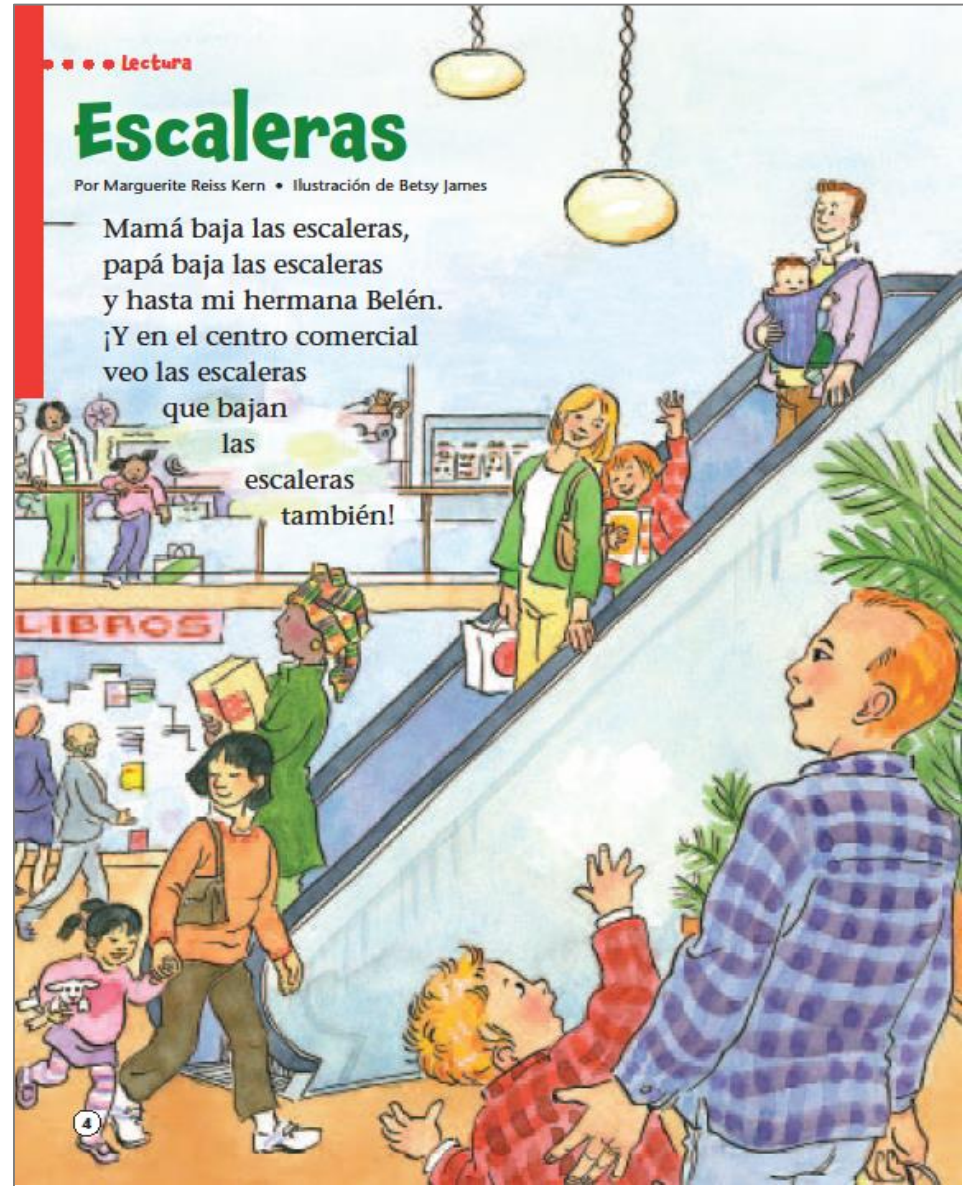


• • • • Lectura

Escaleras

Por Marguerite Reiss Kern • Ilustración de Betsy James

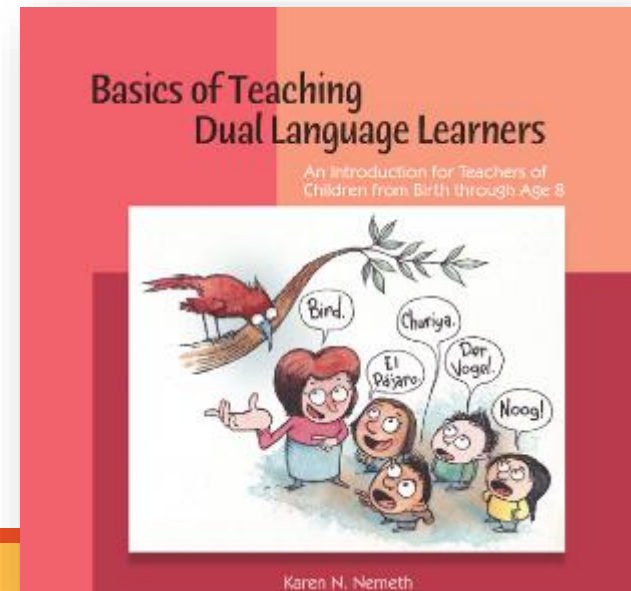
Mamá baja las escaleras,
papá baja las escaleras
y hasta mi hermana Belén.
¡Y en el centro comercial
veo las escaleras
que bajan
las
escaleras
también!



Strategies for classrooms

In *Basics of Teaching Dual Language Learners*
from NAEYC

- One set of strategies for bilingual teachers
- One set of strategies for teachers who don't speak the children's languages
- Anyone can support a child's home language with the right resources!

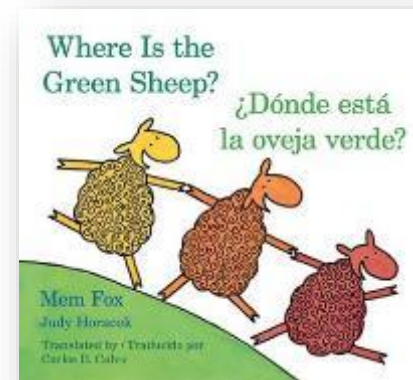
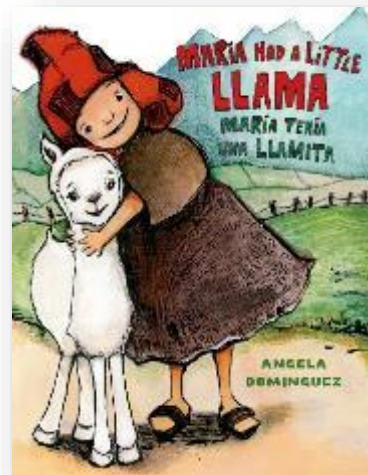
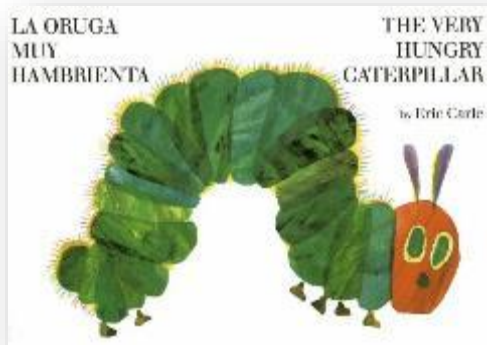


Strategies for bilingual teachers

- Have conversations, play, and read books in the home language every day
- Do not translate while teacher speaks in English
- Prepare in advance or explain later, but help DLLs focus on English when listening
- Provide audio support to help children listen to content in both languages

Strategies for teachers who don't speak children's languages

- Learn key words in child's language
- Use bilingual books, magazines, and materials with audio to get to know words/phrases



My First Hidden Pictures™ Puzzle

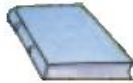
Busca estos objetos escondidos en el dibujo de la siguiente página.
Find these objects hidden in the big picture.



un destornillador
screwdriver



una paleta
lollipop



un libro
book



un foco
light bulb



una herradura
horseshoe



una regla
ruler



una mariposa
butterfly



un botón
button



una estrella
star

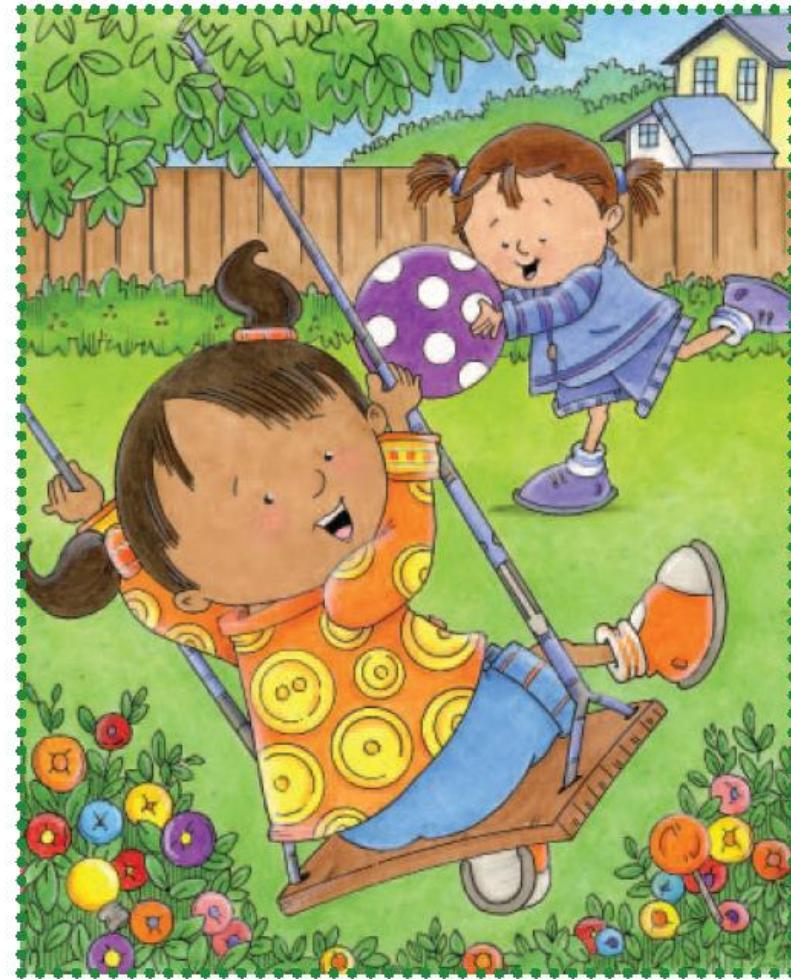
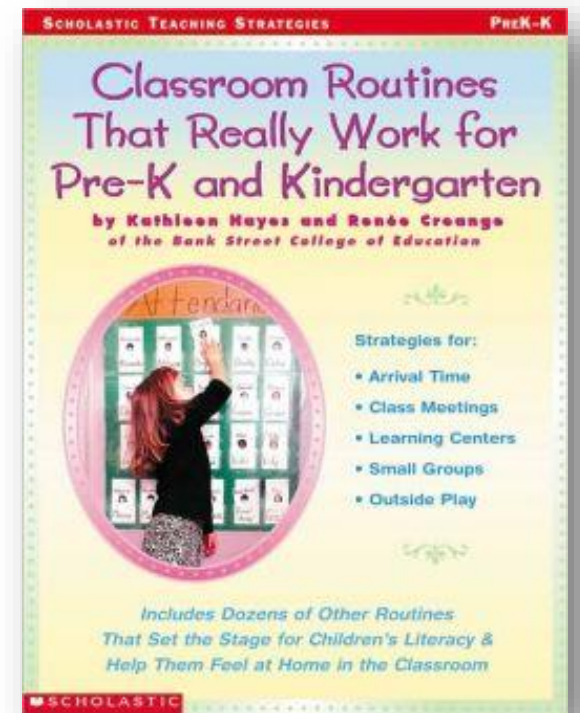


Ilustración de/illustration by Sharon Lane-Holm

Strategies for all

High-quality strategies that work well for all children—and especially for DLLs

- Mealtimes in one language
- Meaningful music
- Neighborhood fieldtrips



Strengthen receptive language(s)

- Introduce key words before reading, and emphasize them as you read
- Use props, visuals, and nonverbal supports
- Read stories with rich, meaningful illustrations
- Throughout the day and week, repeat words from the story in many contexts

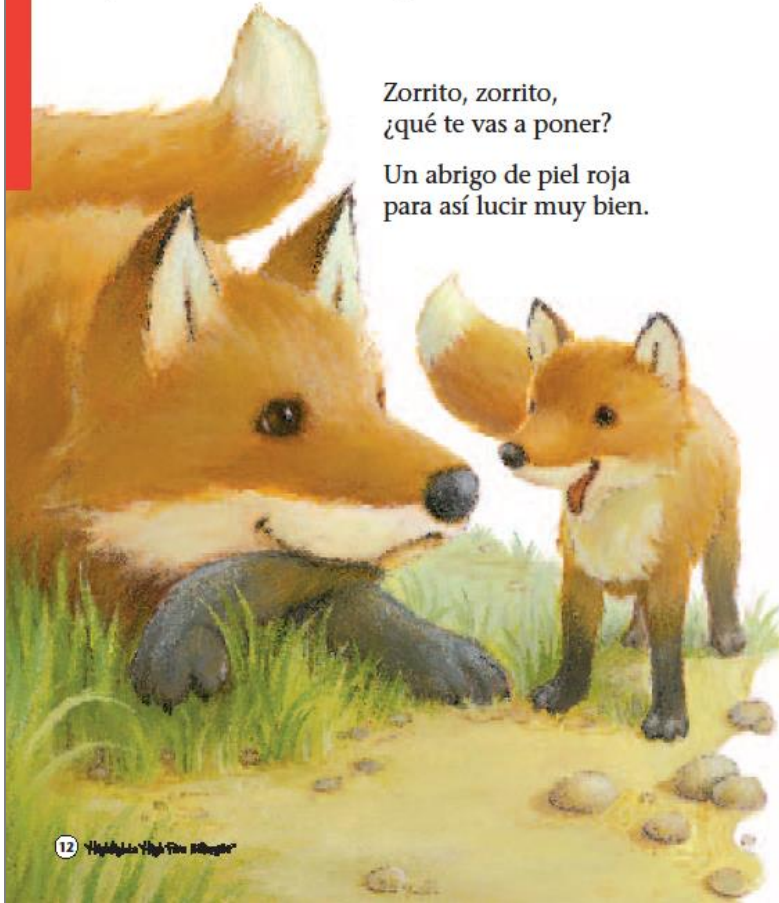


Stories in two languages

- Read the story through in L1 so child is familiar with actions, characters, and words
- At another time, introduce same story in L2
- Start by explaining title in both languages
- Then proceed reading whole story in L2 to encourage focus on new words/meanings
- Repeat, repeat, repeat!

Zorrito, zorrito

Por Nancy White Carlstrom • Ilustraciones de Alison Edgson



Zorrito, zorrito,
¿qué te vas a poner?

Un abrigo de piel roja
para así lucir muy bien.



Ardillita, ardillita,
¿qué vas a comer?

Voy a abrir muchas nueces
para merendar después.

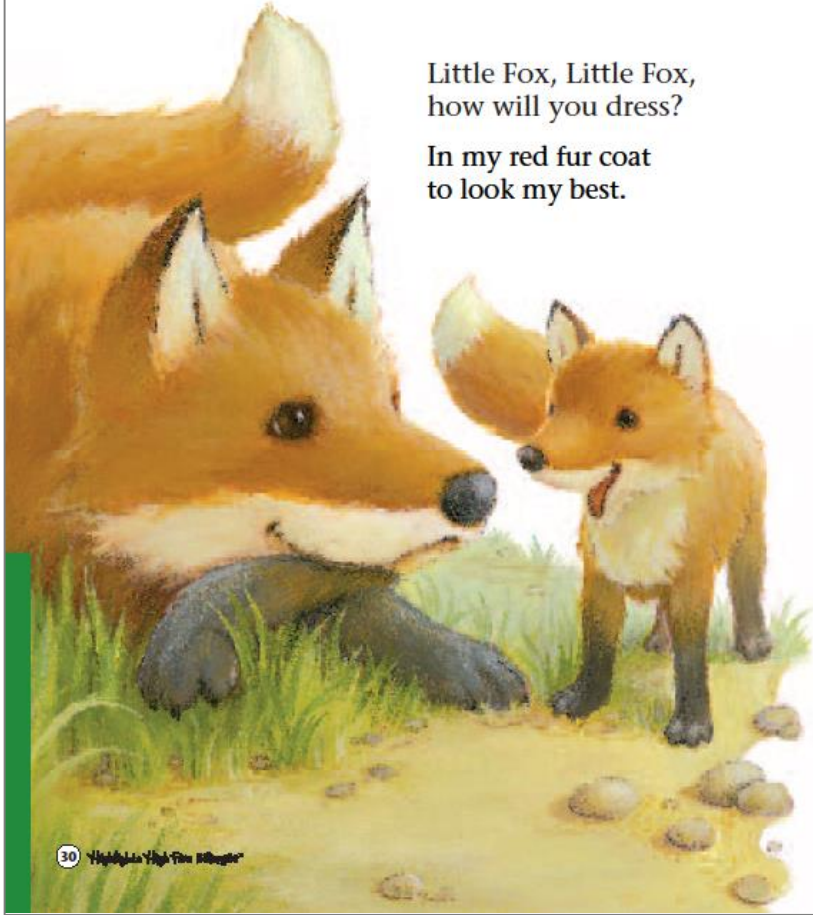
•••• Reading

Little Fox, Little Fox

By Nancy White Carlstrom • Art by Alison Edgson

Little Fox, Little Fox,
how will you dress?

In my red fur coat
to look my best.



Little Squirrel, Little Squirrel,
what will you eat?

I'll c-r-r-ack and snack
on nuts for a treat.

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Strengthen expressive language

- Oral language practice is needed to develop phonological awareness
- Phonological awareness in L1 easily transfers to L2
- Active conversations dominate the day
- Hands-on learning with rich discussions

●●●●● Pasatiempo/Puzzle

That's Silly!™

¡Qué disparate!

Ilustración de/illustration by Chuck Dillon



¿Qué
disparates ves?
What silly things
do you see?

Make connections

Always look for pathways—connections from one activity to the next

- Read a story about a frog, then do a jumping game
- Read a story about boats, then make paper boats for the water table
- Don't read a story about a frog and then do a puzzle with trucks
- Don't read a story about boats and then do a magnet activity

●●●●●●●● Actividad

La tortuga

Una rima de acción

Por Katherine Dressel • Ilustración de Sehee Jung



Llamé al caparazón
de una tortuga
y por fin salió la muy testaruda.



—Quiero dormir
—me dijo enojada—.
¿Puedes dejar de darme la lata?



—Ay, perdón, tortuga,
yo no lo sabía.



Y me dijo adiós
mientras se escondía.



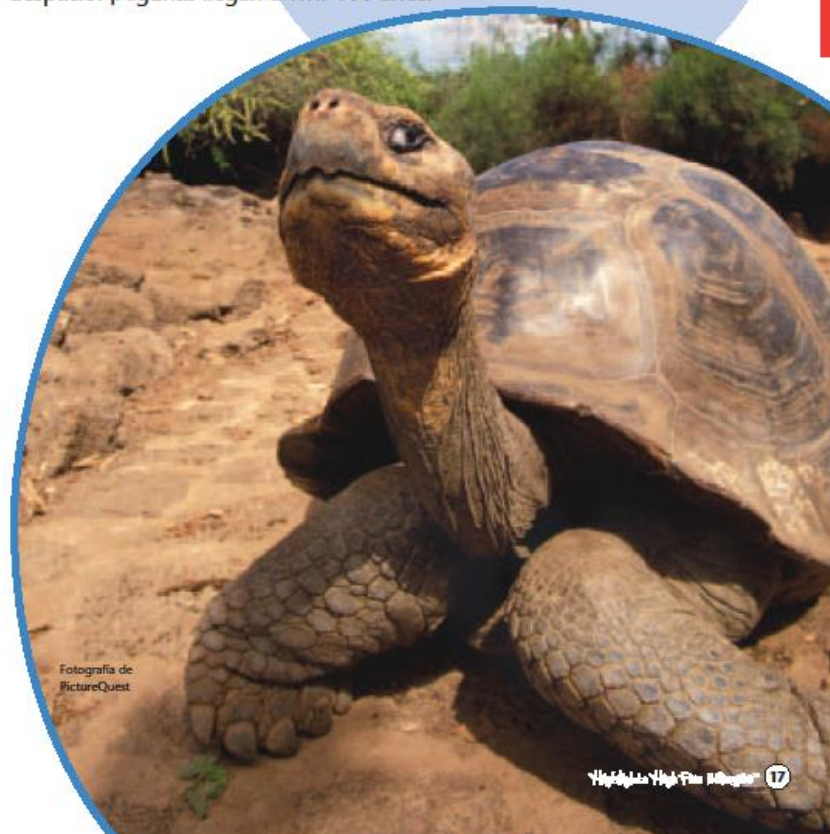
Fotos de Nannette Bedway

●●●●●●●● Lectura

¡Mira la tortuga!

Por Sarah Smith

Esta tortuga vive en el desierto, donde el suelo es seco y muy caliente. Tiene las garras afiladas y las patas fuertes. Con ellas puede hacer agujeros o madrigueras en la tierra del desierto. La tortuga pasa gran parte del día en su madriguera, protegida del sol. Las tortugas se mueven muy despacio. ¡Algunas llegan a vivir 100 años!



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PictureQuest

High-quality bilingual classroom materials aren't just for kids!

- When you hire bilingual staff members, it's important to support their continued growth in their home language
- When teachers are not fluent in children's languages, they need easy ways to learn
- Bilingual classroom materials help both kinds of teachers learn language they can use to be great language models



cont'd

High-quality bilingual classroom materials aren't just for kids!

cont'd

- Parents
- Volunteers



More resources

High Five Bilingüe (magazine and Web site)

www.Highlights.com/Bilingüe

Language Castle (Web site)

www.languagecastle.com

From NAEYC

- **TYC** (magazine)
www.naeyc.org/tyc
- **Grandes Comienzos** (Spanish-language conference initiative)
www.naeyc.org/conference/grandes-comienzos-initiative

National Center on Cultural and Linguistic Responsiveness (Web site)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>

The Book Vine for Children (bookseller)

www.bookvine.com

Follett Titlewave (books and audiovisual materials)

www.titlewave.com

Language Lizard (Web site)

www.language lizard.com

Kaplan Early Learning (materials)

www.kaplanco.com

Creative Diversity/Hatch (materials)

www.hatchearlylearning.com/store/creative-diversity.html

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Door prize(s)

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