

# Dual language learners



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Dual Language Learners definition Children who are exposed to and learning through two distinct languages

Key policy players Courts, US Congress, state legislatures, state agencies

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Differences in development between DLLs & monolingual children children are too often considered

deficiencies; this idea needs to be challenged & changed

Dual Language Learners research Young children can learn two languages at the same time

well; young children can also add a 2nd language after their home language

is established Benefits of children who are DLLs

- executive function skills

- ability to control attention & focus on tasks

- working memory & inhibitory control-inhibiting one language to use the other builds working memory efficiency

- mental flexibility - problem-solving; creativity; divergent thinking

- Improved literacy skills, if both languages have similar systems of writing

- Learning of English is not delayed/impeded by learning languages

Language development of bilingual learners is \_\_\_\_\_ than that of monolingual learners-

Different although cognitive processing demands may lead to

\_\_\_\_\_, other abilities are enhanced, like increased

cognitive control & executive function skills-slower word retrieval and

smaller vocabularies in both languages first

Social strengths of Spanish-speaking Latinos-At k entry

-These strengths should be recognized and enhanced to avoid risks

Strengths

-Emotion control

-Getting along with others

-Planning, initiating, and completing tasks while ignoring distractions

Total English immersion is \_\_\_\_\_ the best way for young DLL to learn

EnglishNOTProblems for DLLs with English immersion programs-Can no

longer communicate in home language

-Communication problems with extended family

-Reduced academic achievement in EnglishBest programs for DLLS-Dual

language immersion

-Systematic exposure to English as well as ongoing opportunity to practice

home language

-Recommended practices: teach songs vocab etc all in home language as

well as EnglishEnglish speaking children in DLL programs-They do well

-No adverse effects

-Cognitive, academic, and cultural benefits\_\_\_\_% of children in HS are DLLs,

representing > 140 languages; ½ of the children in some parts of the

country are DLLsAbout 30\_\_\_\_% of teachers are monolingual90%Benefits of

monolingual teachersCan encourage parents, volunteers, and members of

the community to work with DLLs in their home languageEffective strategies

for helping children learn English & supporting development of their home

language-learn about the child from family members

-display visuals of languages, cultures, & family activities of enrolled children

-provide books representing enrolled children's cultures;

children/parents/volunteers can help read them

-ask a parent/volunteer to introduce important vocabulary & pre-read stories

in children's home languages

-use children's home language in the classroom; help bridge into English by using similar words in the children's home languages

-use plenty of pictures, real objects, videos, & experiences to help children understand word & concept meanings

Sequence of second language acquisition

1. Attempt to use home language to communicate

2. Silent period

3. Trying out some words and phrases

4. Produce original sentences

ECE program practices that support parent engagement in linguistically diverse families

-Employ bilingual staff

-Invite parents to share about their own culture

-Provide information in their home language

-Let families know the value of encouraging home language skills

-Help parents obtain the services and support that is needed

-Assess practices and make adjustments if needed

Effective parent engagement interventions

-focus on school readiness skills - language, lit, numeracy, social-emotional

-opportunities for parents to observe & practice activities

-provide supports & materials

-some use a 2-generation approach - adult literacy, child literacy, adult-child activities

Family engagement and DLLs: policy recommendations

-Include practices for partnership-building with linguistically diverse families in program requirements & QRIS

-Expand bilingual & cultural competence of workforce (scholarships, advising, assistance, etc)

-Seek resources to support program (technical assistance)

<https://assignbuster.com/dual-language-learners/>

- Collect dataPolicy context DLLs-child care, HS, public pre-K, & K-12 schooling have different funding, regulation, & monitoring systems
- collaboration, coordination, & consistent policies are difficult to achieve & implement in such a fragmented context
- early learning guidelines & Common Core Standards don't really specifically address DLLs
- the 2007 reauthorization of HS brought about some policy changes through:
  - requiring a plan to eliminate barriers to enrollment, standards requiring programs to address needs of DLLs, standards for English language development, principles regarding DLLs