



# **¡Welcome!**

# **Distance Learning: How to Support Dual Language Learning**

**PRESENTED BY:**

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**HOSTED BY: EARLY EDGE CALIFORNIA**

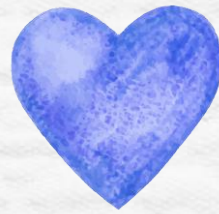


# **POLL: Personalized Oral Language Learning**





# An Opportunity







**BRAIN DEVELOPMENT**

**SOCIO-EMOTIONAL  
DEVELOPMENT**

**FAMILY  
CONNECTIONS**

**UNIVERSAL  
LANGUAGE OF  
LOVE**



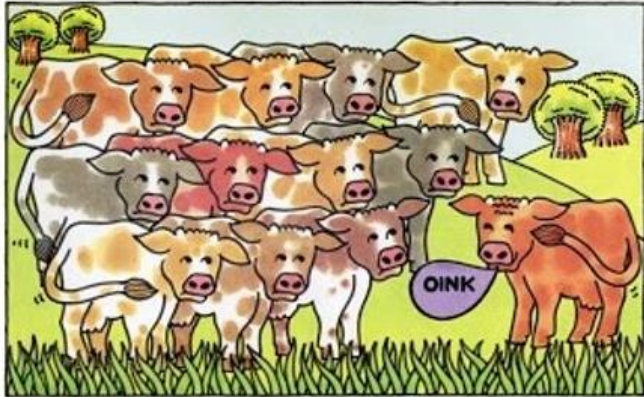


# **Recommendation #1: sharing with families the importance of bilingualism**





## The Cow That Went OINK



written and illustrated by

Bernard Most

SCHOLASTIC

## La vaca que decía OINK



por

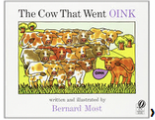
Bernard Most



**Intentionality:  
Let's talk about  
bilingualism!**



## I want to be bilingual.



Dear Families,

This week we will read a book about a cow who speaks both Spanish and English. We will use this story to begin a conversation about being bilingual. In the story, a cow and a pig are laughed at because they don't speak each other's language. Through friendship and determination, they turn the situation around, and the story ends on a high note with both animals becoming bilingual.

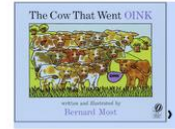
Throughout this week, we will be talking about the languages that we know. Some children know English, some know English and Spanish, and some know Vietnamese or Farsi. Some children know more than two languages! We want to celebrate all the languages we know and communicate to children that knowing more languages is better... and impress on children that by the end of the year, all them will have some level of proficiency in two languages.

We will be talking about why it is good to be bilingual. For the cow in our story, it helped make new friends. I would like to discuss with your child the reasons you think it is good to be bilingual. I will ask your child to share some thoughts about this topic throughout the week. Please talk to your child at home about why you want him or her to be bilingual.

If you speak two languages, would you consider stopping to our classroom to share the languages you know and perhaps teach us a few words in that language?

## I WANT MY CHILD TO BE BILINGUAL BECAUSE...

## Quiero ser bilingüe



Queridas familias,

Esta semana leeremos un libro sobre una vaca que habla español e inglés. Usaremos esta historia para comenzar una conversación sobre ser bilingüe. En la historia, una vaca y un cerdo se ríen porque no hablan el idioma del otro. A través de la amistad y la determinación, cambian la situación y la historia termina con una nota alta con ambos animales volviéndose bilingües.

Hablaremos sobre por qué es bueno ser bilingüe. Para la vaca en nuestra historia, ayudó a hacer nuevos amigos. Me gustaría discutir con su hijo las razones por las que cree que es bueno ser bilingüe. Le pediré a su hijo que comparta algunas ideas sobre este tema durante la semana. Por favor, hable con su hijo en casa sobre por qué quiere que sea bilingüe.

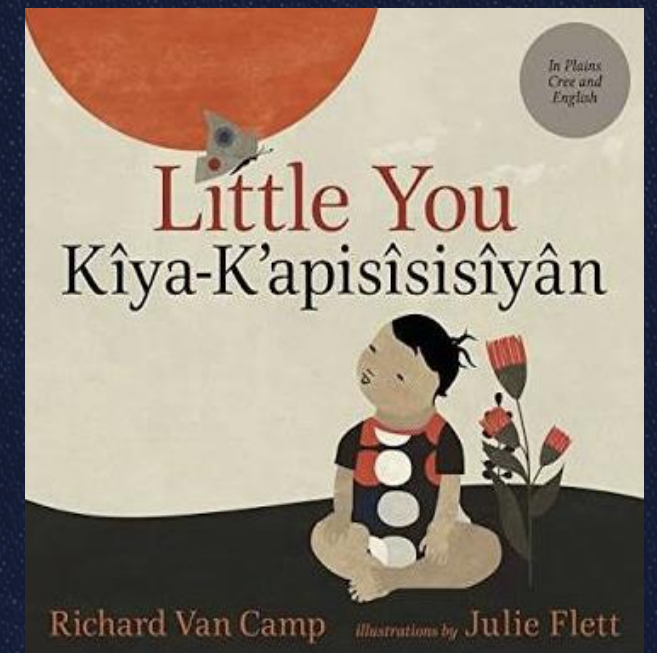
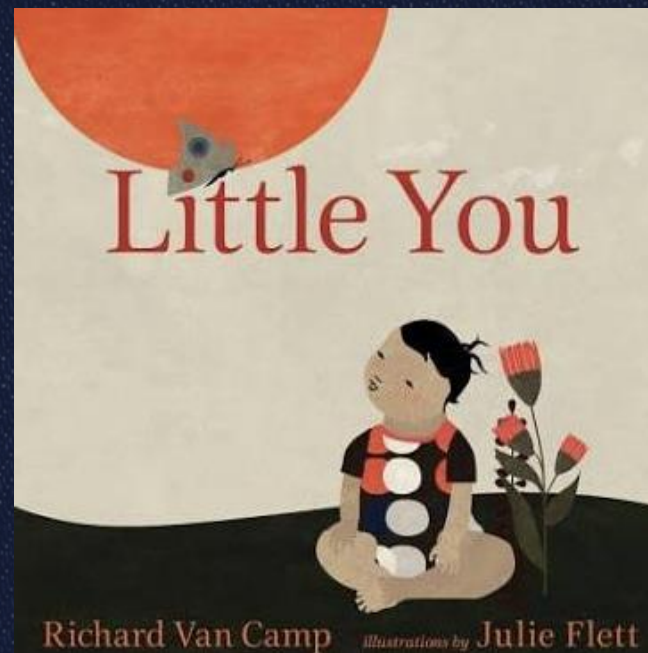
Si habla dos idiomas, ¿consideraría visitar nuestro salón de clases para compartir los idiomas que conoce y tal vez enseñarnos algunas palabras en ese idioma?

## Quiero que mi hija sea bilingüe porque ...

## Quiero que mi hijo sea bilingüe porque ...



# CELEBRATING OUR CULTURE AND LANGUAGE





# Our Family's Journey to Bilingualism

## Activity: Family Journey Towards Bilingualism

1) Family Activity Description:

2) Material on Bilingualism to share with families:

3) Supporting ECE Program Activities:





## فوائد التحدث بلغتين

يخدم برنامج Head Start أكثر من 300,000 طفل من متعلمي اللغتين (DLLs) نسبة 87.4% من فصوله الدراسية (مقر Head Start، 2011). تُسرّد هذه الوثيقة بعض الأسباب التي تجعل من التحدث بلغتين شيًا ضروريًا للأفراد والأسر والمجتمع ككل. يمكن لموظفي Head Start مشاركة فوائد التحدث بلغتين مع الأسر، وإيجاد طرق لدعم اللغات الوطنية للأطفال، وتشجيع الأسر في الحفاظ على لغتهم قوية.

## 双语教育的优势

Head Start 目前在为超过 300,000 名进行双语学习 (DLL) 的孩子提供服务，占到课堂总人数的 87.4% (Head Start 办公室，2011 年)。本文档旨在说明双语教育有益于个人、家庭和整个社会的一部分原因。Head Start 的工作人员就可以和家分享双语教育的优势，寻找支持儿童母语教学的方法，并鼓励家长保持自己母语氛围。

## إيا: نظرة عامة

اجتماعي عاطفي	
يُعدّ التحدث بلغتين للأطفال الحفاظ على علاقات قوية مع: <ul style="list-style-type: none"><li>جميع أفراد العائلة.</li><li>والثقافة.</li><li>والمجتمع.</li></ul>	يُعدّ التحدث بلغتين بين نظامين مختلفين لغةً جدًا ومهمة (Zelasko and Antunez، 2000). الأشخاص الذين يتحدثون لغتين يفهمون وفهمًا أكبر قوة (Kessler and Quinn، 1980). وفقًا لما (Bialystok and Majumder، 2011). Castro, Ayankoya, & Kasprzak، 2011).
كل هذه هي الأجزاء الرئيسية من تنمية هوية الأطفال (Zelasko and Antunez، 2000). يستطيع الأطفال الذين يعرفون لغتين، تكوين صداقات جديدة وخلق روابط قوية بلغتهم الثانية — مهارة شخصية مهمة في مجتمعنا المتنوع على نحو متزايد.	أخيرًا، وجدت الأبحاث الحديثة أيضًا أن الأطفال الذين لم تتعلم لغتهم الثانية، فإنهم يواجهون صعوبات في التحدث بها بلغتين أظهرت ضبط النفس أفضل (Kovacs and Mehler، 2009). وهذا يدل على نجاح المدرسة.

## Las ventajas de ser bilingüe

Actualmente Head Start proporciona servicios a más de 300,000 niños que aprenden en dos idiomas (DLL por sus siglas en inglés) en un 87.4 por ciento de sus aulas de clases (Oficina Nacional de Head Start, 2011). Se enumeran en este documento algunas de las razones por las cuales el bilingüismo es una ventaja para las personas, las familias y nuestra sociedad entera. El personal de Head Start puede compartir la ventaja del bilingüismo con las familias, encontrar maneras para apoyar los idiomas que se hablan en el hogar de los niños y alentar a las familias para que sigan conservando firme su lenguaje.

## Ventajas: Visión General

Cognitivas	Socio-emocionales
Las personas bilingües cambian entre dos sistemas lingüísticos distintos. Sus cerebros son muy activos y flexibles (Zelasko y Antunez, 2000). Investigaciones realizadas muestran también que para las personas bilingües es más fácil: <ul style="list-style-type: none"><li>comprender conceptos matemáticos y resolver problemas de palabras con mayor facilidad (Zelasko y Antunez, 2000);</li><li>desarrollar sólidas habilidades de pensamiento (Kessler y Quinn, 1980);</li><li>utilizar la lógica (Bialystok y Majumder, 2011);</li><li>enfocarse, recordar y tomar decisiones (Bialystok, 2001);</li><li>pensar sobre el lenguaje (Castro et al., 2011);</li><li>y</li><li>aprender otros idiomas (Jessner, 2008).</li></ul> Adicionalmente, estudios realizados muestran que el bilingüismo pudiera demorar el inicio de la enfermedad de Alzheimer (Dreifus, 2011).	El volverse bilingüe ayuda a los niños a conservar fuertes lazos con: <ul style="list-style-type: none"><li>su familia entera,</li><li>su cultura, y</li><li>su comunidad.</li></ul> Todos estos elementos son parte esencial para la identidad en desarrollo de los niños (Zelasko y Antunez, 2000). Los niños bilingües pueden además forjar nuevas amistades y crear relaciones sólidas en su segundo idioma —una habilidad personal importante en esta sociedad de creciente diversidad. Finalmente, investigaciones realizadas recientemente han encontrado asimismo que los niños que crecen en familias bilingües muestran un mayor autocontrol (Kovacs y Mehler, 2009), lo que constituye un indicador clave de éxito académico.

## 优势: 概述

### 认知

双语使用者可以自行在两种不同的语言之间转换。他们的大脑非常活跃和敏捷 (Zelasko 与 Antunez, 2000 年)。研究还表明，双语人群相对来说在以下事项中显得更加游刃有余：

- 理解数学概念和完成拼字游戏 (Zelasko 与 Antunez, 2000 年)；
- 形成强大的思考能力 (Kessler 与 Quinn, 1980 年)；
- 使用逻辑的能力 (Bialystok 与 Majumder, 在 Castro, Ayankoya 及 Kasprzak 的著作中引用, 2011 年)；
- 专注力、记忆力和决策力 (Bialystok, 2001 年)；
- 有关语言的思考能力 (Castro 等, 2011 年)；
- 学习其他语言的能力 (Jessner, 2008 年)。

此外，研究还发现双语教育可延缓阿尔兹海默症的发生时间 (Dreifus, 2011 年)。

### 社交情绪

双语环境有助于维持和巩固孩子下方面的情感联系：

- 整个家庭；
- 家庭文化；
- 社区。

所有这一切都是培养孩子身份认同感的核心要素 (Zelasko 与 Antunez, 2000 年)。当然，儿童也能通过第二语言结交新朋友，建立牢固的人际关系。在我们这个多元化的社会里，这是一种非常强的社交技能。

最后，近期研究还发现在双语家庭长大的孩子拥有较强的自控力 (Kovacs 与 Mehler, 2009 年)，这也是能否在学业上取得成功的重要指标。

## Os benefícios de ser bilingüe

A Head Start atende atualmente a mais de 300,000 crianças aprendizes de dois idiomas (DLLs) em 87.4% de suas salas de aulas (Escritório da Head Start, 2011). Este documento relaciona algumas das razões pelas quais o bilinguismo é um benefício para os indivíduos, famílias e para toda a nossa sociedade. A equipe da Head Start pode compartilhar os benefícios do bilinguismo com as famílias, encontrar formas de apoiar a língua materna das crianças e estimular as famílias a manterem seu idioma forte.

## Benefícios: Visão geral

Cognitivos	Sócio-emocionais
Pessoas bilingües alternam entre dois sistemas lingüísticos diferentes. Seus cérebros são muito ativos e flexíveis (Zelasko e Antunez, 2000). Pesquisas também revelam que pessoas bilingües têm menos dificuldades: <ul style="list-style-type: none"><li>para entender conceitos de matemática e resolver exercícios de matemática (Zelasko e Antunez, 2000);</li><li>para desenvolver excelentes habilidades de raciocínio (Kessler e Quinn, 1980);</li><li>para utilizar a lógica (Bialystok e Majumder apud Castro, Ayankoya, &amp; Kasprzak, 2011);</li><li>para se concentrar, lembrar-se das coisas e tomar decisões (Bialystok, 2001);</li><li>para raciocinar sobre idiomas (Castro et al., 2011); e</li><li>para aprender outros idiomas (Jessner, 2008).</li></ul> Além disso, as pesquisas indicam que o bilingüismo pode retardar o aparecimento da doença de Alzheimer (Dreifus, 2011).	Tornar-se bilingüe ajuda a criança a manter os laços fortes com toda: <ul style="list-style-type: none"><li>sua família,</li><li>cultura e</li><li>comunidade.</li></ul> Todas elas são partes importantes no desenvolvimento da identidade das crianças (Zelasko e Antunez, 2000). Crianças bilingües também são capazes de fazer novos amigos e de criar relacionamentos fortes em sua segunda língua, uma habilidade pessoal importante em nossa sociedade cada vez mais diversificada. Por fim, pesquisas recentes também descobriram que crianças criadas em lares bilingües demonstram maior autocontrole (Kovacs e Mehler, 2009), um indicador importante de bom desempenho escolar.



I AM CAROLA,  
DE AQUÍ Y DE ALLÁ.

I AM FROM CÓRDOBA,  
DONDE LAS SIERRAS  
CANTAN SIN PARAR.

I AM FROM MAMA',  
UN AMOR EN EL RECUERDO.

I AM FROM PAPÁ,  
A LIGHTHOUSE EN EL MAR.

I AM WHO I AM Y  
GRACIAS A LUNA,  
SOY MAMA' ♥

CARO



I AM POEM





## Writing an “I am” Poem

### First Stanza

I am (2 special characteristics you have)  
I wonder (something of curiosity)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

### Second Stanza

I pretend (something you actually pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that bothers you)  
I cry (something that makes you sad)  
I am (the first line of the poem repeated)

### Third Stanza

I understand (something that is true)  
I say (something you believe)  
I dream (something you dream about)  
I try (something you really make an effort about)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

### Example

I am caring and kind  
I wonder about my kids future  
I hear birds singing  
I see a lot of water  
I want to do it all over again  
I am caring and kind

I pretend to swim  
I feel like I’m invisible  
I touch a soft bird  
I worry about death  
I cry when I miss my dad  
I pretend to swim  
  
I understand that I’m not perfect  
I say I believe in karma  
I dream about swimming one day  
I try be the best wife and mother  
I hope that I have good health always  
I understand that I’m not perfect









# THE ALAS Y VOZ CAMPAIGN



## The Goal

The Alas y Voz campaign is designed to raise awareness among parents of English Learners about the benefits of biliteracy so they may choose bilingual programs for their children.



Download Video





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# CELEBRATING THE POWER OF BILINGUALISM

*In schools. In families. In our communities.*

[LEARN MORE](#)





## **Recommendation #2: supporting home language virtually**







### Family Language and Cultural Interview

CHILD'S NAME (first, middle, last): \_\_\_\_\_ Date: \_\_\_\_\_

Other names you use with your child (if applicable): \_\_\_\_\_

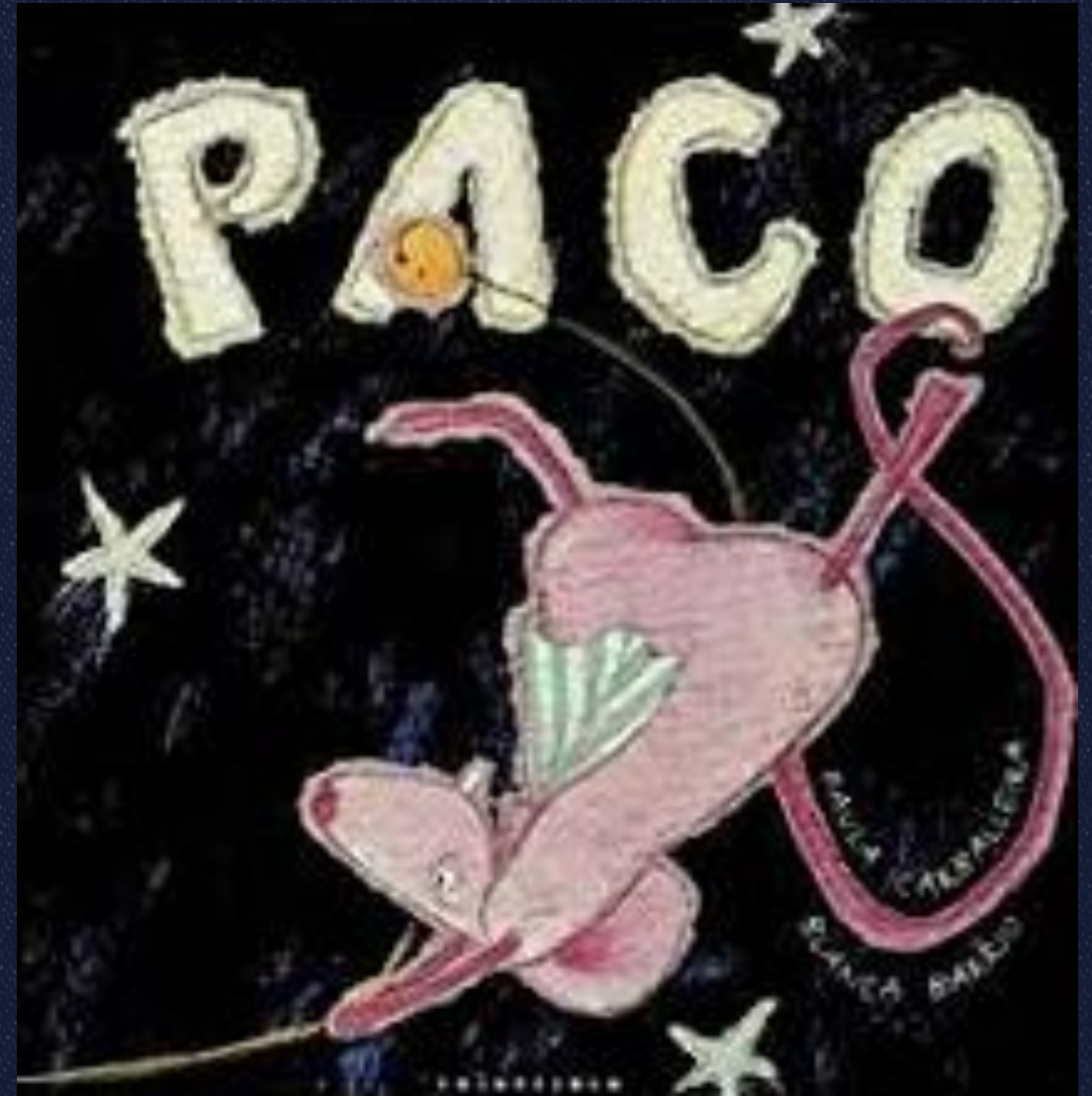
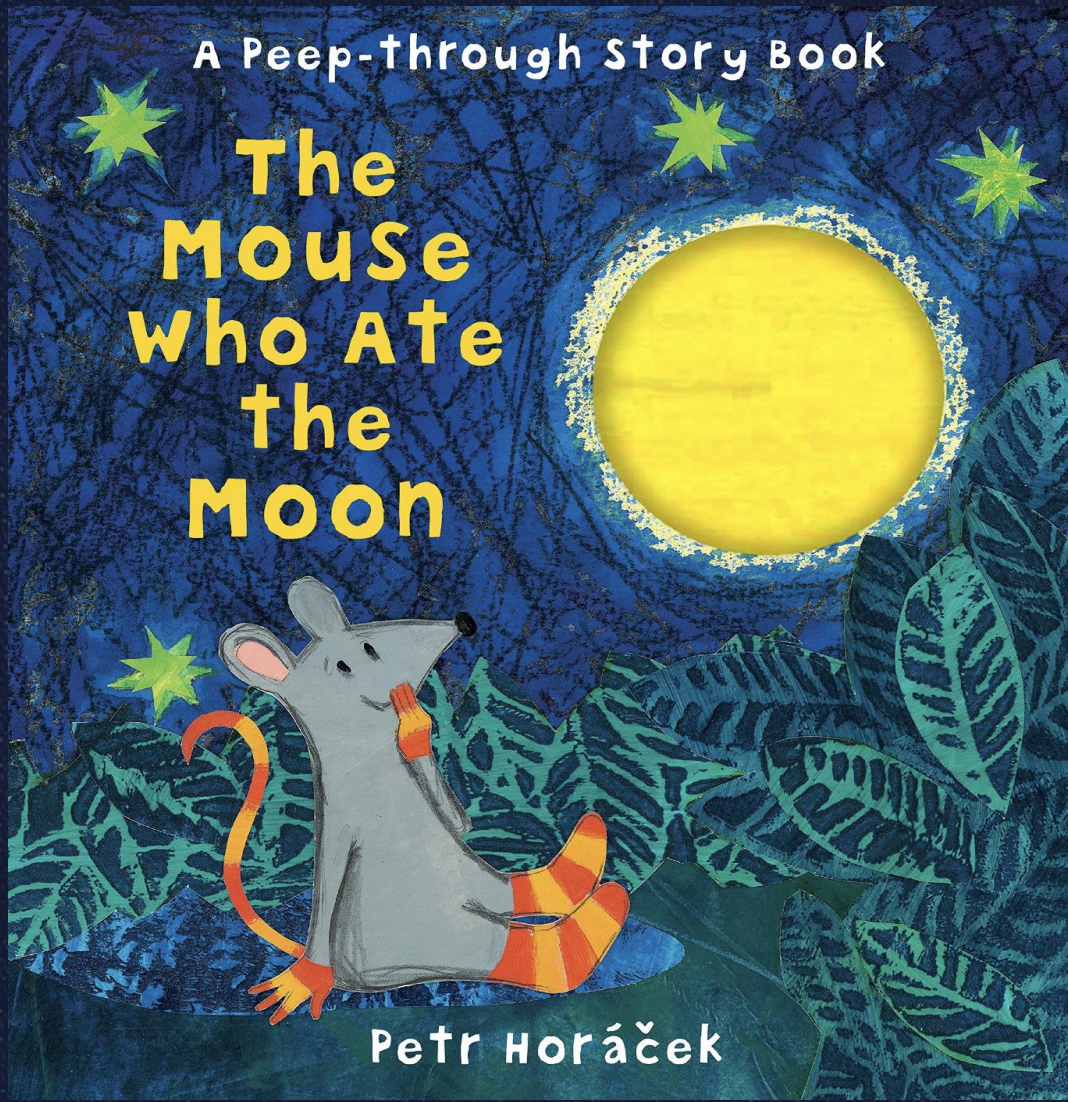
Child's Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

1. What language(s) does your child speak? \_\_\_\_\_
2. How much experience (exposure) has your child had with each language? \_\_\_\_\_
3. Can you tell me about your child's use of English (if at all)? \_\_\_\_\_
4. Did your child grow up learning two (or more) languages from birth? \_\_\_\_\_
5. How old was s/he when each language was introduced? \_\_\_\_\_
6. Who are the persons your child interacts with regularly? \_\_\_\_\_
7. Who lives with you and your child? \_\_\_\_\_
8. Who is the primary caregiver of your child? \_\_\_\_\_
9. Which language does she/he use more often? \_\_\_\_\_
10. What language(s) did your child learn when he or she first began to talk? \_\_\_\_\_
11. About how much time does your child spend using English (speaking, listening, comprehending)? \_\_\_\_\_
12. Does your child use one of his/her languages more often than the other(s)? \_\_\_\_\_
13. When your child wants to communicate, which language does he/she use? \_\_\_\_\_
14. Who are the people in your child's life who speak the home language to him/her? \_\_\_\_\_
15. Who are the people in your child's life who speak English to him/her (e.g. the librarian during weekly story hour; older brother in the evening; community members)? \_\_\_\_\_
16. What language(s) do each of the following people in your household speak to your child?

	Only English	Mostly English, plus another language (Identify)	Mostly another language (Identify), some English	Only another language (Identify)
Mother (or you)				
Father (or you)				
Grandmother/Grandfather				
Primary Caregiver other than parents				
Others, such as siblings and cousins				

An opportunity to strengthen relationships with families and learn about their home language and their child's prior language experiences





**Preview in Home Language**



# REPETITIVE PHRASES

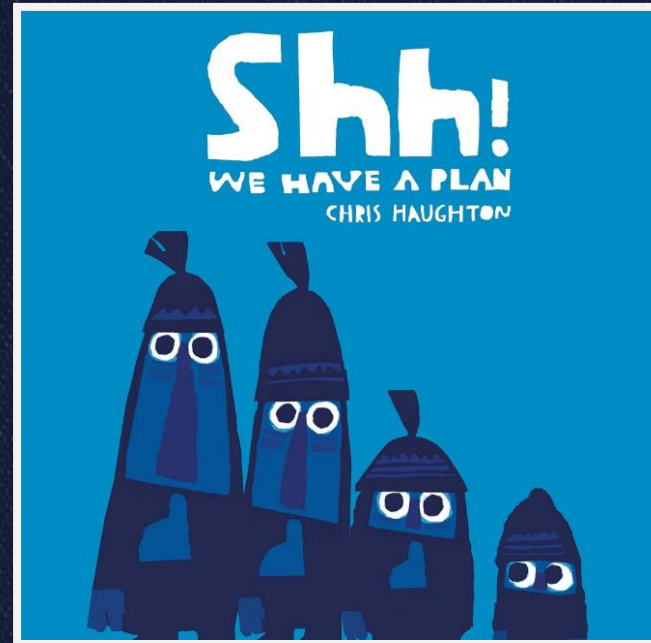
## Gestures

Shh! We Have a Plan  
Going on a bird hunt  
(Tune "We're going on a bear hunt")

We're going on a bird hunt  
We're going on a bird hunt  
We're going to catch a red bird  
We're going to catch a red bird  
Tip toe, tip toe, catch  
Oh no it flew away

We're going on a bird hunt  
We're going on a bird hunt  
We're going to catch a red bird  
We're going to catch a red bird  
Hop, hop, hop, catch  
Oh no it flew away

We're going on a bird hunt  
We're going on a bird hunt  
We're going to catch a red bird  
We're going to catch a red bird  
gallop, gallop, gallop, catch  
Oh no it flew away



Singing all day long!



# Share with Families



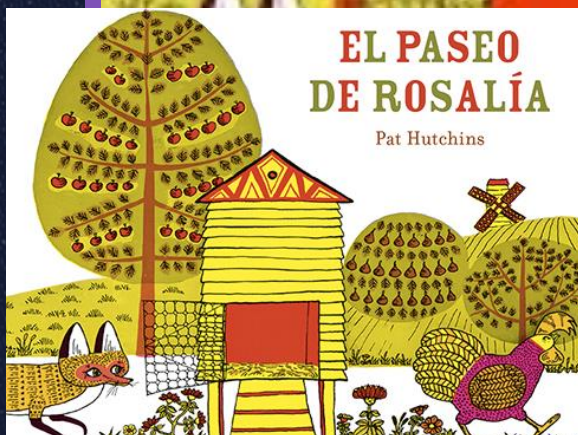
Pre-recorded reading of story in home language (if you speak it)

Share web link (story read in home language online)

Asking a friend or volunteer who speaks the home language to video record story

List of words and concepts to highlight in conversations at home

Include prompting questions to help parents engage in sustained dialogue



## ROSIE'S WALK

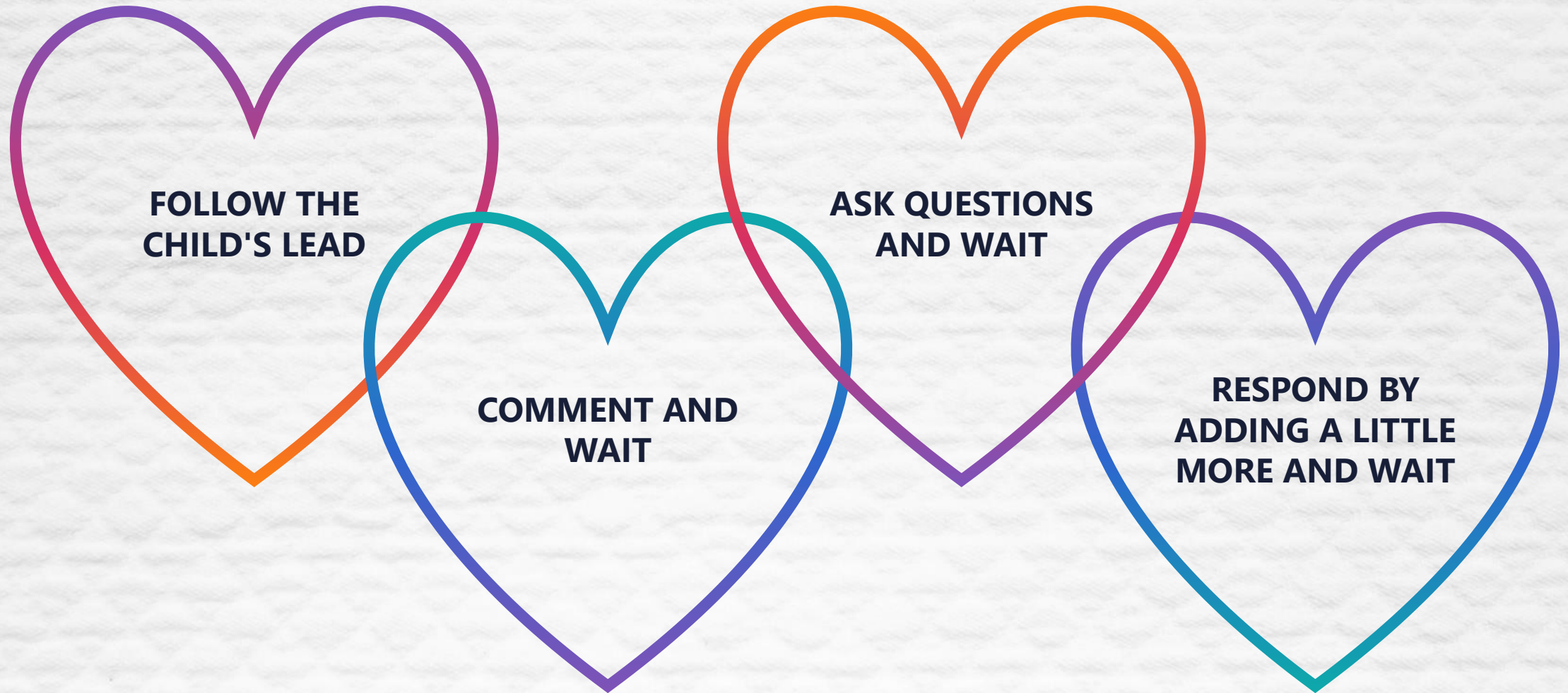
Pat Hutchins

CELEBRATING  
40  
YEARS

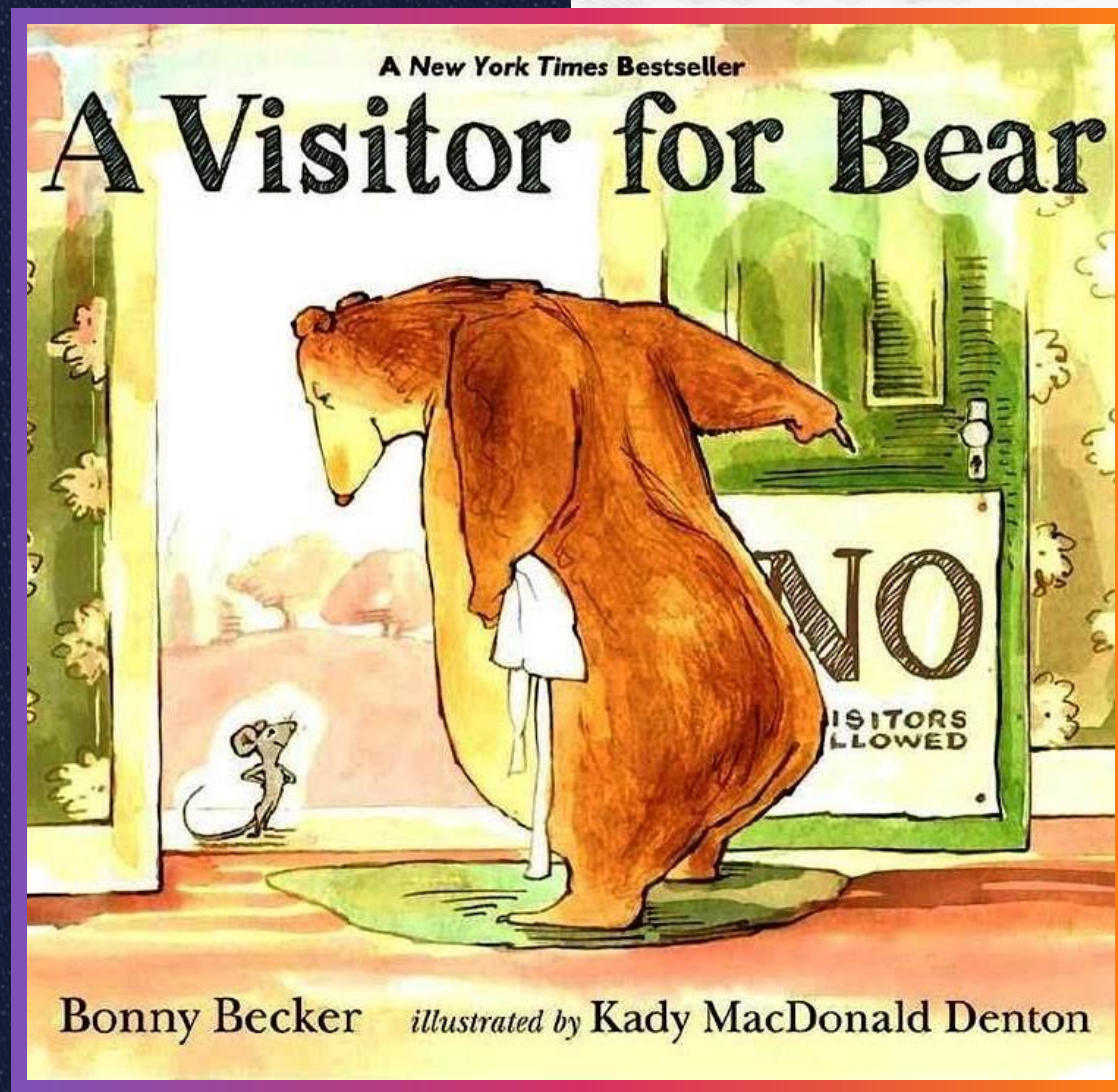
nt & Braille



# Dialogic Reading with Families







**What can we do  
when the book is  
not available in  
all languages?**



What Are You Scared of,  
**Little Mouse?**

Susanna Isern  
Nora Hilb



¿De qué tienes miedo,  
**Ratoncito?**

Susanna Isern  
Nora Hilb



**DON'T  
WORRY,  
LITTLE CRAB**  
CHRIS HAUGHTON



**NO TENGAS  
MIEDO,  
CANGREJITA**  
CHRIS HAUGHTON





# DON'T WORRY, LITTLE CRAB

CHRIS HAUGHTON



# NO TENGAS MIEDO, CANGREJITA

CHRIS HAUGHTON



## Don't Worry Little Crab (Tune Baby Shark)

Don't worry little crab, doo, doo, doo, doo, doo, doo  
Don't worry little crab, doo, doo, doo, doo, doo, doo  
Don't worry little crab, doo, doo, doo, doo, doo, doo  
Don't worry little crab



We're going to see an enormous wave, doo, doo, doo, doo, doo, doo  
We're going to see an enormous wave, doo, doo, doo, doo, doo, doo  
We're going to see an enormous wave, doo, doo, doo, doo, doo, doo  
We're going to see an enormous wave



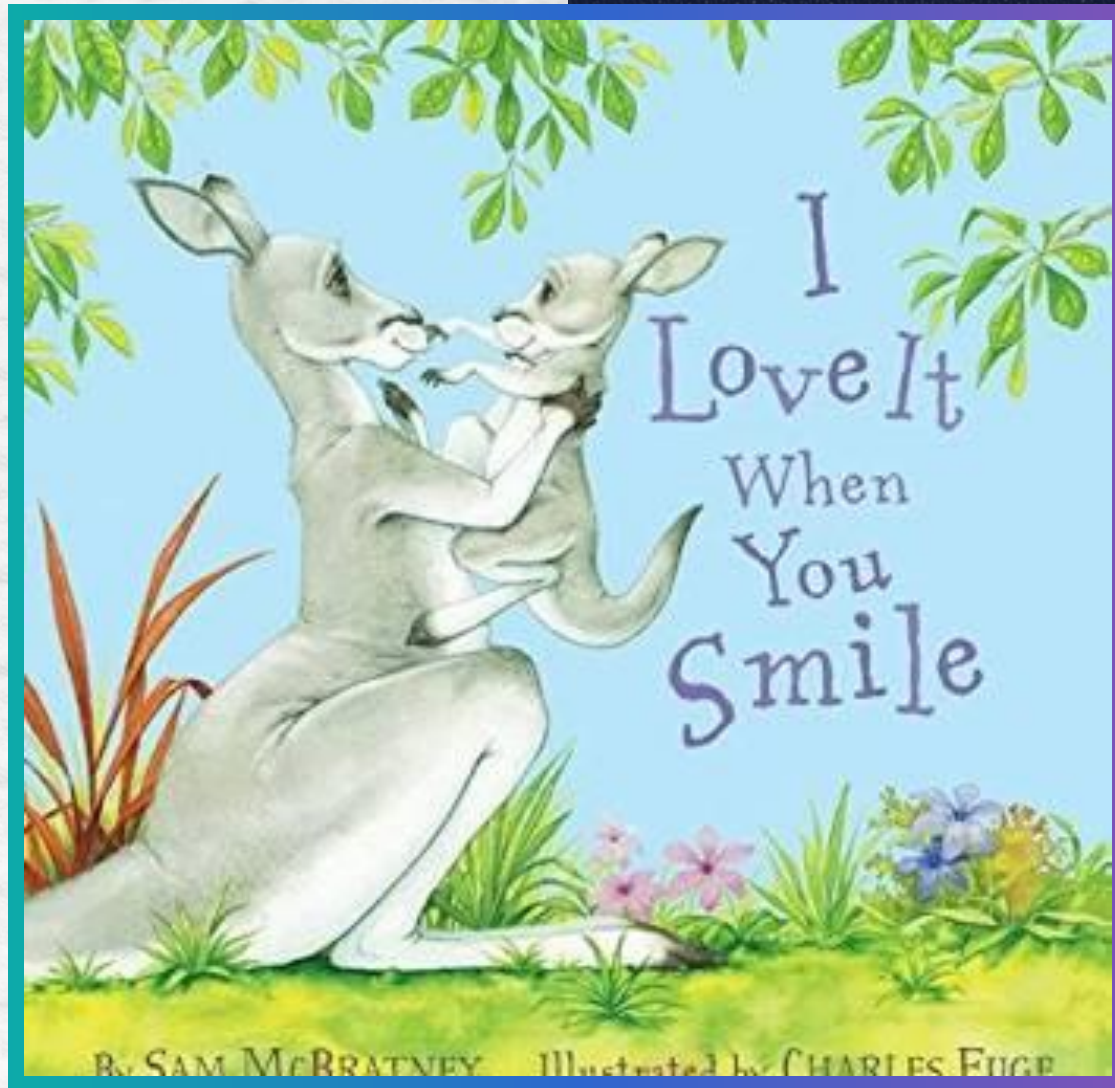
Here comes the wave, doo, doo, doo, doo, doo, doo  
Here comes the wave, doo, doo, doo, doo, doo, doo  
Here comes the wave, doo, doo, doo, doo, doo, doo  
Here comes the wave



Safe at last, doo, doo, doo, doo, doo, doo  
Safe at last, doo, doo, doo, doo, doo, doo  
Safe at last, doo, doo, doo, doo, doo, doo  
Safe at last







USING EMOTIONAL VOCABULARY  
THROUGHOUT THE DAY



## **Recommendation #3: having fun bridging languages**





# BUENAS NOCHES A TODOS

CHRIS HAUGHTON



# GOODNIGHT EVERYONE

CHRIS HAUGHTON



## CODESWITCHING





# Code Switching

Why It Matters and How to Respond



Code Switching: Why it Matters and How to Respond

A Workbook for Early Head Start/Head Start Programs



# Alternancia de códigos

Por qué es importante y cómo responder

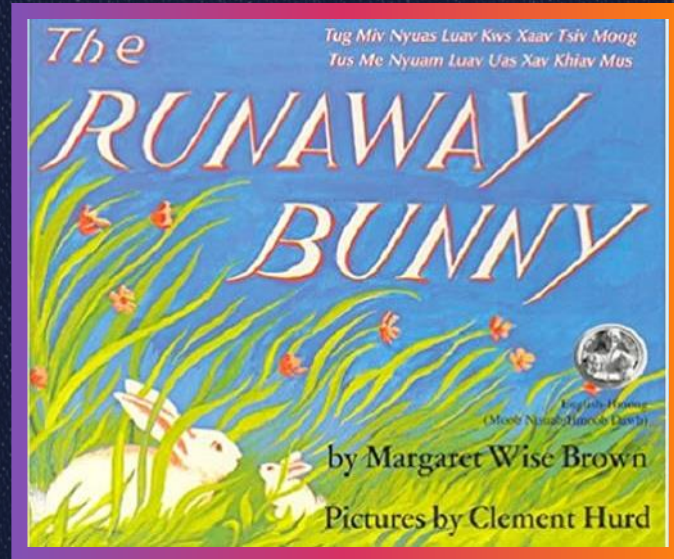


Libro de trabajo para los programas de Early Head Start/Head Start





HMONG



## SIMILARITIES AND DIFFERENCES



SPANISH



Philipp Winterberg Nadja Wichmann

# Am I small? Có phải tôi nhỏ bé?

Philipp Winterberg Nadja Wichmann

## ¿Soy pequeña?



## Separating Languages





LEARN MORE ABOUT OUR TALK, READ, SING CAMPAIGN!



# Questions?





# Thank you





**Anchor Text**  
**Vocabulary**  
**Intentional Message**  
**Songs and Chants**  
**Enrichment Activities**  
**Family Engagement**







# RESOURCES

Dual Language Learners

Personalized Oral Language Learning (POLL)

California State University Channel Islands

Home About How To Enroll Resources Contact Us

REL Blog Post: Supporting Dual Language Learners in the PreK Classroom

How can teachers support dual language learners in the preK classroom, especially when considering the number of languages spoken? In Boston's Head Start programs in 2015 alone, children spoke more than 140 languages and more than 35 percent lived in households where English was not the primary language.<sup>1</sup> In 2016, about 12 million (22 percent) of children in the United States spoke a language other than English at home. This rate has risen by 1.2 million (2 percent) over the last decade.<sup>2</sup>

Educators explored this timely topic in the webinar "Promoting Kindergarten Readiness for Dual Language Learners: Evidence-Based Language Models and Transition Strategies" co-hosted by REL Northeast & Islands, REL West, and the Cross-REL English Learner Working Group. Featured presenters Linda Espinosa, professor emerita of Early Childhood Education at the University of Missouri-Columbia, and Whit Hayship, early childhood education consultant and former assistant superintendent of the Los Angeles Unified School District, guided participants through evidence from research, classroom strategies, and instructional models to best serve dual language learners.

As dual language learners (DLLs) develop language skills in both English and their home language, Espinosa noted that this bilingualism carries a number of advantages to children—including social, linguistic, cognitive, and cultural benefits. However, knowing how to provide support for "balanced bilingualism" (having equal proficiency in both a first language and second or more) can be daunting for teachers, especially when they don't know most of the languages spoken in the classroom themselves.

Espinosa and Whit presented the instructional model **POLL—Personalized, Oral Language(s) Learning**—to address this concern. POLL is comprised of three complementary supports for DLLs: Instructional Supports, Family Languages and Interests, and Environmental Supports. These are described briefly below.

<https://ies.ed.gov/ipeds/data/relposts/northeast/Blog/Post17>

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Supporting Dual Language Learners in the PreK Classroom

**Key Points:**

- Dual language learners (DLLs) are children who are learning English as a second language.
- DLLs are a diverse group of children who speak a wide variety of languages at home.
- DLLs bring valuable assets to the classroom, including cognitive and cultural benefits.
- Teachers should use evidence-based practices to support DLLs' language development.
- The POLL model provides a framework for supporting DLLs' language development.

**Instructional Supports:**

- Use evidence-based practices such as explicit instruction, scaffolding, and modeling.
- Provide opportunities for DLLs to use their home language in the classroom.
- Use visual aids and manipulatives to support understanding.
- Encourage DLLs to interact with peers and teachers.

**Family Languages and Interests:**

- Learn about DLLs' home languages and cultures.
- Encourage DLLs to share their home languages and cultures with the class.
- Use family members as resources for language and cultural information.

**Environmental Supports:**

- Create a welcoming and inclusive classroom environment.
- Use visual aids and manipulatives to support understanding.
- Encourage DLLs to interact with peers and teachers.