

## Instructional Strategies and Literacy Development in Dual Language Learners

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## Background: What we already know

- ▶ Despite years of research and educational reforms, a large achievement gap between dual language learners (DLLs) and their monolingual English-speaking peers in kindergarten readiness and reading achievement continues to persist (Garcia & Miller, 2008; The Nation's Report Card, 2012).

- ▶ This presentation is designed to cultivate educators' background knowledge and skill needed to support students who are dual-language learners (DLLs). We will discuss up-to-date information about strategies designed for DLLs that will help educators serve dual-language learners and empower parents to support their children's academic success.

## Background

A multitude of factors contribute to the academic challenges of DLLs (Children's Defense Fund, 2011; Hammer, Scarpino, & Davison, 2011)

### Examples

- ▶ Higher incidence of poverty
- ▶ Lower levels of parental education
- ▶ Marginalization within the dominant culture
- ▶ Lower participation in preschool programs
- ▶ Poor fit between these children's instructional needs, specialized teacher training, and the programs available to them

## Today's objectives

Participants will learn:

1. 5 key points they can share to help educate families about dual-language acquisition in children with special needs
2. learn a strategy they can teach parents, regardless of parents' literacy levels, to help them foster early literacy development
3. 3 general strategies for enhancing DLLs' achievement of state standards.

- ▶ Unfortunately, DLLs in the United States are more likely to be from low-income homes than their monolingual peers (National Center for Children in Poverty, 2007).

- ▶ This is not the case for DLLs in all countries.

## Very heterogenous group

- ▶ Whereas we hear mostly about needs, we should also note strengths.
- ▶ Personal and psychological strengths in immigrant families (e.g., motivation, optimism, hope; Crosnoe, 2013).
- ▶ At kindergarten entrance, children of immigrants show better social and emotional skills with fewer behavior problems than U.S.-born (Crosnoe, 2007; De Feyter & Winsler, 2009).
- ▶ Winsler, Burchinal, Tien, et al.'s (2014) analysis of Early Childhood Longitudinal Survey data indicated significant variation within the DLL population in immigration status, country of origin, child outcomes, and family SES.
  - ▶ Use of the heritage language at home served as a protective factor for children of immigrant families for some outcomes (early cognitive development and math skills) at school entry.

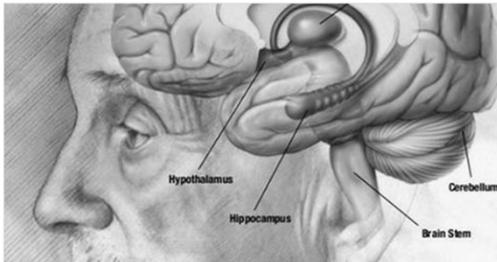


### Leadership Skills Multiply With Language Skills

As collaboration goes digital globally, we face working with more people across more cultures. Even learning one more language can expand your understanding of use of context and persuasion in different cultures.

FORBES.COM | BY RAWN SHAH

Bilingual Speech-Language Pathologists Chicago-Midwest shared a link  
2 seconds ago



Bilingualism Benefits Aging Brain, Scientists Say | Neuroscience | Sci-News.com  
www.sci-news.com

Individuals who speak two or more languages, even those who acquired the second language in adulthood, may slow down cognitive decline from aging.

## Current evidence-based practices for DLLs

Why is it important for the child to maintain their home language even if they receive English-only instruction at school?



A bilingual brain is prepped for more than a second language | Science News  
www.sciencenews.org

Bilingual and multilingual people make efficient decisions on word choices, neural exercise that may protect the aging brain.

Based on a convergence of evidence it is recognized that supporting a child's native language early on and specifically developing early literacy skills in a child's native language better supports later academic outcomes in English (August & Shanahan, 2006; Christian, 1996; Cummins, 1979; Oller & Eilers, 2002; Espinosa, 2008; Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2003; Thomas & Collier, 2002; + many more)



## Other reasons to support L1



Children will be surrounded with English speakers and will quickly recognize English as the language with higher status and power in this society.

The greatest likelihood is actually that immigrant children will discontinue using their native language (Portes & Hao, 1998).

## Other reasons to support L1

The child must be able to communicate with his/her family and community so that he/she does not become socially isolated.

Important for parents to be able to communicate affection, discipline and teach cultural values (Wong-Fillmore, 1991).



## Benefits of DLL on the brain

- ▶ Learning two languages benefits the brain – greater brain tissue density in areas related to language, memory, attention (Petito, Katarelos, Levy et al., 2001)

## Other reasons to support L1

- ▶ Children's well-being long-term:
  - ▶ Latino adolescents who actively embrace their native culture perform better academically and socially. They are even more likely to avoid risky behavior, including alcohol and substance abuse and are more likely to develop healthier behaviors overall (Paul Smokowski, University of North Carolina School of Social Work, 2009)

## Many benefits

- ▶ When later tested in phonological awareness, language competence, and reading, early bilinguals (0–3 years) outperformed other bilingual groups (3–6 years).
  - ▶ Early bilingual exposure best for dual language literacy achievement
  - ▶ **Positive impact that may actually ameliorate the negative effect of low SES on literacy.**

Kovelman, Baker, & Petitto, 2008

 Bilingual Speech-Language Pathologists Chicago-Midwest shared a link. December 22, 2014

Key points: 1. Asian and Latino immigrants who are proficient in and use both English and their native languages report better physical and mental health than those who speak one language. 2. The connection between bilingualism and improved health is only partially explained by family or social support, stress, discrimination, health behaviors or socioeconomic status.



**Bilingual Immigrants Report Better Health Than Speakers of One Language** | Center for Advancing...  
www.clah.org

Bilingual Immigrants Report Better Health Than Speakers of One Language Release Date: February 29, 2012 | By David Pittman, Contributing Writer/Research Source.

## Well-known DLL Strategies



- ▶ Comprehensible input
- ▶ Gestures/Pantomime
- ▶ Visual support (e.g., pictures, semantic maps/categories, graphic organizers, story maps, compare-contrast think maps)
- ▶ Speaking rate
- ▶ Routine language/regularity
- ▶ Sometimes may need to simplify your language
- ▶ Multisensory
- ▶ Native language support

- ▶ When you see this book in English, you will see that your Spanish can help you learn some words in English. *Curious* sounds a lot like the word in Spanish, *curioso*. Also, if I say the word *aquarium* in English, can you guess what that word is in Spanish? Yes, *acuario*. Both words start with the letter A and the sounds *aqua*.
- ▶ Cuando ven este libro en inglés, van a ver que su español les va a ayudar a aprender el nombre de Jorge el curioso en inglés. *Curioso*, en español, se parece mucho a la palabra *curioso* en inglés. También, si yo digo *aquarium* en inglés, ¿pueden adivinar que es? Sí, *acuario*. Las dos palabras empiezan con la misma letra "A" y con los sonidos "aqua." Como dijimos antes, estas palabras son cognados.

- ▶ Sensory
  - ▶ real-life objects, manipulatives, pictures, illustrations, physical activities
- ▶ Graphic
  - ▶ charts
- ▶ Interactive
  - ▶ partners, small groups, whole group
  - ▶ students that share common language can talk about ideas and concepts together

**World-Class Instructional Design and Assessment (WIDA)**

## COMMON CORE STATE STANDARDS FOR

English Language Arts  
&  
Literacy in History/Social Studies,  
Science, and Technical Subjects



## In addition

### Sociocultural component of Read It Again-Dual Language (RIA-DL) Pre-K curriculum

- ▶ **Positive talk about learning two languages.**
- ▶ "You are learning two important languages. Being bilingual helps you talk with people who speak Spanish and also people who speak English. Being bilingual helps us develop strong brains!"
- ▶ "Sometimes knowing words in one language helps you learn the words in English. In this book you will see that many of the words sound the same in Spanish and English, like animal-animal, león-lion and elefante-elephant. Like we said before, these words are cognates – that means they mean the same thing and sound alike and in both languages."



### Conventions of Standard English

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
- CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
- CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.

### Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore **word relationships** and nuances in word meanings.

- CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- CCSS.ELA-Literacy.L.K.5c Identify real-life **connections** between words and their use (e.g., note places at school that are colorful).
- CCSS.ELA-Literacy.L.K.5d Distinguish **shades of meaning** among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

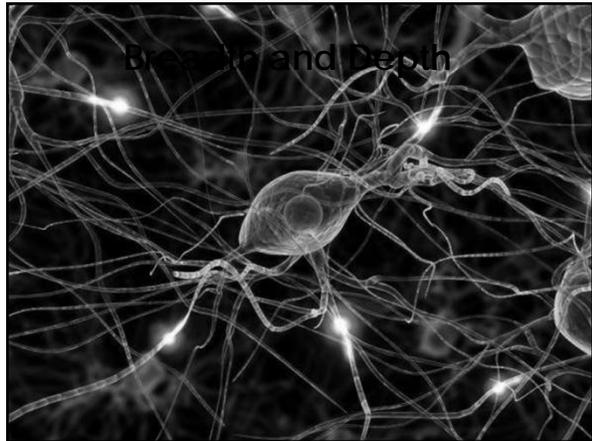
CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**WIDA** COMMUNITY COLLEGE DISTRICT OF DALLAS  
**WIDA's English Language Proficiency Standards**

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<b>Example Topics</b> <ul style="list-style-type: none"> <li>Classrooms</li> <li>Colors</li> <li>Feelings</li> <li>Games</li> <li>Hygiene &amp; safety</li> <li>Music &amp; movement</li> <li>Recreational objects &amp; activities</li> <li>Routines</li> <li>School</li> <li>Self &amp; family</li> <li>Social behavior</li> <li>Spatial relations</li> </ul>	<b>Example Genres &amp; Topics</b> <ul style="list-style-type: none"> <li>Charts &amp; songs</li> <li>Concepts about print</li> <li>Environmental print</li> <li>Fairy tales</li> <li>Forms of print</li> <li>Make-believe</li> <li>Nursery rhymes</li> <li>Picture books</li> <li>Rhyme</li> <li>Same &amp; different</li> <li>Sounds &amp; symbols (Phonemic awareness)</li> <li>Story elements</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Attributes</li> <li>Equivalency</li> <li>Geometric shapes</li> <li>Measurement of time</li> <li>Non-standard measurement tools</li> <li>Number sense</li> <li>Numbers &amp; operations</li> <li>Patterns</li> <li>Quantity</li> <li>Size</li> <li>Spatial relations</li> <li>Temperature</li> <li>Weight</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Air</li> <li>Animals</li> <li>Body parts</li> <li>Change in self &amp; environment</li> <li>Colors</li> <li>Forces in nature</li> <li>Living &amp; non-living things</li> <li>Night/Day</li> <li>Rocks</li> <li>Safety practices</li> <li>Scientific process</li> <li>Senses</li> <li>Water</li> <li>Weather</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Change from past to present</li> <li>Classrooms/School</li> <li>Clothing</li> <li>Community workers</li> <li>Families</li> <li>Food</li> <li>Friends</li> <li>Historical stories &amp; legends</li> <li>Homes in a community/Habitats</li> <li>Location of objects &amp; places</li> <li>Neighborhood</li> <li>Seasons</li> <li>Shower</li> <li>Symbols &amp; holidays</li> <li>Transportation</li> </ul>

PreK - K



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Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
<b>Example Topics</b> <ul style="list-style-type: none"> <li>Classrooms &amp; school rules</li> <li>Everyday objects</li> <li>Feelings &amp; emotions</li> <li>Following directions</li> <li>Interests, opinions &amp; preferences</li> <li>Leisure activities</li> <li>Likes, dislikes &amp; needs</li> <li>Personal correspondence</li> <li>Personal information</li> <li>School areas, personnel &amp; activities</li> <li>Sharing/Cooperation</li> </ul>	<b>Example Genres</b> <ul style="list-style-type: none"> <li>Fiction (literary text)</li> <li>Folktales</li> <li>Non-fiction (expository text)</li> <li>Patterns books/ Predictable books</li> <li>Poetry</li> </ul> <b>Example Topics</b> <ul style="list-style-type: none"> <li>Compound words</li> <li>Elements of story</li> <li>Homophones</li> <li>Phonemic awareness</li> <li>Phonics</li> <li>Rhyming words</li> <li>Role play</li> <li>Sequence of story</li> <li>Spatial relations</li> <li>Story elements</li> <li>Story telling</li> <li>Word families</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Basic operations (addition &amp; subtraction)</li> <li>Capacity</li> <li>Estimation</li> <li>Graphs</li> <li>Interpretation of data</li> <li>Money</li> <li>Number sense</li> <li>Patterns</li> <li>Place value</li> <li>Quantity</li> <li>Shapes</li> <li>Size</li> <li>Standard &amp; metric measurement tools</li> <li>Symmetry</li> <li>Time (digital &amp; analog)</li> <li>Two- and three-dimensional shapes</li> <li>Weight</li> <li>Whole numbers</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Animals</li> <li>Astronomy</li> <li>Body parts</li> <li>Change</li> <li>Chemical &amp; physical attributes</li> <li>Earth &amp; sky</li> <li>Force &amp; motion</li> <li>Gravity</li> <li>Life cycles</li> <li>Light</li> <li>Living &amp; non-living things</li> <li>Magnets</li> <li>Natural resources</li> <li>Organisms &amp; environment</li> <li>Plans</li> <li>Renewable &amp; non-renewable resources</li> <li>Senses</li> <li>Sound</li> <li>Water cycle</li> <li>Weather</li> <li>Weathering &amp; erosion</li> </ul>	<b>Example Topics</b> <ul style="list-style-type: none"> <li>Artifacts of the past</li> <li>Celebrations/Customs</li> <li>Citizenship</li> <li>Community workers</li> <li>Cultural heritage</li> <li>Families &amp; responsibilities</li> <li>Historical figures &amp; leaders</li> <li>Homes &amp; habitats</li> <li>Indigenous peoples &amp; cultures</li> <li>Jobs &amp; careers</li> <li>Land forms/Bodies of water</li> <li>Money &amp; banking</li> <li>Neighborhoods &amp; communities</li> <li>Products in the marketplace</li> <li>Representations of the earth (maps &amp; globes)</li> <li>Seasons</li> <li>Time &amp; chronology</li> <li>Use of resources &amp; land</li> </ul>

Grades 1-2

► Which semantic categories do you think are most often targeted to build young children's and DLLs' vocabulary?



## NILS

- ▶ Students establish a base of knowledge across a wide range of subject matter

## Selecting vocabulary words

Vocabulary targets selected to **include a variety of Tier 1, 2, and 3 words** (Beck, McKeown, Kucan, 2002)

- ▶ Tier 1: simple, concrete vocabulary words.
- ▶ **Tier 2:** high-frequency words used by mature language users and are *useful across many contexts*
- ▶ Tier 3: very specific, low-frequency words.

### Vocabulary Acquisition and Use

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CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Vocabulary Tiers: Tier 2

Can you think of simpler, less sophisticated (Tier 1) ways to express these?

- ▶ Explore
- ▶ Feast
- ▶ Grumpy
- ▶ Miserable
- ▶ Mumble
- ▶ Notice
- ▶ Spotless
- ▶ Wonder
- ▶ Lovely

## Blend language development with content-area learning

- ▶ Instruction should blend oral language engagement with intellectual engagement (e.g., via literature units; Gersten, 2000; Saunders et al., 1998).
- ▶ Build background knowledge (Saunders et al., 1998)

World Class Instructional Design and Assessment  
Great reminder to post

## Introducing and teaching new words *throughout the day*

- ▶ The following strategies are embedded in RIA-DL
  - ▶ Previewing and reviewing vocabulary
  - ▶ Using visuals and manipulatives
  - ▶ Total physical response
  - ▶ Book walk-throughs
  - ▶ Word walls
  - ▶ Ideas for embedding lesson activities and vocabulary in the learning centers in the classroom
  - ▶ Parent component

## Shallow to deep

How can we do this?

**Word knowledge questions for "A"/Ask**—Model each targeted word and elicit through WH questions ("Can you say \_\_\_?").

- ▶ *When* the LRH opened her cupboard, what did she **spy**?  
*beans, rice, sugar, spice, honey*
- ▶ Where did she go to **fetch** the flour to make the pizza?  
*supermarket/grocery store*
- ▶ What did she **knead** with her hands in the bowl? *dough*
- ▶ What kind of **toppings** did she put on the pizza? *tomato sauce, pepperoni, olives, cheese*
- ▶ Why did she **grate** the cheese? *to make it into little pieces*

## Deep

- ▶ Using the targeted words during dramatic play or to retell the narrative

**Word production and meaning through contextualized cloze sentences.** Use picture cards, gestures as cues.

- ▶ The Little Red Hen looked into her cupboard and...*spied*  
*beans, rice, sugar, spice & honey*
- ▶ Nobody would go to the store to get her some flour, so she...*fetch*  
*some herself.*
- ▶ When she came home she used her hands to squeeze and shape the dough. She.... *kneaded* it.
- ▶ Then she put the dough in the pan and added tomato sauce, pepperoni, olives, cheese and lots of other....  
*toppings.*
- ▶ Finally, she rubbed the cheese against a sharp surface to... *grate*  
*it into little pieces.*

## NILS Writing Grade 1

- ▶ Write narratives in which they recount two or more appropriately *sequenced* events, include some *details* regarding what happened, use *temporal* words to signal event order, and provide some sense of *closure*.

- ▶ Here and now for emerging DLLs

## Grade 2

- ▶ Write informative/explanatory texts in which they introduce a topic, use facts and *definitions* to develop points, and provide a concluding statement or section.
- ▶ May brainstorm in L1

## Word meaning through definitions (category/function + attribute) and extension.

- ▶ What does it mean to **fetch** something? *To go get something and bring it back.* She went to the store to **fetch** flour.
  - ▶ What do dogs like to **fetch**?
- ▶ What does it mean to **knead**? *To squeeze and shape dough with your hands.* The Red Hen **kneaded** the dough until it was ready.
  - ▶ What else can you **knead** with your hands? (e.g., play dough)
- ▶ What are **toppings**? *Foods that you put on top of pizza.* The Red Hen put pepperoni, sausage, mushroom, and cheese **toppings** on her pizza.
  - ▶ What kind of **toppings** do you like on your ice cream?
- ▶ What does it mean to **grate** food? *Rub food against a sharp surface to cut it into little pieces.* The Little Red Hen spread **grated** cheese on the pizza.
  - ▶ Can you think of something else that you can **grate**? (e.g., carrots, lemons, oranges)

- ▶ Let students mediate through L1, initially
- ▶ Let them try to describe with same-language peers, initially
- ▶ Allow students (and parents) to use what they know and recognize relationships
- ▶ Transfer of skill



More examples

- ✓ Letter and print knowledge
- ✓ Alphabet knowledge
- ✓ Phonological awareness
- ✓ Semantic and syntactic knowledge
- ✓ Concepts (e.g., colors, shape, numbers, size, directionality, sequence)
- ✓ Knowledge of text structure, narration
- ✓ Learning to use cues to predict meaning
- ✓ Awareness of the variety of purposes for reading and writing
- ✓ Confidence in oneself as a learner, reader, writer

Adapted from: Roberts, C. (1994). Transferring literacy skills from L1 to L2: From theory to practice. *Journal of Educational Issues of Language Minority Students, 13*, 209-221.



**CONNECT Modules**  
The Center to Mobilize Early Childhood Knowledge



**Dialogic Reading**

**Practice description:** Dialogic Reading is an interactive shared picture book reading practice designed to enhance young children's language and literacy skills. During the shared reading practice, the adult and the child switch roles so that the child learns to become the storyteller with the assistance of the adult who functions as an active listener and questioner. Two related practices are reviewed in the WWC intervention reports on Interactive Shared Book Reading and Shared Book Reading.

**Research:** Four studies of Dialogic Reading met the What Works Clearinghouse (WWC) evidence standards and one study met the WWC evidence standards with reservations.<sup>1</sup> Together these five studies included over 200 preschool children and examined intervention effects on children's oral language and phonological processing. The majority of the children studied were from economically disadvantaged families. This report focuses on immediate posttest findings to determine the effectiveness of the intervention; however, follow-up findings provided by the study authors are included in the technical appendices.<sup>2</sup>

**Effectiveness:** Dialogic Reading was found to have positive effects on oral language and no discernible effects on phonological processing.

	Oral language	Print knowledge	Phonological processing	Early reading/writing	Cognition	Math
Positive effects	N/A	No discernible effects	N/A	N/A	N/A	N/A
Improvement index <sup>3</sup>	Average: +9 percentage points Range: -6 to +48 percentage points	N/A	Average: +9 percentage points Range: -7 to +40 percentage points	N/A	N/A	N/A

1. To be eligible for the WWC review, the Early Childhood Education (ECE) interventions had to be implemented in English in center-based settings with children ages 3 to 5 or preschool. One additional study is mentioned in the report effectiveness table because the researcher provided a calculation of Dialogic Reading and Shared Book Reading, which does not allow the effects of Dialogic Reading alone to be determined. See the section titled "What Works for Dialogic Reading (aka Shared Book Reading)" and Appendix A for findings from this and a related document.

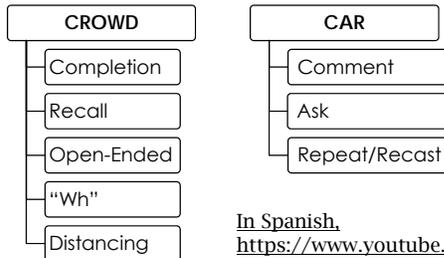
2. The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

3. These numbers show the average and the range of improvement indexes for all findings across the studies.

Strategies for differentiated instruction to support DLLs classroom participation according to language proficiency stage

See handout

**Dialogic Reading**  
One special way of reading



**WIDA CONSORTIUM** Performance Definitions for the Levels of English Language Proficiency in Grades K-12

See handout

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6	Reaching	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
5	Bridging	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
4	Expanding	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
3	Developing	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository discourses with sensory, graphic, or interactive support</li> </ul>
2	Beginning	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
1	Entering	<ul style="list-style-type: none"> <li>phonetic or graphic representation of the language of the content areas</li> <li>words, phrases, or chunks of language when presented with one-step commands, directions, WH, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>

## Preproduction

- ▶ Strategies
  - ▶ Lots of visual/gestural cues
  - ▶ 1-2 word models
  - ▶ Option to respond verbally or nonverbally
  - ▶ If child is verbal, requests for 1-2 responses with model and cues
  - ▶ Simple yes/no questions
  - ▶ What/where/who/which...? (with cues)
  - ▶ Do you want/Is it the (unlikely choice) or (the likely choice)?

## Here and now

- ▶ For now



## Safe environment

- ▶ Allow, do not force, the child to talk
- ▶ Provide safe havens (Tabors, 2008) where DLLs can play with or near children without having to verbally initiate the interaction (e.g., blocks, playdough).
  - ▶ These areas can serve as a "base of operations" from which to move and join in with others when ready and able.

## Routines

- ▶ Routines allow children to predict the sequence and language expectations
- ▶ Predictable structure/language may help children learn and remember new skills



## Learn few key words in L1

English	Spanish	Polish
bathroom	baño	<u>łazienka</u>
help	ayuda	<u>pomóc</u>
hurts	duele	<u>dotykać</u>
hungry	hambre	<u>głodny</u>
thirsty	sed	<u>spragniony</u>
hug	abrazo	<u>uścisk</u>

With audio  
<http://www.spanishdict.com/translate/help>  
<http://en.bab.la/dictionary/english-polish/>

## Routine language

- ▶ Identify when children need to communicate and systematically teach the language/formulaic expressions for those purposes
  - ▶ e.g., bathroom, getting ready to go outside, clean up, sit on the carpet



## Early Production

- ▶ Strategies
  - ▶ **Visual/gestural cues**
  - ▶ 3-4 word **models**
  - ▶ Requests for 1-3 responses with verbal model and cues
  - ▶ Yes/no questions
  - ▶ What/where/who/which...? (with cues)
  - ▶ Do you want/Is this a (unlikely choice) or (the likely choice)?
  - ▶ Either/or questions

## Strategies to Facilitate Participation

### Example

Language and Literacy Activity: Identifying picture words that start with the target letter "F," then, describing the words with its category and an attribute.

- ▶ The child **points** to the word *fish* by **matching** the F letter she is holding to the F in the word written under the picture. The teacher responds, "**Good, you found a word that starts with the letter F. What is it?.....**"

## Speech Emergence

- ▶ Strategies
  - ▶ **Visual cues**
  - ▶ 5+ word **models** (e.g., and, but)
  - ▶ Tell me something about...
  - ▶ Why/How...?
  - ▶ What would happen if...?
  - ▶ Why do you think...?
  - ▶ How are these the same/different?
  - ▶ Have child retell short story after model

## Preproduction

.....No response from the child. The teacher wants the child be successful in responding, so she asks a **yes/no question** while smiling affirmatively. "Is it a fish? Yes or no?" while gesturing. The child can respond "Yes" or nod to participate successfully at his language level. The teacher then **models** use of the word in a **short phrase**, "A ffish," and **praises** the child for participating.

## Intermediate

- ▶ Strategies
  - ▶ Complex models (e.g., because, so, that, if)
  - ▶ What would happen if...?
  - ▶ Why do you think...?

## Early Production

.....No response from the child. The teacher wants the child be successful in responding, so she gives the child a **choice**, the incorrect choice being a word the teacher thinks the child already knows (an **unlikely word**). "Is it a shoe or a fish?" The child then knows it must be the latter and imitates "Fish," thus participating successfully at her language level. The teacher **praises** the child for participating. She then **models** use of the word in a meaningful sentence by describing it or asking the group to describe it. "A ffish is an animal (category) that swims in the water (attribute)."

## Speech Emergence

...The child says "Fish." The teacher responds "Yes, fish starts with the letter F that makes the /fff/ sound. Tell me something about a fish." The child does not respond, so the teacher cues "Is it a food or an animal?" The child responds "Animal." The teacher then **expands** and **cues**, "A *ffffish* is an animal that swims in the (pause)... Child finishes with "water." The teacher **praises** the child for participating.

## Scaffolding strategies

Scaffolding Strategies		
Too Easy!	Just Right!	Too Hard!
<p>Use the <b>reasoning strategy</b> to help children consider the meaning of the target verbs.</p> <p><b>Scaffolding Example 1:</b> Teacher: <i>Richelle</i>, how do you know when an animal, like a dog, is <i>begging</i> for something?</p> <p><b>Scaffolding Example 2:</b> Teacher: Why is it important to teach dogs to <i>stay</i>?</p>	 <p>For children for whom the lesson seems <b>just right</b>, you can use the lesson plan as written!</p>	<p>Use the <b>reduce choices strategy</b> to help children learn the meaning of target vocabulary words.</p> <p><b>Scaffolding Example 1:</b> Teacher: Jose, when Clifford is walking in this book. Look on this page- point to Clifford walking.</p> <p><b>Scaffolding Example 2:</b> Teacher: Emma on this page is Clifford begging or sitting?</p>

## Intermediate

.....The child says "Fish." The teacher responds "Yes, fish starts with the letter F that makes the /fff/ sound. **Tell me something about a fish.**" The child responds "A fish is an animal that has fins." The teacher asks "**Why do you think a fish has fins?**" The child answers, "So they can swim." The teacher then **models the complex utterance**, "A fish is an animal that has fins so it can swim in the water."

## Comprehension and Collaboration

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts **with peers and adults in small and larger groups.**

- CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Strategies

- Children can be successful if you provide the language support, and they can then be functioning at their cognitive level while their second language skills are developing.

In small groups we can really lift the language



Not just more, but **BETTER!**

## Language facilitation



Which promote success for each language stage?  
Think of a particular students in your classroom. Which technique would you like to try?

### ► Imitation

- Elicited Imitation
  - Adult can request that the child repeat
  - Sparingly
  - Dr. Margarita Calderon has suggested having children repeat 3 times

- Adult may imitate child to:
  - validate child's productions
  - maintain topic
    - ⇒ Child may imitate adult as a less risky attempt to communicate



## Language facilitation techniques

### ► Modeling

- Adult demonstrates a linguistic option for a particular situation.
- Student: He screamed. He scared.
- Adult : He screamed because he was scared.



### ► Expansion

- Adult provides a more adult-like production of the child's utterance

### ► Focused Stimulation

- Adult provides numerous, salient demonstrations of the target. The child's production is not required.
- Adult: Here is the moth. The moth doesn't have pretty colors. Oops, the moth wants to fly away. Catch the moth!



### ► Syntactic Expansion

- Following the student's ungrammatical utterance, the adult restates the child's thought using a grammatical utterance.
- Student: Baby drink.  
Adult : The baby drinks.
- Student : He jump up.  
Adult : He jumped up.

### ► Semantic Expansion

- The adult restates the child's utterance using more precise vocabulary or additional relevant semantic information.
- Student: The baby drinks that.  
Adult : The baby drinks milk.
- Student: Him put those things in the soup.  
Adult:

### ► Elaboration question

- A question that encourages the child to expand on his/her thought
- Child: He was scared in the water.  
Adult : Why was he scared?  
Child: Because the snakes were gonna eat him.



### ► Recasting

- Adult includes a new linguistic structure embedded in a partial repetition of child's utterance.
- Can facilitate the development of new language structures
- Child: Baby's crying  
Adult : Is the baby crying?
- Child: Mama gimme the book.  
Adult : Did mama give you the book?

### ► Vertical structuring

- The clinician asks an elaboration question, the child responds, then the clinician incorporates the original utterance and the child's response to formulate a more complex utterance.
- Child: He was scared in the water.  
Adult : Why was he scared?  
Child: Because the snakes were gonna eat him.  
► Adult : He was scared that the snakes in the water were going to eat him.



### ► Prompt

- A comment or question that encourages the child to complete a thought or to correct an ungrammatical utterance.
- Child: He came out of the water.  
Adult : Who came out of the water?  
Child: Ramon came out of the water.



## Small groups

### Facilitate responsiveness

- Observation
- Wait time
- Imitation
- Joining in
- Turn-taking
- Interpretation
- Slower speech (still natural)
- Positive feedback

### Comprehension and Collaboration

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- CCSS ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- CCSS ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Peer Interactions

- ▶ Children learn by listening to and interacting with each other.

Strategies for enhancing  
the quality of peer  
interactions to support  
DLL's language  
development

## Listening and Learning

- ▶ Children learn not only from speech directed to them, but also from observing/listening in on others
  - ▶ (Crago, 1992; Forrester, 1988; Rogoff, Paradise, Mejia-Arauz, Correa-Chavez, & Angelillo, 2003; Saffran, Newport, Aslin, Tunick, & Barrueco, 1997)

## Group Brainstorm

- ▶ What promotes DLLs' language development in the classroom?
- ▶ With whom is it more beneficial for children to communicate and why?
- ▶ With whom is it easier for DLLs to communicate and why?

## Listening and Learning

- ▶ Research showed that that 2-year-olds were equally good at learning novel words that they overheard as those that were directly addressed to them (Akhtar, Jipson, & Callanan, 2001)

## Enhancing Peer Interactions

- ▶ However, merely putting DLLs with other children is insufficient
- ▶ DLLs may have more difficulty interacting with peers due to their English proficiency
  - ▶ What other factors may influence the interactions students have with their peers?

## Brainstorming

- ▶ Imagine that you are hosting an event, and you are inviting a mix of family, friends, and co-workers.
- ▶ How do you encourage interactions, so that guests mingle and no one is excluded?

## Enhancing Peer Interactions

- ▶ Part of high quality education involves lesson planning for and monitoring of the environment to promote enriching experiences in multiple areas of the classroom simultaneously.

## Pre-Planning Analysis

- ▶ Where do you see the DLLs in your classrooms?

## Planning to support peer interactions

## Pre-Planning Analysis

- ▶ How do these particular children interact?
- ▶ What types of interactions?

## Planning

- ▶ Increasing the likelihood of positive interactions
- ▶ Enabling context/environment
- ▶ Strategic groupings
- ▶ Activities
- ▶ Teacher support

## Strategic groupings

- ▶ Think of a particular DLL student in your class.
  - ▶ With whom it is difficult/easier for the child to communicate?
  - ▶ How many peers at a time?

## Enabling context/environment

- ▶ Some locations within classrooms are more suitable for sustained communicative interactions than others
  - ▶ Why?
- ▶ Consider arranging the physical and social environments to increase opportunities for peer interactions

## Activities

- ▶ What activities is the student most interested in (that encourages interaction)  
Ex. Preschool classroom
  - ▶ Building
  - ▶ Sand/water
  - ▶ Dramatic play
  - ▶ Games with rules

- ▶ Arrange the physical and social environments to increase opportunities for interactions with English speakers.
- ▶ What can be done to foster more communication in these environments?

## Pre-Teaching to Support Comprehension

- ▶ Pre-teaching words and concepts before storybook reading or initiation of activities is a beneficial instructional strategy
- ▶ This pre-teaching strategy, using a variety of cues (e.g., visual, gestural, graphic), may help support comprehension of the language that their English-speaking peers will be using in the interaction.

- ▶ NELS Speaking and listening standard
- ▶ Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- ▶ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- ▶ Continue a conversation through multiple exchanges

COMMON CORE  
STATE STANDARDS FOR

Mathematics



Reading these reminds me of *bilingual advantage in problem-solving*

### Teacher support

- ▶ Give roles or props that are central to the activity to promote inclusion (Bunce & Watkins, 1995).
- ▶ Give child some key phrases
  - ▶ "Two dollars please"
- ▶ Give prompts to help express
  - ▶ Tell Michael, "Glue please" or "Please pass me the glue."
- ▶ Sometimes *stay* to support interaction and turn-taking, sometimes *fade your presence*

### NELS: Math Standards

**Make sense of problems and persevere in solving them.**

- ▶ Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.

### Remember the routines

- ▶ The predictable sequence of routines supports DLLs' language comprehension.
- ▶ Routines support students' learning and recall of new information.
- ▶ Routines provides multiple opportunities for students' to practice and expand on new skills.

### NELS : Math Standards

- ▶ "start by explaining to themselves"
- ▶ Strategy: Let students mediate through L1
  - ▶ For these cognitive tasks (e.g., problem-solving, we do not have to let English proficiency get in way



- ▶ Let students mediate through L1

A good strategy that will help while learning English



- ▶ The mathematics standards are much more than rote memorization and computation; they target underlying cognitive skills in attention, analysis, abstraction, flexibility, and creative thought processes in which bilinguals have been shown to have advantages.

## NILS: Math Standards

- ▶ Strategy: Let them try to describe with same-language peers
  - ▶ If wrong, let them discuss and analyze mistake in L1, as needed, then L2 in simpler form



## NILS: Math Standards

### Kindergarten Geometry

- ▶ Identify and describe shapes
- ▶ Analyze, compare, create, and compose shapes

## NILS: Math Standards

### Reason abstractly and quantitatively

- ▶ Mathematically proficient students make sense of quantities and their relationships in problem situations.
- ▶ They bring two complementary abilities to bear on problems... the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*
- ▶ ...to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.
- ▶ ...attending to the meaning...not just how to compute
- ▶ ...knowing and flexibly using

### Kindergarten

- ▶ geometry
- ▶ identify
- ▶ describe
- ▶ analyze
- ▶ compare
- ▶ create
- ▶ compose

- ▶ geometry/geometría
- ▶ identify/identificar
- ▶ describe/describir
- ▶ analyze/analizar
- ▶ compare/comparar
- ▶ create/crear
- ▶ compose/componer

Strategy:  
Allow students  
(and parents)  
to use what  
they know  
and recognize  
relationships



- ▶ geometry/geometría
  - ▶ geometric/geométrico
- ▶ identify/identificar
  - ▶ identification/identificación
- ▶ describe/describir
  - ▶ description/descripción
- ▶ analyze/analizar
  - ▶ analysis/análisis
- ▶ compare/comparar
  - ▶ comparison/comparación
- ▶ create/crear
  - ▶ creation/creación
- ▶ compose/componer
  - ▶ composition/composición

## Transfer

“Cross-language  
bootstrapping”

(GENESEE, LINDHOLD-LEARY, SAUNDERS, & CHRISTIAN (2006))

## Action Plan

WHICH 3 STRATEGIES WILL YOU TRY TOMORROW/NEXT WEEK?  
LESSON PLAN: OBJECTIVE, ACTIVITY, OUTCOME MEASURE

### What this illustrates:

- ▶ **Common Underlying Proficiency/ Transferability**
  - ▶ Many skills and concepts are common or interdependent across languages.
  - ▶ A skill or concept learned in one language **transfers** to another language when the requisite vocabulary is acquired
  - ▶ Transfer is useful strategy, and we can capitalize on it



## Group Sharing

Month follow-up reflection and trouble-shooting with  
colleague

## Responding to common parent questions regarding their dual language development

## Summary

- ▶ Dual-language experience is an asset
- ▶ Allow and encourage children to bootstrap to enhance their learning
- ▶ Multiple ways to incorporate DLL strategies
- ▶ Teacher-student and student-peer conversations enrich children's' language skills
- ▶ Optimal instruction for DLLs includes planning to facilitate and support DLLs' peer-interactions in the classroom

## Common Questions about Bilingualism

- ▶ Will my child be delayed?
- ▶ What if my child has a disability?
- ▶ Will my child get confused?
- ▶ Will my child have more trouble academically?
- ▶ Would it be better if we tried to communicate with our child exclusively in English?

Thank you

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## What about children with disabilities? Does bilingualism exacerbate?

- ▶ Language Impairment
  - ▶ No (e.g., Kohnert et al., 2005; Paradis, Crago, & Genesee, 2003; Pena, Gillam, Bedore, & Bohman, 2011)
- ▶ Reading disability
  - ▶ No (e.g., Genesee, SRCD 2011)
- ▶ Down Syndrome
  - ▶ No (Bird et al., 2005)
- ▶ Hearing Impairment
  - ▶ No (Bunta & Douglas, 2013)
- ▶ Autism
  - ▶ No (Hambly & Fombonne, 2011; Petersen et al., 2011; Valicenti-McDermott, et al., 2013-*showed may even help*; Drysdale, van der Meer, & Kagohara, 2015)

**Stages of Second Language Acquisition in Preschoolers** (Krashen & Terrell)  
along with WIDA *estimates*

<b>Stages</b>	<b>Characteristics</b>	<b>Techniques</b>
<b>Preproduction</b>	<ul style="list-style-type: none"> <li>✓ <b>Silent period</b></li> <li>✓ Not yet speaking the language</li> <li>✓ Gestures, points, draws</li> <li>✓ Nods "Yes" and "No"</li> <li>✓ <i>Minimal comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Lots of visual/gestural cues</li> <li>➤ 1-2 word models</li> <li>➤ Option to respond verbally or nonverbally</li> <li>➤ If child is verbal, requests for 1-2 responses with model and cues</li> <li>➤ Simple yes/no questions</li> <li>➤ What/where/who/which...? (with cues)</li> <li>➤ Do you want/Is it the (unlikely choice) or (the likely choice)?</li> </ul>
<b>Early Production</b> (Entering)	<ul style="list-style-type: none"> <li>✓ Produces 1-2 word responses <b>(Telegraphic speech)</b></li> <li>✓ Participates using key words and familiar phrases <b>(Formulaic speech)</b></li> <li>✓ Uses present-tense verbs</li> <li>✓ <i>Limited comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual/gestural cues</li> <li>➤ 3-4 word models</li> <li>➤ Requests for 1-3 word responses with verbal model and cues</li> <li>➤ Yes/no questions</li> <li>➤ What/where/who/which...? (with cues)</li> <li>➤ Do you want/Is this a (unlikely choice) or (the likely choice)?</li> <li>➤ Either/or questions</li> </ul>
<b>Speech Emergence</b> (Beginning)	<ul style="list-style-type: none"> <li>✓ Phrases or short 3-4 word sentences <b>(Productive language use)</b></li> <li>✓ Makes grammar and pronunciation errors</li> <li>✓ Beginning to have 2 vocabularies</li> <li>✓ May mix vocabulary and grammar</li> <li>✓ <i>Basic comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual cues</li> <li>➤ 5+ word models (e.g., and, but)</li> <li>➤ Tell me something about...</li> <li>➤ Why/How...?</li> <li>➤ How are these the same/different?</li> <li>➤ Have child retell short story after model</li> </ul>
<b>Intermediate</b> (Developing)	<ul style="list-style-type: none"> <li>✓ Can produce simple and some complex sentences</li> <li>✓ Makes grammatical errors</li> <li>✓ Can tell short stories</li> <li>✓ Developing 2 vocabularies and grammars</li> <li>✓ <i>Good comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Complex models (e.g., because, so, that, if)</li> <li>➤ What would happen if...?</li> <li>➤ Why do you think...?</li> <li>➤ Model problem-solving language</li> </ul>
(Expanding)	<ul style="list-style-type: none"> <li>✓ Can produce a variety of complex sentences</li> <li>✓ Minimal vocabulary/grammatical errors that do not impede the meaning of the message</li> <li>✓ <i>Very good comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Complex models (e.g., because, so, that, if)</li> <li>➤ What would happen if...?</li> <li>➤ Why do you think...?</li> <li>➤ Elicit problem-solving language</li> </ul>
<b>Advanced Fluency</b> (Bridging)	<ul style="list-style-type: none"> <li>✓ The student is approaching a near-native level of speech.</li> <li>✓ <i>Excellent comprehension</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Complex models (e.g., because, so, that, if)</li> <li>➤ What would happen if...?</li> <li>➤ Why do you think...?</li> <li>➤ Elicit problem-solving language</li> </ul>
(Reaching)	<ul style="list-style-type: none"> <li>✓ Near-native level of speech.</li> </ul>	

## Observation Guide and Plan

Child's name \_\_\_\_\_

Date:

Age:

Child's first language (L1): \_\_\_\_\_ Language skills in L1 (circle): Typical Delayed

Child's stage of English acquisition (circle): Pre-production/ Early production/ Speech Emergence/ Intermediate

### • **Comfort and Social Motivation**

What is the child's current level of comfort in the classroom? Low Moderate High

- Describe

What level of social motivation for learning L2 does the child currently demonstrate? Low Moderate High

- Describe

How has the child's comfort level and social skill/motivation for learning L2 changed? Decreased Stable Increased

- What factors have contributed to this change?

### • **Communication.**

Describe *how* the child most often communicates with (consider both verbal and nonverbal behaviors)

- Parents
- Teachers
- Peers

Same-language peers

English-only peers

Child-Teacher Interactions

With whom does the child communicate/interact the most?

During which situations/activities does the child communicate/interact

- The most?
- The least?

Child-Peer Interactions

With whom does the child communicate/interact the most?

During which situations/activities does the child communicate/interact

- The most?
- The least?

Based on your observations, brainstorm 3 ways in which you might be able to help increase the child’s comfort level and motivation to learn L2.

- 
- 
- 

Based on your observations, brainstorm 3 contexts (situations/activities/partner) you think would be most facilitative for actively helping increase the child’s communication and interaction in L2.

- 
- 
- 

**I will try the following strategies tomorrow/next week:**

<b>Strategy</b>	<b>With Whom</b>	<b>When/Where</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		

**Peer Interaction Plan**

**Week of** \_\_\_\_\_

This week I will promote (child's name) _____ sustained peer interaction by modifying:	
Environment	
Groupings	
Activities	
Teacher support	

This week I will promote (child's name) _____ sustained peer interaction by modifying:	
Environment	
Groupings	
Activities	
Teacher support	