The Young Dual Language Learner: 20 Short Videos

A Guide for Presenters

By Sally Durbin & Phil Bedel
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How to Use This Guide

*The Young Dual Language Learner: 20 Short Videos* is a tool kit for presenters and trainers in the field of dual language acquisition. It consists of 20 short videos and a guide, emphasizing the interplay of first and second language learning.

The videos and guide reflect the substantial research in the field: Dual language acquisition is beneficial to the linguistic and cognitive development, as well as the social and emotional well-being of the young child.

This tool kit expressly supports:

- Presenters and trainers in the field of dual language learning
- Instructors at colleges and universities
- Pre-service and in-service teachers
- Directors of early childhood education centers
- Monolingual and bilingual teachers

This tool kit focuses on:

- Teaching Strategies, Competencies, and Dispositions
  *How teachers of dual language learners can embrace diversity and build connections with young children.*

- The First and Second Languages of Young Children
  *How the linguistic strengths, demonstrated by the children, can guide teachers in their practice.*

- Parent, Family, and Community Engagement
  *How teachers of dual language learners can foster a culturally-responsive setting.*
THE VIDEOS

- The videos are 1-7 minutes in length and can be viewed in any order.

- All of the children in these videos are dual language learners, acquiring English, with the exception of one child who speaks English only. A language other than English is spoken in all of their homes.

- The children in these videos are ages 3-5. They average 4 years of age.

- Subtitles are provided selectively to enhance the understanding of a concept in dual language acquisition.

- The videos are a springboard for discussion on dual language learning. In tandem with the research-based Questions and Reflections, the videos provide an avenue for educators to arrive at strategies and best practices that complement early childhood curricula.

THE GUIDE

- The guide includes suggested Questions and Reflections on the 20 short videos. Presenters, trainers, instructors, and directors are invited to rephrase, substitute, or add to the Questions and Reflections.

- Appendices A and B pertain to parent, family, and community engagement with a focus on teacher-parent partnerships.

- The Glossary at the back of this guide includes research-based terminology particular to the videos, the Questions and Reflections, and the processes of dual language acquisition.

Presenters, trainers, instructors, and directors are welcome to:

- Embed these videos in PowerPoints for professional development sessions or coursework, then use corresponding Questions and Reflections as a springboard for discussion.
• Show one or two videos as stand-alone segments, then use corresponding Questions and Reflections for brief small-group or whole-group discussion.

• Reprint all written materials in this guide, which include:
  o How to Use This Guide
  o Questions and Reflections: 20 Short Videos
  o Appendix A: Teacher-Parent Interview Questions
  o Appendix B: Ideas for Parent, Family & Community Engagement
  o Glossary

**TIPS**

Presenters, trainers, instructors, and directors are invited to:

• Begin with the video titled: Introduction – What Did You Say?
• Pose the Questions and Reflections before and/or after the videos.
• Utilize Appendices A, B, and the Glossary throughout the presentations.
• Invite participants to bring real-world experiences to the discussions.
• Invite participants to apply the principles in the videos to their practice.
• Reprint the Teacher-Parent Interview Questions, available in 6 languages at [www.teachatb.org](http://www.teachatb.org):
  o English
  o Spanish
  o Korean
  o Armenian
  o Tagalog
  o Chinese

We invite you to enjoy these videos. For additional information and research on young dual language learners, please visit our website: [www.teachatb.org](http://www.teachatb.org)
Questions and Reflections: Teaching Strategies, Competencies, and Dispositions

How teachers of dual language learners can embrace diversity and build connections with young children.
**Introduction – What Did You Say?**

*Video: 2 minutes
Discussion: 10 minutes*

**Discussion Topics:**
- *Factors in Second Language Acquisition*
- *Strategies: Supporting Second Language Acquisition*

The teacher reads a picture book in the Georgian language. Her students are adults, who role-play this scene, demonstrating what it is like to learn a new language.

**Discussion Questions:**

When you tried to learn your second language:

- How old were you?
- Where were you?
- What were your feelings or reactions at the time?
- What were some factors in trying to acquire your second language?

What are some of the teaching strategies demonstrated by this teacher; and what additional strategies can she employ?
The teacher learns new words from the children in Mandarin.

**Discussion Questions:**

- What language abilities, skills, and understandings do these dual language learners demonstrate?
- What teaching strategies, competencies, and dispositions are demonstrated by the teacher?
- How is the teacher supporting metalinguistic awareness – the understanding that one has the ability to speak two or more languages?
- As a teacher, what activities can you generate for the dual language learner to promote and affirm the child’s identity and self-esteem?
- What messages do you think these children are receiving?
Sharing At The Easel

*Video: 1 minute*
*Discussion: 12 minutes*

**Discussion Topics:**
- *Linguistic and Cognitive Abilities*
- *Teacher Dispositions and Responsive Caregiving*
- *Concepts About Print*
- *Alphabetic Knowledge*
- *Transference between Languages*
- *Code Switching*

Ariam draws a picture, and the teacher writes the words the child is saying in her home language.

**Discussion Questions:**
- What linguistic and cognitive abilities are exhibited by Ariam?
- What are the teacher's dispositions while working with Ariam?
- What concepts about print and alphabetic knowledge are explored by Ariam in her home language, Spanish?
- Which of these concepts about print and alphabetic knowledge transfer from Spanish to English?
- Why do you think Ariam is code switching between English and her home language, Spanish?
My Pumpkin Story

Video: 2 minutes
Discussion: 10 minutes

Discussion Topics:
- Metalinguistic Awareness
- Parent, Family, and Community Engagement
- Teacher-Child Connection
- Teacher Dispositions and Responsive Caregiving

Wendy tells the teacher her story about a pumpkin while the teacher writes it down.

Discussion Questions:
- Wendy is a bilingual child: When the teacher invites her to share this story with her family, how does Wendy respond?
- How can the teacher support a child’s metalinguistic awareness – the understanding that one has the ability to speak two or more languages; and why might it be important for the teacher to do so?
- How can a monolingual teacher, who does not speak the language of the child, support the home-school connection and home assignments?
- What concepts about print and alphabetic knowledge are demonstrated by Wendy?
Making Butter

*Video: 7 minutes*  
*Discussion: 15 minutes*

**Discussion Topics:**

- *Teaching Strategies for the Young Dual Language Learner*
- *Teacher Dispositions and Responsive Caregiving*
- *Parent, Family, and Community Engagement*
  
  - See Appendix A: Teacher-Parent Interview Questions  
  - See Appendix B: Ideas for Parent, Family, and Community Engagement

The teacher, children, and a parent enjoy making butter in a small-group setting.

**Discussion Questions:**

- What math concepts and related vocabulary does the teacher promote?
- What are the strategies used by the teacher to support math concepts and math-related vocabulary in the second language, English?
- How does this small-group setting provide avenues for second language acquisition in young children?
- How can the monolingual teacher, who does not speak the language of the children, support the first language/s at school?
- What are some ways the monolingual teacher can acquire and share new words and phrases in languages spoken by the children?
Talking Together

Video: 2 minutes
Discussion: 12 minutes

Discussion Topics:
  Teaching Strategies – Large-Group Instruction
  Teaching Strategies – Adapting Large-Group Instruction

Children chant and sing together while acquiring a second language at their own pace.

Discussion Questions:

» Why are these dual language learners enthusiastic about chanting “Rain on the Green Grass”?
» How do each of these chants and songs support dual language learners?
» What other large-group activities will support dual language learners?
» What large-group activities are challenging to the dual language learner; and how can the teacher adapt these large-group activities to support the child?
Toy Animals

*Video: 3 minutes*

*Discussion: 10 minutes*

**Discussion Topics:**

- Benefits of Bilingualism
- Language Abilities – The First and Second Languages
- Teaching Strategies – Open-Ended Questions

Albert brings two toy animals from home and paints their picture while talking with his teacher.

**Discussion Questions:**

- What are Albert’s linguistic strengths in English and in Spanish?
- How does Albert benefit from conversation in his home language?
- What open-ended questions can this teacher ask Albert in English?
- How can Albert benefit from listening and responding to these open-ended questions?
- How do the tangible objects, toy animals, support the young dual language learner?
- Utilizing these toy animals, what additional large-group and small-group activities can the teacher generate to support young dual language learners?
QUESTIONS AND REFLECTIONS: THE FIRST AND SECOND LANGUAGES OF YOUNG CHILDREN

How the linguistic strengths, demonstrated by the children, can guide teachers in their practice.


A Felt Board Story

Video: 4 minutes
Discussion: 12 minutes

Discussion Topics:
- Benefits of Bilingualism
- Cognitive Development: Decision Making, Reasoning Skills
- Learning Environment

After singing a song together, Janice and Kimberly create a new story at the felt board.

Discussion Questions:

- How are Janice and Kimberly using their first language, Spanish?
- How do the first and second languages interconnect?
- Do Janice and Kimberly seem confused, using English and Spanish?
- How can early bilingualism enhance cognitive development, such as decision-making and reasoning skills?
- As a teacher, how can you set up the learning environment to help foster more than one language?
English, Spanish & Chinese, Too

Video: 3 minutes
Discussion: 10 minutes

Discussion Topics:
- Language Abilities – The Second Language
- Teacher Dispositions and Responsive Caregiving
- Teacher-Child Connection
- Phonological Awareness
- Cognates

Jenny picks a favorite book, written in two languages, then the teacher reads to her in Spanish.

Discussion Questions:

- What is Jenny’s attitude toward multiple languages?
- How does Jenny benefit linguistically and emotionally from one-on-one time with her teacher?
- How is the teacher supporting Jenny in the development of her phonological awareness – the insight that we can manipulate the features of spoken words?
- Jenny notices the cognates “mama” and “mamá” in Chinese and in Spanish: How can teachers and children benefit by learning cognates from parents, families, and other children?
Writing Her First Letter

*Video: 5 minutes*

*Discussion: 12 minutes*

**Discussion Topics:**

*Concepts About Print, Alphabetic Knowledge*

*Parent, Family, and Community Engagement – A Culturally-Responsive Setting*

Emillie writes a letter while the teacher supports her newfound skills.

**Discussion Questions:**

- In writing her first letter, what concepts about print and alphabetic knowledge are demonstrated by Emillie?
- Which of these concepts about print and alphabetic knowledge transfer to another language?
- In this program, eight of the fifteen children are dual language learners who speak Spanish; and Emillie speaks English only. In partnership with her parents, why and how might the teacher support Emillie in the development of Spanish, one of the two languages spoken in her home?
- The children in this program come from five language backgrounds: What opportunities can this teacher create for a culturally-responsive setting?
Flashlights & Fun

Video: 2 minutes
Discussion: 10 minutes

Discussion Topics:
- Social and Emotional Strengths of the Children
- Practicing the Second Language
- Parent and Family Engagement – Cultural Artifacts

Three friends share and discuss their books in the library, then play a game with flashlights.

Discussion Questions:

- What strengths do these children demonstrate across domains in early childhood, and which of these strengths benefit children in their later formal schooling?
- Why do you think the teacher provided flashlights in the library corner?
- Why is peer interaction important for the young dual language learner?
- What cultural artifacts can parents and families contribute to the program to foster language development at centers, such as the drama corner, art station, and sand play area; and how might these artifacts support first and second language development?
A Boy & His Puzzle

Video: 2 minutes
Discussion: 15 minutes

Discussion Topics:
Language Abilities – The Second Language
Teacher Dispositions and Responsive Caregiving
Learning Environment

Hyumseo is working with a magnetic puzzle while the teacher talks with him to support his second language.

Discussion Questions:

- What are the second language abilities and skills that Hyumseo is demonstrating?
- What are some strategies that the teacher uses to assist Hyumseo with his acquisition of English?
- How can a teacher create one-on-one time for the young dual language learner within the preschool learning environment?
- As a teacher, what strategies, competencies, and dispositions can you use or develop to support second language acquisition in young dual language learners?
Tell Me A Story

*Video: 2 minutes*

*Discussion: 10 minutes*

**Discussion Topics:**
- Language Abilities – The Second Language
- First and Second Language Acquisition
- Factors in Second Language Acquisition
- Quiet Spaces

Eduar retells “The Three Bears” to his friend, Alex, while they sit together outdoors.

**Discussion Questions:**

- What language strengths and abilities are demonstrated by Eduar?
- What activities in the first and second languages will further support Eduar’s language abilities?
- What factors can influence the development of the second language?
- How can teachers provide quiet spaces and restful times for dual language learners; and why would teachers choose to do so?
QUESTIONS AND REFLECTIONS: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

How teachers of dual language learners can foster a culturally-responsive setting.
A Meeting At School

Video: 2 minutes
Discussion: 10 minutes

Discussion Topics:
- Concepts About Print
- Parent and Family Engagement – Building Relationships
- Parent and Family Engagement – Building a Culturally-Responsive Setting

Parents and family members create photo albums for home and the teacher talks with a mother.

Discussion Questions:

- How does this activity, creating photo albums for home, further engage parents in supporting their children?
- What information about parents and families can a teacher gain from this activity?
- What educational topics or activities can parents and families generate for their meetings at school, and how can a teacher support their ideas?
- How would you describe the tenor of the parent-teacher conversation?
- How can a monolingual teacher, who does not speak the language of the parents or families, build relationships with parents and families?
Snacks At Home

*Video: 2 minutes*  
*Discussion: 10 minutes*

**Discussion Topics:**  
Language Abilities – The Second Language  
Features of Preschool Second Language Acquisition  
Parent, Family, and Community Engagement  
Benefits of Bilingualism

Ibrahim plays and talks with his family while he enjoys his snacks at home.

**Discussion Questions:**

- What are some features of Ibrahim's second language abilities?
- What interests and strengths do these parents demonstrate in working with their children?
- How can teachers and children benefit from working alongside parents in the school setting?
- If provided the opportunity at school, how can native-English-speaking children benefit from hearing additional languages?
Our Chicks Have Hatched!

Video: 4 minutes
Discussion: 10 minutes

Discussion Topics:
Language Abilities – The First Language
Parent, Family, and Community Engagement – Benefits of Bilingualism
Teaching Strategies – Supporting the Young Dual Language Learner

At home, Andy discusses the baby chicks with his mother, and at school, Jocelyn and Gaby enjoy watching and discussing the chicks.

Discussion Questions:

› What interests and strengths does Andy’s mother demonstrate in working with him; and how does Andy benefit from working with his mother in the first language?

› At school, the teacher sings a lullaby in English: How can parents and families support the teacher and children in learning this lullaby in Spanish, the original version?

› How does a project or theme, extended across six weeks of school, benefit the dual language learner?

› How can parents and families support a project or theme in the first language through art, music, cooking, or books – at school or at home?
A Letter From My Mom

Video: 2 minutes
Discussion: 12 minutes

Discussion Topics:
Concepts About Print
Parent and Family Engagement – Building a Culturally-Responsive Setting
Teaching Strategies – Supporting the Young Dual Language Learner

Before school, parents and families write letters to their children. Later, the teacher reads a letter to Javier from his mom.

Discussion Questions:

- How do these children benefit from hearing and reading letters written by their parents?
- What concepts about print and alphabetic knowledge are the children developing; and which of these concepts transfer between languages?
- How do these children benefit from a small-group setting, and how can a teacher arrange small-group settings each day?
- How can the teacher find out about and incorporate the interests and strengths of parents and families, who wish to volunteer?
- What teaching strategies, competencies, and dispositions are evident from this video?
The Joy Of Reading

Video: 2 minutes
Discussion: 5 minutes

Discussion Topics:
Language Abilities – The First Language
Parent-Child Connection
Parent, Family, and Community Engagement

Kimberly and Clarissa share books with their parents. A mother discusses her visits to the library.

Discussion Questions:

› At home, how do Kimberly and Clarissa benefit from reading and sharing books in the first language with their parents?
› How do teachers, children, parents, and families benefit by walking to and visiting the public library together?
› How can teachers build a school-to-home lending library that includes books in the children’s primary language for children, parents, and family members?
Helping With Homework

Video: 2 minutes
Discussion: 10 minutes

Discussion Topics:
- Parent-Child Connection
- Parent, Family, and Community Engagement
- Benefits of Bilingualism

At home, Alexis’s mom talks with her child while drawing a special picture for him.

Discussion Questions:

- How would you describe the interaction between this mother and child?
- With teacher support, what home activities can parents and families generate and welcome?
- As a teacher, which of the following activities can you introduce to the parents and families as homework ideas, and how might you support these activities:
  - Playing board games
  - Reading and sharing books or rhymes
  - Planting a garden
- Helping the child write a letter to a relative or friend
- Creating a family photo album or an art project
- Preparing dinner with their child
- Singing songs on the way to or from school
- Playing ball games or jumping rope outdoors
- Going on a treasure hunt indoors or outdoors – looking for real or stuffed animals, shapes, colors, traffic signs, flowers?
Volunteers At School

*Video: 2 minutes*
*Discussion: 8 minutes*

**Discussion Topics:**
- *Teacher Dispositions – Valuing Diversity*
- *The Learning Environment*
- *Parent, Family, and Community Engagement*
- *Benefits of Bilingualism*

Parent, family, and community members talk with and read to children in the first language.

**Discussion Questions:**
- What are the children learning about the function of language when interacting with these three volunteers?
- When community members volunteer at school, what can be the perceived challenges for the teacher?
- How can the teacher address these challenges?
- What are some benefits of speaking two or more languages as a child and as an adult?
- Which of these activities do you think your parents, families, and community members would support at school in the home language:
- Playing games, reading, or building blocks
- Going on walks to the Armenian, Salvadorian, or Mexican bakeries
- Sharing traditional stories, recipes, or music
- Sharing an expertise, such as quilting, planting, or puppet making
- Writing welcome signs, children’s names, or the alphabet
- Teaching the teacher and children greetings in a new language?
Appendix A

Teacher-Parent Interview Questions

Your Child’s Name__________________________________________

Parents’/Caregivers’ Names____________________________________

What language or languages do you speak at home?

What language or languages does your child speak at home?

What language is your child most comfortable speaking?

In what language or languages would you like to receive your letters or notes from school?

What would you like your child to learn this year?

What does your child especially like to do?

Do you have any concerns regarding your child?

What would you like to discuss, or make, at our parent/family meetings?

Would you like to volunteer at school – playing games, singing, or reading with children?

Would your child’s grandparents or relatives like to visit our program?

Do you have hobbies or interests you would like to share with the children at school, such as cooking, music, art, sewing, gardening, etc.?

Thank you, parents!

Teacher-Parent Interview Questions are available in 6 languages at: www.teachatb.org
Ideas for Parent, Family & Community Engagement

The teacher welcomes parents, families, and community members through many avenues to support culture and the first language at school and at home.

SCHOOL

Parents, families, and community members might wish to...

- Read, tell stories, sing traditional songs, play musical instruments.
- Play and talk with children at the play dough, drama, or art center.
- Teach the teacher and children how to say *hello* and other handy words in different languages.
- Take walks with the teacher and children to the public library and check out books in the first language to read at home.
- Take neighborhood walks with the teacher and children to the Armenian, Mexican, French, or Salvadorian bakeries; and help write about the experiences.
- Bring a recipe to school, and show the teacher and children how to make a special snack.
- Organize along with the teacher a lending library for families.
- Record stories in their home language for the listening center and help translate books from English to the home language.
- Generate activities for parent and family meetings, as well as homework assignments, which the teacher incorporates throughout the year.
Family members might wish to...

- Read and share books, family stories, and rhymes with their child.
- Play board games with the whole family.
- Plant a garden with their child.
- Help their child write a letter to a relative nearby or far from home.
- Create a family photo album, or an art project, with their child that the child shares at school.
- Prepare dinner with their child and invite him/her to draw pictures of the ingredients, or steps of the recipe, to share at school.
- Go on a treasure hunt with their child – indoors or outdoors.
- Sing songs with their child on the way to or from school.
- Play ball games or jump rope with their child outdoors.
Glossary

**Alphabetic knowledge:** The ability to identify and write letters of the alphabet, as well as the ability to make corresponding sound-symbol associations.

**Benefits of bilingualism:** The advantages of speaking two or more languages. Bilingualism in young children correlates with increased reading readiness, intellect, and self-regulation.

**Bilingual person:** A child or an adult who speaks two languages.

**Code switching:** The ability or tendency to change languages (codes). When acquiring a second language, the young child may switch languages, using syllables, words, or phrases from each of two languages. This practice is common for many young dual language learners while they build vocabulary; it does not mean that they are confused about which language they are using.

**Cognates:** Words which sound similar between or among languages, as they have the same linguistic origin.

**Cognitive development:** The construction of thought processes, such as problem solving, remembering, decision-making, and reasoning.

**Concepts about print:** The understanding of how print works: That print has a purpose, that print represents words that can be written down, and that books contain print from which we derive meaning.
**Cultural artifacts:** Objects that can be identified with a particular culture, such as musical instruments, artwork, foods, cooking utensils, and toys.

**Culturally-responsive setting:** A classroom environment in which the teacher responds to the child’s culture by cultivating respectful relationships and by welcoming diversity through many avenues.

**Culture:** A shared system of values, beliefs, and principles that influence attitudes, perceptions, social patterns, and behavior.

**Domains:** Areas of focus for instruction and assessment in early childhood education. They include physical development, cognitive and general knowledge development, social and emotional development, language and literacy development, and approaches toward learning.

**Dual language learners:** “Children learning two (or more) languages at the same time, as well as children learning a second language while continuing to develop their first (or home) language.” *Dual Language Learning: What Does It Take?* Head Start Dual Language Report, 2007.

**Families:** Parents, grandparents, siblings, and others within the family unit. Caregivers are welcomed into school programs as family members.

**Georgian language:** Official language of Georgia, a country which borders Russia, Armenia, Turkey, Azerbaijan, and the Black Sea.

**Language abilities of the dual language learner:** The linguistic strengths and skills demonstrated by the child in one or more languages. These abilities and skills include unspoken and spoken communications such as, gesturing,
pointing, nodding, and smiling; as well as short utterances, approximations, and attempts in a new language.

**Metalinguistic awareness:** The understanding that one has the ability to speak two or more languages.

**Monolingual teacher:** A teacher who speaks only one language.

**Parent, family, and community engagement:** The process of creating a culturally-responsive setting. Through many avenues, the teacher invites and welcomes parents, families, and community members into the school setting. The teacher, parents, families, and community members develop a partnership in support of the culture and first language of the child.

**Phonological awareness:** The insight that we can manipulate the features of spoken words and the understanding that we combine sounds to make words.

**Stages of preschool second language acquisition:** A traditional way to look at the process of preschool second language development. The four stages provide an outline or a starting point to address the needs of preschool dual language learners. These four stages include:

1. first-language use
2. observational/listening
3. telegraphic and formulaic
4. productive language.

Research informs us that the stages are not set in stone and that they reflect an expanding progression of language abilities, built on prior
knowledge. The stages are subject to new and welcomed research that continues to inform our practice.

**Strengths of the children and families:** The abilities, knowledge, and expertise of the child and family members. These strengths include language, culture, collaborative processes, personal interests, attributes, and skills. These strengths may complement and enhance the teacher’s personal dispositions.

**Teacher dispositions:** The beliefs and attitudes that teachers bring to their practice with young dual language learners and their families. These beliefs and attitudes reflect the teachers’ value for diversity, which guides them in creating a culturally-responsive setting.

**Teaching strategies for the young dual language learner:** The approaches and experiences generated by the teacher to provide dual language learners with support, input, and opportunities for engagement. Appropriate strategies that assist in second language development include:

- A nurturing relationship between the teacher and child
- The home-school connection
- One-on-one and small-group instruction
- Songs and music, books, play experiences, and real-world objects
- Peer-peer and adult-child conversations with appropriate questions and wait time
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References


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Sally Durbin and Phil Bedel

In 2008, Sally Durbin and Phil Bedel founded the nonprofit Teaching At The Beginning, Inc. On its behalf, they directed, photographed, edited, and produced the DVD packages, *Soyul & Teacher Yvette... Adventures in Preschool Second Language Acquisition* and *The Young Dual Language Learner: 20 Short Videos*. They provide professional development sessions on dual language learning and have presented to numerous organizations, such as the National Association for the Education of Young Children, California Association for the Education of Young Children, California Association for Bilingual Education, and Teach for America.

**Sally Durbin** is a National Board Certified Teacher and holds an Administrative Credential. She earned the Language Development Specialist (LDS) and the Bilingual Cross-Cultural Language and Academic Development (BCLAD) certificates from the State of California. For twenty years, she provided bilingual instruction to preschool dual language learners in the Los Angeles Unified School District. As an advocate of quality preschool, she created and delivered professional development sessions to National Board candidates at UCLA’s Center X and campaigned for the groundbreaking First 5 California, now serving families throughout the State of California. Ms. Durbin graduated with honors from UCLA, where she earned her teaching credential at the School of Education.

**Phil Bedel** has edited and directed for broadcast television and has worked extensively in documentary film. He taught film and photography at the Otis-Parsons Art Institute and at UCLA. Mr. Bedel earned a BA in Anthropology and an MFA in Motion Picture and Television Production at UCLA.

In 2005, Sally Durbin and Phil Bedel produced the award-winning documentary *Beating the Odds*, advocating universal access to quality preschool.

Their website, [www.teachatb.org](http://www.teachatb.org), provides short videos, current research, and hands-on ideas for all educators in the field of dual language learning.