

EXAMPLE



Oregon Child Development Coalition

Dual Language

Philosophy, Guidance and Practice

Program Directive

November, 2007

Issued by:

Holly Whittleton, Head Start Director

Lillian Carrillo, Head Start Coordinator

**Diane Meisenheimer, Lead Education/Mental Health & Disabilities
Specialist**

Table of Contents

Philosophy	3
Introduction	4
OCDC Dual Language Policy	5
Guidance and Practice	6-11
Appendices:	
Appendix A: HS Performance Standards	
Appendix B: HS Outcomes Framework	
Appendix C: Glossary	
References	

Philosophy:

The Oregon Child Development Coalition (OCDC) believes that:

- Parents must be acknowledged and valued as the first teachers of language and culture for their children.
- When afforded the opportunity to access high quality language enriched education, children can make significant gains that are strongly predictive of school success.
- It is essential to implement a high quality, language-rich curriculum that includes: vocabulary building, letter knowledge, phonological awareness, and recognizes and builds upon children’s love of reading, thinking and learning.
- The partnership with parents promotes the development of a common set of language-literacy strategies that forms a strong educational foundation for each child.
- That culture should be represented through listening, speaking, writing, and reading experiences.
- To succeed in reading, children need a strong foundation in oral language.
- OCDC believes in educating all staff and parents on language development and their role in developing a strong oral language foundation for the future success of children.

Introduction

This guidance integrates information about children’s developmental progress in dual language acquisition with strategies and techniques of how ODC staff and parents can best support that development. The introduction of English helps prepare children and families for their transition into various communities. Incorporating the home language and culture throughout the curriculum promotes the development of social competence and demonstrates respect for the values and beliefs of the family. Ongoing staff and parent training will be necessary in order to support the ability to individualize the curriculum and adapt the environment to promote language learning both at school and home.



Oregon Child Development Coalition Dual Language Policy

I Purpose

The Oregon Child Development Coalition is committed to the cultural and linguistic development of our children and families. This policy seeks to support home language and culture throughout the agency to assist in preparing our children and families in their transition into various communities.

II Policy

The agency continues its long-standing practice, tradition and support of multiculturalism and multilingualism. We will focus on our children's continued development in their first language while promoting the development of English as a means to assist families in their transition into various communities.

Guidance and Practice:

The following includes both information and guidance to put research and the OCDC Dual Language Policy to practice:

Early Language Milestones:

Regardless of language the following figure represents what is considered to be the basic stages of early language development:

Figure 1:

Stage	Approximately Age
Babbling	6 months
First words	12 months
Two Word utterances	18 months
50 word vocabulary	18 months
Simple Sentences:	30-36 months

Classroom Settings:

- **Infants**
 - The languages used in the infant classrooms will maintain and foster the home language and culture of the families served within the program.
- **Toddlers**
 - While the development of a second language can be a part of the toddler classroom environment i.e.; songs, stories, age appropriate literature, limited labeling etc., the language models in the classroom must support children's continued development in their first language.
- **Preschoolers**
 - Preschool teaching teams whenever possible will be composed of a bilingual model teaching team in which one person is skilled in Spanish and other person in English will primarily interact with children in their respective languages.

Language Rich Environments:

Definition: An environment which entails the following characteristics; (1) Extended Daily Conversations, (2) Interesting topics (3) New Vocabulary, (4) Revisits and Recalls Experiences and Events

Importance: Language development forms that foundation for literacy development. Social interactions and attachment to caregivers are necessary to early language development. Teachers use a variety of teaching strategies to promote children's learning by:

- Having conversations with children to extend their thinking and learning
- Providing opportunities to learn through experimentation, inquiry, play, and exploration (**HSPS 1304.21 (a)(4)(i)**)
- Building upon new vocabulary as a means to assist children in connecting to new objects and comprehension
- Revisiting and revisiting and recalling events in order to support and strengthen a child's cognitive ability to connect to what he/she has been previously exposed to

Features of a Language Rich Environment for:

- **Infants**

Engaging a child in intentional communication through:

1) Joint-Attention:

- Observing the child and watching his/her eye gaze; what they are pointing to; and other non-verbal cues
- Observing the child's behavior during social interactions such as: routines, physical gestures, making requests, hello's and good-bye's
- How the child uses non-verbal communication
- How the child is involved in interactive experiences
- Using "self-talk" and "extra-talk" to add language and build upon future experiences

2) Routines:

- Hello's and good-byes: referring to the child by their name and helping him/her feel welcome and important
- Mealtimes: sitting with and holding the child; talking to the child; gazing into the child's eyes while you are feeding him/her
- Diapering and toileting: talking to the child and positively relating to the child during this time and using "self-talk"

3) Opportunities for "extra-talk" to further intentional communication during:

- Talking to the child about what he/she is playing with during pretend play
- Doing art, sand and water, blocks, books, puppets etc.

- Active and physical play: taking outdoor walks and talking to the child about what is being seen and discovered during the walk
- Labeling objects: talking about the color, shape, size and texture of the object

- **Toddlers**

Engaging a child in intentional communication through:

1) Joint-Attention:

- Observing the child and watching his/her eye gaze; what they are pointing to; other non-verbal cues
- Observing the child's behavior during social interactions such as: routines, physical gestures, making verbal and non-verbal requests, hello's and good-bye's
- How the child uses non-verbal communication
- How the child is involved in interactive experiences
- Using "self-talk" and "extra-talk" to add language and build upon future experiences

2) Routines:

- Hello's and good-byes: referring to the child by their name and helping him/her feel welcome and important
- Mealtimes: sitting with and talking to the child about the food that he/she is eating
- Diapering and toileting: talking to the child and positively relating to the child during this time and using "self-talk"

3) Opportunities for "extra-talk" to further intentional communication during:

- Talking to the child about what he/she is playing with during pretend play
- Doing art, sand and water, blocks, books, puppets etc.
- Active and physical play: taking outdoor walks and talking to the child about what is being seen and discovered during the walk
- Labeling objects: talking about the color, shape, size and texture of the object

- **Preschoolers**

1) Daily conversations that are deliberately extended can be supported by:

- Asking open-ended questions
- Joining in the activity that a child is partaking in and being actively interested language model
- Providing materials which support the interest of the child
- Small group time activities
- One-to-one adult/child interactions
- Mealtimes

- 2) Conversation topics based on children's interests can occur through:
 - Observation during play
 - During small group time activities
 - Mealtimes
- 3) New vocabulary can be introduced during:
 - Morning greeting circle
 - Small group time activities
 - Mealtimes
 - Outdoor walks
 - Special events
 - Labeling objects
- 4) Topics are re-visited on different occasions by:
 - Asking younger children to locate materials they played with prior
 - Engaging a preschool age child to recall specific events that occurred from earlier that day or a memorable experience from the past
 - Small group times
 - Good-bye-closing circle

Parent Collaboration:

Children benefit most when both staff and parents work together to support the development of the child

- Information regarding agency's position on dual language and the requirements of the Head Start Program Performance Standards specific to language development will be incorporated and shared with parents at the Open House.
- At the first home visit, teachers will plan time for presenting information to parents about language development. During this visit, teachers will share information and then obtain information from the parents on their thoughts and beliefs on language development. If in the event that a parent/parents express a concern regarding the language environment and indicate that they want their child/children to be in an *English-Only* classroom, the teacher shall refer to the agency's position on dual language and Head Start Performance Standards Requirements. In addition, any information collected at the home visit will be used for future presentations and/or activities to further knowledge in language and curriculum development and will support the agency's position on dual language development and the Head Start Performance Standards.

- In collaboration with parents, teaching staff shall individualize language goals for each child utilizing OCDC's adopted Curriculum *The Creative Curriculum®*. In addition, OCDC's language goals of 51 for non-English speaking children, progressing in listening to and understanding English and 52 for non-English speaking children, progressing in speaking English. These goals are specific to preschool age children and will be utilized for language observation and assessment.

Hiring Considerations:

- Education teams, in conjunction with parents, will interview and recommend candidates for hire to the County Directors, who are ultimately responsible for hiring decisions. Teaching staff will be hired so that the program's classrooms comply with the Head Start Program Performance Standards and OCDC Dual Language Policy.
- In hiring teaching staff, the program will prefer to identify and employ bilingual staff whenever possible. However, County Directors will use their discretion in hiring to ensure that the program's teaching staff best meet the needs of children. This would include:
 - When counties have exhausted hiring efforts and identified clear challenges to hiring teachers who speak the primary language of the children, (such as "peak-agriculture" season) every effort will be made for an adult to be available in the classroom who speaks the child's language.
 - In the event where one of the models of the preschool teaching team is unavailable due to absences, planning time etc., accommodations will be made to ensure that there are still numerous opportunities to hear and use the language which is absent in the classroom. These accommodations will include, but are not limited to: 1) Having a bilingual floater cover the teaching team for breaks and planning and preparation time 2) Having the Education Coordinator or other volunteers and special guests who can support the language which is absent come in to read stories to the children 3) Utilizing books on cassettes that children can listen to with head phones and incorporating age appropriate songs in English on cassettes or compact discs. While these accommodations are being made, every effort will continue to staff the classroom with a dual language teaching team.
 - If a child speaks a language other than English or Spanish, an effort will be made for an adult to be available in the classroom who speaks the child's language. These accommodations will include, but are not

limited to: 1) Having volunteers and special guests who can support the language which is absent come in to read stories to the children, 2) Utilizing books, music and other culturally appropriate materials to support the development of the child.

Training and Development:

OCDC is committed to the development of multilingualism and learning culturally relevant practices in working with diverse groups. Consequently, ongoing education and training at all organizational levels is essential to realize and fulfill this commitment.

- The Dual Language Policy will be shared with new teaching staff upon hire
- Basics of Early Language Development and Dual Language Acquisition Training will be incorporated into preservice for all staff and volunteers
- Parents will be provided information on Language Development at the first home visit and throughout the season via various venues
- Ongoing training throughout the season shall be provided for teaching staff and classroom volunteers specific to:

1) Head Start Performance Standards related to Language Development

2) Features of Language Rich Environments for:

- Infants
- Toddlers
- Preschoolers

3) Dual Language Development Disorders

4) Collaboration with Parents

5) Characteristics of a Successful Dual Language Teaching team

6) Co-teachers Who Produce Positive Outcomes for Children in Their classroom

Summary:

Based upon the information and guidance shared above, by implementing the research and putting it to practice OCDC is able to be consistent with Head Start Performance Standards, current research on dual language development and the goal of the OCDC Dual Language Policy.

Appendix A:

Related Head Start Performance Standards

Do teaching staff ensure that environments for all children are accepting and respectful of culture, home language, and family composition?

1304.21(a)(3)(i)(E)

Do staff support the development of each child's cognitive and language skills using various strategies, including experimentation, inquiry, observation, play, and exploration?

1304.21(a)(4)(i)

Do staff support emerging literacy and numeracy development through materials and activities according to the child's level?

1304.21(a)(4)(iv)

For programs serving preschool children, do teaching staff, in collaboration with parents, provide for development of cognitive skills by encouraging each child to organize his or her experiences to understand concepts and to develop age-appropriate literacy, numeracy, reasoning, problem-solving, and decision-making skills that form a foundation for school readiness and success later in life?

1304.21(c)(1)(ii)

Appendix B**HEAD START CHILD OUTCOMES FRAMEWORK**

	DOMAIN ELEMENT	INDICATORS
LANGUAGE DEVELOPMENT	Listening & Understanding	◆ Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
		◆ Shows progress in understanding and following simple and multiple-step directions.
		*Understands an increasingly complex and varied vocabulary.
		*For non-English-speaking children, progresses in listening to and understanding English.
	Speaking & Communicating	*Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.
		◆ Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
		*Uses an increasingly complex and varied spoken vocabulary.
		◆ Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
		*For non-English-speaking children, progresses in speaking English.
	LITERACY	*Phonological Awareness
◆ Shows growing awareness of beginning and ending sounds of words.		
◆ Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.		
◆ Shows growing ability to hear and discriminate separate syllables in words.		
*Associates sounds with written words , such as awareness that different words begin with the same sound.		
*Book Knowledge & Appreciation		◆ Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
		◆ Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
		◆ Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and understanding that a book has a title, author and illustrator.
*Print Awareness & Concepts		◆ Shows increasing awareness of print in classroom, home and community settings.
		◆ Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
		◆ Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

DOMAIN	DOMAIN ELEMENT	EXAMPLE INDICATORS
LITERACY (cont.)	Early Writing	◆ Develops understanding that writing is a way of communicating for a variety of purposes.
		◆ Begins to represent stories and experiences through pictures, dictation, and in play.
		◆ Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
		◆ Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	Alphabet Knowledge	◆ Shows progress in associating the names of letters with their shapes and sounds.
		◆ Increases in ability to notice the beginning letters in familiar words.
		*Identifies at least 10 letters of the alphabet, especially those in their own name.
		*Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Appendix C

Dual Language Glossary of Terms

By Fred Genesee

- **Additive Bilingual Environment:** language learning environments (including family, community, and/or school settings) that encourage the acquisition of children’s native or home language at the same time as they acquire an additional language. More specifically, acquisition of a second language does not occur at the expense of maintenance and development of the native language. Such environments also usually embrace dual cultural identity. Characteristic of the language learning environments of children from majority ethnolinguistic groups who learn more than one language. Results in bilingual proficiency. Also sometimes referred to as **additive bilingualism**.
- **Code-mixing:** the use of elements from two, or more, languages of a bilingual in the same utterance or stretch of conversation. The mixed elements may be phonological, lexical, or morpho-syntactic. Mixing that occurs in a single sentence or utterance is called **intra-utterance mixing**. Mixing that involves a switch from one language to another from one turn to another in the same conversation is called **inter-utterance mixing**. Examples of each are provided in Chapter 5. Code-mixing is a common form of speech in both adult and child bilinguals. It is grammatically and socio-culturally constrained; that is to say, it does not occur randomly. It is also sometimes referred to as “**code switching**”.
- **Cognitively-demanding Communication:** verbal communication that calls for active cognitive involvement on the part of the speaker because the subject matter is complex, abstract, or unfamiliar and, thus, language skills necessary to make meaning comprehensible have not been fully automatized. Characteristic of language use during academic instruction; for example, explication of the methods and results of a scientific experiment or arguments against nuclear disarmament are complex and abstract and, therefore, cognitively demanding; effective communication in these cases requires careful use of language to explicate one’s intended meaning or point of view.
- **Cognitively- undemanding Communication:** verbal communication that requires language skills that have been over learned and, thus, little cognitive involvement on the part of the participants. Characteristic of face-to-face communication about familiar subjects and topics; for example, talking about a football game while watching the game draws on familiar, over-learned language skills and makes few cognitive demands on the speaker since the

speaker is highly familiar with the game, players, and terminology used to talk about the game.

- **Context-embedded communication:** verbal communication during which the participants can actively negotiate meaning directly through feedback to one another and the meanings they seek to convey are supported by shared context. Context may be shared by virtue of common past experiences or by the immediate setting in which communication is taking place. Context-embedded communication is characteristic of much day-to-day social language use; e.g., a face-to-face conversation about a movie that two people have seen or talking about a football game that both speakers are watching.
- **Context-reduced communication:** the careful and explicit use of language to convey complex and novel meanings in situations when the intended meaning is not supported by shared experiences or immediate social context. Characteristic of much language use during academic instruction in school; e.g., a lecture on homeostasis and its role in survival of living organisms. It has been argued by some that success in school depends critically on students' context-reduced language skills.
- **Crosslinguistic influence:** also called "crosslinguistic transfer" or "crosslinguistic interference". These terms refer to the interactions between the bilingual child's two languages during development. These interactions result in target-deviant structures in one language that reflect structural properties of the other language. Crosslinguistic influence is distinct from the concept of a Unitary Language System because the target-deviant structures do not result from across-the-board blending of the two languages, but instead are limited in scope. The target-deviant structures that result from crosslinguistic influence are not pervasive, and many researchers have found that they are not permanent in a bilingual child's language, but occur as part of the normal bilingual developmental process.
- **Dialogic Reading:** When most adults share a book with a child, they read and the child listens. In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively involved. Dialogic reading for children who are talkers but who are not yet pre-readers (generally two and three-year-olds) is based upon three main techniques - asking "what" questions, asking open-ended questions, and

expanding upon what the child says - which are designed to teach vocabulary and encourage children to tell more complete descriptions of what they see.

- **Dominance:** Most, if not all, child and adult bilinguals have one language that they have greater grammatical proficiency in, more vocabulary for, greater fluency in, or that they simply use more often. This is referred to as the dominant language. The dominant language can change throughout the lifespan and a bilingual can be just slightly dominant or highly dominant in one language. In bilingual children, dominance has potential effects for language choice (with children choosing to use their dominant language more than their non-dominant language), and for how closely they can be compared to monolinguals with respect to rate of development (with the dominant language more closely resembling the language competence of monolinguals who speak the same language).
- **Dual Language System Hypothesis:** The hypothesis about how early bilingual development unfolds that contrasts with the **Unitary Language System Hypothesis**. Proponents of this view claim that when an infant is presented with dual language input, she constructs two separate linguistic representations from the outset, such as two vocabularies and grammars. According to this view, there is no period in development where a child exposed to two languages cannot be considered “bilingual”, and there is no discernable stage in development where the child’s language system has to differentiate, or separate into two. This view has been the majority view among researchers since the 1990’s.
- **Expressive Talk:** (Extra Talk, Decontextualized Language, Focus includes Past and Future) That’s capitalizing on the teachable moment to expand and elaborate your child’s comment or words. That’s where the best teaching happens. It always turns out that’s an automatic part of extra talk. It doesn’t have to be taught. It’s automatically there if you’re talking about extra things that are not business.
- **Instrumental Talk:** (Business Talk, Contextualized Language, Here and Now) What happens is that when you only talk a little bit, your business isn’t very fun. It’s a lot of prohibitions, very few affirmations telling you what you did was right. But in a sense, extra talk is full of affirmations; it’s all elaborations on what you just said.
- **Language Socialization:** The study of language socialization has as its goal the understanding of how children become competent members of their social groups and the role language has in this process. Language socialization, therefore, concerns two major areas of socialization:

socialization through the use of language and socialization to the use of language. (Schieffelin, 1990)

- **Majority Ethnolinguistic Community:** a community of individuals who speak the language spoken by most of the members of the community and/or are members of the ethnic/cultural group that most members of the community belong to. The community may be as large as a country, or it may be a state or province within a country, or some smaller unit. The majority language and culture usually may have special recognition as the official language and culture of the community. In other cases, they are regarded unofficially as the high status language and culture in the community. The majority language is the language used in most newspapers and other media and in the courts and by political bodies in the community. Examples are Anglo-Americans in the U.S.; English Canadians in Canada; and native-German speakers in Germany. We also use the term "majority group".
- **Majority language students:** K-12 students who speak a majority language and/or are members of a majority ethnolinguistic group; e.g., English-speaking students from mainstream socio-cultural backgrounds in the U.S., or English-speaking Canadian students with mainstream socio-cultural backgrounds.
- **Minority Ethnolinguistic Community:** a community made up of individuals who speak a minority language and who belong to a minority culture. The language and culture may be in the demographic minority or they may be in a minority status by virtue of their relatively low social, economic, and political power. Examples are: Spanish-speakers or individuals of Hispanic background in the U.S., speakers of Inuktitut or Chinese in Canada; speakers of Navajo or Hopi in the U.S., Turkish speakers in Holland and Germany. We also use the term "minority group".
- **Minority Language Students:** K-12 students who speak a minority language and/or are members of a minority ethnolinguistic group; e.g., Spanish-speaking students with central or south American socio-cultural backgrounds in the U.S., or Chinese-speaking Canadian students with Chinese socio-cultural backgrounds.
- **Simultaneous Language Acquisition:** Children on the simultaneous path are learning two (or more) languages within the same span of time. Simultaneous learners go through the same developmental stages as children learning one language, but often develop a blended vocabulary of

words from each language. Children on the simultaneous path will continue to develop both languages as long as they have consistent experience and encouragement in each.

- **Subtractive Bilingual Environment:** language learning environments (including family, community and school settings) that are associated with loss of the native language as a result of acquisition of a second language. Usually also results in loss of identification with the culture associated with the native language and family. Characteristic of children from minority ethnolinguistic groups, such as immigrant, refugee or indigenous group children, when they acquire a majority group language. Usually results in the long run in monolingual proficiency in the majority language. Also referred to as subtractive bilingualism.
- **Successive Language Acquisition:** Children on this path arrive at preschool communicating primarily in their home language. They usually go through 4 stages.
 1. *The Home Language Stage*
They know quite a bit about how language works –they just don't know how English works. When they need to communicate with others, they will use their home language. If they're in a program where their home language is not understood they often observe and listen rather than speak.
 2. *Observational/Listening Stage*
In this second stage children listen with intent as they begin to comprehend the new language. While at preschool, they may not talk much during this stage but they do respond non-verbally to simple English phrases. And some children may respond in the home language even when addressed in English.
 3. *Telegraphic/Formulaic Stage*
The third stage is called the telegraphic/formulaic stage. Just like sending a message by telegraph, children use a few key words to communicate. In this stage children effectively communicate by using familiar words and short phrases. They may also use formulaic communication, adding a word to a familiar phrase. For example a child may combine the language formula "wanna" with a variety of verbs to express needs and wants.
 4. *Fluid Stage*
In this stage children use longer and more complete phrases and sentences. They are learning the finer points of English and practice using language in more complex ways. This first evidence of fluidity doesn't mean complete mastery.

References:

Administration for Children and Families.
(1996). *Head Start Program Performance Standards and Other Regulations*.
Washington, DC: U.S. Department of Health and Human Services

Administration for Children and Families.
(2000). *Head Start Child Outcomes Framework*.
Washington, DC: U.S. Department of Health and Human Services

Genesee, F., Paradis, J., & Crago, M.B. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Baltimore, MD: Paul H. Brookes.

National Association for the Education of Young Children (1995).
"Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education" Washington D.C.

Oregon Child Development Coalition Migrant and Seasonal Head Start
(2006) *Intentional Strategies for Promoting the Components of Language and Literacy*. Emergency Horse films.

Stechuk, R. A., Burns, M. S., & Yandian, S. E. (2006). *Bilingual infant/toddler environments: Supporting language and learning in our youngest children*.
Washington, DC: Academy for Educational Development.