



Building Skills in Two Languages

Assignment

Talking with Children Learning Multiple Languages

Objective

To have meaningful interactions which support the growth of children learning more than one language

Instructions

Plan

1. Choose two children in your program who are learning more than one language with whom you will have separate conversations.
2. Observe their language skills and make an informal or anecdotal assessment of their current abilities—what they say and what they understand—in English and home languages.
3. Make a plan to have an extended conversation using the planning form below. When you think about possible conversation topics, focus on children's interests, the events happening in their lives, and upcoming classroom activities. If you follow children's lead in conversations, they will likely be more motivated to communicate. Consider also times during the day when it would be possible to have such conversations. Plan to adjust your language to match the child's language abilities. Use information from this module to develop the plan. Other resources are listed below.

Do

Have the conversation with both children.

Reflect

Write a one-page reflection describing your conversations. Include an introduction, thesis statement, or what the paper will present, and a summary. Include responses to these questions:

- How well did you observe each child's language abilities (in English and the home language)?
- How did you alter your language to interact with each child?
- What was different about the conversations than what you expected?
- What went well during the conversations?
- How did the children respond?
- What would you do differently next time in each conversation?

Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Tips for Teachers Dual Language Learners: Language Modeling and Conversations*. Washington, D.C., Summer 2014. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/conversations-teach-tips-dll.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Strategies for Supporting All Dual Language Learners*. Washington, D.C. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>

Planning Form



Conversation elements	Child 1	Child 2
Topic		
Time of day		
Assessment of current language abilities (in both languages)		
New words, meanings, and strategies		
Open-ended questions		
Other strategies such as expansions, response to code switching (based on observation)		

Rubric

	Exemplary	Proficient	Developing	Needs Improvement
Do (Plan and conversation)	The assignment is complete and on time. The plan is thorough. Participant covers all of the elements in the assignment.	The assignment is complete and on time. Participant covers most of the elements in the assignment.	The assignment is complete and on time. Participant covers less than half of the elements in the assignment.	The assignment is incomplete or may be late. Participant covers few of the elements in the assignment or veers from the assignment.
Instructor's Comments				
Reflect	The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the reflection. Participant describes learning from the experience, connects experience to concepts in the module, and draws implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the conversations. There are no spelling or grammar errors. Paper is at	The assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from the paper. Participant describes learning from the experience and discusses implications for work as a teacher. Participant provides a summary and includes reference to specific examples from the conversations. There are few, if any, spelling or grammar errors. Paper is at least one page.	The assignment is complete and on time. Participant includes more than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There may be some grammar and spelling errors.	The assignment is incomplete or may be late. Participant includes less than half of expected elements: introduction, thesis statement, major learning, implications, summary, and examples. There are grammar and spelling errors. Paper is not appropriate length.



	least one page.			
Instructor's Comments				