



## Building Skills in Two Languages

### Video Assignment

### *Talking with Families*

#### Objective

To practice having conversations with parents of dual language learners about their children's language development and use and the importance of home language

#### Instructions

##### Plan

1. Choose parents of a child in your program who is learning more than one language. You will plan to talk with this family about the importance of continuing to use their home language with their child. This will be an opportunity to gather information about the family's perspectives regarding the child's language development and use. Remember to share information about the benefits of continuing to use their home language in a way that respects that family's perspectives. This may be an ongoing conversation as you and the family build a partnership.
2. Make a plan to talk with the family. If the family does not speak English well, you may need to use an interpreter to facilitate the conversation. Write an outline showing what you hope to learn in the conversation and what you want to communicate about home language use. Include specific questions and language. Draw on the information you have learned in this module. Use the resources below to guide you in preparing for the conversation.

##### Film

1. Coordinate with any program policies about filming. Get written permission from the child's parents to film the conversation with them.
2. Set up the recording equipment. Consider lighting, audio, timing, physical safety, and the positioning of yourself and others.
3. Have the conversation with the family and film the session.

##### Reflect

Write a one-page reflection that includes a thesis, or what you plan to say, an introduction, a summary, and answers to the following questions:

- Did the conversation proceed as you expected?
- What did you learn from the conversation?
- Were you able to communicate effectively about the importance of home language use? What was the parents' response?
- What would you do differently next time?

The reflection should connect your actual conversation to what you learned in the module and suggest ways that this influences your teaching practice.

## Resources

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *The Benefits of Being Bilingual*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/benefits-of-being-bilingual.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *Gathering and Using Language Information that Families Share*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/planned-language-approach/docs/hl-gathering-using-language-information.pdf>

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *The Gift of Language*. Washington, D.C. <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/gift-of-language.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>

## Rubric

	Exemplary	Proficient	Developing	Needs Improvement
Do (Outline and video)	The assignment is complete and on time. The outline is thorough. The video quality is high, words are audible, environment is well lit, the conversation takes place within the frame. Participant covers all of the elements in the assignment.	The assignment is complete and on time. The video quality is high, words are audible, environment is well lit, and the conversation takes place within the frame. Participant covers most of the elements in the assignment.	The assignment is complete and on time. Video quality may not be high. 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 assignment is complete and on time. Participant provides an introduction and thesis statement, i.e., tells the reader what to expect from	The assignment is complete and on time. Participant includes more than half of expected elements: introduction, thesis statement, major	The assignment is incomplete or may be late. Participant includes less than half of expected elements: introduction, thesis statement, major



	<p>the paper. 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 conversation. There are no spelling or grammar errors. Paper is at least one page.</p>	<p>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 conversation. There are few, if any, spelling or grammar errors. Paper is at least one page.</p>	<p>learning, implications, summary, and examples. There may be some grammar and spelling errors.</p>	<p>learning, implications, summary, and examples. There are grammar and spelling errors. Paper is not appropriate length.</p>
Instructor's Comments				