LANGUAG E MODELING AND CONVERSATIONS

• Encourage families to support the child to continue to develop the home language. Explain how learning the home language supports a child’s English language acquisition.

• Use one language at a time (while code switching is a normal part of bilingual development, teachers should model one language at a time during instructional activities).

• Use children’s language cues (what they say and what they seem to understand) as well as conversations with their families to understand the child’s language needs in each language.

• Expect that children’s language needs will likely be different in each of their languages.

Extended Conversations (multiple back-and-forth exchanges)

• Adjust your language level to match a child’s cues, with the goal of sustaining and extending the interaction.

• Use your knowledge of the child’s interests and experiences to guide your conversations.

Asking Questions

• Adjust your questions and responses to match a child’s cues.

• Based on the child’s language cues, use questions that require longer answers (“why” or “how”) or questions that require shorter answers (“when,” “where,” or “who”).

Expansions

• Use visual props and gestures when you repeat what a child says, and add new words.

• Repeat what a child says in a slightly more complex form.

Novel Words

• Use pictures or real objects when you introduce new words.

• Repeat new words often, with their synonyms and definitions.