




**Welcome!**  
**Supporting Multilingual Learners' Home Language Development**

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 SEAL Program Coordinator

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**SEAL Mission**

To prepare all Dual Language Learners/English Learners in California to learn, thrive and lead.



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**MULTILINGUAL Learning Toolkit**      ABOUT    USER GUIDES    STARTER GUIDE    STRATEGIES & RESOURCES    CONTACT    SIGN IN    🔍

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## Instructional Topics

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## Multilingual Learning Toolkit

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## Agenda

- Welcome & Introductions
- Context & Research on Home Language
- Home-School Partnership & Families as Language Experts
- Incorporating Home Language into Instruction
- Home-School Connections & Projects
- Close

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## Context & Research on Home Language

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### Urgency of Work Centralizing on Dual Language Learners

More than two-thirds of California's young children are children of color.<sup>1</sup>

California is home to the nation's largest population of DLLs.<sup>2</sup>

60 percent of children under age six are from homes in which languages other than English are spoken.<sup>3</sup>

Source: The Dual Language Learner Policy Platform

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### Common Myths about Bilingualism

- #1 Learning two languages confuses children!
- #2 Speaking their home language will hinder children's development of English.
- #3 English is the only language necessary for success!
- #4 English immersion is the best way for a child to learn English.
- #5 Children will maintain their home language while they learn English

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### Shared Understanding of Research

2006      2010      2013      2017

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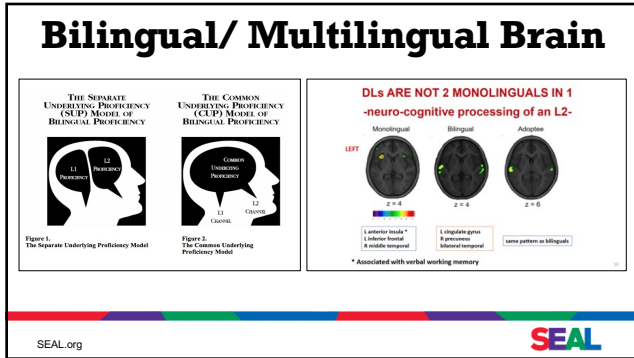
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### Research Findings Regarding Bilingualism

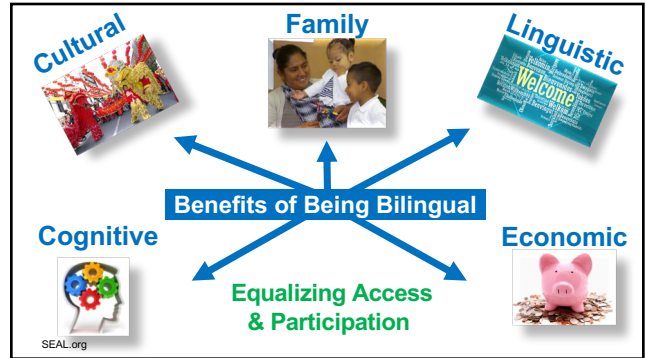
- Capacity to learn 2 or more languages
- 0-8 optimal time for native-like proficiency
- Strong home language supports learning English
- Exposure to competent language role models
- Early exposure to English can result in loss of home language

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## Research Findings

**Home language is crucial**

**Strong home-school connections are essential**

**Affirming, caring relationships & environments impact development, motivation & participation in learning**

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# English Learner Roadmap

Comprehensive, visionary state EL policy since 2017

to guide local programs, policies and planning for English learner success

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**PRINCIPLE 1** ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

**PRINCIPLE 2** INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

**PRINCIPLE 3** LEADERSHIP, ADEQUATE RESOURCES, ASSESSMENTS, AND CAPACITY BUILDING

**PRINCIPLE 4** ALIGNMENT AND ARTICULATION, RESOURCES, AND COHERENCY

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# Home Language

**Present**  
**Recognized**  
**Affirmed**  
**Supported**

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# Supporting Home Language Development

## Guiding Questions

1. How are you fostering partnerships with families?  
*Who else on staff can support you?*
2. What content are you working on?
3. Where are opportunities to incorporate children's home language?
4. What prompts, connected to the content, can you send home to support the use of children's home languages?

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**Home-School Partnership**



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**Asset-based Approach**

- Families as source of knowledge & wisdom
- Resource for guiding future instruction
- Language expertise



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**Knowing, Supporting and Engaging Your Families**

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### Family Languages & Interest Interviews

1) Gather information on each child's language/cultural background from parents upon enrollment.\*

2) Talk with families about their language and learning goals for their child. Ask families to share their thoughts on the child's bilingual development and how this may relate to their goals.

Head Start Planned Language Approach  
Gathering & Using Language Information that Families Share

Language Learning Project  
Sample Language & Interests Interview

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Building trust through relationship building

Engaging in respectful dialogue about language

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### Families as Language Experts

Who?  
Where?  
What did you do?

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### Language Experts

Strong Partnerships with Families

Develop Positive Attitudes About Multilingualism

Learning is Shaped by Families

Children's Lives are Reflected in the Environment

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## Ensuring the Presence of Each Child's Language

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## Incorporating Home Language into Instruction

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## The Language of the Content The Language of Insects

What type of language is needed to talk about insects?

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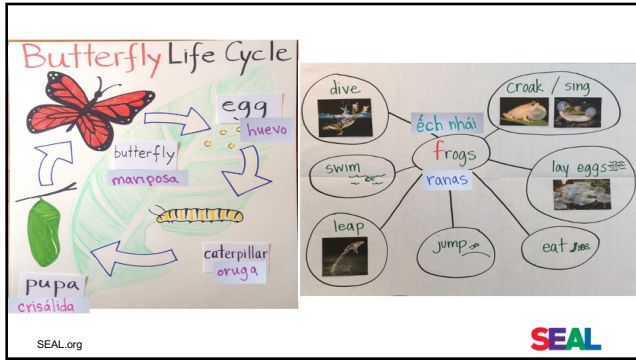
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## Identify & Share Targeted Vocabulary

honeybee abeja ong mật	ladybug mariquita bọ rùa	<b>Insect</b> Insecto côn trùng	butterfly mariposa bướm bướm	ant hormiga con kiến
Characteristics Características nét đặc trưng	Action Acción hoạt động	Habitat Hábitat môi trường sống		

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### Leverage Books

The image displays several book covers related to insects and caterpillars:

- Las mariposas** (The Butterflies)
- De huevo a libélula** (From Egg to Dragonfly)
- abapas melíferas** (Beehive)
- THE VERY HUNGRY CATERPILLAR** (English)
- القورق الجائعة جدا** (The Very Hungry Caterpillar - Arabic)
- THE VERY HUNGRY CATERPILLAR** (Spanish)

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## Leverage Songs and Chants



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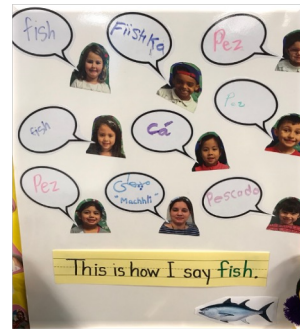
## Make Language Visible

Languages in our class								
English	1	2	3	4	5	6	7	8
	one	two	three	four	five	six	seven	eight
Turkish	bir	iki	üç	dört	beş	altı	yedi	sekiz
ESPAÑOL	uno	dos	tres	cuatro	cinco	seis	siete	ocho
TAGALOG	isa	dalawa	tatlo	apat	lima	anim	pito	walo
Chinese	一	二	三	四	五	六	七	八
Somalia	labo	labo	labo	afar	shani	lixi	fadaha	shadad
AMHARIC	አንድ	ሁለት	ሶስት	አራት	አምስት	ስixት	ሰባት	አስረት
Việt Nam	Một	Hai	Ba	Bốn	Năm	Sáu	Bảy	Tám
Thai	หนึ่ง	สอง	สาม	สี่	ห้า	หก	เจ็ด	แปด

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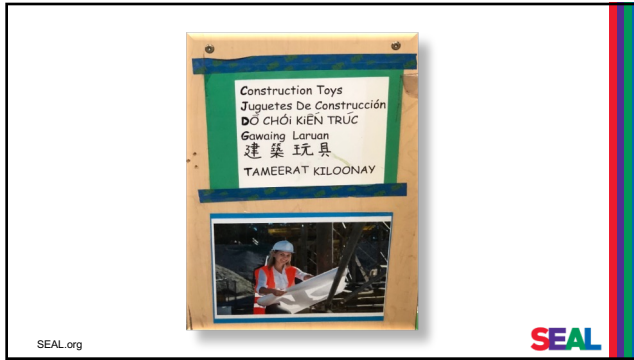


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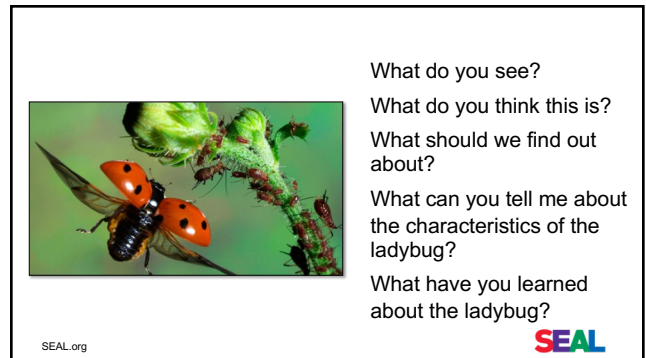
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### Conduct Small Groups

Example

		Picture of additional insect based on children's interest	Picture of additional insect based on children's interest	Picture of additional insect based on children's interest
-----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	-----------------------------------------------------------	-----------------------------------------------------------	-----------------------------------------------------------

Insect Insecto	Characteristics Características	Life Cycle Ciclo de vida	Habitat Hábitat	Diet Dieta

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### Home-School Connections



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### Home-School Connections & Projects

Prompts & activities

**Promote  
Oral  
Language**

**Engaging**

**Open-ended**

Should occur in their HOME LANGUAGE

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### Home-School Connections



ANIMALES DE LA GRANJA  
HECHO POR  
LOS NIÑO/AS DEL SALÓN #1



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### Home-School Connections

**Estudiante familia**

Comparta el progreso de su hijo/a en casa y en la escuela para que usted pueda apoyar el aprendizaje de su hijo/a.

**Comentarios de familia:**

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Comentarios de familia:

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**Comentarios de familia:**

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### Family Projects

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### Home-School Connections & Projects

**10) Partner with families to provide varied opportunities for them to come to the classroom to share their language and culture.**

**RESOURCES AVAILABLE**

**11) Provide parents with children's learning activities to support home language development and connect the curriculum with learning at home.**

**RESOURCES AVAILABLE**

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# Thank You!

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