



Five Dual Language Learner (DLL) Teaching Strategies

The teaching strategies below give concrete approaches for English language development for Dual Language Learners (DLLs) in your classroom. They are designed to guide developmentally appropriate Transitional Kindergarten (TK) instruction, moving your DLLs along a continuum of learning by bridging the [Preschool Learning Foundations](#) with the [Kindergarten Common Core](#).

Strategy 1: Comprehension of English (Receptive English)

Strategy 2: Self-Expression in English (Expressive English)

Strategy 3: Understanding and Response to English Literacy Activities

Strategy 4: Symbol, Letter, and Print Knowledge in English

Strategy 5: Integrated Approaches for English Language Development and Family Engagement

STRATEGY 1: COMPREHENSION OF ENGLISH (RECEPTIVE ENGLISH)

Competency: Child is progressing toward fluency in understanding English (corresponds with DRDP-SR Measure 1).

| | Exploring Competencies | Building Competencies |
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| Embed in Context | While assessing background knowledge on a specific topic, ask a small group of children to “bridge” with their home language and identify key words in a picture book. | Ask open-ended questions and provide opportunities for children to demonstrate their understanding. |
| Model | Use manipulatives, realia, movement, and songs to teach new vocabulary. | Model how to respond using complete sentences and provide examples of linguistic frames. |
| Give Opportunities to Practice | Plan for activities throughout the day for children to interact with new words and apply them to new situations (e.g., placing realia into centers, providing a writing activity where children have to think of a new ending for the story, etc.). | Share with families the topics and new vocabulary so that they can discuss at home using their home languages. Provide opportunities for families to create picture books using new vocabulary to be added to the class library. |

STRATEGY 2: SELF-EXPRESSION IN ENGLISH (EXPRESSIVE ENGLISH)

| Competency: Child is progressing toward fluency in speaking English (corresponds with DRDP-SR Measure 2). | | |
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| | Exploring Competencies | Building Competencies |
| Embed in Context | When teaching new vocabulary, ask children to think of examples and encourage them to respond in both English and their home languages. | During a read aloud activity, plan enrichment activities for children to become storytellers and describe the sequences in the story to other children in pairs. Circulate the room to support children's developing receptive and expressive English language skills by briefly engaging with pairs. |
| Model | Learn key phrases in the children's home languages. Use them to show respect and value, and to aid in teaching new concepts and vocabulary in English. Model key phrases in English and ask children to repeat (for example, how to ask for help). | Place pictures of a book that shows the story plot on the carpet. With help from their peers, children retell the story. |
| Give Opportunities to Practice | Search for books and music in the children's home languages that relate to the theme/topic being introduced. | Place these materials in a learning station for children to access and tell the story to each other. |

STRATEGY 3: UNDERSTANDING AND RESPONSE TO ENGLISH LITERACY ACTIVITIES

| Competency: Child shows an increasing understanding and response to books, stories, poems, and songs presented in English (corresponds with DRDP-SR Measure 3). | | |
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| | Exploring Competencies | Building Competencies |
| Embed in Context | When presenting a new story, ask children to point to a depiction of the new vocabulary word. Introduce a poem or rhyme to contextualize the new vocabulary, and encourage children to respond physically to the new words, such as picking apples or planting seeds. | Expand children's responses, building upon their thoughts and ideas. Promote conversation to include new words and phrases. |

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| Model | Model using gestures to explain and/or describe what you are doing and asking children to do the same. Encourage children to copy gestures and use keywords in a fun, engaging way to encourage peer communication. | Provide examples of the new vocabulary word in different contexts. Ask children to make connections with real-life experiences and share with their peers. |
| Give Opportunities to Practice | Teach simple words and phrases, and encourage children to use them during familiar routines. Plan for one-on-one interactions (with yourself and/or peers) throughout the day to encourage conversations in a non-threatening environment. | Support children in learning new vocabulary by offering linguistic frames. Create a topic-related book with the child. The book can be about feelings, for example. The children do a page each day completing the sentence, "Today, I feel..." Scaffold the child by first supporting the child through dictation, and eventually through encouraging writing a letter and then working the whole word as the child gains confidence. |

STRATEGY 4: SYMBOL, LETTER, AND PRINT KNOWLEDGE IN ENGLISH

| Competency: Child shows an increasing understanding that print in English carries meaning (corresponds with DRDP-SR Measure 4). | | |
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| | Exploring Competencies | Building Competencies |
| Embed in Context | Use written materials in English and home languages such as songs, poems, and rhymes to talk about print concepts. | Provide ample opportunities for children to recognize and play with printed words in English (e.g., using a word wall that includes math and science vocabulary). |
| Model | Share differences and similarities between the languages represented in the classroom (e.g., alphabetic vs. non-alphabetic, letters in the alphabet, sounds in each language, etc.). | When children identify a new word in English or another child's name, provide ample opportunities for them to write on paper or in the air using big body movements. |
| Give Opportunities to Practice | Use songs and rhymes using movement and gestures for children to play and experiment with English sounds. | Review new vocabulary and provide journals for children to write and draw freely about the topic and connect with their own personal experiences. Give children time to share their journal entries during story sharing times. |

STRATEGY 5: INTEGRATED APPROACHES FOR ENGLISH LANGUAGE DEVELOPMENT AND FAMILY Engagement

Competency: Child shows an increasing understanding that print in English carries meaning (corresponds with DRDP-SR Measure 4).

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| Integrated Approach: English Language Development | Ensure that goals and activities for English Language Development (ELD) and other domain areas (e.g., math, language arts, science, etc.) are all aligned and build on each other. Children who are DLLs/ELs need multiple, meaningful opportunities to build new vocabulary and develop comprehension and narrative skills. Providing enrichment activities embedded in other domains (e.g., learning new math words and using them during a science activity) will provide a wholesome language experience. |
| Collaborative Approach: Family Engagement | Ask families to share information about their child's early experiences with language(s), their interests, and cultural background. Build partnerships by starting early in the year with focused conversations around home language development and the important role this plays in their child learning English successfully. Share target vocabulary and topics of instruction with families throughout the year. Communicate with families the importance of quality child/adult language interactions and encourage use of the home language. |