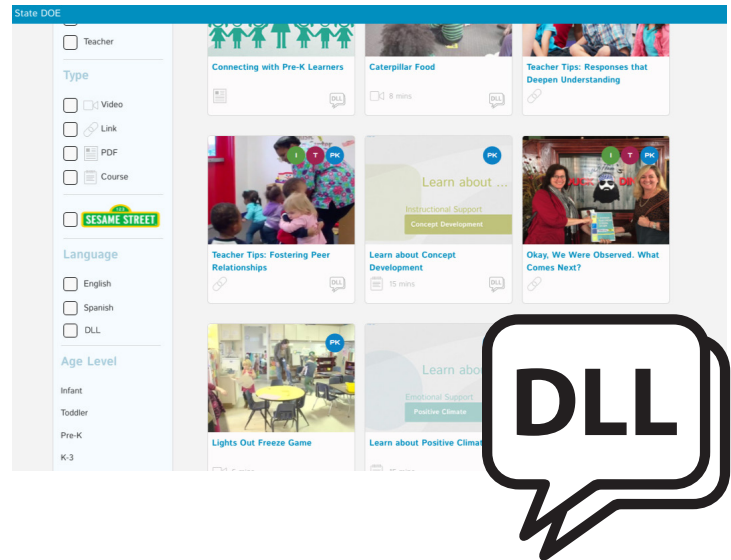


## The DLL Videos

Your myTeachstone® resource library includes seven videos featuring relatable examples of DLL teaching strategies in action. The videos include a mix of English and Spanish, and **supporting content for each video is available in both languages.** On the resource page for each video, an accompanying chart notes the DLL teaching strategies depicted in the video and crosswalks these strategies with CLASS® dimensions where applicable. As you watch the videos, think about how you can use the featured strategies in your classroom.



## The DLL Teaching Strategies

Use this chart to locate specific DLL teaching strategies that appear in our videos.

DLL Teaching Strategy <sup>i</sup>	Examples in Our Video Series
<b>Using the home language</b>	
Using the home language to review a story	<a href="#"><i>Los búhos tristes</i></a>
Using the home language to support higher-order thinking	<a href="#"><i>Los búhos tristes</i></a> , <a href="#"><i>“Thirteen” es el trece</i></a>
Using the home language to explain concepts	<a href="#"><i>One and Zero</i></a>
<b>Using the home language with English</b>	
Learning songs in both English and the home language	<a href="#"><i>Buenos días al cielo</i></a>
Distinguishing between English and the home language	<a href="#"><i>“Moose” y “luz”</i></a>
<b>Using English</b>	
Retelling stories children have heard before	<a href="#"><i>Blow the House Down</i></a>
Teaching songs and rhymes that have repetitive elements	<a href="#"><i>Buenos días al cielo</i></a>

Presenting concepts	
Using puppets and other manipulatives to illustrate concepts	<a href="#"><i>Los búhos tristes</i></a>
Using real-world objects to illustrate concepts	<a href="#"><i>One and Zero</i></a>
Using games to illustrate concepts	<a href="#"><i>“Thirteen” es el trece</i></a> , <a href="#"><i>Parallel vs. Perpendicular</i></a>
Teaching vocabulary	
Providing definitions and synonyms	<a href="#"><i>Parallel vs. Perpendicular</i></a>
Using gestures to make vocabulary concrete	<a href="#"><i>Buenos días al cielo</i></a> , <a href="#"><i>Blow the House Down</i></a> , <a href="#"><i>“Moose” y “luz”</i></a>
Using illustrations to clarify vocabulary	<a href="#"><i>“Thirteen” es el trece</i></a> , <a href="#"><i>Blow the House Down</i></a>
Integrating language instruction into content instruction	<a href="#"><i>Parallel vs. Perpendicular</i></a>
Setting the stage	
Providing materials in the home language	<a href="#"><i>Parallel vs. Perpendicular</i></a>
Pairing children who are DLLs with different levels of English proficiency	<a href="#"><i>Parallel vs. Perpendicular</i></a>
Working with children one-on-one or in small groups whenever possible	<a href="#"><i>“Thirteen” es el trece</i></a> , <a href="#"><i>One and Zero</i></a> , <a href="#"><i>“Moose” y “luz”</i></a>
Engaging family members in classroom activities	<a href="#"><i>Blow the House Down</i></a>



## Aligning DLL Teaching Strategies and CLASS Dimensions

Use this chart to learn about the research-based links between the dimensions of the CLASS tool and the types of classroom strategies that have been shown to be effective for children who are DLLs. The strategies that you can currently see in our video series are listed where relevant.

CLASS Dimension	Why It Matters for Children Who Are DLLs
<b>Positive Climate</b>	Children who are DLLs in classrooms with strong teacher-child relationships make stronger learning gains than those in classrooms that lack these relationships. <sup>ii</sup> Positive Climate practices that contribute to these relationships include being physically near children, having social conversations with them, showing affection, using a warm and calm voice, making eye contact, and using respectful language.
<b>Teacher Sensitivity</b>	Providing learning experiences in children’s home languages is an important way teachers can individualize support for children who are DLLs. When DLLs have learning opportunities in both English and their home language, they gain skills in their home language and acquire English at least as quickly as children in English-only classrooms. <sup>iii</sup> <ul style="list-style-type: none"> <li>• Using the home language to review a story</li> <li>• Using the home language to explain concepts</li> <li>• Learning songs in both English and the home language</li> <li>• Retelling stories children have heard before</li> <li>• Working with children one-on-one or in small groups whenever possible</li> </ul>
<b>Regard for Student Perspectives</b>	Being flexible with children and allowing them to make choices and express themselves helps teachers and children who are DLLs build the strong relationships necessary for learning to take place. <sup>iv</sup> <ul style="list-style-type: none"> <li>• Pairing DLLs who have different levels of English proficiency</li> </ul>
<b>Instructional Learning Formats</b>	Using a variety of modalities and materials to support instruction helps children who are learning English to understand concepts and develop language skills. <sup>v</sup> <ul style="list-style-type: none"> <li>• Teaching songs and rhymes that have repetitive elements</li> <li>• Using puppets and other manipulatives to illustrate concepts</li> <li>• Using real-world objects to illustrate concepts</li> <li>• Using games to illustrate concepts</li> </ul>

<p><b>Concept Development</b></p>	<p>Because children who are DLLs usually have larger vocabularies in their home language, it is more supportive to use children’s home language during activities that require higher-order thinking.<sup>vi</sup></p> <ul style="list-style-type: none"> <li>• Using the home language to support higher-order thinking</li> <li>• Distinguishing between English and the home language</li> </ul>
<p><b>Quality of Feedback</b></p>	<p>Many of the strategies aligned to other dimensions in this chart can also be aligned to Quality of Feedback because teachers use them to provide assistance, information, or clarification when children indicate they do not understand something.</p>
<p><b>Language Modeling</b></p>	<p>Using a range of strategies to explain new vocabulary is helpful to children who are DLLs at all stages of learning English.<sup>vii</sup></p> <ul style="list-style-type: none"> <li>• Integrating language instruction into content instruction</li> <li>• Providing definitions and synonyms</li> <li>• Using gestures to make vocabulary concrete</li> <li>• Using illustrations to clarify vocabulary</li> </ul>

## Beyond the Video Series

Other DLL resources in myTeachstone include

- [Dual Language Learners: A Primer for Teachers](#)  
This resource provides a more extensive list of DLL teaching strategies, as well as an FAQ about working with children who are DLLs.
- [Classroom Language Models: A Leader’s Implementation Model](#)  
This resource from the Office of Head Start provides an overview of the four Classroom Language Model recommendations and offers tips for how to choose the correct model for your classroom.
- [Strategies for Supporting All Dual Language Learners](#)  
This resource from the Office of Head Start provides tips for individualizing your language support for each child in your classroom.
- [Talk, Read and Sing Together Every Day! The Benefits of Being Bilingual](#)  
This tip sheet from the U.S. Department of Education summarizes the cognitive benefits of bilingualism.

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<sup>i</sup> These strategies represent findings listed in Goldenberg, C., Nemeth, K., Hicks, J., Zepeda, M., & Cardona, L. M. (2013). Program elements and teaching practices to support young dual language learners. In Faye Ong & John McLean (Eds.), *California's Best Practices for Young Dual Language Learners: Research Overview Papers* (pp. 99-127). Sacramento, CA: Governor's State Advisory Council on Early Learning and Care.

<sup>ii</sup> Vitiello, V. E., Downer, J. T., & Williford, A. P. (2011). Preschool classroom experiences of dual language learners: Summary of Findings from Publicly funded programs in 11 states. In Carollee Howes, Jason T. Downer, & Robert. C. Pianta (Eds.), *Dual Language Learners in the Early Childhood Classroom* (pp. 69-96). Baltimore, MD: Brookes.

<sup>iii</sup> Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way and monolingual immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22(3), 277-293.

<sup>iv</sup> Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System Manual, Pre-K*. Baltimore, MD: Brookes.

<sup>v</sup> Echevarria, J. J., Vogt, M. J., & Short, D. J. (2012). *Making Content Comprehensible for English Learners: The SIOP Model*. 4th ed. New York: Pearson.

<sup>vi</sup> Sandhofer, C. & Uchikoshi, Y. (2013). Cognitive consequences of dual language learning: Cognitive function, language and literacy, science and mathematics, and social-emotional development. In Faye Ong & John McLean (Eds.), *California's Best Practices for Young Dual Language Learners: Research Overview Papers* (pp. 99-127). Sacramento: Governor's State Advisory Council on Early Learning and Care.

<sup>vii</sup> Collins, M. F. (2009). ELL vocabulary acquisition: More evidence from quality input during storybook reading. In Jane Chandless, Michelle Franchini, Sandy Lord, & Gudurn-Mario Rheiner (Eds.) *Proceedings of the 33rd Annual Boston University Conference on Language Development* (pp. 97-108). Somerville, MA: Cascadilla.