



LANGUAGE 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.

For more information, contact us at: NCQTL@UW.EDU or 877-731-0764.

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning, with input from the National Center on Cultural and Linguistic Responsiveness.