



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Dual Language Learners in Early Childhood Settings

March 2017



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Who are Connecticut's English Learners?

- Approximately 36,000 EL students (6% of **K**-12 school population)
- Approximately 150 languages
- Approximately 77% of ELs are eligible for free or reduced-price meals
- Over 60% of ELs are in grades K-5

## An Overview of Connecticut's English Learners (ELs) Grades K-12, 2014-15:

- There were 34,833 ELs in 173 public LEAs.
- There were 143 different dominant languages among ELs and Spanish accounted for 72.4 percent of ELs.
- 96.6 percent of ELs received English language services.
- Over 60 percent of all ELs were in Grades K-5.
- 18 percent of ELs were also identified for special education.
- 76.8 percent of ELs were eligible for either free or reduced-price meals.
- Connecticut received \$5.05 million in Title III funds for English language services.
- In the 2013-14 school year, 97 percent of EL students took the annual English language proficiency assessment; 59.4 percent made progress from their prior assessment, while 25.9 percent demonstrated English proficiency.
- In the 2013-14 school year, 1,918 ELs (5.9 percent) met the CSDE's English mastery standard and exited EL status.
- The 2014 four-year cohort graduation rate for ELs was 63.0 percent compared with 87.9 percent for non-ELs.
- The CSDE designated bilingual education and TESOL as certification shortage areas for the 2014-15 and 2015-16 school years.



# Stages of Language Proficiency

- Level 1: Beginner/Pre Production
  - EL understands very little English, may not talk at all
- Level 2: Early Intermediate/Early Production
  - May understand more than able to express, can follow basic instructions and respond with short answers
- Level 3: Intermediate/Speech Emergence
  - Understands most *conversational* English, may not understand complicated structures or sentence patterns
- Level 4: Proficient/ Intermediate Fluency
  - Speaks fluently, may have limited understanding of low incidence vocabulary
- Level 5: Above Proficient/ Advanced Fluency
  - English usage similar to native English peers, may still be developing language skills



# How can we support our students?

1. Provide explicit, systematic instruction in vocabulary.
2. Ensure that Dual Language Learners (DLLs) have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
3. Expose DLLs to rich language input.
4. Structure the classroom space and routines to provide scaffolding for DLLs' language learning.
5. Encourage continued L1 development.

-Karen Ford, *8 Strategies for Preschool ELLs' Language and Literacy Development*

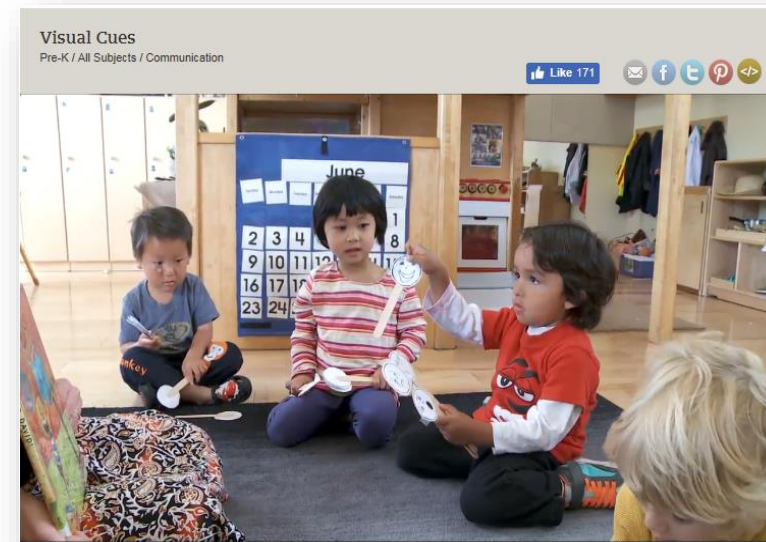
Retrieved from <http://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>



# Now let's watch these strategies in action...

In the *Front Loading for English Language Learners* video, you will see Ms. Ngan pre-teaching and helping students explore new vocabulary. In the *Strategies: Visual Cues* video, you will see Ms. Hawkins present a range of information visually for the students.

Use the provided graphic organizer to note what you observe as you watch.



Retrieved from <https://www.teachingchannel.org>



# English Learners Website

[www.ct.gov/sde/EnglishLearners](http://www.ct.gov/sde/EnglishLearners)

- [English Learners Data Bulletin 2014-2015](#)
- [Dual Language Learners Toolkit](#)
- [Meeting the Needs of Dual Language Learners](#)
- [SCSU's English Learner Curriculum Library](#)
- [EL Strategies Desk Cards](#)
- [Family Resources for English Learners](#)
  - [4 Ways to Support Your English Learner at Home Bookmark](#)
  - [CT Family Guide to Supporting English Learners](#)
  - [Web Resources for Parents and Families](#)
  - [English Language Development Web Sites](#)



# Contact Information

**Megan Alubicki Flick**

English Learner Consultant

860-713-6786

[megan.alubicki@ct.gov](mailto:megan.alubicki@ct.gov)

