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Teaching Strategies, Methods, and Procedures for English Language Learners in Early Childhood Education Part 1

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Introduction to Problem

- There is an increasing number of students considered English Language Learners (ELLs) in the U.S.
- Every state now has English learners, though some states have higher concentrations (Shin 2010 p. 13)
- Not every school or district has access to a TESOL (Teacher of English to Speakers of Other Languages) teacher or language specialist
- These numbers provide an increasing need for effective instructional strategies for general educators to utilize when teaching ELLs
- This is especially important in early childhood years, where some research has been conducted but more is still needed.

Problem Addressed

With the increasing number of students considered English Language Learners throughout the country, what research-validated methods are appropriate and effective for children in preschool settings and how do these effective methods compare to the strategies currently being utilized?

Methodology

- Reviewing and synthesizing scholarly, peer-reviewed articles and studies
- Looking at the frequency of the appearance of strategies
- Looking at documented effectiveness of the strategies

Key Terms

- English Language Learners (ELLs)
- English as a Second Language (ESL)
- Limited English Proficient (LEP)
- Language acquisition process
- Developmentally Appropriate Practice (DAP)
- General educator
- Research or evidence-based instructional strategies
- Effective teaching strategies
- Verbal strategies
- Nonverbal strategies
- Family inclusion strategies

Findings

- Certain verbal strategies were favored
- Manyak & Bauer 2009: Simplifying grammar, slowing down English speech
- Piker & Rex 2008: Bilingual instruction
- Nonverbal strategies often used in conjunction with verbal strategies
- Worthington et. al. 2011: Facial expressions, visual aids or cues, picture cues, word walls
- Family inclusion strategies also favored in this setting
- Barone 2011: Parents and families free to enter and leave classroom during the day

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