



## SUPPORTING CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

**A moment for perspective-taking:** Remember that children who are dual language learners (DLLs) are learning two (or more) languages at the same time or learning a second language while continuing to develop their first language.

**Take a moment to remember:** Make-believe play is not just about having fun, though it certainly should be! When adults intentionally support it in their environment, engaging in make-believe play can support learning across all areas of development. This kind of play also promotes math, literacy, and science skills and supports children’s school readiness.

**Consider:** Make-believe play is a perfect time for children who are DLLs to engage with their peers, practice their language skills, and practice newly learned content across the ELOF domains. There are many ways to support children who are DLLs in make-believe play. Here are just a few.

<p>For infants and toddlers, place new props in the dramatic play center. Engage with children to demonstrate make-believe play with the props.</p>	<p>Allow children to engage in play scenarios in both their home languages and in English. Include gestures or icons so children can communicate with each other, if they don’t have the verbal language to do so.</p>	<p>Label props or provide key theme-related vocabulary words or phrases in both the children’s home languages and in English.</p>	<p>Include scenarios that incorporate children’s unique cultures and backgrounds. Invite children’s family members or members from the community to help build background knowledge on the topic.</p>

### HELPFUL RESOURCES:

SUPPORTING LANGUAGE: CULTURALLY RICH DRAMATIC PLAY

<https://www.naeyc.org/resources/pubs/tyc/dec2018/supporting-language-culturally-rich-dramatic-play>

HEAD START PROGRAM PERFORMANCE STANDARD:

HSPPS 1302.31 Teaching and the learning environment