THE NATIONAL CENTER ON
Quality Teaching
and Learning

TIPS FOR TEACHERS
DUAL LANGUAGE LEARNERS

MANAGING THE CLASSROOM

Design Environments and Use Materials to Support Learning

Promote language development through your classroom design and materials.

- Use visual displays, books, stories, and songs in the children's home languages.
- Include visual supports (e.g., pictures, photographs, graphics) that demonstrate activities and routines.

Group children strategically.

- Preview important concepts and vocabulary in small groups. For example, group children by home languages, or mix dual language learners with native English speakers.

Classroom Schedules and Transitions

Children who are new English learners may need some additional support with participating in classroom activities and routines, since they may not yet be able to understand enough English to follow directions. These strategies provide dual language learners with ways of understanding and participating in classroom activities that are not dependent on understanding and speaking English.

Follow a consistent and predictable classroom schedule and routine.	• Post a schedule that uses pictures, photos, or graphics, as well as words, to describe each activity. • Review the schedule with the children at the beginning of each day, so they know what to expect. • Keep the routine as similar as possible day-to-day.
Provide consistent, shared activities to mark transitions.	• Use simple, repetitive songs or chants that children can easily follow and sing as they are learning English. • Use simple motions or actions that all children can do together (e.g. a quiet sign).
Be clear about your expectations for transitions.	• Spend time modeling your expectations for transitions, and supporting children in practicing how to do transitions. • Use verbal and non-verbal (picture, photo, or graphic) supports to help children learn your expectations (e.g., hold up a picture of the behavior you are expecting to see).
Use the home languages to help children understand schedules and transitions.	• Explain the schedule and transitions using the home languages, if you speak any of them. • Learn and use basic words or phrases in the home languages (e.g., bathroom, circle time). • Include a home language on the classroom schedule, if there is a dominant home language other than English in the classroom.

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

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