DLL Strategies
Effective teaching practices for young dual language learners

Come down to children’s level and maintain eye contact
Discuss lives outside of school
Talk frequently with families
Utilize a welcome chart to move names from home to school
Welcome families in home languages
Place photos of children with their families in the environment
Offer family pictures as emotional supports and anchors for children
Facilitate problem solving to support children emotionally
Model empathy and provide language of empathy (I can tell you look sad)
Create picture supports for emotions to help children express feelings
Strategically pair off children to support each other
Model language in response to non-verbal actions
Accept and validate home languages and provide additional language through modeling
Offer language and common phrases (One please, let’s play, is it my turn?)
Utilize peer support to increase participation (kids helping other kids)
Offer help if child would like help
Provide individualized support and attention
Allow free exploration and time for children to choose activities
Add materials intentionally to interest areas
Utilize a picture-based system for making choices
Maintain student-centered focus, follow children’s lead and incorporate their ideas
Invite children to give instructions
Invite children to be guest reader
Allow students to lead part of circle time (welcome song, matching pictures to books)
Read back to child what you wrote they said and ask them to verify it is correct
Encourage children to communicate in whatever language is most comfortable; accept and validate all contributions
Plan some tasks that are non-language-dependent
Utilize routine supports such as charts and schedules
Scaffold steps of routines with visuals
Provide clear instructions for transitions
Integrate learning opportunities within transitions
Bring real life experiences into the classroom environment
Use a variety of different modalities and materials for instruction
Reflect on learning experiences through shared writing activities
Expand student involvement through questioning
Preview, reorient and review learning with summary statements of learning objectives
Use real objects to explain concepts
Create social stories about children (identity texts) to reinforce routines
Provide opportunities for hands-on exploration
Construct and refer to concept webs to make connections
Display pictures of children engaged in the study in the classroom
Integrate previous knowledge and make connections
Engage the whole body in learning
Use gestures to make instruction more clear
Use how and why questions to encourage analysis, problem solving, prediction, classification and evaluation
Provide a picture based letter home explaining the study
Invite families to bring in materials related to the class' study
Use sentence frames to structure discussions
Refer to pictures and visuals to guide discussions
Offer hints
Provide specific feedback and additional information
Use real materials to encourage conversation
Engage in informal conversations
Repeat children's language and ask follow-up questions
Offer possible options to answer a question
Extend lesson plans beyond the lesson by helping children connect experience to his/her real life
Ask children to explain why something happened, will happen or why something is the way it is
Ask children to describe what might happen next
Help a child produce a correct answer through completing a task with a teacher or peer
Help a child complete a task by reducing the number of possible answers
Prompt a child to produce a correct answer by providing language for the child to repeat
Explain and clarify as needed in home language
Point out cognates between English and home language
Read the same book in Spanish and English and bridge vocabulary
Teach songs in English and all home languages in the classroom
Use real objects to map new vocabulary and concepts
Structure activities that incorporate time for children to verbally interact with each other to clarify and construct meeting
Repeat words and directions frequency and explicitly throughout the day, calling attention to their sounds and meanings
Select anchor texts, picture books that intentionally foster vocabulary and concept development
Repeat what children say and extend
Use common phrases attached to routines of the day
Use pictures to help children think and talk about what they are doing and learning
Model whatever you are asking children to do or say
Use gestures to illustrate meaning of vocabulary
Use self and parallel talk
Ask an open-ended question of the day related to the study or read-aloud
Explain/describe classroom rules and procedures using gestures and modeling and props.
Provide clear, visual behavior expectations and redirect with gestures and picture supports

Source: Some of the topics listed above were adapted from or inspired by the CLASS.