

- › Responsive educators are knowledgeable of children’s home languages and cultures and use this knowledge to plan learning environments that support bilingual and bicultural development (Castro, Espinosa, & Páez 2011; Genesee, Paradis, & Crago 2004).
- › The resources from home and the community become endless opportunities to develop language and literacy for DLLs.
- › It is important for educators to select books, posters, puzzles, toys, and games that represent the cultural diversity of the classroom (Espinosa 2015).
- › Consider the language, race, ethnicity, family structure, disabilities, and occupations of the families in your early childhood program.
- › Effective teachers thoughtfully plan a print-rich environment where DLLs can playfully explore literacy-enhancing materials, resources, and visuals in two languages (Roskos & Neuman 2001).
- › When their environment is predictable, it creates a safe, warm, and engaging classroom that is not dependent on understanding and speaking English (National Center on Cultural and Linguistic Responsiveness 2020).
- › DLLs benefit from regular routines that are presented with simple repetitive songs or chants and simple motions or visual cues for transitions.
- › A well-prepared environment will ease arrivals and dismissals for DLLs.

Frequently Asked Questions

Why should my classroom environment reflect and include the languages and cultures of DLLs in my classroom?

When educators include environmental print, visuals, books, and materials that reflect children’s home languages and cultures, they demonstrate respect for the home languages and cultures of children and their families. It also allows for children and families to read the environment and make connections between English and their home languages. It facilitates learning for DLLs by building on their prior knowledge while helping them feel included.

Where can I find materials or resources that represent the culture and language of DLLs in my classroom?

Educators must collaborate with families of DLLs to support their culture and language. Invite them to donate familiar environmental print and materials from home and their communities to include in the classroom environment and integrate these resources into the daily classroom learning activities. Families bring much cultural wealth..