

COACHING CORNER

INTENTIONAL INTERACTIONS IN TEACHING

Enhancing Interactions with Young Dual Language Learners: *Scaffolding Dual Language Learning*

Use these ideas and questions to build on what you've learned and extend your practice.

THINK ABOUT IT!

Self-Reflection

Use these questions to think about your own practice.

Reflect with Others

Supervisors, directors, coaches, and teachers/providers can be reflective partners.

The Power of Practice

Invite a colleague to join you; observe or record each other and share ideas.

REFLECTIVE QUESTIONS

- Why is it important to use scaffolding strategies to help dual language learners participate in learning experiences?
- Which scaffolding strategies do I use to enhance children's comprehension of meaning? To support their use of language to communicate?
- Which scaffolding strategies might I put into practice more often?
- What kind of resources and assistance do I need to better scaffold the development and learning of dual language learners?

TRY IT OUT!

Practice using scaffolding strategies to support the development and learning of dual language learners in your care.

Consider your current focus of exploration (for example, families or habitats) and how you can provide scaffolds for dual language learners within it. Fill in the chart with specific examples.

Scaffolding Strategy	Example
Connect English words to words in the home language	
Use nonverbal communication	
Use concrete objects	
Facilitate extended conversations in English and the home language	
Repeat key vocabulary	

The lists of scaffolding strategies and examples are concrete reminders of how to scaffold the development and learning of dual language learners throughout the day. Post the lists with your curriculum plans and in your interest areas. Practice using the specific examples to help dual language learners better understand language and participate in the learning environment.

How Did It Go?

How do you think this exercise helped you to intentionally scaffold the development and learning of dual language learners? What worked and why?

What Next?

Continue adding to your list of examples over time. Create a new chart when the focus of exploration changes. Check out the next pack in this bundle, *Small Groups for Dual Language Learners*, to think about how to intentionally use small groups throughout the day to individualize teaching for dual language learners.