

Dual language learning

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Dual Language Learning: Dual-language learning is not an easy process for learners. However, in this age of linguistic and cultural diversity, teachers should be able to greatly facilitate this process for many weary dual-language learners. National Association for the Education of Young Children (NAEYC) recognizes the gravity of the situation and stresses on attaching great importance to raising cultural awareness and tolerance. As a way to assist dual-language learning, NAEYC (2009) claims that educators should be willing to take more interest in different cultures and languages of the students they serve.

It is claimed by Goldenberg (2008) that a very intimidating situation is encountered by millions of American students who do not speak English as fluently as is expected by their teachers. Majority of English language learners (ELLs) are Spanish speakers which is an important factor to be considered by teachers. Academic achievement of ELLs is quite low in comparison to other students because teachers still do not fully appreciate the intricate nature and depth of this issue. Goldenberg (2008) implies that language development can be assisted by giving ELLs quality language development instruction.

It is implied by Passe (2012) that careful planning is essential to support language development in this age of diversity. A step-by-step guidance is provided by Passe (2012) to help a large number of early school American teachers. It is suggested that instead of feeling defeated or overwhelmed, strict adherence to the plan by classroom educators is crucially valuable. As identified by NAEYC, Passe (2012) also believes that taking greater interest in the cultural backgrounds and families of ELLs is very important. Passes's plan can help to engage the families and devise a thorough curriculum.

<https://assignbuster.com/dual-language-learning/>

References:

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