

LENA[®]

Dual language learners in child care and preschool are **4x more** likely to experience **language isolation**.



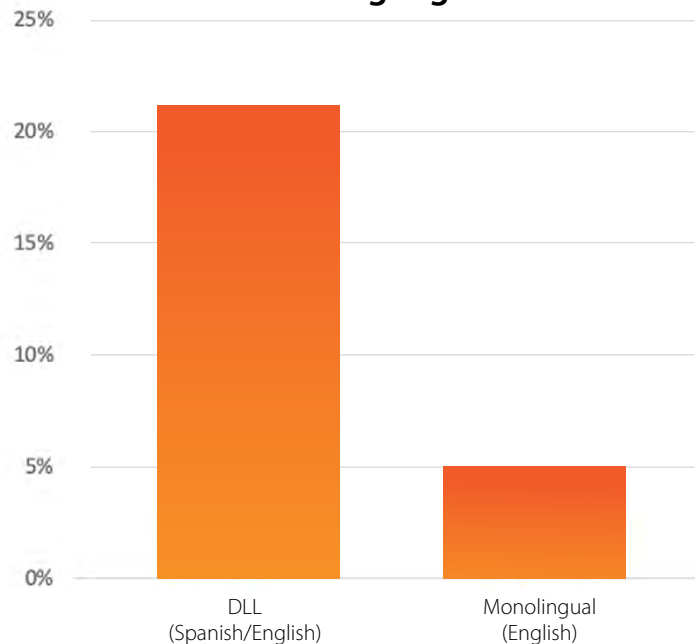
That means they have **almost no interaction** with their teachers.
Let's work together to fix that.

In classrooms with only monolingual teachers, a significantly higher percentage of DLL children experience language isolation compared to their monolingual classroom peers:

21% compared to **5%.**



Children in Language Isolation



Read more about this research at
lena.org/dual-language-learners-in-child-care.

**“ It is just seconds when the LENA device measures interaction.
But those seconds, for a child that nobody is paying
attention to, look and sound like millions of seconds. ”**

— Pilar Fort, early childhood advisor and member of LENA's Community Advisory Board.

What are conversational turns?

Conversational turns are simple back-and-forth verbal exchanges between a young child and an adult. LENA technology accurately measures these interactions in any language.

Why are conversational turns important?

Conversational turns are incredibly powerful. Research shows that conversational turns are connected to a child's language, literacy, and social-emotional development, especially in the 18-24 month age range.

Do dual language learners experience as many conversational turns as their monolingual peers?

It depends...

- In classrooms with bilingual teachers, **dual language learners experience the same number of conversational turns** as their monolingual peers.
- In classrooms with only monolingual teachers, **dual language learners experience 7.5 fewer conversational turns** per hour than monolingual peers.
- The difference is greatest in the age range when turns matter most. In classrooms with only monolingual teachers, **toddlers who are dual language learners experience significantly fewer conversational turns (-14.7 per hour)** than monolingual peers.

Are there solutions?

- Researchers must identify instructional practices that optimize early learning experiences and outcomes for DLLs.
- Research-informed policies must be implemented.
- Early childhood education systems must invest in recruitment and retention of multilingual educators.
- Early childhood education programs must invest in professional development opportunities designed to increase equitable teacher-child interaction, regardless of language(s) spoken.



Learn more at **LENA.org**.

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