



Supporting Dual Language Learning

Supporting children who are dual language learners in the United States is a critical component of building equitable educational systems. Speaking two languages is associated with social, cultural, health, cognitive, and economic benefits. Yet, U.S. educational classrooms lack adequate resources to support dual language learning. I-LABS is developing and testing new educational programs that support dual language learners so children can learn more than one language and experience the benefits of bilingualism. We are providing better support for children who are dual language learners and their families.

At a Glance



Handout: Bilingual Language Development

<https://bit.ly/3aNBqFb>



Clip: The Bilingual Brain

<https://bit.ly/2ZmzCGh>

Dig Deeper



Featured Resource: Bilingual Language Development

<https://bit.ly/3h7u2OQ>



Article: Why the Baby Brain Can Learn Two Languages at the Same Time

<https://bit.ly/3hg0ayK>



Video: The Linguistic Genius of Babies

<https://bit.ly/2Zq0vc8>



Video: Igniting Bilingual Learning

<https://bit.ly/2FBWn1O>

Want to Learn More?

<https://modules.ilabs.uw.edu/outreach>

Read Our Research

Early childhood represents a critical period for learning a second language. This paper describes experiments showing that young infants are “linguistic geniuses” and can learn a second language with ease when learning occurs from a human tutor interacting socially with the child. Children do not learn when the identical information is presented via video.

Kuhl, Tsao, & Liu, 2003, Proc. National Acad. of Sci.
<https://bit.ly/3k61KoY>

Before their first birthday, infant brains already show a strong specialization response to the language or languages they are learning. Infants learning two languages show increased activity in brain regions linked to executive function skills.

Ferjan Ramírez, Ramírez, Clarke, Taulu & Kuhl, 2017, Dev. Sci.
<https://bit.ly/2ZHtbhd>

Children show significant gains in a second language when they participate in a play-based language curriculum for 45 minutes a day over the course of 18 or 36 weeks. Children showed these gains across all socio-economic groups.

Ferjan Ramírez & Kuhl, 2020, Mind Brain Educ.
<https://bit.ly/3iUU4VK>

Early, social language experiences have a profound effect on infants’ language learning. In this study, 12-month-old infants with a brief social experience to Spanish were able to babble in Spanish and English depending on the language spoken by the person playing with them.

Sundara, Ward, Conboy & Kuhl, 2020, Biling.: Lang. Cogn.
<https://bit.ly/3hhZ46q>