

## SUPPORTING THE DUAL LANGUAGE LEARNING OF REFUGEE PRESCHOOLERS

**TITLE OF RESEARCH:** The Effect of a Dual-language Stimulation Program for Refugee Children

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**SUMMARY:** This study developed an early intervention program to support the bilingual language development of refugee children aged between 3 and 6 years. Researchers also developed profiles of strengths and weaknesses of refugee children's language abilities.

**LINK:** Click [here](#) to read the executive summary; click [here](#) to read a publication

### The StimuLER Program

- › Focused on dual-language stimulation in French and Arabic.
- › Built on first language to introduce the language of schooling.
- › Provided culturally appropriate activities.
- › Involved parents, community partners, and administrators.



### Key Messages

- › Economic hardships, language barriers, and changes in family responsibilities impacted children's language development.
- › Teachers displayed lack of understanding about challenges that families with refugee backgrounds face.

### Recommendations:

- › To support children's language learning in both the language of school and home, schools must find ways to build bridges with parents and community organizations.
- › Families should be offered continued support post-migration, particularly support provided in their first language.
- › Teachers should learn about each family's strengths and build on these to support children's language learning.
- › Community partnerships should be prioritized to improve refugee families' knowledge of and access to available services.

The views and opinions expressed in this article are those of the researchers and do not necessarily reflect the official position of the Child and Youth Refugee Research Coalition.