Session 4 Landing Pad on Dual Language Learners

This landing pad offers research (Just the Facts, Ma'am), publications (Read All About It), web materials (Find It Online), and resources (Tools You Can Use) to design, implement, and evaluate intentional efforts to support young dual language learners. The featured resources can be used to discover available evidence, examine current policies and practices, and develop explicit action steps toward improvement.

Just the Facts, Ma'am

Instruction in Spanish in Pre-Kindergarten Classrooms and Child Outcomes for English Language Learners

This study examined the relationship between the early learning skills of English language learners (ELLs) and the amount of instruction that was given in their native Language, Spanish. Specifically, the researchers focused on language, reading, and math skills, and also observed the quality of interactions between teacher and child. The results showed that the Spanish speaking preschoolers scored higher on reading and math skills when taught these skills in Spanish, and when taught by teachers who were more sensitive and responsive to the needs of the children.

http://dx.doi.org/10.1016/j.ecresq.2011.11.003

Position Paper on Language and Literacy Development for Young English Language Learners (Ages 3-8)

Young learners of English who are speakers of other languages face unique literacy and language development challenges if they are learning in an all-English environment. This position paper, developed by the Teachers of English to Speakers of Other Languages, offers recommendations that program staff may use to help young dual language learners acquire English in early care environments where English is the principal language of instruction.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/language_development/position_paper.pdf

Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation

DEC's position highlights effective approaches to conducting a child- and family-centered, team-based, and ecologically valid assessment that is designed to address each child's unique strengths and needs through authentic, developmentally appropriate, culturally and linguistically responsive, multidimensional assessment methods.

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Research Briefs on Young Dual Language Learners (DLLs)

The Center for Early Care and Education Research – Dual Language Learners (CECER-DLL) has developed a number of research briefs and syntheses related to young dual language learners, including:

- Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research
- Early Care and Education Measures: A Critical Review of the Research Related to Dual Language Learners
- Language and Literacy Development in Dual Language Learners: A Critical Review of the Research
- Social-Emotional Development in Dual Language Learners: A Critical Review of the Research

These and related briefs are available online.
http://cecerdll.fpg.unc.edu/document-library

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education
NAEYC's position statement offers recommendations for working with children, families, and programs in ways that support young children who are linguistically and culturally diverse.
http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF

Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity Into Policy and Practice
This position statement of the Division for Early Childhood of the Council for Exceptional Children (DEC) addresses the ways in which cultural and linguistic diversity need to be reflected in the responsive organizations.
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/ Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf

Responsiveness to Family Cultures, Values and Languages
DEC's 2002 position statement delineates the characteristics of responsive practices. A companion document (concept paper) provides the reasoning and references behind the position statement.
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/ PositionPaper_Resp_FamCul.pdf (position statement)
http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/ ConceptPaper_Resp_FamCul.pdf (concept paper)

Ten Essential Research Findings
Kathy Escamillo's synthesis provides a succinct overview of key facts related to bilingualism and dual language learners.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/language_development/Early%20Childhood%2 0Education%20Brief.pdf

Terminology Used to Refer to Dual Language Learners
This resource provides and definition and provides a rationale for the use of this term.
http://cecerdll.fpg.unc.edu/node/122

Read All About It

Assessment Considerations for Young ELLs Across Different Levels of Accountability
Espinosa and Lopez begin this report with a discussion of the changing demographics of the population of young children, the nature of the linguistic diversity in early education settings, and the implications of this increased diversity for dual language and literacy development during the preschool years. This is followed by a discussion of the major assessment considerations and recommendations for young ELLs across the different levels of accountability. The final sections explore ELL assessment challenges and strategies utilized to date, as well as some recommendations and policy implications for the development of more comprehensive and integrated systems of assessment for ELL children, across the different levels of accountability.
http://www.pewtrusts.org/uploadedFiles/wwwpewtrustsorg/Reports/Pre-k_education/Assessment%20for%20Young%20ELLs-Pew%208-11-07-Final.pdf

Assessment of English Language Learners: Challenges and Strategies
This article addresses how Head Start programs can, in a sensitive and respectful way, assess children who speak a language other than English. Staff may learn tips on how to gather information about a child's progress in both their home language and English.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/assessing_dlls/AssessmentofEng_1.htm

Bilingual Language Development and Disorders in Spanish-English Speakers
Goldstein's book is designed to help professionals to fully understand the complexity of language development in bilingual children. Topics addressed range from social-cultural factors affecting language development to differentiation between language delays and language differences. Baltimore: Paul Brookes. Cost: $44.95.

Child Development Perspectives
The March 2011 issue of this publication from the Society for Research in Child Development features a special section devoted to dual language learners. Articles that may be of interest include Preparing Early Childhood Teachers to Work with Young Dual Language Learners, Promoting Language and Literacy in Young Dual Language Learners: Research, Practice, and Policy; and Assessing Preschool Dual Language Learners: Traveling a Multiforked Road.
http://onlinelibrary.wiley.com/doi/10.1111/cdep.2011.5.issue-1/issuetoc

The Demographic Imperative
This article by García, Jensen, & Scribner (2009) provides a brief overview of the demography of young dual language learners, a discussion of factors influencing their academic performance,

and some reflections on the collaboration needed among researchers, policymakers, and practitioners to improve the education of dual language learners in the coming years.
http://12.4.125.3/ASCD/pdf/journals/ed_lead/el200904_garcia.pdf

Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning
Johanne Paradis, Fred Genesee, and Martha Crago's text will is useful for arming professionals with the information they need to support young bilingual children and their families, all while meeting Head Start's guidelines on cultural and linguistic responsiveness. Baltimore: Brookes. Cost: $39.95

Home Language Acquisition and Retention for Young Children With Special Needs
This short article by Cheatham, Santos, and Ro skillfully illustrates key points related to dual language learning and bilingualism for young children with and without disabilities.
http://yec.sagepub.com/content/11/1/27.short?rss=1&ssource=mfc

Many Languages, One Classroom: Teaching Dual and English Language Learners
Practical is the word most frequently used to describe Karen Nemeth's book which is organized to support young learners in the daily events of an early childhood program. Chapters focus on topics that range from environment and activities to standards and family connections. Beltsville, MD: Gryphon House. Cost: $12.95.

Meeting the Home Language Mandate: Practical Strategies for All Classrooms
Karen Nemeth's article highlights variables that can help adults to support young dual language learners.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development/Language%20Development%20and%20Communication/meetingthehomelangage.pdf

One Child Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language
Author Patton Tabors gives teachers up-to-date research, usable information, and essential tools to meet the needs of second language learners in today's early learning environments. Baltimore: Brookes. Cost: $31.95.

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (2nd Edition)
This resource guide offers a user-friendly review of current research on how to support the language development of English learners during the preschool years (ages three to five). The second edition features the addition of an appendix containing an excerpt from the *California Preschool Learning Foundations* (Item: 001681). A companion DVD, *A World Full of Language: Supporting Preschool English Learners,* is also available (Item: 001673). Cost: $15.95
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703

Storybook Reading for Young Dual Language Learners
Gillanders and Castro's article describes teaching strategies that English-speaking teachers can use when reading aloud to young dual language learners. A companion document, detailing how to use this approach in professional development, is also available.
http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf (article)
http://www.naeyc.org/files/yc/file/NEXTStudyGuides/NEXTforYoungChildren_Jan11.pdf (companion)

Working With English Language Learners in Preschool Settings
Andrea Moxley's article highlights areas that speech-language pathologists and other specialists who work with young dual language learners need to know about legislation, policy, and research to provide appropriate services.
http://div14perspectives.asha.org/content/17/1/4.full.pdf+html

Young English Language Learners: Current Research and Emerging Directions for Practice and Policy
The chapters in García and Frede's book provide syntheses of the research base for young English Language Learners on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher preparation practices. New York: Teachers College Press. Cost: $33.95.

See For Yourself

A Common Language of Care - Welcoming and Supporting Dual Language Learners in Infant-Toddler Programs
A Common Language of Care is a recorded conference call led by the Early Head Start National Resource Center. The panelists, Early Head Start staff, regional and federal staff, and training and technical assistance providers from across the nation, offer suggestions for Head Start personnel and others working with young dual language learners. The recording emphasizes evaluation of current practices, support strategies, and enhancements to available services for families with dual language learners. The call concludes with callers, nationwide, addressing common questions, concerns, and strategies that provide a starting point for any program.
http://www.ecqnet.tv/h_media/HS-Videos/2009-EHSNRC/0908-commonLanguage-eng.ram

Early Dual Language Learning
Genessee addresses common concerns, relevant research, and suggestions for supporting dual language learners during the infant-toddler period.
http://main.zerotothree.org/site/DocServer/29-1_Genesee.pdf

Evidence-based Practices for Young Dual Language Learners With Disabilities
Lillian Duran has assembled a thoughtful and useful set of PowerPoint slides to illustrate effective and evidence-based practices that support young dual language learners with disabilities.
http://www.tats.ucf.edu/docs/Webinar/FLwebinar03012011.ppt

Guide to Dual Language Learners Multimedia Resources
This site provides access to webcasts and audio casts with content on supporting young dual language learners.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/DLL_%20Resources/GuidetoDualLan.htm

Language and Culture: Respecting Family Choices
How do bilingual/bicultural families make choices about what languages their children speak at home and at school? How can educators and providers support and inform this decision-making process? Should these choices be different for a child with an identified special need?   What are the long-term cultural consequences of preserving the languages of one's heritage, or of losing them? This video addresses these issues through interviews with a wide variety of people, from recent immigrants to the great-grandchildren of Native Americans. Boulder, CO: Landlocked Films. Cost: $53.95.

No Limits to Literacy for Preschool English Learners
This resource helps teachers understand how English learners ages 3 to 5 acquire the foundations for literacy, and offers practical, research-based strategies for teaching language and literacy skills. This book can help teachers of young children to understand the essential elements for building early literacy skills, including teaching the alphabetic principle, phonological awareness, and vocabulary, encourage family involvement and nurture the home-school alliance, and build on children's primary language. Thousand Oaks, CA: Corwin. Cost: $33.95.

One Child, Two Languages in Action: A Professional Development DVD on Educating & Assessing Young Second-Language Learners
Viewer will get a front-row seat at an engaging, highly informative presentation on supporting young dual language learners by Patton Tabors and fellow language development experts Mariela M. Páez and Cornelia Heise-Baigorria. Viewers will learn from the tips and anecdotes of fellow teachers attending the presentation, and they'll go inside real classrooms for vivid demonstrations of the suggested strategies. Baltimore: Brookes. Cost: $149.95.

Promoting Academic Achievement Among English Learners: A Guide to the Research
This comprehensive resource explores the research on promoting academic success among language-minority students. Author Goldenberg offers educators a firm basis for making decisions on policies and programs for English learners and provides research-based discussions on what we know, and don't know, about bilingual education and using a student's home language in instruction. Thousand Oaks, CA: Corwin Press. Cost: $34.95

Supporting Language Development of Children Who Are Dual Language Learners in Head Start and Early Head Start
This Webcast addressed key concepts related to language acquisition of a first and second language of dual language learners (DLLs), birth to five. It discussed the interconnectedness

between language acquisition and development and emergent literacy. The Webcast provided specific strategies to address the different linguistic and cultural contexts that exist in Head Start and other kinds of early childhood programs. An accompanying viewer's guide is available in English [PDF, 171KB] and Spanish [PDF, 412KB].
http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/Ready%20for%20Success%20Series/SupportingLangua.htm

A World Full of Language: Supporting Preschool English Learners
This DVD and accompanying booklet in English and Spanish provide information on how young children acquire English as a second language. Research-based strategies are featured for teachers to support English learners. The DVD is closed-captioned and formatted so that viewers can see it in its entirety or in sections. A companion resource guide, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning,* is also available. Sacramento, CA: California Department of Education. Cost: $19.95.
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001673

Find It Online

Bilingual Early Language Assessment (BELA)
BELA was designed as an informal measure of a child's receptive and expressive language in English and his/her home language. It is available for free download in English, Spanish, Portuguese, Haitian Creole, and Chinese.
http://www.cpsd.us/BELA

Center for Applied Linguistics (CAL)
CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children. Staff conduct research, design and develop instructional materials, provide technical assistance and professional development, conduct needs assessments and program evaluations, and disseminate information and resources.
http://www.cal.org/

Challenging Common Myths About Young English Language Learners
Linda Espinosa's paper is organized to respond to six commonly held beliefs about the development and learning of young children who are learning English as their second language and presents research evidence that can better guide educational policies.
http://www.fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf

Colorín Colorado
This bilingual site for families and educators of English language learners features extensive resources in English and Spanish, as well as other languages. Literacy development is a primary focus of this site.
http://www.colorincolorado.org/

Dual Language Learners with Challenging Behaviors
This segment of Head Start's Early Childhood Learning and Knowledge Center offers resources
related to supporting young dual language learners with challenging behaviors.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/supportive_environments/DualLanguageLea.htm

Early Childhood Learning and Knowledge Center—Dual Language Learners (ECLKC-DLL)
ECLKC-DLL offers information and resources for the Head Start and Early Head Start
communities as well as for anyone involved in early childhood education. The site includes
information about dual language learners and disabilities, development, health, family and
community partnerships, professional development for teachers and staff, and also includes a
section with resources for supporting young DLLs with disabilities.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners

Early Identification of Culturally and Linguistically Diverse Children (Aged 0-5)
This bibliography provides annotated descriptions of articles, guidelines and reports related to
the early identification of young children who are culturally and linguistically diverse.
http://www.nectac.org/~pdfs/pubs/earlyidmini.pdf

Head Start Program Preparedness Checklist
The Program Preparedness Checklist is a tool to assist Head Start, Early Head Start, and other
programs to assess their systems and services for dual language learners and their families. The
goal is that programs use this Checklist to review and reflect upon their systems and services
for children who are DLLs and their families, in order to promote their optimal readiness for
school and life. Once completed, the Checklist can be used as a resource to: identify strengths
and areas for improvement, establish program goals as well as to track improvement efforts,
write T/TA plans, plan professional development opportunities, and/or transition children.
Suggestions for using the data as an ongoing resource are provided at the end of the Checklist.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/program-preparedness-checklist-v-5.pdf

National Association of Bilingual Education (NABE)
NABE is the only national professional organization devoted to representing bilingual learners
and bilingual education professionals. The NABE website features research and publications to
support both groups.
http://www.nabe.org/

**National Clearinghouse for English Language Acquisition & Language Instruction
Educational Programs (NCELA)**
The NCELA website offers a variety of resources, ranging from data to publications, to support
English Language Learners, including those who are very young.
http://www.ncela.gwu.edu/

Preschool and School Readiness: Experiences of Children with Non-English-Speaking Parents

This study from the Public Policy Institute of California found that the early reading skills of children from linguistically isolated households (those without any adult English speaker) can significantly improve with participation in a center-based care program the year before kindergarten. Over half of 4-year-olds in California, where the study focused on children of immigrants, and almost 20 percent of young children of immigrants in California live in linguistically isolated households with little or no exposure to English. Children whose parents do not speak English and who receive little exposure to English prior to entering school often begin kindergarten lagging behind their peers in school readiness skills.

http://www.ppic.org/content/pubs/report/R_512JCR.pdf

Responding to the Needs of Young Latino Children: State Efforts to Build Comprehensive Early Learning Systems

Erica Beltran's paper for the National Council of La Raza describes common challenges states are facing in developing comprehensive, culturally and linguistically responsive professional development systems for the early childhood workforce, followed by recommendations for improvement.

http://www.nclr.org/content/publications/detail/61855/

Strategies for Supporting All Dual Language Learners

This resource uses brief vignettes to highlight questions to ask and answers to strive for.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf

Successful Parent-Teacher Conferences with Bilingual Families

Kristina Robertson's 2008 article highlights strategies for holding effective conferences with family members for whom English is not their primary language. The article provides a number of tips to help you bridge the language gap, take cultural expectations about education into account, and provide family members with the information they need about their children's progress.

http://www.readingrockets.org/article/27078/

Tools You Can Use

California Preschool Learning Foundations

The Foundations in English Language Development section of this document delineates what young dual language learners should know and be able to do in the areas of listening, speaking, reading, and writing.

http://www.cde.ca.gov/sp/cd/re/psfoundations.asp

California Early Childhood Educator Competencies

Competencies are organized in Competency Areas (Focus 1) and Competency Contexts (Focus 2). Three areas of competence (Culture, Diversity, and Equity; Dual-Language Development;

Special Needs and Inclusion) underscore California's commitment to young children who are culturally, linguistically, and ability diverse.
http://www.cde.ca.gov/sp/cd/re/ececomps.asp

Culture and Language Elements within Nine State Early Learning Standards Documents
This paper begins with a foreword by Charlie Bruner that highlights the need for a multicultural approach to early learning standards. The authors then provide a content analysis of the "diversity" related pieces of nine states' early learning standards.
http://www.buildinitiative.org/files/ContentAnalysisEarlyLearning.pdf

Dual Language Learners in State Early Learning Guidelines and Standards
The Office of Head Start's National Center on Cultural and Linguistic Responsiveness developed this resource which includes a state-by-state snapshot of where DLLs are referenced in state and territory guidelines, standards, and supporting documents. The site also features a table that includes portions of text referring to dual language learners from the guidelines and standards.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/state-guidelines/snapshot.html

Starting Early With English Language Learners: First Lessons From Illinois
A piece of 2008 Illinois legislation will require major changes in the state-funded pre-K program related to effectively supporting young English Language Learners. This paper looks at how Illinois came to see a need for these policies and how that state is working to implement them. The example may be an interesting one for states that are considering a legislative route for stimulating change.
http://www.buildinitiative.org/files/NAF%20Starting%20Early%20with%20English%20Language%20Learners.pdf