

PROMISE Design Center: Preschool Resource Guide

Table of Contents

- Introduction
- PROMISE Preschool Vision
- Core Principles
- Teacher and Administrator Frequently Asked Questions (FAQs) and Vignettes
 - Learning Environment
 - Vignette
 - Curriculum and Instruction
 - Vignette
 - Family Engagement
 - Vignette
 - Assessment
 - Vignette
- Parent FAQs
 - In English
 - En Español
- Additional Research and Resources
 - Further information
 - Links to organizations
 - PROMISE Preschool Tools

Introduction

The **purpose** of the PROMISE Preschool Resource Guide is to provide research-based evidence and best practices for preschools enrolling three- through five-year-old dual language children.

This Resource Guide includes the PROMISE Preschool [vision](#), which is a vision of appropriate research-based and best practices for effectively working with dual

language preschool children using the research-based PROMISE Preschool [Core Principles](#). The



resources presented here include Frequently Asked Questions (FAQs) by preschool [teachers and administrators](#), as well as [parents](#) of dual language children. We also include [many links](#) to online and print-based materials; research; instructional strategies, practices, and approaches; assessment ideas; and cultural activities and ideas in English and Spanish.

The **focus** is on Latino preschool children who will likely enter school as dual language children. Some may have bilingual skills, while others may be labeled as English Language Learners (ELL), but all have Spanish as their home language and are learning English. Some children may be learning Spanish and English simultaneously from birth, or at least before their first birthday. These children may be referred to as "simultaneous dual language learners" or "simultaneous bilingual" children. Other children may be developing Spanish as their home language during their first three years and learning English for the first time at preschool, so they are known as "successive" or "sequential bilingual or dual language learners."

Why the focus on dual language children? Demographic and census reports indicate that the population of dual language children represents a significant amount of the population of children entering Head Start (one in three children) and kindergarten in California and other states.

Focus on Latino children represents the fact that close to three quarters of ELL children are Spanish speakers. In addition, the PROMISE Initiative at the K-12 and preschool levels focused on Latino ELL students; thus, the preschool teachers that formed the core group of this effort worked primarily with Latino dual language learners.

While Latino and Spanish-speaking dual language children are the focal group of this resource guide, many comments and resources cited here will address other dual language groups and other ethnic/cultural backgrounds as well. Further, this Resource Guide can be used in a great variety of preschool settings that are federally-funded (e.g., Head Start), State- or locally-funded, or private.

For further research and information about DLL children, see [Additional Research and Resources](#).

Dual language children “are less likely than other children living in poverty to attend preschool, **despite the fact that preschool attendance has more of a beneficial effect for Spanish-speaking dual language learners than for any other comparable demographic group.**”

(Dual language learners in the early years: Getting ready to succeed in school)

PROMISE Preschool Vision

The PROMISE Preschool envisions a **pathway to biliteracy** for young dual language children who:

- develop their home language and culture, and English
- have a sense of pride and connection with their family
- acquire a variety of social and multicultural skills and competencies that enable them to interact with the children and adults in their broadening social world

- experience a learning environment that promotes creativity and imagination as well and art and music from their own and other cultures.

This PROMISE Preschool vision can assist in producing dual language children who are bilingual and biliterate, curious and confident, with a strong sense of their own imagination and capacity to learn and interact with others in a variety of settings.

Why?

Underlying this vision is a core belief and empirically validated research finding that bilingualism enhances thinking and language abilities. Research at the preschool level shows that dual language learners make good progress in both English and Spanish and that their growth in both languages predicts their early reading abilities in English and Spanish. In elementary and secondary school, bilingual students achieve at higher levels than their ELL peers who were schooled only in English, and they close the achievement gap with English speakers. Also, bilinguals show clear advantages in processing information over children who are monolingual speakers.

How is the PROMISE Preschool guide different from other preschool models?

While high quality preschools are effective developmentally, they often fail to consider the unique needs of linguistically and culturally diverse dual language children. PROMISE Preschool Core Principles provide research-based guidance to optimize high quality preschools for dual language children.

Core Principles

PROMISE Preschool Core Principles are uniquely developed for preschool, in alignment with the PROMISE vision and core principles for K-12 education, and are based on research and best practices.

LEARNING ENVIRONMENT: Enriched and affirming learning environment – The program creates a safe, affirming and enriched environment for children’s social and emotional development. The program is not a skills-based program like kindergarten, but is designed to be developmentally appropriate for dual language preschoolers. A variety of developmentally appropriate enriched activities and approaches are used to enable children to develop competencies in the major areas of development: cognitive (preliteracy, prenumeracy, sorting, reasoning skills, creativity, imagination), social, physical, and language. The home language(s) and culture(s) of the children are evident in the preschool classroom and bilingualism is enhanced through use of the home language in the classroom.

CURRICULUM AND INSTRUCTION: Challenging and relevant curriculum, appropriate instructional materials, and effective instructional practices - The program develops a strong foundation in the home language with exposure to oral English language development. While students learn the social language necessary to communicate with others, they also learn the language of literacy, thinking, math and science through developmentally appropriate activities. A wide variety of activities provide children with opportunities to explore, imagine, and create. High quality multicultural and bilingual resources are included, and teachers use practices that help children understand the language of

interactions and the concepts being communicated.

FAMILY: Powerful family engagement - The program views parents as important collaborators in promoting children's development; a variety of activities include parents as decision makers and participants; and parents are provided opportunities for learning how to become more involved with their children's learning.

ASSESSMENT: Valid and comprehensive assessment – The program includes assessment that is developmentally and linguistically appropriate for English learning preschool children.

Teacher and Administrator Frequently Asked Questions (FAQs) and Vignettes

These frequently asked questions (FAQ's) are designed to address some of the most common concerns and challenges faced today by early childhood educators regarding English learners (EL's). These questions came from real preschool teachers and administrators just like you. It is hoped that the FAQ's will serve as a resource to build your knowledge, link you to further resources, and help build expertise throughout your school and community.

The vignettes provided in this section are real life examples of the Core Principles in action. They are intended to be shared with staff in order to ignite a common vision and inspire a sense of possibility regarding services for English learners in your school. They represent a few of the many options for meeting the needs of EL's.

- [Learning Environment](#)
 - [Vignette](#)
 - [Curriculum and Instruction](#)
 - [Vignette](#)
 - [Family Engagement](#)
 - [Vignette](#)
 - [Assessment](#)
 - [Vignette](#)
-

Teacher and Administrator FAQs: Enriched and Affirming Learning Environment

The program creates a safe, affirming and enriched environment for children's social and emotional development. Thus, the program is not a skills-based program like kindergarten, but is designed to be developmentally appropriate for dual language preschoolers. A variety of developmentally appropriate enriched activities and approaches are used to enable children to develop competencies in the major areas of development: cognitive (preliteracy, prenumeracy, sorting, reasoning skills, creativity, imagination),

social, physical, and language. The home language(s) and culture(s) of the children are evident in the preschool classroom and bilingualism is enhanced through use of the home language in the classroom.

How is the purpose for preschool different from the purpose for kindergarten?

PROMISE Preschool suggests launching children to the pathway to become bilingual, biliterate citizens prepared for the 21st century. The purpose of preschool should build a foundation to develop the whole child, beyond structured lessons, through rich interactions, exploration, and participation in stimulating, interesting, and concrete experiences. These experiences are offered within an enriched and affirming environment that includes challenging and relevant curriculum and materials. The preschool experience should seek to nurture DLL children's development in a variety of areas, including: bilingual language development and biliteracy, self concept and culture, social/interpersonal skills, control of impulses, sharing, initiative and curiosity, imagination and cognition, gross and fine motor skills, and personal care. Families are an integral part of the program as well, directly participating in daily activities with their children, who learn and develop at their own pace.

Background knowledge acquired in preschool comprises the essential foundation for future learning, allowing children to make connections between familiar and new concepts.

In Kindergarten, although development of the "whole child" continues to be nurtured, curriculum focuses primarily upon the California (or other) State Standards for that grade level, which align to the entire K-12 system of academic standards. Children are instructed in the development and application of reading, writing, math, social studies, science and oral language skills. Specific examples of Kindergarten and K-12 Content Standards can be reviewed at <http://www.cde.ca.gov/be/st/ss/index.asp> . The California Preschool Learning Foundations can be found at <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

What is the best way to set up my classroom environment to enable my DLL children to learn and develop through exploration?

The Early Childhood Environmental Rating Scale (Teachers College Press, 2005; ISBN 0-8077-4549-9; http://www.fpg.unc.edu/~ecers/ecers_frame.html) provides specific guidelines for developmentally appropriate and stimulating program elements such as organization of space, books and materials, development of language and reasoning, provision of activities to support physical and cognitive development, interactions with children, scheduling, and family involvement. However, DLL children require a linguistically and culturally responsive classroom environment that explicitly communicates that they belong. Children understand that their languages and culture are valued. Activities and surroundings reflect and affirm the children's languages and cultures, and their parents are valued in the classroom as well. Parental involvement is especially important, together with multiple opportunities to interact in the home language and to participate through culturally appropriate learning styles.

If I am getting DLL children ready for kindergarten, shouldn't I give them a preview of the kindergarten curriculum instead of spending so much time having them play with materials such as playdough, puzzles, blocks, or finger paint?

Background experiences gained through hands-on exploration of materials and activities prepare children with a foundation of concepts to which they can connect future learning. Building a wide vocabulary and knowledge base through a variety of concrete and hands-on experiences, rather than spending time on worksheets and drills, allows children to make meaning of reading material and other academic concepts they encounter, both during preschool and as they enter kindergarten to begin their journey along the pathway to biliteracy. In addition, these experiences provide children the important opportunities to interact with others and practice language and to develop their imagination.

How do I use ECERS to improve my classroom learning environment?

The ECERS, or Early Childhood Environmental Rating Scale, can serve as a self-assessment tool in the areas of space and furnishings, health routines, language development and reasoning, stimulating hands-on activities, interaction with peers and adult language models, and appropriate daily scheduling. In addition, teachers of dual language preschoolers should assess whether the classroom provides multiple opportunities for children to interact in their home language(s) and whether it reflects the children's home culture. Books and other materials should reflect the languages and cultures of the preschool children and families. Inviting parents to join teachers in creating and becoming involved in a welcoming, culturally relevant classroom may help accomplish these goals.

With all the focus on assessment and standards, how do I balance children's needs?

It is important that the learning environment be student-centered with different kinds of learning -- social, physical, emotional, intellectual and academic. As Nassani has said,

"children are encouraged to become involved in purposeful and creative activities with other children; to make major choices among hands-on learning activities; to initiate and accomplish self-motivated tasks in a rich environment; and to construct knowledge at their own individual pace by discovering and engaging in open-ended activities that reflect all areas of their development." (p. 3)

What is the best language to use in the classroom with DLL or bilingual children? Isn't it better to focus just on English since that is what they will need in kindergarten?

Research suggests that it is best to develop the children's home language because their home language serves as the foundation for learning English. The stronger their home language, the stronger their English will be. In fact, research shows that DLL preschoolers in dual/bilingual language programs show larger language and preliteracy gains in their two languages than DLL preschoolers in preschools that only use the English language.

According to Linda Espinosa,

"For young children who are actively processing and have not yet mastered the elements of their first language, completely shifting from their first language to a new, unfamiliar language too early may have a negative effect on English fluency and academic achievement during the PK-3 years and beyond. While English can be successfully introduced during the

preschool years, if it replaces the home language, and children do not have the opportunity to continue to learn in the language they know, their future linguistic, conceptual, and academic development in English is at risk. The most recent evidence suggests that intensive support for the home language during the preschool years will help, not hurt, long-term attainment in English. Young children can learn nursery rhymes, songs, extended vocabulary, and early literacy skills in English and their home language with adult support. DLLL children who receive systematic learning opportunities in their home language from ages three to eight consistently outperform those who attend English-only programs on measures of academic achievement in English during the middle and high school years."

Aren't young children confused by learning two languages at the same time?

Research shows that learning two languages does not confuse young children. They develop their two languages in much the same way and at about the same ages as monolingual children do, often showing the same or similar sequences of development of various grammatical structures (e.g., development of question forms). This is true even for those young bilinguals who have a specific language impairment. Young bilinguals may have fewer words in each of their two languages, but across both languages, bilinguals typically have a larger total vocabulary than monolingual children. Bilingual children as young as two years of age can differentiate which language to use with which speakers (e.g., with whom to speak English and with whom to speak Spanish).

When young children mix their two languages, this seems to be evidence that they are confused. Is that true?

Research shows this is a myth. Though young bilingual children often produce sentences consisting of words from both languages, there is no evidence that learning two languages confuses young bilinguals. Studying the students' language mixes shows that children use mixing in a purposeful way and that mixed utterances do not result in ungrammatical forms across the two languages.

This means that a child may make an English error due to the direct influence of a first language structure. For example, in Spanish, "esta casa es más grande" means "this house is bigger." However, a literal translation would be "this house is more bigger." A Spanish-speaking child who says, "this house is more bigger" might be showing transfer from Spanish to English or might be showing normal English development. However, even the transfer is a normal phenomenon—a sign of a language difference, not a language disorder.

Will learning two languages cause speech or language problems?

No. Children all over the world learn more than one language without developing speech or language problems. Bilingual children develop language skills just as monolingual children do.

So what should I do when a child mixes his or her two languages; correct it or not say anything about it?

Since it is not a problem when children mix the two languages, there is no need to correct it. If it is clear

that the child is searching for a particular vocabulary word or way of saying something, then the teacher could provide the sentence or word for the child. Corrections are rarely necessary just because a child mixes the languages. Nevertheless, modeling the correct use of language through interesting conversations with adults, or “expert” users of language is the best way to correct.

What if I don’t speak the child’s language or have children of different language groups in my classroom?

“Head Start has documented more than 140 different languages among their families enrolled. At the same time, less than 10 percent of our teachers are fluent in more than one language ... Because school administrators cannot meet the needs of all linguistic groups, they argue that it makes sense to adopt English-only approaches. While it may make sense from a narrow staffing perspective, this would be a misguided conclusion... it is clear that in order to thrive academically, socially, and cognitively, young DLL children need systematic support for their home language while they are acquiring English. Even when teachers do not speak the child’s first language, there are many specific teaching practices that will support native language development. Teachers and ancillary staff can support children’s home language throughout the day in all kinds of learning situations; they also can train parents, community members, and volunteers to work with DLL children in their home language. Ideally, educators will provide home language support through the elementary grades... It is possible for all PK-3 teachers to introduce young DLL children to English while also supporting development of the child’s first language—even when the teacher has no experience with the language. While this is a challenging goal, it should be a high priority for classrooms in which children speak many languages.”

(Linda Espinosa, Common Myths about Young ELLs, p. 6, 2008).

I’ve heard other teachers or even children say something negative about speaking Spanish (or another language). Thought I don’t agree with these negative remarks, I’m not sure what to say.

We need to remember that young children repeat what they hear, even when what they hear is something negative about them. So, we need to be sure to change children’s remarks into demonstrating the positive aspects of knowing another language and in being bilingual. And, just as importantly, we need to give children the words for expressing their pride in their home language and culture, and literature and songs that help them build a positive sense of self as bilingual/dual language children.

If we hear a staff member make negative comments about speaking Spanish or the greater importance of speaking English with children or parents, it is important that we talk with that staff member and point out the research on the positive attributes of bilingualism and the importance of having children maintain their home language while also learning English. This resource guide has many helpful aids for teachers to expand their own knowledge and to maximize support for their Spanish-speaking children and families.

How do I address diversity in a culturally responsive manner?

“Many immigrants view education as a key to opportunity for their children. Unfortunately, parents often find that schools are unprepared to provide their children with strong English literacy or the knowledge and skills to fully participate in the new land, and they find that the process of Americanization often cuts children off from their roots. The danger of family disruption is real, and so is the danger of lost identity among the young. When immigrant children leave their heritage behind, they often suffer low self-esteem and form unhealthy identities.”

(Ready or Not? p. 4)

Vignette for Enriched and Affirming Learning Environments

Walking into the Ocean Vista Early Education Pre-K Center in the Ocean View School District, notices in Japanese, Spanish, and English make obvious the multilingual nature of this school community. The school’s vision and mission statements, collaboratively developed by staff and leadership, are displayed on the bulletin board. These statements communicate the high value placed on diversity, the importance of strengthening children’s home language along with English, and the staff’s commitment to each child’s fullest development according to his/her individual needs. The school’s bilingual staff nurtures each child’s interests and encourages exploration of the varied and multiple learning opportunities offered each day:

- planting seeds and recording their growth
- sampling a variety of vegetables used in ethnic cuisine and charting favorites
- assembling a 3-D art project from found “authentic” materials
- play-acting in an outdoor dramatic play center stocked with kimonos, *sarapes*, *sombreros*, and food packages similar to those found in children’s homes.

Bookshelves are stocked with a rotating selection reflective of home languages, culture, and instructional themes; the children have recently visited the zoo, so animal books abound. Teachers informally read to and with children in their home language.

At the writing center, supplied with a variety of pens/pencils, paper, envelopes, and cards, children write or “pretend-write” in their various approximations, then share their comments with teachers, parents and peers. Some draw and discuss images of animals seen on the recent zoo field trip, or excitedly talk to classmates about their displayed artwork. Objects in the room are labeled in each of the languages spoken by children in the class. Music is frequently heard both indoors and out, as children spontaneously dance to Japanese folk songs and favorite Mexican children’s selections. Social skills are modeled and practiced, as children demonstrate increasing consideration for others and respect for diverse languages and cultures while working together in group activities. These include building a zoo with toy animals, laying out a wooden railroad track, setting the table for dramatic play, learning not to make fun of a classmate’s fall, or participating in “family style” mealtimes at which they pass food items to each other, capably serving themselves.

Parents are an integral part of the children's school day, reading to children, working with them at the writing table, interacting at center activities, and inviting participation in games or stories reflective of the home culture.

Teacher and Administrator FAQs: Curriculum and Instruction

Challenging and Appropriate Curriculum and Instruction

The program develops a strong foundation in the home language with exposure to oral English language development. While students learn the social language necessary to communicate with others, they also learn the language of literacy, thinking, math and science through developmentally appropriate activities. A wide variety of activities provide children with opportunities to explore, imagine, and create. High quality multicultural and bilingual resources are included, and teachers use practices that help children understand the language of interactions and the concepts being communicated.

How are the learning opportunities for preschool DLL and other students different from learning opportunities for kindergarten ELLs?

Preschool learning opportunities center around children's interests in, and exploration of, the learning experiences and resources provided. These should include interest centers, small and gross motor activities, an available science display table, art and music opportunities, quality children's literature in the home language, counting and sorting activities built into the everyday program, language-rich daily interactions in their home language with exposure to English, and guidance in socialization. This represents a child-driven curriculum, focused upon providing intriguing materials and activities for children to explore, according to their individual interests.

Kindergarten learning opportunities are focused upon instruction to support attainment of the California State Standards for that grade level, which are aligned with K-12 standards and curriculum. Standards address learning goals including Reading/English Language Arts, Mathematics, Health, Social Science, Science, Physical Education, and Visual/Performing Arts.

This means that preschool children are exposed to a broader and richer curriculum that is *developmentally appropriate*; it includes preliteracy and numeracy, but also provides children a greater opportunity to develop their two languages, talk to each other, explore, create and imagine. The curriculum should also include plenty of music experiences and physical activities.

“School readiness is a back-mapping concept that starts by defining what children should know and do in kindergarten and first grade, then asks, ‘how do we get them there?’ In high quality early childhood education programs, the answer is through the integrated development of several domains: the physical/motor, social/emotional, cognitive and linguistic. From an early childhood education perspective, young children are best prepared for later academic success through an experience-rich environment in which they develop

language through tangible experiences. They learn to ‘name’ their world, to think and speak about their experiences: playing, building, drawing. They learn to interact with their teacher when they eat, put on their sweaters, and take off shoes. They learn scientific concepts and measurement while dividing up snacks or building blocks. They begin to view writing as a form of communication during story time. Most learning theorists agree that this type of holistic, relationship-based, integrated experience is the basis for abstract thought. This is the high quality early childhood education, which many see as the strongest possible preparation for achieving in school.”

(Ready or Not? p. 14)

Marta Suarez, Program Director:

“I’m concerned about the academic agenda for early childhood education. It’s a view of 8- to 12-year olds being applied to young ones, an academic view of learning that isn’t appropriate for early childhood. Yes, we have to prepare them, we DO prepare them for school, but it’s learning that’s about exploring and communicating and being read to. Not the narrow emphasis on pre-reading as tracing letters! Not flash cards and rote memorization! Not making 2- and 3-year-olds sit in a circle time for 45 minutes! Is it necessary that they accomplish ‘x, y and z’ on a fixed timetable? What about the 3-year-old-kid who isn’t interested in tracing letters or sitting still in a circle but goes to the sandbox and can be focused for half an hour, fascinated by bugs? That’s learning. That’s focus and concentration!”

(From Ready or Not?, p. 15)

What is the best curriculum to use with DLLs in preschool?

PROMISE Preschool does not advocate a particular curriculum for use with preschool children. However, adhering to the PROMISE Preschool core principles, especially around an enriched and affirming learning environment, would be particularly important. More specifically, there are a number of curriculum components that are appropriate for young DLL children.

- Research-based curriculum – Curriculum is based on research and has evaluation research showing that it is effective with culturally and linguistically diverse students.
- Developmentally appropriate set of activities to meet the various needs of students – language, thinking, preliteracy, prenumeracy, exploration, indoor and outdoor activities to promote large and small muscle control and coordination.
- Strong emphasis on family and communities.
- Integration of culturally diverse music, drama, and oral storytelling to promote language and cognitive proficiencies and multicultural understanding.
- Considerable language development, especially in the home language.
- Extensive use of multicultural literature to promote literacy (comprehension and academic

- language), language development, and multicultural competencies.
- Thematic approach to develop greater depth of understanding and vocabulary.
- Use of centers for dramatic play, music, arts and crafts, physical education/movement.

Regardless of the curriculum selected, supplemental materials and activities will need to be integrated to meet all the needs of the students.

What are the best instructional practices to use when serving young children in preschool?

- Use of purposeful grouping strategies (small group, pairs, triads) to provide additional opportunities for language, social and cognitive development.
- Develop and maintain routines. Use clear and consistent signals for classroom instructions and transitions between activities.
- Have children chorally produce language and individually produce language.
- Shared read alouds, reading books and having children retell and act out the stories.
- Encourage children to talk about their experiences and their feelings.
- Critical period for music experiences. Use music often and as a background to classroom activities; be sure to match the type of music to the activity.
- Rich oral language development and extended language. It is very important to have children hear lots of rich language in full sentences.
- Give children sentence frames (“Where is the _____?”)
- Make language easier to understand: Slow speech, emphasize key vocabulary and concepts. Talk clearly, don’t raise your voice.
- Simpler and shorter sentences.
- Lots of gestures, point directly to objects.
- Repeat, clarify, rephrase information and review frequently
- Check often for understanding, but do not ask “Do you understand?” Have students demonstrate their learning in order to show comprehension. Some techniques for checking include:
 - What is the first step Jaime? What is the second step Diego?
 - “Wh” questions (who, what, when, where, whose, why?)
- Critical period for being able to hear and produce sounds in different languages. Have children listen to and produce sounds in English (model using native speakers of English).
- Use puppets often; dramatic play with puppets provides children an opportunity to practice language as they speak for the puppet.

I’ve heard that we should encourage children to interact with each other, but how can we encourage dual language students to interact with their peers, especially if their peers are English speakers?

It is important to get children to practice language as much as possible. Finding ways to help them use language in groups, pairs, triads, and even “rehearsing to themselves” can be beneficial. However, we cannot just assume that young children will know how to practice language in meaningful ways. We need plan and set up meaningful opportunities for them to talk with peers and practice using more and varied vocabulary and grammatical forms in each language, as well as the English phonemes that differ between Spanish and English.

How can I know if my curriculum is effective for Dual Language Learners? What should I look for?

The PROMISE Preschool Curriculum Review Tool is very helpful for determining whether a curriculum is effective for your DLL students. It provides some helpful guidelines about what to look for and how to evaluate major features of a curriculum. See [“Additional Research and Resources”](#) for the downloadable PROMISE Preschool Tool.

What if my school/district has already purchased a curriculum and this tool shows it is not as effective as it could be for Dual Language Learners and we have no more money to purchase other curriculum? What should I do?

You can use the current curriculum but realize that you will need to analyze, adjust, or make some changes to it.

- Using the PROMISE Preschool Curriculum Review Tool, examine the curricular materials to determine how the specific needs are addressed or not addressed, of the dual language learners in your classroom.
- Identify, highlight and utilize whatever strengths are found in materials with the use of effective practices.
- Identify missing or weaker areas in order to enhance with supplemental materials, including literature, music and activities that affirm, nurture and incorporate the children’s backgrounds, identities, home languages, and that are linguistically and culturally responsive to the needs of the dual language learners.
- Make learning fun and stress-free as children develop both their home language and begin to acquire English. Allow them time and expect that they will go through stages of second language acquisition as they begin to get ready to rehearse and “go public” in the use of English with adults and peers.
- Engage parents as partners, and invite them into the classroom.
- Ensure that assessments are used only when they are valid and reliable for your dual language learners (See Assessment section).

“Many culturally competent programs build a child’s culture into the curriculum by bringing parents and community members into the classroom as teachers, using the home language, having parents bring artifacts from home, and ensuring that books and posters reflect the child’s home culture. Such programs actively invite close relationships with families, engage in frequent two-way dialogue, and seek to make the school and family environments as seamless and compatible as possible.”

(Ready or Not?, p. 17)

What is the best model to use with Dual Language Learners in Preschool?

**SUPPORTING CHILDREN’S HOME
LANGUAGE AND CULTURE**

Based on the research on the education of DLL students and young bilingual children, PROMISE recommends three models for the education of DLL preschoolers:

- **Spanish dual language** – in this program model, students spend most of their preschool day in Spanish, with about 10-20% of their time in English. English time is devoted to developing oral language proficiency in English through songs, and other appropriate activities. Students develop literacy, numeracy, and other concepts through Spanish.
- **Half English and Spanish** – in this program model, students spend half of their preschool day in each language; this is not the same as one day (or week) in one language and one day (or week) in another language. There is significant language development in both languages and students are engaged in both languages every day.
- **Home language enrichment** – this is a program in which the dominant language of the program is English because the classroom includes dual language students from a variety of different home languages or there are insufficient staff with language proficiency in the home language of the children. While the majority of instruction is in English, there are many opportunities for students to listen to stories and songs (with community and/or parent volunteers, books and tapes and songs in the home language), or to engage in culturally relevant activities in their home language, and their home language is valued in the classroom.

It's best if young children have teachers who speak their language. But teachers can also:

- Provide books, music, and signs in the languages children speak at home
- Have children dictate stories in their home language and post them on the walls
- Provide objects commonly used in the children's homes
- Sing songs and learn games in children's home languages
- Learn at least a few words in the child's home language
- Play a tape of a parent telling a story, talking, or singing in the home language
- Try reading or telling simple stories in children's home language even if you don't speak it fluently!
- Use the "language weaving" technique (switching between the first and second language)
- Express enthusiasm about the benefits of being bilingual and your desire to learn about the cultures of the children.

—adapted from an ECLDI handout

In all three models, parents are encouraged to speak and read to their children in the home language.

Recent reviews of research conclude that dual language children may be more successful in learning to read when they are instructed in both their home language and English. In a recent study by Claude Goldenberg, he reported that "Teaching students to read in their first language promotes higher levels of reading achievement *in English*."

ADMINISTRATOR:

What kinds of training should I provide for my teachers who work with dual language preschoolers?

There are several types of knowledge about curriculum, instruction, assessment and family engagement that would help teachers be more effective with dual language children. These include:

- Pre-K GLAD: Guided Language Acquisition Design
- Family Literacy
- How to interpret DRDP-R, ECERS and other assessments
- Cultural diversity and how it impacts children and families
- How to interact more effectively with parents of dual language children, especially when there is no language in common

PRESCHOOL GLAD – AVAILABLE IN ENGLISH & SPANISH

PRESCHOOL GLAD

SECTION I: PEDAGOGY AND RESEARCH

PEDAGOGY

Preschool GLAD is about creating a rich environment of language, ideas and concepts. Students engage in learning at their own entry points and are given multiple ways to respond. This model also develops and promotes strategies that scaffold the learning for English Learners (Vygotsky, others). It fosters a success-based, interactive environment that stresses cross-cultural respect and sensitivity and that values the family, community, and language of the child. At the preschool level it is not about “teaching reading” as a first grader or kindergartener, rather, it is about creating an environment where children absorb as much as they can about the sounds, patterns, and vocabulary of English while developing cognitively, which broadens their academic language.

More about Pre-K GLAD

Beginning with a large sheet of butcher paper, Pre-K GLAD offers customized vocabulary, drawings specific to current themes and interests, and children’s own language, instead of a structured, pre-designed curriculum. Teachers might present an Observation Chart, using a language experience narrative; an Inquiry Chart, employing K-W-L categories; Pictorial Input, in which children bring a drawing or cut-out picture to the chart for comparisons; or any one of other numerous options. Teachers and/or children draw on the butcher paper as children observe, and write targeted vocabulary within a context. This might include a narrative, chant, poem, or song, presented by the teacher or contributed by the children. The lesson might evolve over several days, and remains on display for children to review and read.

Although the lesson content is provided by the teacher, based upon relevant themes and children’s interests, the Unit Planning format supports development of integrated curriculum and incorporation of individual lessons.

Planning for Pre-K GLAD lessons follows an Idea Page graphic organizer, to address:

- Theme: What am I going to teach about?
- Key Concepts: What do I want my students to know and be able to do?
- Vocabulary: What words am I going to intentionally teach?
- Skills: What skills are my students going to develop?
- Parent Involvement: How am I going to involve my parents?
- Assessment: How will I assess my students' progress?
- Resources: What additional resources or materials do I have?

Contacts for Pre-K GLAD include Christie Baird, Preschool GLAD Director, Orange County Department of Education: cbaird@ocde.us or 714-327-1078, and Cathy Wietstock, Manager, Early Childhood Education, cwietstock@ocde.us or 714-327-1078.

Virtual Pre-K: <https://www.virtualpre-k.org/home>



Vignette for Challenging and Appropriate Curriculum and Instruction

At the Ocean Vista Pre-K, English Learner children develop language skills and build vocabulary in their home language and English through informal conversation, concrete experiences, and oral interaction with multilingual/multicultural children's literature. Children explore each day's carefully planned center and free play activities. These might include opportunities to count and match toy animals to strawberry basket "cages," sorting a teacher's laundry bag of socks and mittens, creating a 3-D art object from found, "authentic" materials, and measuring ingredients for pozole (stew/soup with hominy). Inspired by a presentation by community dental health professionals, children don doctors' and nurses' props strategically placed in the dramatic play center and enact an imaginary scenario of a visit to the dentist.

The science table offers a rotating display including hermit crabs, a snail terrarium, a hamster, fish, or a variety of seedlings planted by the children, depending upon current themes, experiences, and the

children's interests.

Teachers participate in regularly scheduled professional development, which hones the curriculum to an increasingly challenging and relevant level. Topics include:

- effective strategies for sharing multilingual examples of children's literature
- ways to strengthen children's understanding of numeracy and "subitizing," or recognizing small quantities without actually counting
- problem solving and reasoning activities
- social skills which build empathy and respect for diversity
- how to formulate open-ended questions using comparisons, retelling, what-if, why, and how, to stimulate and nurture children's thinking skills

Rather than using structured, lock-step curriculum, teachers often use large sheets of butcher paper as their textbook, drawing and writing about current topics and events the children have experienced. Including children's languages in this and other activities is considered a normal part of learning to communicate. Following a trip to the zoo, both teachers and children produce drawings and comments about the experience, resulting in a meaningful collaborative poster "story" about the fieldtrip that children read from and enjoy for many days.

Teacher and Administrator FAQs: Family Engagement

The program views parents as important collaborators in promoting children's development; a variety of activities include parents as decision makers and participants; and parents are provided opportunities for learning how to become more effective collaborators.

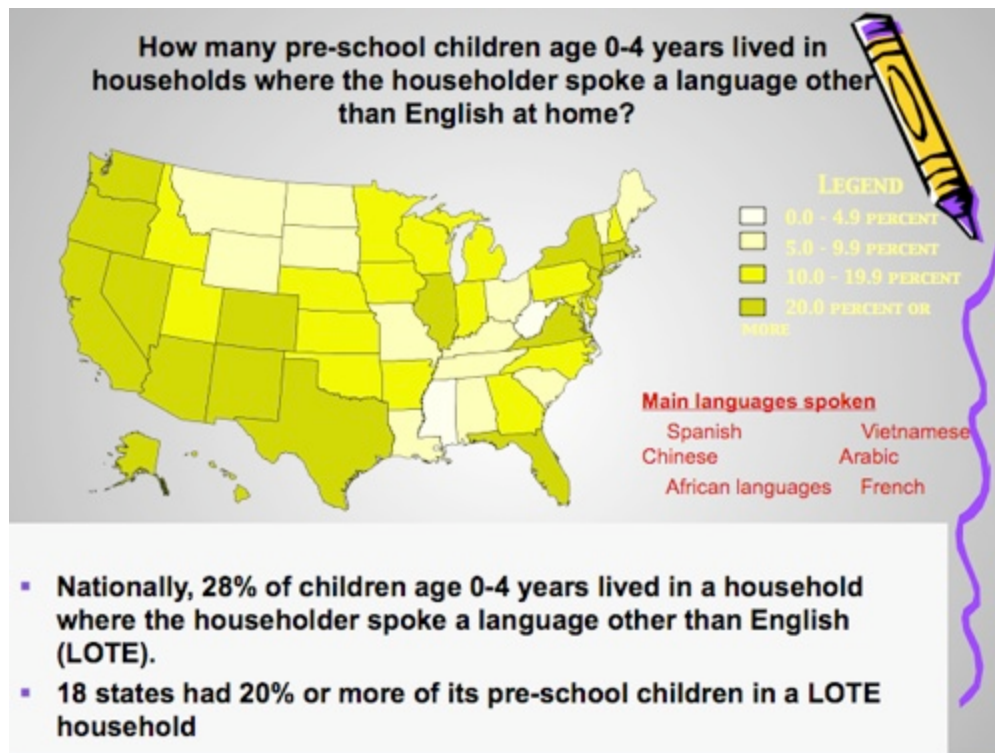
How do I involve parents of my Dual Language Learners as collaborators and participants, especially if I don't speak their language?

Parents often feel more comfortable as classroom participants if there is a specific role they can play, instead of a general invitation to "come visit us!" At first, parents might be invited to work with children at the playdough table, help supervise outdoor activities, prepare craft materials, participate in a potluck, or bring a book or cooking experience to share in their home language. Family members, another parent, or other community members can serve as translator. At parent meetings, with translations as needed, parents can be encouraged to collaborate on decisions regarding the school program. In ideal situations, a community liaison will support the school staff by actively encouraging parent participation in the school program and in leadership opportunities.

If parents don't speak English at home, doesn't that keep children from learning English well?

No, research shows that children can effectively become bilingual by using one language in one place (like home) and a second language from a second source (like school). Using more English at home may give children more experience in hearing and speaking English, but the home language may be lost

before it is sufficiently developed to proficiency. Using another language at home will not keep children from learning English well. Home language proficiency actually provides a stronger foundation to support the acquisition of English.



Should we encourage parents of DLL children to speak or learn English or to get their children to speak English at home?

Educators and psychologists used to advise immigrant parents to speak English to their children and to discourage bilingualism. We have a lot of research showing the important influence of bilingualism on children's thinking and further language development. So, it makes sense to encourage parents to speak the home language at home and try to assure that their children can grow up bilingually. It is best to tell parents to talk to their child in the language they are most fluent and comfortable in. Young children need the family's effort to continue with the home language. Parents should be encouraged to read to their child in the home language, or both languages if they can read in both. They should also be encouraged to share rich oral traditions in the home language.

Music CDs in the home or both languages can help too. Singing is a great way to reinforce the home language, introduce a second language, and it can be lots of fun! Videotapes and DVDs are available in many languages. These multimedia resources often teach children about numbers, letters, colors, and basic vocabulary.

Should I worry if my child is difficult to understand when s/he speaks in either language?

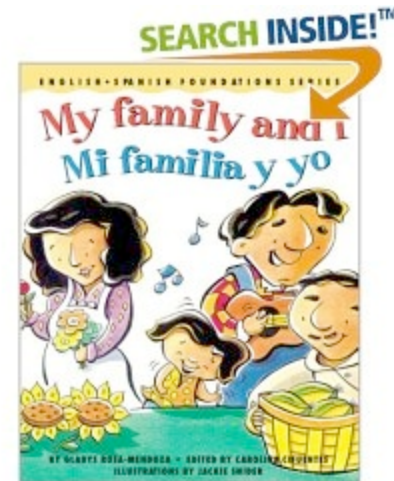
The problem can be mild or severe. Hearing problems can affect speech production, as a child reproduces the sounds s/he can hear. The child's hearing should be checked by a pediatrician and/or

hearing specialist to rule out a medical problem. Insight can be gained by consulting with the parents to see if they also perceive a problem, in comparison to older siblings' language production when they were at the same age.

In any case, a comprehensive evaluation by a speech-language pathologist (SLP) certified by the American Speech-Language-Hearing Association (ASHA) is critical to identifying and improving language and speech problems. The person conducting the assessment should be bilingual to be able to determine the areas of difficulty for the child.

How do we deal with cultural differences of parents in our program?

When cultural differences exist, school readiness efforts cannot just entail teaching parents how to better prepare their children for school. Parents must be seen as partners -- and invited as such -- to inform educators about the types of culturally responsive early care and education that will truly meet their needs and those of their children. Without this two-way exchange, valuable keys to children's school success are lost. Immigrant parents are particularly vulnerable to experts' judgments because they need information about how things are done in a foreign language and because their own cultural ways are often devalued. If not treated respectfully, parents lose a sense of their own power and competence -- and school readiness efforts remain unbalanced and one-sided.



What resources are available to help us teach parents how to converse with their children and ask open-ended questions?

Parents and teachers may want to refer to Bloom's Taxonomy to formulate open-ended questions and elicit interaction. (see <http://www.scu.edu/provost/ugst/core2009/pdf/upload/Bloom-LOs-to-assessment.pdf>). Examples might include:

- Inviting children to retell or explain in their own words
- Asking questions that include "why, how, what-if, what do you think will happen next, what would you do in this situation?"
- Encouraging children to compare and contrast
- Providing opportunities for creativity in art experiences, blocks, imaginative play
- Listening to children's responses, demonstrating interest, and showing children their interaction is valued



What is Raising A Reader?

PDF Downloads

- ▶ [Program Overview](#)
- ▶ [Theory of Change](#)
- ▶ [National Head Start Association Raising A Reader Article](#)

*Craigslist website
posting from an
anonymous observer*

[Download the Article](#)

What is Raising A Reader®?

The Raising A Reader mission is to foster healthy brain development, parent-child bonding and early literacy skills critical for school success by engaging [parents](#) in a routine of daily "book cuddling" with their children from birth to age five. This mission addresses a national need for effective early literacy programs. One in three children entering kindergarten lacks basic pre-reading skills, which are proven to be a key factor in determining high-school graduation and lifelong success.

Vignette for Powerful Family and Community Engagement

The Ocean Vista Pre-K staff takes great pride in their Japanese, Spanish and Urdu speaking parents' level of involvement, as a result of close, daily communication and a variety of involvement options. Parents begin the school year with an orientation at which they receive information and guidance regarding the importance of heritage culture and language, as well as guidelines for supporting their children's home language and vocabulary development. Regularly scheduled parent meetings offer presentations by community specialists in health and child development to support parents' care for their children. The Mixteco community is served by multilingual community liaisons as well, to address their unique communication needs. The school secretary, working on her Master's degree, joins the community liaison to offer a hands-on parent workshop on how to make a parent-child book of alphabet letters, numbers, fruits, and vegetables from magazine clippings, thereby building parents' capacity to share vocabulary development activities with their children. Celebrations and cooking demonstrations ensure that familiar ethnic foods and holidays are part of each child's experience at school, including a parent-led origami-making project. Regularly published multilingual parent newsletters keep the entire school community informed about activities at the preschool.

Pre-K children check out a bag of books in their home language each week, specifically for parent-child read-alouds. Parents are supported in learning strategies for sharing books with their children by means of a multilingual video, which explains that parents don't have to be able to read a book word-for-word in order to share a meaningful literary experience with children. Strategies such as simply discussing the pictures and asking questions builds vocabulary, bonds parents and children and nurtures a child's interest in learning to read.

In addition to informal involvement opportunities, parent leaders are elected as a decision making board, ensuring that parent voices assume an integral role in the school's leadership.

Teacher and Administrator FAQs: Valid and Comprehensive Assessment

The program includes assessment that is developmentally and linguistically appropriate for dual language children.

Challenging Common Myths About Young English Language Learners (January 2008), a Foundation for Child Development (FCD) Advancing PK-3 Policy Brief, No. 8, by Linda M. Espinosa, presents research findings to dispel common myths about ELL ages 3 to 8 years. It states the following:

"Learning more than one language does not delay English acquisition or impede academic achievement in English."

Research shows that young children in English immersion programs may lose their ability to communicate in their first language, may develop communication problems in their native language, and start to prefer English over their native language.

May 2005 Head Start Tests Neither 'Valid' nor 'Reliable,' GAO Study Finds

The Bush Administration's program of testing 4- and 5-year-olds in Head Start programs, initiated in 2003, fails to meet "professional standards" and should not be used for accountability purposes, according to a [new report](#) by the [Government Accountability Office](#) (GAO). The so-called National Reporting System (NRS) is a standardized test, designed for purposes of accountability and improvement of Head Start programs. Administered in English or Spanish or both, the NRS assesses children's oral language development, letter identification, basic math skills, and – for second-language learners – progress in speaking and understanding English. But in developing the NRS, the Head Start Bureau failed to follow rigorous scientific protocols to ensure the assessment is valid and reliable, the GAO found. Thus the NRS cannot be counted on to "provide reliable information on children's progress ... especially for Spanish-speaking children."

In response, the U.S. House Education and Workforce Committee voted unanimously to prevent the NRS from being used for accountability purposes until questions about its validity and reliability can be resolved. This provision was included in the School Readiness Act of 2005 (HR 2123), a bill reauthorizing Head Start, which was passed and referred to the full House of Representatives on May 18. The Senate is working on similar legislation.

Home language surveys are often used to determine the ratio of first language to second language input.

"Home language surveys may be supplemented with more detailed parent/guardian

interviews which probe the child's language background and possible language difficulties in more depth. For such surveys to be effective, parents must have the opportunity to fully comprehend the survey questions, with the assistance of an interpreter if necessary."

Dual Language Learners in the Early Years, National Clearinghouse for English Language Acquisition, 2008.

How do I use the required assessment Desired Results Developmental Profile-Revised (DRDP-R) to monitor progress of my English Learners?

The DRDP-R is used to assess the cognitive, social, physical, and language skills of preschool children. It is given at entry to preschool and every six months to gauge children's progress. Teachers rate students on a scale from 1 (Exploring) to 4 (Integrating). A level 4 is supposed to signify kindergarten readiness.

The DRDP-R is a valuable observational tool, which is not dependent upon children's use of English. Instead, teachers observe children and assess their skills as the child participates in the daily program, whether in the home language or English. When using the DRDP-R, teachers who speak and understand the children's home language should assess Dual Language Learners in order to accurately determine the developmental level demonstrated by each observed indicator.

It could be helpful to note which language is used during the observation and demonstration of skill attained

The most important thing to understand in interpreting this test for DLL children is that the results are not valid when a non-fluent child is assessed in English with a test developed for English speakers.

The use of the Spanish assessment with Spanish speaking children can yield valid results.

The parent component of the DRDP-R (Preschool Program Parent Surveys) measures parent satisfaction with program quality, facilities, hours of operation, services provided, cost, parent involvement). However, these results are not valid if the parents are not literate or are given assistance in completing the survey.

Two studies were done that provide some indication of how preschool children (with just under half DLLs) progressed in using the DRDP-R. These results can be helpful in understanding whether your results are similar to or different than the results in other schools.

- In one study which included DLL and other students, students made progress to a level 4 in the categories of effective learning (29%), personal and social competence (35%), physical and motor skills (56%), and safe and healthy (34%).
- In another study with 42% of DLL students, by spring, the majority of four-year old children were at levels 3 or 4 in physical and motor skills and in health and safety skills; a third were at level 3 or 4 in cognition and general knowledge, and close to half were at level 3 or 4 in social and emotional skills and in language and learning skills.

“When school readiness indicators are defined around White, middle-class expectations, and when those who are assessing children aren’t knowledgeable about the role of culture in development, children from other cultural contexts (such as immigrant children) face a high probability of being mislabeled with developmental or behavioral problems.”

(Ready or Not?, p. 16)

Besides DRDP-R and ECERS, what are some assessments we can use to measure the progress of our English Learners?

It is very helpful to measure progress in both languages since many DLL students are using and learning two languages.

Assessments for vocabulary development: The Peabody Picture Vocabulary Test (PPVT) is often used, but there is some concern that it may not be valid for English learners.

The preLAS 2000 is a norm and criterion referenced measure of children’s receptive and expressive language and pre-literacy skills. The assessment is available in both English and Spanish.

Observations and anecdotal records can be very beneficial in providing information about children’s development in different contexts.

“Language sampling, where the child’s natural use of the home language outside a formal assessment situation is observed or recorded can provide a more accurate picture of the child’s communicative abilities than formal testing. In evaluating the language data, the question Roseberry-McKibbin and O’Hanlon (2005, p. 182) recommend is: ‘Does the student communicate successfully with linguistically and culturally similar peers?’”

(Dual Language Learners in the Early Years, National Clearinghouse for English Language Acquisition, 2008, p. 32).

“Dynamic assessment measures learning capacity rather than background knowledge, by testing the child’s ability to learn new material, rather than measuring their current language ability. Such assessment can reduce cultural bias or biases against children without previous education”

(Dual Language Learners in the Early Years, National Clearinghouse for English Language Acquisition, 2008, p. 32).

“Because assessment frequently drives instruction, the more complete and accurate the different types of assessments, the better the instruction will be; the more comprehensive and valid the program accountability and evaluation efforts the more effective the program will be in improving the lives of the ELL children served.”

(Assessment Considerations for Young English Language Learners Across Different Levels of Accountability, 2007, p. 50).

Does a child who has been tested to determine language proficiency and displays low scores in both languages need a special education referral?

Some children who are DLs undergo the phenomenon of language loss. As they learn English, they lose skills and fluency in their home language (L1) if their L1 is not reinforced and maintained. This is called **subtractive bilingualism**, and it can be cognitively and linguistically very detrimental to children's learning and to their family lives (especially if the parents speak only the L1 and no English). Ideally, children should experience **additive bilingualism**, where they learn English while their first language and culture are maintained and reinforced. Preschool settings that ignore the home language create this language loss.

What should I be aware of if a child might need further evaluations?

Check the following link (or watch the video embedded just below if your network allows you access) to hear Dr. Goldstein talk about Assessment of Phonological Skills in Bilingual Children:

<http://www.youtube.com/watch?v=Z5a1UrJUhTg>.

ADMINISTRATORS:

How do I know if we are meeting the needs of our community?

It is helpful to conduct a community assessment to identify whether there are new or underserved children in your community. How to do this survey is detailed in the Head Start resource below.

Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations - The Community Assessment Workbook presents the five steps on how to conduct a thorough and up-to-date community assessment. The Workbook will help programs identify new or underserved populations in the service area, assess their needs and identify available resources. Head Start and Early Head Start grantees will find this resource useful in coordinating and executing their community assessment.

[http://eclkc.ohs.acf.hhs.gov/hslc/Program Design and Management/Management and Administration/Community Assessment/Community Assessment Process/FiveStepsToCom.htm](http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration/Community%20Assessment/Community%20Assessment%20Process/FiveStepsToCom.htm)

Vignette for Valid and Comprehensive Assessments

Assessment at the Ocean Vista Pre-K is observational and embedded in everyday activities, addressing the child's developing sense of self, language development, numeracy, socio-emotional development, learning skills, cognition, physical development, and safety/health, whether the child expresses him/herself in the home language and/or in English. During snack time, numeracy skills and the ability to follow complex instructions are assessed as children are encouraged to "take 3 carrots, pass them to Cynthia, then pour your milk!" At the writing center, children's small motor dexterity is carefully observed, dated, and documented. Children's progress is tracked so that children with specific learning challenges can be offered specially designed learning experiences to accelerate their progress. Antonio, who continually repeated play with the same truck day after day, was shown the film "Polar Express," which inspired him to explore new areas of imagination. He built a wooden block train track, assembled toy animals, and enacted an exciting dramatic play scenario as a result.

With concrete, hands-on experiences as a foundation, teachers observe children's growing abilities to express themselves through an increasingly complex vocabulary in their home language and English. Observations are recorded as children work in the garden, discussing the changes in their plant's height, and comparing to last week's results. Children predict: "The corn will get to be the biggest!" "No, the radishes will!" formulating, then later testing, hypotheses. Patterns are created as children plant seedlings in rows, allocating 3 seeds per space.

Teachers conduct regular self-evaluations as well, using the data as a guide to planning a wider range of learning experiences and further enriching the school environment. Parent evaluations of the school's services, in addition to daily communication, keep the staff and leadership apprised of program strengths and areas in need of improvement. The school's leadership regularly observes and conferences with teachers, maintaining high standards of professionalism.

One of the most important assessments of all, the determination of whether to place Pre-K children in a bilingual or English kindergarten, is made as a team consisting of parents, teachers, and District administration. Parents receive an overview of the research regarding home language instruction versus

English only, have the opportunity to discuss choices with their child's teacher, then make the final informed decision regarding their child's kindergarten placement in the setting in which (s)he has the greatest opportunities for success.

PROMISE Preschool: Parent FAQs

[Frequently Asked Questions for parents of bilingual children \(English\)](#)

[Preguntas frecuentes para los padres de niños bilingües \(Español\)](#)

PROMISE Preschool: Parent FAQs (English)

How can I prepare my child for kindergarten?

It is best if you help your child to learn nursery rhymes, songs, and use different words to name and describe things. It is very important that you read to your child in your home language. When you read to your child, it is far more important to talk about the story and ask your child questions about the pictures than it is to just read the words of the story. Another very important task for your child at this point in his/her life is to develop a rich imagination. Encourage your child to make up stories, to make up endings to stories, and to play games that involve imagination.

In addition to enjoying books together, you can provide your child with rich experiences that help create a knowledge base upon which to build future learning just by doing everyday kinds of tasks. For example, visits to the grocery store can provide the opportunity to talk about the names and colors of what you see; walking through the neighborhood allows you to have a conversation about the sights and sounds around you; working around the house together, cooking or working on a carpentry or other task enables you to talk about planning for what you need to do, the objects you might need to do the tasks (cooking and carpentry provide great opportunities for children to learn about measurement and math). All of these everyday experiences help your child build vocabulary and knowledge; the important goal is to talk with your child as much as possible.

Should I speak my home language with my child or speak what I can in English and try to help my child learn as much English as possible?

Research shows that it is best for parents to speak their home language to their child because the home language will be used as the building block to help the child learn English. The more you teach your child his/her home language, the stronger their English will be. Research also shows us that children who have not learned how to fully speak their home language may have difficulty shifting to English if it is done too quickly, and this can have a negative effect on their ability to speak and read in English.

Another reason to keep speaking with your child in your home language is that your child will begin to lose your home language if you do not teach it to him or her. Though it may be hard to believe, most

children who begin to learn English as preschoolers can quickly lose their home language and thus their ability to speak to you and their grandparents and other family members.

So, it is important to keep speaking the home language at home so your child will continue to develop and maintain your home language to promote family communication.

Will my child be confused by learning two languages at the same time?

Research shows that young children are not confused by learning two languages. They develop their two languages in much the same way and at about the same ages as monolingual children do. Young bilinguals may have fewer words in each language at a given point in time, but across both languages, bilinguals often have a larger total vocabulary than monolingual children.

When young children mix their two languages, is this evidence that they are confused?

Research shows this is a myth. Though young bilingual children often produce sentences consisting of words from both languages, there is no evidence that two languages confuse young bilinguals. Studying the students' language mixes shows that children use mixing in a purposeful way and that mixed utterances do not result in ungrammatical forms across the two languages.

Will learning two languages cause speech or language problems?

No. Children all over the world learn more than one language without developing speech or language problems. Bilingual children develop language skills just as other children do.

So what should I do if my child mixes their two languages; correct it or not say anything about it?

Since it is not a problem when children mix the two languages, there is no need to correct it. If it is clear that the child is searching for a particular vocabulary word or way of saying something, then the parent could provide the sentence or word for the child. Corrections are rarely necessary just because a child mixes the languages. Nevertheless, corrections are best made by modeling the correct use of language through interesting conversations with adults, or "expert" users of the language.

Should we speak or learn English or to get our child to speak English?

Educators and psychologists used to advise immigrant parents to speak English to their children and to discourage bilingualism. We have a lot of research showing the important influence of bilingualism on children's thinking and further language development. So, it makes sense for parents to speak the home language at home and try to assure that their children can grow up bilingually. It is best for parents to talk to their child in the language they are most fluent and comfortable in. Young children need the family's effort to continue with the home language. Parent should be encouraged to read to their child in the home language, or both languages if they can read in both.

Music CDs in the home or both languages can help too. Singing is a great way to reinforce the home language, introduce a second language, and it can be lots of fun! Videotapes and DVDs are available in

many languages. These programs often teach children about numbers, letters, colors, and basic vocabulary.

Should I worry if my child is difficult to understand when he speaks in either language?

The problem can be mild or severe. In any case, a comprehensive evaluation by a speech-language pathologist (SLP) certified by the American Speech-Language-Hearing Association (ASHA) is the first step to improving language and speech problems. The person conducting the assessment should be bilingual to be able to determine the areas of difficulty for the child.

PROMISE Preschool: Parent FAQs (Español)

Preguntas frecuentes para los padres de niños bilingües

¿Cómo puedo preparar a mi hijo/a para el jardín infantil?

Lo mejor será que le ayude a su niño/a aprender cantos y versos de cuna y usar palabras diferentes para describir las cosas. Es bien importante que le lea a su niño/a en el idioma de la casa. Cuando le lea, es importante que hablen acerca de la historia y le haga preguntas sobre los dibujos a que simplemente le lea. Otra cosa importante en esta etapa de la vida de su niño/a, es que desarrolle su imaginación. Anímelo/a a que invente historias, y a que use la imaginación en sus juegos.

Además de disfrutar los libros juntos, usted puede contarle a su niño/a sus experiencias, simplemente haciendo cosas de niños que ayuden a crear un conocimiento base para construir un futuro de aprendizaje. Por ejemplo, ir de compras al mercado puede darle la oportunidad de hablarle y darle los nombres de los colores y de lo que ve. Al caminar por el vecindario le da la oportunidad de tener una conversación acerca de las señales y los sonidos alrededor. Hacer los quehaceres de la casa, cocinar, hacer carpintería y cualquier otro quehacer en la casa, le da la oportunidad de hablarle de cómo planear lo que va hacer, los objetos que necesita para la tarea (el cocinar y la carpintería dan una gran oportunidad para que los niños aprendan matemáticas y a medir). Todas estas experiencias diarias ayudan a su niño/a a construir su vocabulario y conocimiento. La meta importante es el hablar con su niño/a lo más que pueda.

¿Debería de hablarle a mi hijo/a en el idioma que se habla en casa o debería de hablarle en el Inglés que sé y tratar de ayudarlo a que aprenda más Inglés?

Una investigación indica que es mejor que los padres hablen a su niño/a el idioma que se habla en el hogar porque ese idioma le ayudará a fortalecer lo que se necesita para que aprenda Inglés. Lo más que le enseñe a su niño/a de su idioma del hogar, lo más fuerte que será su Inglés. La investigación también demuestra que los niños que no han aprendido bien el idioma que se habla en el hogar podrían tener dificultades al aprender Inglés si se hace muy rápido, y esto puede tener un efecto negativo en su habilidad de hablar y leer en Inglés.

Otra razón para seguir hablando con su hijo/a en el idioma que se habla en el hogar es que su niño

empezará a perderlo si no continúa enseñándoselo. Aunque puede ser difícil de creer, muchos de los niños que empiezan hablar Inglés cuando son pre-escolares pueden rápidamente perder el idioma del hogar y así su habilidad de comunicarse con sus abuelos y los otros miembros de la familia.

Por eso es importante seguir hablándole el lenguaje del hogar para que su hijo-a continúe desarrollando y manteniendo el idioma del hogar y promover la comunicación familiar.

¿Se confundirá mi hijo/a aprendiendo dos lenguajes al mismo tiempo?

Los investigadores indican que el aprendizaje de dos idiomas no confunde a los niños. Ellos desarrollan los dos idiomas en la misma forma y al mismo tiempo que los niños que desarrollan solo un idioma. Los jóvenes bilingües en algún momento a lo mejor tienen algunas pocas menos palabras en cada lenguaje, pero a lo largo en los dos idiomas, los bilingües muchas veces tienen un vocabulario más amplio que los niños monolingües.

Cuando los niños pequeños combinan los dos idiomas, ¿es esto evidencia de que están confusos?

Los investigadores dicen que esto es un mito. Aunque los niños pequeños que son bilingües muchas veces producen frases que llevan palabras en los dos idiomas, esto no es evidencia de que dos idiomas confunden a los niños bilingües. Al estudiar la combinación de idiomas de los estudiantes, demostró que los niños lo hacen a propósito y la combinación de las expresiones no hace que las formas gramaticales de los dos idiomas sea incorrecta.

¿Al aprender dos idiomas causará problemas con el habla o el lenguaje?

No. En todo el mundo los niños aprenden más de un idioma sin desarrollar problemas de habla o de lenguaje. Los niños bilingües desarrollan habilidades de lenguaje como cualquier otro niño lo hace.

Entonces, ¿qué debo hacer si mi niño/a combina los dos idiomas; corregirlo o no?

Puesto que no es un problema cuando los niños combinan dos idiomas, no hay necesidad de corregirlo. Si es claro que el niño está buscando una palabra en particular del vocabulario o una forma de decir algo, entonces los padres pueden proporcionar la frase o la palabra. Las correcciones raramente son necesarias solo porque el niño/a combina los idiomas. No obstante, es mejor hacer las correcciones modelando el uso apropiado del idioma por medio de conversaciones interesantes de adultos, o “expertos” en el idioma.

¿Deberíamos de hablar o aprender Inglés o que nuestro niño/a lo hable?

Los maestros y los psicólogos antes aconsejaban que los padres inmigrantes hablarán Inglés a sus niños y los desanimaban al bilingüismo. Tenemos muchas investigaciones y muestran la importancia de la influencia del bilingüismo en el modo que piensan los niños y además en el desarrollo del idioma. Por eso tiene sentido que los padres hablen su idioma en el hogar y que traten de asegurar que sus niños crezcan con los dos idiomas. Es mejor para los padres hablar con sus niños en el idioma con el que ellos se sienten cómodos y son más fluidos. Los niños pequeños necesitan el esfuerzo de la familia para

continuar con el idioma del hogar. Los padres deberían de animarse a leer a sus niños en el lenguaje del hogar, o en los dos idiomas si ellos pueden hacerlo.

En el hogar la música en los dos idiomas también puede ayudar. Cantar es una buena forma de reforzar el idioma del hogar, dar a conocer un segundo idioma, y podría ser de mucha diversión. Las cintas de videos y DVDs se pueden adquirir en muchos idiomas. Estos programas muchas veces enseñan a los niños con los números, letras, colores, y un vocabulario básico.

¿Debería de preocuparme si hay dificultad para entender a mi niño/a cuando habla en cualquiera de los idiomas?

El problema podría ser moderado o severo. De cualquier forma, el primer paso para mejorar el problema de lenguaje y dicción es una evaluación comprensiva por un patólogo certificado en dicción y lenguaje (SLP) por la Asociación Americana de Dicción, Lenguaje y Oído (en Inglés American Speech-Language-Hearing Association, por sus siglas ASHA). La persona que conduzca la evaluación debe de ser bilingüe para poder determinar las áreas de dificultad de su niño/a.

Traducido por Gloria Tomasino 2010

Additional Research and Resources

This section is designed to connect you to a broad range of information, organizations, and tools in order to better meet the needs of the English learners in your school.

- [Further Information](#)
 - [Links to Organizations](#)
 - [PROMISE Preschool Tools](#)
-

PROMISE Preschool: Further Information

For further research and resources on Dual Language Learners:

Keira Ballantyne, Alicia Sanderman, Timothy D’Emilio, & Nicole McLaughlin. (2008). Dual language learners in the early years: Getting ready to succeed in school. Washington, DC: National Clearinghouse for English Language Acquisition. Available at <http://www.ncela.gwu.edu/resabout/ecell/earlyyears.pdf>

Ready or Not? A California Tomorrow Think Piece on School Readiness and Immigrant Communities. Available at:

<http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid=%7BFADE61C8-046C-4536-92F4-F3B969F1F7E5%7D>

Six Research Based Guiding Principles Serving the Needs of English Learners in Preschool “School

Readiness” Programs Developed by a Working Group from Eight County Offices of Education, convened by the Southern California Comprehensive Assistance Center in Spring 2005. Available at: http://www.californiatomorrow.org/areas_of_focus/early_childhood_education+_school_readiness/index.php

Head Start Bulletin on English Language Learners. Available at: <http://nccic.acf.hhs.gov/poptopics/englang-learners.html>

Early Childhood Research & Practice (ECRP), a peer-reviewed electronic journal sponsored by the Early Childhood and Parenting (ECAP) Collaborative at the University of Illinois at Urbana-Champaign, ECRP is a bilingual Internet journal on the development, care, and education of young children. Beginning with the Spring 2004 issue (Vol. 6, No. 1), ECRP is a fully bilingual (English and Spanish) journal.
<http://ecrp.uiuc.edu>

Child Care & Early Education Research Connections. Young dual language learners: A Key Topic Resource List: June 2009. A compilation of selected Research Connections resources focused on language and literacy interventions, teaching strategies, and assessments for English language learners (ELLs), including a summary of issues addressed in the literature, and a listing of resources in the areas of: language and literacy development of young ELLs, involvement of families who speak English as a second language, teacher characteristics and interactions with young ELLs, interventions and assessments with young ELLs, and policy and practice considerations for serving young ELLs. Available at: <http://www.childcareresearch.org/childcare/resources/16126?q=young+dual+lang>

For further research and resources on second language learning and benefits of bilingualism:

Laura-Ann Petitto. (2008). Bilingualism and Young Children. . In the STARLight: Research & Resources for English Learner Achievement. Available at: <http://en.elresearch.org/issues/3>

Annick De Houwer. (1999). Two or More Languages in Early Childhood: Some General Points and Practical Recommendations. Washington, DC: Center for Applied Linguistics Online Resources: Digests July 1999 EDO-FL-99-03. Available at <http://www.cal.org/resources/digest/earlychild.html>

Ellen Bialystok. (2008). Language processing in bilingual children. Cambridge University Press.

Colin Baker. (2000). The care and education of young bilinguals: An introduction for professionals. Clevedon, UK: Multilingual Matters Ltd.

Colin Baker. (2000, 2002, 2005). A parents’ and teachers’ guide to bilingualism. Clevedon, UK: Multilingual Matters Ltd.

Linda Espinosa. Second Language Acquisition in Early Childhood. Available at: http://sccac.lacoe.edu/cpin/network_meetings/2007Jan18/From%20Caterpillar%20to%20Butterfly/SecondLanguageAcquisitionLEspinosa.pdf.

Linda Espinosa. Young English Language Learners in the U.S. Available at:

<http://www.parentsasteachers.org/atf/cf/%7B00812ECA-A71B-4C2C-8FF3-8F16A5742EEA%7D/Young%20English%20Language%20Learners%20in%20the%20U.S.%20article.pdf>

Adam Winsler, Rafael Díaz, Linda Espinosa, & James Rodríguez. (1999). When Learning a Second Language Does Not Mean Losing the First: Bilingual Language Development in Low-Income, Spanish-Speaking Children Attending Bilingual Preschool. *Child Development* 70 (2), 349-362 doi: 10.1111/1467-8624.t01-1-00026

Lily Wong Fillmore. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.

Peggy McCardle & Erika Hoff. Editors. (2004). *Childhood Bilingualism: Research on Infancy Through School Age*. Multilingual Matters Ltd.

McCardle, P. & Hoff, E. (Eds.) (2006) *Childhood Bilingualism: Research on Infancy through School Age*. Clevedon, UK: Multilingual Matters Ltd. Available at: <http://www.multilingualmatters.com>

Carol Hammer, Frank Lawrence, & Adele Miccio. (2007). Bilingual children's language abilities and early reading outcomes in Head Start and Kindergarten. *Language, Speech, and Hearing Services in Schools* 38, 237-248.

Bronwyn Coltrane. (2003). Working with Young English Language Learners: some Considerations. Center for Applied Linguistics Online Resources: Digests May 2003. Available at: <http://www.cal.org/resources/digest/0301coltrane.html>

Linda Espinosa. (2008). Challenging Common Myths about Young English Language Learners. FCD Policy Brief Advancing PK-3. Available at: http://www.fcd-us.org/usr_doc/MythsOfTeachingELLsEspinosa.pdf

Patton O. Tabors. (2002). Language and Literacy for all Children. *Head Start Bulletin*. Available at: http://www.headstartinfo.org/publications/hsbulletin74/hsb74_04.htm

Phillip Gonzales. (2005). Becoming Bilingual: First and Second language acquisition. Head Start Information & Publication Center. Available at: http://www.headstartinfo.org/English_lang_learners_tkit/Bilingual.htm

Online Video: Baby Talk: Researchers Study How Children Learn. BRIAN WILLIAMS, anchor: NBC News IN DEPTH <http://www.icue.com/portal/site/iCue/flatview/?cuecard=2099>

For further research and resources on Dual Language programs:

In Preschool

Barnett, W.S., Yarosz, D.J., Thomas, J., and Blanco, D. (2007). Two-Way and Monolingual English Immersion in Preschool Education: An Experimental Comparison. *Early Childhood Research Quarterly* 22, 277-293.

Dual Language and Literacy Development of Spanish-Speaking Preschool Children” (March/April 2007), in the Journal of Applied Developmental Psychology, Vol. 28, Issue 2, by Mariela M. Pérez, Patton O. Tabors, and Lisa M. López, summarizes results from a study that examined and compared language and literacy skills of bilingual (English and Spanish) children and monolingual (Spanish) children in preschool. It states the following:

- The bilingual children performed better in early literacy tasks when compared to the monolingual children.
- The monolingual children performed better on oral language tasks when compared to the bilingual children.
- The monolingual children scored significantly better on Spanish oral language skills when compared to the bilingual children.

This resource can be purchased from ScienceDirect at http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6W52-4MWY17G-1&_user=10&_rdoc=1&_fmt=&_orig=search&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=89b4b66559a619bf39dc525e63f89608.

Laurie Olsen. SEAL: a Closer Look” from the Sobrato Early Academic Literacy program for English Learners. Available at: <http://www.vcoe.org/LinkClick.aspx?fileticket=GovAE6grw8w%3D&tabid=2280>

In K-12

Kathryn Lindholm-Leary. (2008). Dual Language Education. In the STARLight: Research & Resources for English Learner Achievement. Available at: <http://en.elresearch.org/issues/4>

Jim Cummins (2006). A Framework for Promoting Sustained Reading Development Among English Learners. In the STARLight: Research & Resources for English Learner Achievement. Available at: <http://en.elresearch.org/issues/1>

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, & Donna Christian. (2006). Educating English Language Learners. NY: Cambridge University Press. This book reviews the research on English language learners, and provides evidence that shows the positive influence of an ELL child's first language and literacy development on their development of proficiency and literacy in English.

Claude Goldenberg. (Summer, 2008). Teaching English Language Learners: What the research does – and does not – say. American Educator, pp. 8-23, 42-44. Available at: http://www.aft.org/pubs-reports/american_educator/issues/summer08/index.htm

Diane August & Kenji Hakuta, (Eds.) (1997). Improving schooling for language minority children: A research agenda. Washington, DC: National Academy Press.

Diane August & Timothy Shanahan. (Eds.) (2006). Developing literacy in second language learners. Report of the national literacy panel on minority-language children and youth. Mahwah, NJ: Lawrence Erlbaum. One key finding of this report - Oral proficiency and literacy in the first language can be used

to facilitate literacy development in English. Executive summary of this report is available at:
http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf

For further research and resources on DLLs with language impairments or other special education concerns:

Fred Genesee, Johanne Paradis & Martha Crago. (2004). Dual language development and disorders: A handbook on bilingualism and second language learning. Baltimore, MD: Brooks Publishing Co.

Kathryn Kohnert, Dongsun Yim, Kelly Nett, Pui Fong Kan & Lillian Duran. (2005). Intervention with linguistically diverse preschool children: A focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251-263

Kathryn Kohnert. (2007). Supporting Two Languages in Bilingual Children with Primary Developmental Language Disorders. This article is an excerpt from *Language Disorders in Bilingual Children and Adults* (Kohnert, 2007). It is shared with permission of Plural Publishing.
http://www.speechpathology.com/articles/pf_article_detail.asp?article_id=324

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services, University of Illinois at Urbana-Champaign. Available at: <http://www.clas.uiuc.edu/aboutclas.html>

For further research and resources on curriculum, instruction, and instructional materials issues with DLL students:

Creating a vision for supporting English Language Learners, Eileen M. Torres, Head Start Information and Publication Center, <http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL%20Program%20Design%20&%20Management/Planning%20for%20Cultural%20and%20Linguistic%20Diversity/CreatingAVision.htm>

Head Start English Language Learners Project <http://www.hellp.org/>

Head Start Bulletins/publications on ELLs http://www.headstartinfo.org/publications/hsbulletin78/cont_78.htm

U.S. Department of Health and Human Services, Administration for Children and Families, Maintained by the Office of Head Start: Websites of Interest related to dual language learners and their families
http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL_%20Resources/WebSitesofInte.htm

Virtual pre_K link <https://www.virtualpre-k.org/home>

Preschool English Learners: Principles and Practices to Promote Language Literacy and Learning, California Department of Education, 2006, 916-445-1260.

CDE Preschool Learning Foundations <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

California Preschool Instructional Network (CPIN) <http://www.cpin.us/>

Principles and Practices to Promote Language, Literacy and Learning: CPIN English Learning for Preschoolers Project <http://www.cpin.us/p/pel/>

Language and Literacy for all Children, by Patton Tabors. In Head Start Bulletin, 2002.
<http://nccic.acf.hhs.gov/poptopics/englang-learners.htm>

Early Language and Reading Development of Bilingual Preschoolers From Low-Income Families” (October/December 2006), in Topics in Language Disorders, Vol. 26, Issue 4, by Carol Scheffner Hammer, reviews studies that discuss factors that affect early language and literacy skills of bilingual children from low-income families.

Additional information about this resource is available on the Child Care & Early Education Research Connections Web site at <http://researchconnections.org/location/11726>.

Developing the Young Bilingual Learner, NAEYC video, item #801, 202-232-8777,
<http://www.naeyc.org>

Goldenberg, C. (Summer, 2008). Teaching English Language Learners: What the research does – and does not – say. American Educator, pp. 8-23, 42-44. Available at: http://www.aft.org/pubs-reports/american_educator/issues/summer08/index.htm

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm-Leary, & David Rogers (2007). Guiding Principles of dual language education programs, 2nd ed. Washington, DC: Center for Applied Linguistics. Available for purchase at: <http://www.cal.org/resources/pubs/guideprin.html>

Elizabeth R. Howard & Julie Sugarman. (2007). Realizing the Vision of Two-Way Immersion: Fostering Effective Programs and Classrooms. Washington, DC: Center for Applied Linguistics and Delta Publishing Company. Available for purchase at: <http://www.cal.org/resources/pubs/rtv.html>

Herrera, C. (Ed.) (2007) Handbook for Using Houghton Mifflin LECTURA in Two-Way Bilingual Immersion Contexts. Los Angeles County of Education, Division for School Improvement. Available for purchase at: DSI 562-922-6343.

Mashburn, A.J., Justice, L.M., Downer, J.T., and Pianta, R.C. (2009). Peer effects on children’s language achievement during pre-kindergarten. Child Development 80(3), 686-702.

Judith Bernhard, Adam Winsler, Charles Bleiker, Jorge Ginieniewicz, and Amy Madigan. (2008). “Read My Story!” Using the Early Authors Program to Promote Early Literacy Among Diverse, Urban Preschool Children in Poverty. Journal of Education for Students Placed at Risk (JESPAR), Volume 13, Issue 1 January 2008 , pages 76 – 105. DOI: 10.1080/10824660701860458 <http://www.ryerson.ca/~bernhard/early.html>

Linda Espinosa, Dina Castro, Gisele Crawford, & Cristina Gillanders. (2007). Early school success for English language learners: A review of evidence-based instructional practices for pre-k to grade 3. In V.

Buyse & L. Aytch (Eds.), Early school success: Equity and access for diverse learners. Executive Summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Available at: http://www.fpg.unc.edu/~firstschool/assets/FirstSchool_Symposium_ExecutiveSummary_2007.pdf.

Patton Tabors. (2008) One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language. Second edition. Baltimore: Paul H. Brookes Publishing.

Considerations for Early Literacy Development

Durgunoglu, A.Y., & Oney, B. (2000) Literacy development in two languages: Cognitive and sociocultural dimensions of cross-language transfer. US Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), Reading Research Symposium, Washington, DC

Espinosa, L. & Burns, M. S. (2003). Early Literacy for Young Children and English Language Learners. In Howes, C., (Ed.) Teaching 4- to 8- Year Olds: Literacy, Math, Multiculturalism, and Classroom Community (pp. 47 – 69). Baltimore, MD: Brookes Publishing.

Lisa Lopez & Daryl Greenfield. (Spring 2004). Cross-Language Transfer of Phonological Skills of Hispanic Head Start Children. Bilingual Research Journal, v28 n1 p1-18.

Riches, C., & Genesee, F. (2006). Cross-linguistic and cross-modal aspects of literacy development. In Educating English language learners: A synthesis of research evidence, ed. F. Genesee, K. Lindholm-Leary, W. Saunders, & D. Christian, 64–108. New York: Cambridge University Press.

Yopp, H.K., & Stapleton, L. (2008). Conciencia Fonémica en Español (Phonemic Awareness in Spanish). The Reading Teacher, 61(5), pp. 374–382 . DOI:10.1598/RT.61.5.2 ISSN: 0034-0561 print / 1936-2714 online

Considerations on Selecting Materials:

Jean Mendoza & Debbie Reese. (2001). Examining Multicultural Pictures Books for the Early Childhood Classroom: Possibilities and Pitfalls. Early Childhood Research & Practice [On-line]. Vol. 3, No. 2: Fall 2001 University of Illinois at Urbana-Champaign. Available at: <http://ecrp.uiuc.edu/v3n2/mendoza.html>

Spanish Version: Una inspección de libros ilustrados multiculturales para los programas de la niñez temprana: Posibilidades y peligros. <http://ecrp.uiuc.edu/v3n2/mendoza-sp.html>

Colorín Colorado - A bilingual site for families and educators of English language learners. Available at: <http://www.colorincolorado.org/>

Junior Jukebox Español - a 24 CD collection of children's music, with a large variety of themes, wonderfully performed in Spanish by noted singer/songwriter Jorge Lan. Search online using Junior Jukebox Spanish

Search online for children's songs and literature in different languages

José-Luis Orozco – Spanish and bilingual songs to develop language and culture

<http://www.joseluisorozco.com/>

Native Organization for Authentic Portrayal and Evaluation of Text Resources - <http://www.oyate.org>

For further research and resources on DLL parents/families/communities:

Resources in English:

Baker, C. (2000). A parents' and teachers' guide to bilingualism. Clevedon, UK: Multilingual Matters Ltd.

Baker, C. (2007). A parents' and teachers' guide to bilingualism. Third Edition. Clevedon, UK: Multilingual Matters Ltd. Available at: <http://www.multilingualmatters.com>

King, K., & Fogle, L. (2006). Raising bilingual children: Common parental concerns and current research. Washington, DC: Center for Applied Linguistics Online Resources: Digests July 1999 EDO-FL-99-03. Available at: http://www.cal.org/resources/digest/digest_pdfs/RaiseBilingChildi.pdf

Eggers-Piérola, C.(2005). Connections & Commitments/Conexión y Compromiso: Reflecting Latino Values in Early Childhood Programs. Portsmouth, NH. Heinemann.

Gilliard, J.L., Moore, R.A., & Lemieux, J.J. (Fall 2007). "In Hispanic Culture, the Children Are the Jewels of the Family": An Investigation of Home and Community Culture in a Bilingual Early Care and Education Center Serving Migrant and Seasonal Farm Worker Families. Early Childhood Research & Practice (ECRP) Vol. 9 No. 2. Available at: <http://ecrp.uiuc.edu/v9n2/gilliard.html>

King, K., & Fogle, L. (2006). Raising bilingual children: Common parental concerns and current research. Washington, DC: Center for Applied Linguistics Online Resources: Digests July 1999 EDO-FL-99-03. Available at: http://www.cal.org/resources/digest/digest_pdfs/RaiseBilingChildi.pdf

King, K., & Mackey, A. (2007). The Bilingual Edge: Why, When, and How to Teach Your Child a Second Language. Collins. New York, N.Y. Available at: <http://www.harpercollins.com/>

Bilingual Family Newsletter (BFN), Clevedon: Multilingual Matters.

<http://www.bilingualfamilynewsletter.com>

The National Task Force on Early Childhood Education for Hispanics. Available at: <http://www.ecehispanic.org/> (English)

Multilingual Children's Association <http://www.multilingualchildren.org/index.html>

A Place to Begin: Working With Parents on Issues of Diversity, by Dora Pulido-Tobiassen and Janet Gonzalez-Mena. Available from California Tomorrow, 436 14th Street, Suite 820, Oakland, California, 94612, 510-496-0200 (\$20, plus \$5 shipping and handling).

Pearson, B. (2008) Raising a Bilingual Child. Living Language, Random House. Available at: <http://www.livinglanguage.com>

Colorín Colorado - A bilingual site for families and educators of English language learners. Available at: <http://www.colorincolorado.org/>

Resources in Spanish:

Ada, A. F. & Baker, C. (2001). Guía para padres y maestros de niños bilingües. Clevedon, UK: Multilingual Matters Ltd.

Ada, A. F. & Campoy, F. I. (1998), Ayudando a Nuestros Hijos. San Francisco, CA. Del Sol Publishing.

“En la cultura hispana los niños son las joyas de la familia”. Una investigación de la cultura familiar y comunitaria en un centro bilingüe de cuidado y educación infantil que sirve a familias de trabajadores migrantes y temporales en la agricultura. <http://ecrp.uiuc.edu/v9n2/gilliard-sp.html>

King, K., & Fogle, L. (2006). La crianza de niños bilingües: preocupaciones comunes de los padres y las investigaciones actuales. Available at: <http://www.cal.org/resources/digest/RaiseBilingChild-Spanish.html>

Niños de edad preescolar que aprenden inglés: Principios y practices que fomentan el lenguaje, la lecto-escritura y el aprendizaje - Guía de Recursos. (2008). Departamento de Educación de California. <http://www.edgateway.net/pub/docs/pels/overview.htm>

Colorín Colorado - A bilingual site for families and educators of English language learners. Available at: <http://www.colorincolorado.org/?langswitch=es>

PROMISE Preschool: Further Information

For further research and resources on assessment with DLL children:

ACEI, "On Standardized Testing: A Position Paper of the Association for Childhood Education International." Childhood Education. Spring, 1991. pg. 130-142

Preschool Assessment: A Guide to Developing a Balanced Approach. by Ann S. Epstein, Lawrence J. Schweinhart, Andrea DeBruin-Parecki and Kenneth B. Robin. NJ: National Institute for Early Education Research. 2004.

Where We Stand on the Screening and Assessment of Young English-Language Learners. Adapted from the 2005 supplement to the NAEYC and National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) 2003 joint position statement Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.

Buyse, V., Castro, D. C., West, T., & Skinner, M. L. (2004). Addressing the needs of Latino children: A national survey of state administrators of early childhood programs. Executive summary. Chapel Hill: The University of North Carolina, FPG Child Development Institute. <http://www.fpg.unc.edu/~nuestros/pages/products.cfm?tab=prod>

Espinosa, L.M., & Lopez, M.L. (2007). Assessment Considerations for Young English Language Learners Across Different Levels of Accountability. Available at: http://www.pewtrusts.org/our_work_report_detail.aspx?id=31164

Brice, A.E., & Brice, R.G. (2007, Sept. 25). A Tale of Two Languages. The ASHA Leader, 12 (13), 14-16, 39.

Additional Administrator resources:

Head Start Early Childhood Learning & Knowledge Center: DLL and Professional Development: Available at: http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/prof_dev

Head Start Early Childhood Learning & Knowledge Center: Program Preparedness Checklist for Serving Dual Language Learners and their Families [http://eclkc.ohs.acf.hhs.gov/hslc/Dual Language Learners/DLL_ Resources/Program Preparedness Checklist Version 2.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/Dual%20Language%20Learners/DLL_Resources/Program%20Preparedness%20Checklist%20Version%202.pdf)

Five Steps to Community Assessment: A Workbook for Head Start and Early Head Start Programs Serving Hispanic and Other Emerging Populations - The Community Assessment Workbook presents the five steps on how to conduct a thorough and up-to-date community assessment. The Workbook will help programs identify new or underserved populations in the service area, assess their needs and identify available resources. Head Start and Early Head Start grantees will find this resource useful in coordinating and executing their community assessment.

[http://eclkc.ohs.acf.hhs.gov/hslc/Program Design and Management/Management and Administration/Community Assessment/Community Assessment Process/FiveStepsToCom.htm](http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/Management%20and%20Administration/Community%20Assessment/Community%20Assessment%20Process/FiveStepsToCom.htm)

PROMISE Preschool: Links to Organizations

- [California Preschool Instructional Network \(CPIN\)](#)
- [Head Start English Language Learners Project](#)
- [National Association for the Education of Young Children \(NAEYC\)](#)
- [U.S. Department of Health and Human Services, Administration for Children and Families, Maintained by the Office of Head Start: Websites of Interest related to dual language learners and their families](#)
- [Early Childhood Research & Practice \(ECRP\)](#): ECRP is a bilingual Internet journal on the development, care, and education of young children. ECRP is peer-reviewed electronic journal sponsored by the Early Childhood and Parenting (ECAP) Collaborative at the University of Illinois at Urbana-Champaign, Links are also available in Spanish and Chinese
- [Center for Applied Linguistics](#)

- [Multilingual Matters](#)
 - [Dr. Kathryn Lindholm-Leary](#): Professor, Child & Adolescent Development, San Jose State University
 - [Virtual pre_K link](#)
-

PROMISE Preschool: Tools

The [PROMISE Preschool Resource Guide](#) was developed to provide DLL educators, administrators, and parents with resources and an understanding of the research base on best practices for dual language learners. We recognize the importance of consulting research when one is planning programs for DLLs, however, some early childhood research that may be used to inform decisions might be based on conclusions that are not appropriate for dual language learners (e.g., DLLs were not included in the study's sample).

The PROMISE Preschool Resource Guide Tools were developed to provide assistance in examining early childhood research articles and determining whether it is appropriate to apply the findings to dual language learners. It is critically important to determine when the data samples in studies focus on, include, or do not include dual language learners.

Use these downloadable tools to encourage and inform discussions about early childhood research and curricular materials, as specifically relating to preschool dual language learners. An example is included to demonstrate how the PROMISE Preschool Research Review Tool is used to identify an appropriate article for DLL discussion.

Tools

[PROMISE_ECE_DualLanguageResearchReviewTool.pdf](#)

[PROMISE_EXAMPLE_IdentityTextsECE_DualLanguageResearchReviewTool.pdf](#)

[PROMISE_Preschool_DualLanguageCurriculumReview.pdf](#)

Thank you for viewing the PROMISE Preschool Resource Guide!

View online at <http://preschool.promise-initiative.org/>