Research Connections conducted a comprehensive search of its collection for resources focused on child care and dual language learners (or also referred to as English language learners). This Key Topic Resource List includes an overview and listing of selected resources from the literature.

Resources of various types— including reports and papers, fact sheets and briefs, summaries, and reviews are included. Selection criteria included policy relevance and relatively recent publication (from the years 2000 to 2008). The resource results featured here primarily focus on the early learning of dual language learners, but this list does not exhaust the many resources in the Research Connections collection which contain information on dual language learners/English language learners. These include additional resources on the experiences of immigrant families and children and families from various racial and ethnic backgrounds.

Based on the search results, resources were grouped into the following categories:

- Language and literacy development of young English Language Learners
- Involving families who speak English as a second language
- Teacher characteristics and interactions with young English language learners
- Interventions and assessments with young English language learners
- Serving young English language learners: Policy and practice considerations

Within each category, resources are organized according to publisher type and publication date. Research Connections’ one-sentence descriptions are included for each resource. For complete citations, which include abstracts and full text for some resources, click on the titles.

Overview:
Several factors— including increased attention to early development and school readiness, concerns that children who speak a primary language other than English at home and who are learning English may lag behind their counterparts, and growing numbers of linguistically diverse children in the school system— have prompted researchers and educators to study the language and literacy development of bilingual children and best practices for teaching dual language learners.
Many factors influence how children learn English and succeed academically such as: the family’s socio-economic status, the child’s exposure to English, the circumstances surrounding the family’s immigration circumstances, and the family’s values and customs. Researchers have therefore examined issues including—whether monolingual or bilingual instruction is more beneficial to children’s learning, home language and literacy practices of English language learners (ELL), and the efficacy of language and literacy interventions, teaching strategies, and assessments.*

Research questions include:

- What are the developmental benefits or drawbacks of children learning two languages?
- What are the academic outcomes of children participating in bilingual education programs compared to those in monolingual English immersion programs?
- What are the home language and literacy practices of families who speak English as a second language? What are effective strategies for schools and communities to use to engage families who speak English as a second language?
- Which interventions for English Language Learners have been shown to improve academic performance?

*As noted above, the literature on family immigrant status and how this affects children’s early development as well as child care selection is closely related to that of early learning of dual language learners. While these resources are beyond the scope of this Key Topic Resource List, see the Research Connections collection for these resources.

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Language and literacy development of young English language learners

Government

A discussion of child, family, school, and community conditions for ensuring the learning readiness of three- to six-year-old dual language learners

An assessment of local practices and needs related to the care and education of dual language learners in Head Start programs, based on data collected from over 200 parents and Head Start staff in conference calls, at meetings and in focus groups sessions

An overview of critical early language and literacy experiences of participants in the Early Head Start Research and Evaluation Project, including highlights from the Project's findings

A paper outlining issues in the instruction of dual language children in reading and writing and implications for bilingual education programs.

Journals

An investigation of the relationship between speech perception and word learning based on two experiments with bilingual infants between the ages of 14 and 20 months

A comparison of the effects of dual language versus monolingual English immersion preschool education programs on children's learning, comparing data from 20 classrooms taught in both English and Spanish, and 16 classrooms taught only in English

An examination of the impact of Indian bilingual parents' book reading practices on the development of their children's English oral language, narrative, and literacy skills, testing the skills of 24 bilingual children from two preschools in Bangalore, India

An examination of the emergence and development of structures in two languages for bilingual children, drawing evidence from a case study of a French-English bilingual child, focusing on the development of questions in both languages

A description and evaluation of the implementation of the Early Authors Program (EAP), an early language intervention designed to aid in the development of emergent literacy skills of bilingual preschool children at risk for learning disabilities
An observational study of the ways in which young bilingual children develop early literacy skills in their two languages using three case studies of four-year-old Mexican children and their families

An overview of factors found to be positively associated with second language learning in preschool children, including a discussion of the use of nursery rhymes in Hong Kong kindergarten classrooms

An examination of bilingual preschool children's oral language and emergent literacy skills as compared with the skills of a sample of monolingual, Spanish-speaking preschool children in Puerto Rico

Hammer, Carol Scheffner (2006). Early language and reading development of bilingual preschoolers from low-income families Topics in Language Disorders, 26(4), 322-337
A review of studies discussing factors known to affect early language and emergent literacy skills and the effects of poverty and home literacy environments on bilingual preschool children's phonological awareness and letter knowledge

An investigation into the association between phonological processing skills and early reading abilities of Chinese kindergarteners, using longitudinal data from a sample of 227 kindergarteners in Hong Kong

A research-based structural equation model of second language (English) reading comprehension was applied to bilingual fourth-graders whose first language was Spanish

An examination of the pattern of phonological awareness development in preschool children from Spanish-speaking homes and an investigation of the extent to which phonological awareness development in one language is transferred to a second language and how it affects emergent literacy

A sociocultural perspective on English as a second language acquisition in the classroom and its implications for research.
A longitudinal study comparing the development of reading patterns in children who speak English as a second language to reading patterns in native English speaking children

A synthesis of four studies of the impact of bilingual children's home and school environments on their early literacy development, stressing the effects that are demonstrated through young children's bilingual abilities

Universities and Research Organizations


Other

A discussion of research findings that dispel common myths about dual language development and educational approaches to dual language learning for children ages three to eight

An overview of research on language and literacy development in young English language learners (ELLs), and a discussion of effective classroom strategies to nurture bilingualism in young children who speak languages other than English at home

An overview of the developmental profiles of English language learners (ELLs) at kindergarten entry, and examples of successful preschool programs and instructional approaches linked with positive long-term educational outcomes for ELLs

A review of research examining the linguistic development of Hispanic children, from birth to 8 years of age, living in the United States, focusing on social aspects of language development and schooling options available for English as Second Language students


Involving families who speak English as a second language

Journals


Other


**Teacher characteristics & interactions with young English language learners**

**Journals**

A study of the language use of four children from Spanish-speaking families and two teachers in a Head Start classroom

An observational study of the effect of teacher quality on student language and literacy achievement in 35 bilingual kindergarten classrooms

An investigation of the relationship between early childhood educators perceptions' of their relationships with young children, including those who spoke English as a second language to determine the effects of speaking English as a second language on these relationships

A case study of an English-speaking prekindergarten teacher's development and use of strategies for teaching and communicating with students learning English as a second language

A review of research on effective teaching and assessment practices for young children from diverse backgrounds, including recommendations for school personnel in managing cultural and linguistic discrepancies between students and teachers

A review of research on teaching phonological awareness to preschoolers and a discussion of how bilingualism affects phonological awareness, resulting in a review of research on cross-language transfer of phonological awareness and metalinguistic skills

Rubin, Renee, Carlan, Veronica Galvan (2005). *Using writing to understand bilingual children's literacy development* The Reading Teacher, 58(8), 728-740
A study of ways that teachers can use information from writing samples in Spanish and English to informally assess bilingual students and plan instruction, including a discussion of the writing process and its development in the presence of two languages
An ethnographic inquiry into the acquisition of language skills by English-speaking, Spanish-speaking, and bilingual children, based on observations of children from three Head Start classrooms in the Boston metro-area, assessed using the revised Peabody Picture Vocabulary Test (PPVT-R)

Universities & Research Organizations

FPG Child Development Institute, October 2007. Crossing the language divide (FPG Snapshot No. 49). Chapel Hill, NC: FPG Child Development Institute
A summary of a case study of an English-speaking prekindergarten teacher, investigating the ways that the teacher develops and uses strategies for communicating with and teaching students learning English as a second language

An investigation of the impact of preschool teachers' differing patterns of language use in bilingual and English immersion classrooms on Spanish-speaking preschool children's emergent literacy skills

Interventions & Assessments with young English language learners

Journals

A discussion of the potential of Response to Intervention (RTI), an intervention delivery system provided for all children regardless of ability levels, to increase the accuracy of referrals to special education among children learning English as a second language

Lopez, Maria G. (2004). Effects of a two-way bilingual program on the literacy development of students in kindergarten and first grade Bilingual Research Journal, 28(1), 19-34
A study investigating the effects of a two-way bilingual program on the literacy development of kindergarten children and first grade children who were English language learners (ELLs), former ELLs, and native English speakers

Universities & Research Organizations

A summary of papers presented at a symposium dedicated to effective and promising educational practices for diverse learners from prekindergarten to third grade
A study of the impacts of Oklahoma's publicly-funded, universal prekindergarten program on the early reading, writing, and math skills of Hispanic students in Tulsa, Oklahoma, and the variation of impacts with primary language spoken in the child's home, parents' country of origin, and teachers' Spanish-language ability, based on child assessment data

An evaluation of an after school program curriculum designed to improve students' English language development

Other

Findings from an evaluation of the Communities Organizing Resources to Advance Learning (CORAL) initiative, an after school initiative in five California cities focusing on literacy achievement, on the relationship of English language learners' participation in CORAL to their reading gains

A discussion of considerations and recommendations for assessing young English language learners in programs with different levels of accountability and an overview of current assessment measurements and strategies for English language learners

A description and evaluation of the implementation of the Early Authors Program (EAP), an early language intervention designed to aid in the development of emergent literacy skills of bilingual preschool children at risk for learning disabilities

An overview of studies on intervention strategies, conducted in English and Spanish, to improve English language literacy for bilingual kindergarten through third grade students at risk for reading difficulties

A review of fifteen studies assessing early reading programs for English language learners, including Success for All, Bilingual Cooperative Integrated Reading and Composition (BCIRC), and Reading Recovery

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**Serving Young English Language Learners: Policy and Practice considerations**

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**Journals**


A discussion, with commentaries, of the demographic characteristics of, unique linguistic profile of, and empirical evidence supporting certain interventions for three- to eight-year-old Hispanic children, with policy recommendations for improving educational opportunities for these children


A study of the patterns of pre-school enrollment of children who immigrated as children and the US-born children of immigrants


A survey of early childhood administrators' attitudes regarding the challenges of serving Latino children and their families


A discussion of the demographic trends involving Latino children and families, the child care and early education needs for Latinos, and of the way in which Latinos are served by early care and education programs

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**Universities and Research Organizations**


An analysis of the proportion, dispersion, national origins, language, and early education of children in the United States with at least one foreign-born parent, based on Census 2000 data
An overview of Hispanic children's participation and achievement in preschool programs, with a discussion of challenges to increasing their access to and improving the quality of their preschool education

An examination of the effects of preschool education on the cognitive development of Hispanic children based on research findings from an evaluation of Oklahoma's universal prekindergarten program, the Head Start Impact Study, and the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K)

Other

Ewen, Danielle (2008). CCDBG state plan reported activities to support limited English proficient (LEP) and immigrant communities Washington, DC: Center for Law and Social Policy
A review of federal fiscal year 2006-2007 Child Care and Development Block Grant (CCDBG) state plans identifying initiatives that would benefit immigrant families and providers, limited English proficiency (LEP) families and providers, English language learner children, or cultural and linguistic diversity, with recommendations for meeting the needs of these groups

A discussion of the barriers to child care and early education services access facing immigrant families in New York City

An analysis of the achievement gaps between Hispanic children and non-Hispanic white children from kindergarten through fifth grade

A study of the child care and early education participation of children of immigrants and barriers to accessing child care and early education services for immigrant families, based on interviews with local leaders, policymakers, child care and early education service providers, and immigrant parents conducted during community site visits

A summary of the percentage of Latino children enrolled in center-based early childhood and education programs
A report on California's immigrant children and families exploring family characteristics, employment rates, child care arrangements, and parents' backgrounds

Hepburn, Kathy Seitzinger, 2004. Building culturally & linguistically competent services to support young children, their families, and school readiness Baltimore: Annie E. Casey Foundation
A guide to help communities build culturally and linguistically competent services within preschools to increase the rate of young children's school readiness

A collection of discussions on preschool children's language acquisition and early literacy, focusing on literacy and language development of children who are non-native English speakers

Studies to Watch For:

The goal of this study is to examine the individual, organizational and systemic factors that influence the child care choices of low income immigrant and refugee families of ELL children. This study examines efforts made and challenges at the provider, community and state level to address the needs of this population. The researchers collect data across two U.S. cities which include large populations of Mexican immigrants (Denver, CO) and Somalian, Sudanese and Cambodian immigrants (Portland, ME). Specifically, the researchers conduct focus groups of parents and interviews with the community organizations, community leaders and service providers who interact with them; they conduct surveys of child care providers and kindergarten teachers in counties with high concentrations of the study populations; and they review relevant federal, state and local laws and policies. The researchers plan to disseminate their findings with the goal of increasing the number and quality of culturally competent early childhood education settings for ELL children. The overarching research question for this study is: What factors influence the child care choices of low-income immigrant and refugee families of English Language Learners?

To suggest additions to this Key Topic Resource List, please email us at contact@researchconnections.org.

To view and sort the full search results from which these resources were selected, including any resources added to the collection since selection of the Resource List, use the Create Updated Search Results function. The full results came from a search on— English language exact phrase, or bilingual, exact phrase or dual language exact phrase.