



Selected Resources Relevant to Young Dual Language Learners

Provided at the 2015 National Smart Start Conference

- Castro, D. C., & Espinosa, L. (2014). Developmental characteristics of young dual language learners. *Zero to Three, 34* (3), 34-38.
- Castro, D. C., Garcia, E. E., Markos, A. M. (2013). *Dual Language Learners: Research informing policy*. Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill. <http://www.edweek.org/media/policypaper-05-10-13-learning-the-language.pdf>
- Castro, D. C., Espinosa, L. M., & Paez, M. M. (2011). Defining and measuring quality in early childhood practices that promote dual language learners' development and learning. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Measuring quality in early childhood settings*. (pp. 257-280). Baltimore, MD: Brookes.
- Espinosa, L. M. (2014). *Getting it right for young children from diverse backgrounds: Applying research to improve practice with a focus on Dual Language Learners*. NY: Pearson.
- Espinosa, L. (2013). PreK-3rd: Challenging common myths about dual language learners: An update. New York: Foundation for Child Development. <http://fcd-us.org/resources/prek-3rd-challenging-common-myths-about-dual-language-learners-update-seminal-2008-report#node-1367>
- Gillanders, C., & Castro, D. C. (January, 2011). Storybook reading for young dual language learners. *Young Children*. <http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>
- Lopez, A., Zepeda, M., & Medina, O. (2012). *Dual language learner teacher competencies*. Los Angeles, CA: Alliance for Better Communities. <http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>
- Zepeda, M., Castro, D. C., & Cronin, S. (2011). Preparing early childhood teachers to work with English language learners. *Child Development Perspectives, 5* (1), 10-14.
- California Department of Education (2013). **California's Best Practices for Young Dual Language Learners: Research Overview Papers**. <http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

California Department of Education (2013) video resource on **Dual-Language Development**

<https://www.youtube.com/watch?v=ly4dUetmz78>

This video addresses “Dual-Language Program Models and Strategies,” “Development of the Home Language and of English,” “Observation and Assessment of Young Dual-Language Learners,” and “Relationships with Families of Dual-Language Learners.”

California Department of Education (2010). California Preschool Curriculum Framework, Vol. 1.

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

Contains a chapter on pedagogical approaches for working with young English language learners that is aligned with California's Preschool Learning Foundations.

California Department of Education (2008). California Preschool Learning Foundations, Vol. 1.

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Contains a chapter exclusively on 'standards' for young English language learners at three stages of second language acquisition: beginning, middle and later.

Research Briefs on Young Dual Language Learners (DLLs)

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

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

These and related briefs are available online.

<http://cecerdll.fpg.unc.edu/document-library>

Redleaf Press (2014). *Soyul and teacher Yvette: Adventures in preschool second language acquisition.*

Video documents a dual language learner and her teacher across 14 months of preschool. An avenue for observation, it offers a dynamic view of the stages and strategies involved in second language acquisition.