Early Educator Central
Pathways to Credentials and Degrees for Infant-Toddler Educators

Infant-Toddler Dual Language Learners: References for Course Developers

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Contents

Introduction

The following resource is designed to help higher education faculty who are creating infant-toddler coursework for non-traditional students and are seeking materials related to dual language learners.   Following a brief explanation of the Know-See-Do-Improve framework, this document provides a table for all references, followed by summaries of articles and a listing of books that include content about infants and toddlers who are learning multiple languages ("dual language learners"). This is not an exhaustive list of references, but a guide to help think about what content to include when designing coursework. The references align with the 2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs, including the following standards: 1a-Knowing and understanding young children's characteristics and needs; 1b-Knowing and understanding the multiple influences on development and learning; 1c- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments; 2a- Knowing about and understanding diverse family and community characteristics; 4c- Using a broad repertoire of developmentally appropriate teaching/learning approaches; and 6d- Integrating knowledgeable, reflective, and critical perspectives on early education.

Know-See-Do-Improve Framework

The Know-See-Do-Improve Framework used by Early Educator Central helps guide course designers to ensure elements of the course include not just content (know) but also the important opportunities to see examples of competencies, to do or practice new skills and to then improve through reflective activities. This document focuses on the first element of the framework, with a rationale provided for why course developers should also include opportunities and integration of the other elements of the framework, i.e. see-do-improve.

Know— Content that aligns with the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation, Head Start and Early Head Start Relationship-Based Competencies, CDA™ Competency Standards and state core knowledge and competencies can promote a seamless career pathway from state to state and within states across sectors (portable) for the infant toddler workforce.[1] Aligning with NAEYC standards is also a useful strategy to promote articulation.

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[1] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf; NAEYC. (2009). NAEYC Standards for early childhood professional preparation. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

See—Content that includes field-based or web-mediated examples of competency promotes the link between course content and a course participant's ability to understand what that competency looks like in a setting similar to their own.[2]

Do—Infant toddler professional development that provides an opportunity to apply knowledge in work/practicum settings allows caregivers to practice what they have learned and to reflect on their own demonstration of competency.[3]

Suggestions for this area of the framework include opportunities for teachers to video their own practice and then to have the instructor provide coaching to enhance the teacher's practice. This includes designing course activities that include time for planning the integration technology as appropriate and also practicing working with families with technology. Early Educator Central provides The Coaching Companion as an open-source online digital observation tool to aid in this process.

Improve—Infant toddler professional development that includes self-reflection and assessment by a professional who uses an evidence-based tool provides the necessary components for competency-based learning and assessment.[4] The final step in the framework provides an opportunity for caregivers to submit a new demonstration (self-selected exemplar) and reflect on change with an expert PD professional. This final step can help to solidify understanding and application of new knowledge and skill.[5]

Overtime, building in feedback loops with teachers will be imperative as they begin to practice new strategies and competencies for working with dual language learners and practicing self-reflection into their practice.

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[2] Hamre, B.K., Pianta, R.C., Burchinal, M., Field, S., LoCasale-Crouch, J., Downer, J....Scott-Little, C. (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. American Educational Research Journal, 49(1), 88-123. doi:10.3102/0002831211434596; Joseph, G. & Brennan, C. (2013). Framing quality: Annotated video-based portfolios of classroom practice by pre-service teachers. *Early Childhood Education Journal*, 41(6), 423-430; Pianta, R. C., Mashburn, A. J., Downer, J., Hamre, B. K. & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, 23, 431-451.

[3] Joseph, G. & Brennan, C. (2013). Framing quality: Annotated video-based portfolios of classroom practice by pre-service teachers. Early Childhood Education Journal, 41(6), 423-430; U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf; NAEYC. (2009). NAEYC Standards for early childhood professional preparation. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

[4] Id.

[5] U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2010). Toward the identification of features of effective professional development for early childhood educators: Literature review. Retrieved from http://www2.ed.gov/rschstat/eval/professional-development/literature-review.pdf; NAEYC. (2009). NAEYC Standards for early childhood professional preparation. Retrieved from http://www.naeyc.org/files/naeyc/files/2009%20Professional%20Prep%20stdsRevised%204_12.pdf

Quick Reference Table

Topic Area	Age Group	Document Type	Full Citation
Neuroscience	Early Childhood	Research Review and Next Steps	George, N.R., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R.M. (2014). Carving the world for language: How neuroscientific research can enrich the study of first and second language learning, Developmental Neuropsychology, 39 (4), 262-284. doi:10.1080/87565641.2014.906602
Language acquisition	Infants and Toddlers	Research Review and Practice	Hirsh-Pasek, K., & Golinkoff, R.M., (2012). How babies talk: Six principles of early language development. In Odom, S., Pungello, E. & Gardner-Neblett, N. (Eds.), Revisioning the beginning: Developmental and health science contributions to infant/toddler programs for children and families living in poverty (pp. 77-101). NY: Guilford Press.
Language acquisition	Infants and Toddlers	Chapter/ Review of Research	Parish-Morris J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). From coo to code: Language acquisition in early childhood. In P. Zelazo (Ed.), The Oxford handbook of developmental psychology, Vol. 1 (pp. 867-908). NY: Oxford University Press
Language acquisition	Early Childhood	Research	Gutiérrez, K. D., Zepeda, M., & Castro, D. C. (2010). Advancing early literacy learning for all children implications of the NELP report for dual-language learners. Educational Researcher, 39(4), 334-339. doi: 10.3102/0013189X10369831
Cognitive benefits of bilingualism	Infants and Toddlers	Practice	Yoshida, A., (2008). The cognitive consequences of early bilingualism. Zero to Three 29 (2), 26–30.
Practice supports	Early Childhood	Practice	Macrina, M., Hover, C., & Becker, C., (2009). The challenge of working with dual language Learners. Young Children, 64 (2), 27–34.
Practice supports	Early Childhood	Practice	Genesee, F., (2008). Early dual language learning. Zero to Three 29(1), 17–23.

Topic Area	Age Group	Document Type	Full Citation
Cognitive development	Early Childhood	Research Review	Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. Early Childhood Research Quarterly, 29(4), 699-714. Retrieved from http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2014.02.003
Social-emotional development	Early Childhood	Research Review	Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., Buysse, V. (2014). The social–emotional development of dual language learners: Looking back at existing research and moving forward with purpose. Early Childhood Research Quarterly, 29(4), 734-749. doi:http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2013.12.002
Language acquisition	Early Childhood	Research Review	Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. Early Childhood Research Quarterly, 29(4), 715-733. doi:http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2014.05.008
Television and vocabulary	Infants and Toddlers	Research	Hudon, T. M., Fennell, C. T., & Hoftyzer, M. (2013). Quality not quantity of television viewing is associated with bilingual toddlers' vocabulary scores. Infant Behavior and Development, 36(2), 245-254. Retrieved from http://dx.doi.org.udel.idm.oclc.org/10.1016/j.infbeh.2013.01.010
Practice supports	Early Childhood	Practice	Zepeda, M., Castro, D. C., & Cronin, S. (2011). Preparing early childhood teachers to work with young dual language learners. Child Development Perspectives, 5(1), 10-14.
Research & practice review	Early Childhood	Book	Governor's State Advisory Council on Early Learning and Care (2013). California's best practices for young dual language learners research overview papers. Sacramento, CA: California Department of Education.

Topic Area	Age Group	Document Type	Full Citation
Practice supports	Early Childhood	Book	Nemeth, K.N. (2012). Basics of supporting dual language learners: An introduction for educators of children from birth through age 8. Washington, DC: NAEYC.
Practice supports	Infant and Toddlers	Book	Nemeth, K.N. (2012). Many languages, building connections: Supporting infants and toddlers who are dual language learners. Lewisville, NC: Gryphon House.
Practice supports	Infant and Toddlers	Book	Stechuk, R.A., M.S. Burns, & S.E. Yandian. (2006). Bilingual infant/toddler environments: Supporting language and learning in our youngest children. Washington, DC: AED Center for Early Care and Education.
Practice supports	Early Childhood	Book	Tabors, P.O. (2008). One child, two languages: A guide for early childhood educators of children learning English as a second language (2nd ed). Baltimore, MD: Paul H Brookes Publishing.

Current Research

Articles

George, N.R., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R.M., (2014). Carving the world for language: How neuroscientific research can enrich the study of first and second language learning, Developmental Neuropsychology, 39 (4), 262-284. doi: 10.1080/87565641.2014.906602

Learning verbs is a challenge for both first and second language learners. In this article, the authors discuss the potential the field of neuroscience has to engage in similar research about verb learning, just as the fields of linguistics and behavioral psychology have. To this end, the article has three main sections. First, the authors share information from the field of linguistics and behavioral psychology and how monolingual children learn to differentiate information from events and speak about the event in their native language. Second, they stipulate that the theories of monolingual language development can be applied to help further research second language learning. Third, the authors provide information advocating for an increase of research in the neurological area to help better understand monolingual and bilingual language development. In sum, this article provides a call for the field of neuroscience to increase research to help provide increased understanding of language development.

Hirsh-Pasek, K., & Golinkoff, R.M., (2012). How babies talk: Six principles of early language development. In Odom, S., Pungello, E. & Gardner-Neblett, N. (Eds.), Re-visioning the beginning: Developmental and health science contributions to infant/toddler programs for children and families living in poverty (pp. 77-101). NY: Guilford Press.

This paper provides strategies to help best support strong language development for all children. The authors share how to integrate and use current scientific findings in two parts. First they provide a review of selective evidence on language learning. Next they provide six principles of language learning that are related to the literature of the prior two years. The purpose of these principles is to provide suggestions that can help both teachers and parents guide language learning. The authors conclude with a call to put science to work to help narrow the income achievement gap.

Parish-Morris J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). From coo to code: Language acquisition in early childhood. In P. Zelazo (Ed.), The Oxford handbook of developmental psychology, Vol. 1 (pp. 867-908). NY: Oxford University Press

This chapter provides information on how children first begin to acquire language from the prenatal period to later acquisition. The chapter is formatted with a helpful bulleted list of key points from the chapter. The authors begin by defining language and sharing theories of language development from the prenatal period into language understanding through infancy. The authors

conclude by positioning the current new methodologies being used to help understand language development.

Gutiérrez, K. D., Zepeda, M., & Castro, D. C. (2010). Advancing early literacy learning for all Children: Implications of the NELP report for dual-language learners. Educational Researcher, 39(4), 334-339. doi: 10.3102/0013189X10369831

The authors analyzed the National Early Literacy Panel report on the early care of young children who are dual-language for limitations and the implications for future research and policy. They discuss the knowledge that is still missing about literacy practices and that this report, along with others, tends to form propositions from the larger population for young children who are dual-language learners. The authors call for new research that is grounded in understanding the distinctions that encompass dual language learners. This includes studies that address the sociocultural and cognitive intricacies of learning languages. The authors also advocate for policies that "promote robust language and literacy learning, rather than seeking silver-bullet solutions for this important child population".

Yoshida, A., (2008). The cognitive consequences of early bilingualism. Zero to Three 29 (2), 26–30.

The author discusses that within early care and learning settings young children and their families are increasingly more diverse. This diversity can present challenges for teachers and the system of education. Addressing this issue must be approached systematically, with research about multiple languages in cognitive and educational development. To this end, the author examines the cognitive benefits of bilingualism and how the research about cognition and bilingual children represents important classroom learning issues.

Macrina, M., Hover, C., & Becker, C., (2009). The challenge of working with dual language Learners. Young Children 64 (2), 27–34.

This article provides the perspective of supervisors, mentors and teachers and the challenges experienced when working with dual language learners. The authors share strategies and examples of ideas to help meet this challenge. These strategies and ideas include administrative supports, suggestions for bilingual adults in the classroom, suggestions for working with dual language learning families, lesson planning, and suggestions for supporting Spanish speakers. The authors also discuss how to support home languages. In sum, this article offers ideas from multiple perspectives on how to meet the challenge of working with dual language learners with the goal of having more equitable systems for dual language learners.

Genesee, F., (2008). Early dual language learning. Zero to Three 29(1): 17–23.

The author begins by discussing the skepticism that many parents and teachers often feel about raising children to be bilingual. Often times the concerns are intertwined in issues that have been

addressed through research. Examples include the potential confusion with two languages, developmental delays and language competence problems. The author reviews these areas in reference to the research and then provides suggestions to aid dual language learning for young children.

Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The cognitive development of young dual language learners: A critical review. Early Childhood Research Quarterly, 29(4), 699-714. Retrieved from
http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2014.02.003

The authors reviewed the literature about bilingual children (age 0-6 years old) and cognitive development. Major findings indicate consistency in bilingual children scoring higher for non-verbal executive control and theory of mind when compared to monolingual children. Further, children experiencing two different language systems change brain functions no matter the amount of time for exposure to the second language. The authors also discuss the inconsistent findings on metalinguistic awareness and the lack of attention on memory abilities, processing speed and intelligence. The authors suggest the need for work on the definition and the categorization of the term bilingualism. Future research will need to address issues between verbal and non-verbal skills for bilingual and monolingual children. In addition the authors advocate for a longitudinal design to follow bilingual children to help demonstrate the mechanisms that exist with bilingual advantages.

Halle, T. G., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., Daneri, P., Buysse, V. (2014). The social–emotional development of dual language learners: Looking back at existing research and moving forward with purpose. Early Childhood Research Quarterly, 29(4), 734-749.
doi:http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2013.12.002

As most research on dual language learners has concentrated on their cognitive abilities and language development skills, the authors of this review focus on social and emotional development. Reviewing the literature regarding dual language learners' (birth -5 years) social and emotional development, the authors identified 14 relevant peer-reviewed articles between the years of 2000-2011. The authors utilized a theoretical perspective that focused on the context in which development occurs (home and school) and the social relationships (parents and teachers) that children experience. The review concentrated on self-regulation, social competence, social cognition and problem behaviors. Findings suggested that the use of home language in classrooms can be positive for the development of dual language learners' social emotional skills. In addition, overall findings showed that dual language learners' social and emotional development is on the same level as monolingual English speakers and perhaps even at higher levels of functioning. The area of social and emotional development for dual language learners is identified as an emerging area of research with the authors calling for longitudinal data to further investigate the social emotional developmental trajectory of young dual language learners. In sum, this article

offers a full summary of the research on the social and emotional development of young dual language learners.

Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D. C., & Sandilos, L. E. (2014). The language and literacy development of young dual language learners: A critical review. Early Childhood Research Quarterly, 29(4), 715-733. doi:http://dx.doi.org.udel.idm.oclc.org/10.1016/j.ecresq.2014.05.008

The authors provide a review of literature about language and literacy development of young dual language learners. The literature search found 182 articles between the years of 2000 and 2011. Findings indicate great variability within the dual language population in country of origin, language, and experiences with two languages. Most of the studies concentrated on Spanish speakers. Preliminary conclusions were presented. These conclusions included the idea that young dual language learners have two systems of language; variations in language development such as vocabulary depend on time of exposure to the second language; and dual language learners appear to catch up to monolinguals in language development. Future research is needed in a number of areas including factors that influence the development of language and literacy. In sum, this article offers a comprehensive view of the literature on language and literacy development for young dual language learners.

Hudon, T. M., Fennell, C. T., & Hoftyzer, M. (2013). Quality not quantity of television viewing is associated with bilingual toddlers' vocabulary scores. Infant Behavior and Development, 36(2), 245-254. Retrieved from http://dx.doi.org.udel.idm.oclc.org/10.1016/j.infbeh.2013.01.010.

Television's impact on language development is considered related more to the quality of the programming versus the quantity of television watched. The author's point out that limited research has investigated the impact that both quality and quantity has on infant toddler language development. This study provides this focus of quality and quantity but with a previously unsearched population, bilingual infant and toddlers. Findings from this study indicate that quantity and quality should be considered in studies separately. In addition, quality of television programming was related to lower vocabulary scores and this finding was prominent when examining bilingual toddlers' English vocabulary scores.

Zepeda, M., Castro, D. C., & Cronin, S. (2011). Preparing early childhood teachers to work with young dual language learners. Child Development Perspectives, 5(1), 10-14

Due to the increase in the diversity in early childhood programs, teacher preparation programs must address the needs of future teachers to work with diverse populations of children and families. The focus must be on preparing teachers who are cross-culturally competent and capable to work with all children and families. As the authors stipulate, this includes increasing the cultural and linguistic diversity of the workforce. Six content areas are identified for teacher preparation programs to incorporate: 1) understanding language development; 2) understanding the

relationship between language and culture; 3) developing skills and abilities to effectively teach DLLs; 4) developing abilities to use assessment in meaningful ways for DLLs; 5) developing a sense of professionalism; and, 6) understanding how to work with families. The authors conclude by stating the importance of the role teacher preparation programs have in the future success of dual language learners.

Additional Internet resource: Office of Head Start, Head Start Cultural and Linguistic Responsiveness Catalogue, Volume 1: Dual language learning (First Edition), http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ecd/early-childhood-development-learning.html

The Office of Head Start offers many resources for use in classroom work. Several documents include information about culturally and linguistically responsive research and evidence-based practices. In addition, there are multiple documents for culturally and linguistically responsive strategies for caregivers, teachers, and home visitors as well as information on culturally appropriate assessment strategies. The resources in Volume One: Dual Language Learning and Volume Three: Cultural Responsiveness are organized into four sections: Education Strategies and Promising Practices; Family or Community Involvement; Program Systems, Policies and Procedures; and Benefits, Impacts and Effects.

Books

Governor's State Advisory Council on Early Learning and Care (2013). California's best practices for young dual language learners research overview papers. Sacramento, CA: California Department of Education.

Nemeth, K.N. (2012). Basics of supporting dual language learners: An introduction for educators of children from birth through age 8. Washington, DC: NAEYC.

Nemeth, K.N. (2012). Many languages, building connections: supporting infants and toddlers who are dual language learners. Lewisville, NC: Gryphon House.

Stechuk, R.A., M.S. Burns, & S.E. Yandian. (2006). Bilingual infant/toddler environments: Supporting language and learning in our youngest children. Washington, DC: AED Center for Early Care and Education.

Tabors, P.O. (2008). One child, two languages: A guide for early childhood educators of children learning English as a second language (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing.

About the Author

With over 20 years experience in the field of early childhood, Kelley Perkins has worked as a teacher in early childhood classrooms, an administrator in infant/toddler and preschool programs, a technical assistant and in specific policy oriented positions. Additionally, she has experience designing higher education courses and extensive knowledge of designing and implementing professional development opportunities in the field. Currently, she is an Assistant Professor at Rowan University in Glassboro, New Jersey.