



Dual Language Learners in the Early Childhood Classroom (NCRECE)

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The school readiness of young dual language learners depends on high-quality preschool programs that meet their needs— but how should schools promote and measure the progress of children learning two languages? Find out what the research says in this authoritative resource, which investigates the experiences of dual language learners in preschool classrooms and the policy implications of these critical findings.

The most comprehensive, up-to-date research volume on this topic, this book is a must for policy makers and administrators serving the growing number of dual language learners in today's classrooms. Presenting the eye-opening results of their observational studies of early education classrooms, more than 25 experts give readers the invaluable insights they'll need to

- assess the quality of instruction and classroom practices with sensitive, reliable measurement tools
- identify and strengthen factors that contribute to the development of English language proficiency
- determine whether instruction in children's home language helps them develop school readiness skills
- ensure a culturally responsive classroom environment that promotes gains in both languages
- support the teacher-child relationship, vital to promoting language and literacy development
- understand and improve the early learning experiences of low-income dual language learners
- shape future research efforts and policy decisions with a helpful synthesis of the research in this volume

With this compendium of current research— sure to influence preschool practices for years to come— policy makers and administrators will have the foundational knowledge they need to ensure a high-quality, appropriate education for young children learning two languages.

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