



Council ^{CDA}LINK

Partners in preparing teachers of young children

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Dual Language or English-Only in Preschool Classrooms?

In today's world, most preschool classes include children whose home language is not English. Teachers of English Language Learner (ELL) children are challenged to adopt the best teaching practices for all children in their class. A debate between a dual language or an English-only approach has raged for years but now there is growing research evidence that dual language practices yield the best results for the development of all children in preschool classrooms. Young children are very capable of learning two languages and will reap long-term benefits from becoming bilingual. Click [here](#) to read more.

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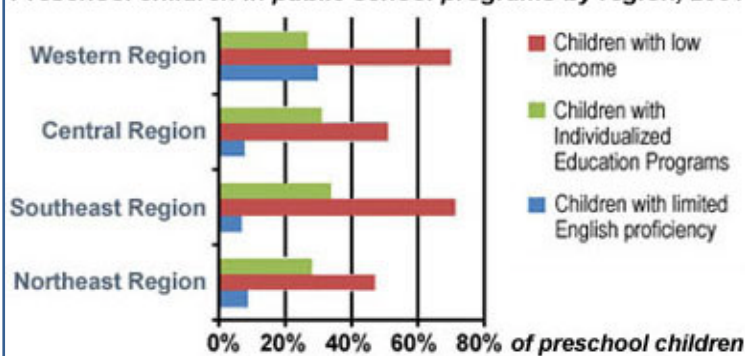
Tips for Supporting English Language Learners

Preschool teachers whose classes include children who are English Language Learners (ELLs) can do well to let two primary principles guide their practice:

- Children who are helped to develop strong first language skills will be able to apply this knowledge about the way language works to their acquisition of English as their second language. This calls for teachers to encourage the families of ELL children to provide a rich language environment in their home language.
- English-speaking children benefit by enriching their vocabulary with words and expressions in a second language. Teachers can enrich the language environment of their classroom by finding opportunities to use two languages for labels, stories, activities, and conversations.

For more tips and resources on dual language learning, click [here](#).

Preschool children in public school programs by region, 2001



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Survey of Classes That Serve Children Prior to Kindergarten in Public Schools," FRSS 78, 2001.



"Before you can be an effective teacher, you need to learn as much as you can about the values, customs, struggles, contributions, and languages of children's cultural groups."

— from *Essentials for Child Development Associates Working with Young Children*, 2nd Edition, page 213

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