

## Bibliografía

- Chiappe, P., Siegel, L. S. and Gottardo, A. (2002). Reading-related skills of kindergarteners from diverse linguistic backgrounds. *Applied Psycholinguistics*, 23, 95-116.
- Brice, R. and Brice, A. (2009). Investigation of phonemic awareness and phonic skills in Spanish-English and English speaking kindergarten students. *Communication Disorders Quarterly*, 30(4), 208-225.
- Durgunoglu, A. Y., and Hancin-Bhatt, B. J. (1992). *The role of first language in the second-language reading process: Technical Report 55*. Illinois: University of Illinois.
- Earnest, G. (2001). A theoretical discussion of young bilingual children's reading (Preschool-Grade 3). *National Reading Conference Yearbook*, 50, 228-237.
- Lesaux, N. K. and Siegel, L. S. (2003). The development of reading in children who speak English as a second language. *Development Psychology*, 39(6), 1005-1019.
- McKay, K. L. (2012, June). *Phonological awareness skills of segmenting in bilingual English/Spanish speaking 4- and 5-year-old children. Master dissertation*. University of Montana, Missoula, United States. Retrieved from: <http://etd.lib.umt.edu/theses/available/etd-09122012-102507/unrestricted/finaldraft.mckay.pdf>
- Phillips, B. M., Clancy-Menchetti, J. and Lonigan, C. J. (2008). Successful phonological awareness instruction with preschool children: lessons from the classroom. *Topics in Early Childhood Special Education*, 28(3), 3-17.
- Stewart, M. R. (2004). Phonological awareness and bilingual preschoolers: should we teach it and, if so, how? *Early Childhood Education Journal*, 32(1), 31-37.