

Stimulating Language in Bilingual Preschool and School Age Children

Karen P. Guerra, M.S., CCC-SLP
Bilingual Speech and Language Pathologist
Children's Healthcare of Atlanta-Scottish Rite

Agenda

- Bilingualism
- Bilingual Language Acquisition
- BICS & CALPS
- Bilingual Myths
- Assessment
- Language and Culture
- Classroom Strategies
- Census information

“The only thing that
bilinguals have in common
is that they are not
monolingual”

(Haugen, 1953)

Bilingualism defined...

- The use of at least two languages by an individual. The degree of proficiency in the languages can range from a person in the initial stages of acquisition of two languages to a person who speaks, understands, reads, and writes two languages equally well at native or near-native proficiency
(Baker, 1993)

Typical Bilingual Development

- If the child acquires two languages simultaneously, the stages of development are the same as they are for monolingual speakers of those languages
- Milestones are similar to monolinguals

If child learns English sequentially...

- The development progression is somewhat different



Sequential learners take a different path

Stage 1- Child uses home language, L1 (<4 years of age). When everyone around the child is speaking a different language, there are only two options-to speak the language they already know or to stop speaking entirely. School age children (ages 4-7) recognize they have to learn L2 (Tabors & Snow, 1994)

Stages Continued

Stage 2- “Silent” period. After children abandon the attempt to communicate in their first language, they enter a period in which they do not talk at all. It can be brief or last for some time

(Tabors & Snow, 1994)

Stages Continued

Stage 3- Formulaic

The next stage occurs when child is go public with the new language-it is telegraphic and involves the use of formulas. For example, a child might say, "put paper" vs. "I want to put the paper on the table". Formulaic speech refers to the use of analyzed chunks of words or routines phrases that are repetitions of what the child hears (i.e. "Oh man")

(Tabors & Snow, 1994)

Stages Continued

Stage 4- The child reaches the stage of productive language use. At this point, the child is able to go beyond short telegraphic utterances and memorized chunks

The child begins to demonstrate understanding of the syntactic system of the language

(Tabors & Snow, 1994)

Keep in mind

- Bilingual language development can follow a number of different patterns as there is often imbalance in the child's languages as one or the other predominates
- As such, their performances on tests of language proficiency can be misleading
- At any given point, their skills in both languages may be relatively weak

Basic Interpersonal Communication Skill

- **BICS-** Language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S.

(Cummins, 1984 & Langdon, 2008)

Cognitive/Academic Language Proficiency

- **CALPS-** Refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years (Cummins, 1984 & Langdon, 2008)

Stages of Second Language Acquisition

<u>Silent Receptive</u> Basic Interpersonal Communication Skills (BICS)	Hesitant, often confused and unsure Limited comprehension, that is, indicated nonverbally through gestures and actions student begins to associate sound and meaning in the new language Student begins to develop listening skills
<u>Early Production</u> Basic Interpersonal Communication Skills (BICS)	Yes/no responses One word verbal responses advancing to groupings of two or three words Focus is on key words and contextual clues Improving comprehension skills Relates words to environment
<u>Speech Emergence</u> Basic Interpersonal Communication Skills (BICS)	Transition from short phrases to simple sentences Errors of omission and in grammar Continuing mispronunciations

Stages of Second Language Acquisition

<u>Intermediate Fluency</u> Basic Interpersonal Communication Skills	Transition to more complex sentences Students engage in conversation and produce connected vocabulary Errors more common as student uses language for more purposes Grammar not firmly acquired Extensive vocabulary development
<u>Advanced Fluency</u> Basic Interpersonal Conversational Skills (BICS) transitioning to Cognitive Academic Language Proficiency (CALP)	Student can interact extensively with native speakers Student has higher levels of comprehension, though not advanced enough for cognitively-challenging academic tasks Few errors in grammar

(Adapted from Project Talk: A Title VII Academic Excellence Program, Aurora Public Schools)

Degree of exposure matters

- Bilingual children exist on a continuum depending on the degree of exposure to a particular language and how that exposure was provided (Bhatia & Ritchie, 1999)

Bilingual Myths

Myth- Learning a second language takes little time and effort

Fact- Studies have shown that learning English as a second language may take from 2-3 years for oral language skills and 5-7 years for higher level, cognitive and academic language skills (Collier, 1987; Hakuta, 1986)

Bilingual Myths

Myth: All language skills (listening, speaking, reading, writing) readily transfer from L1 to English (L2)

Fact- Reading is the skill which transfers most readily

(Brice & Rivero, 1996; Carson, Carrell, Silberstein, Kroll, & Kruehn, 1990; Hakuta 1986; Major, 1992; Pica, 1995)

Bilingual Myths

Myth- In order for students to better learn English their parents should speak only English at home

Bilingual Myths

Fact: Conditions under which English is likely to be an additive process include: learning both L1 and L2 in the social context (both are valued and used various contexts); bilingualism is promoted at home; a well developed L1 before learning English; ample opportunities to interact with English speakers; learners receive appropriate instruction

(Wong-Fillmore, 1992)

Benefits of being bilingual

- “second generation students who became fluent bilinguals reported better relations with their families, greater self-esteem, and higher educational aspirations”

(Portes & Hao, 2002)

Video Clip

- **Jorge Cabrera**

DOB- 01/05/2004

Dx: Severe Receptive/Expressive Language Delay

Severe Articulation Delay

Lives at home w/mom and grandparents (all Spanish speaking)

Attended preschool 1 ½ all in English

Codemixing/Codeswitching

- Any switch within the course of a conversation, whether at word or sentence level

(Baker, 2004)

i.e. “Put it *acquir*” (*acqui* + *here*)

ASHA’S Position

- “...determination of bilingual dominance in communicatively handicapped individuals may be particularly difficult. It is stressed that BOTH objective and subjective measures should be utilized to determine if the client’s dominant language is either English or the minority language”.

Assessment of English Language Learners

- Assessment and intervention of speech and language disorders of English Language Learners should be conducted in student's primary language
(PL 94-142 and Title VII of PL 95-561)

What if a student is limited in both languages?

- Bilingual individuals who possess limited communicative competence in both languages should be assessed in both languages to determine language dominance

Who is considered bilingual?

- Native or near-native proficiency in the language (s)/dialect (s) spoken by the client/patient (ASHA, 2000)

Help! I don't speak the language: Use an interpreter

- If you are not considered a bilingual speech-language pathologist or educator (i.e. Spanish/English), you will need the use of a trained interpreter in order to better serve the Spanish-speaking population

Alternative Strategies for Use of Professional Personnel

- 1) **Establish Contacts-** Bilingual speech-language pathologists or audiologists can be hired by school districts and other clinical programs as consultants to evaluate and remediate minority language speakers on an as needed basis
- 2) **Establish Cooperative-** A clinical cooperative can be developed to allow a group of school districts to hire an itinerant bilingual speech-language pathologist or audiologist

Alternative Strategies for Use of Professional Personnel

- 3) **Establish Networks-** Strong ties can be established between professional work settings and university programs that have bilingual speech-language pathology or audiology programs so that there can be an interchange of existing resources.

Alternative Strategies for Use of Professional Personnel

- 4) **Establish Interdisciplinary Teams-** A team approach can be implemented which includes monolingual speech-language pathologist or audiologist and a bilingual professional equal (e.g., psychologist, special education teacher, etc.) who is knowledgeable of non-biased assessment procedures and language development of particular minority language.

Difference vs. Disorder

- If skills are within normal limits in the native language, second language delays cannot be considered a disorder
 - If the 5-7 years for CALP development have not been completed, delays could still be due to second language learning
 - If the child has recently been exposed to a second language, skills in native language may temporarily be depressed due to the “silent period” which may occur
- *All of these possibilities must be considered before diagnosing the child with a language disorder

Working with ELL Students

- Base diagnostic information from a multi-perspective approach
- Use different data sources to make decisions towards instruction and intervention (i.e. portfolios, narratives, oral/written assignments, etc.)
- Involve families

Working with ELL Students

- Follow the best practice
- Avoid reliance on formal, standardized measures at the primary indicators of a language disorder (Peña & Quinn, 1996)

Cultural Factors

- Different cultures have different sets of expectations concerning appropriate patterns of language use and social interaction on the part of children and adolescents
(Roseberry-McKibbin, 2002)

Language and Culture

- Children from different cultural minority groups may not have the same experiences with doctors, dentists, or other professionals as children from mainstream culture
(Crago, 1988)

Language and Culture

- Their experiences with food, music, toys, and religious customs are often different as well



Language and Culture

- As a result, they may find it difficult to engage in classroom discussions or activities that involve experiences that are foreign to them



School Performance

- Performance in school including grades and other formal indicators of progress, is correlated with socioeconomic status (SES)
- SES was correlated with performance on a variety of literacy measures so that students from low SES backgrounds scored significantly lower than students from higher SES backgrounds
(Genesse and Riches 2004)

SES alone is not a causal factor but is associated with a variety of other factors

- knowledge of letters
- experience with books at home
- writing at home
- learning and reciting rhymes
- and getting assistance from parents or other siblings doing homework

Tools

- Utilizing bilingual teachers, SLP's, and trained ESL teachers as cultural informants
- Attending training opportunities can allow educators to become more attuned to the unique strengths and weaknesses of students from diverse cultural and linguistic backgrounds



Classroom Strategies

- Adapt activities whenever possible (i.e. break tasks down)
- Visual organizers/aids are very helpful for enabling students to understand word meanings and associations, interpret text titles, analyze stories, understand the cultural features of communication, remember events, and successfully make decisions about answer options
- Provide instructional support when necessary for students' active involvement
- Try to identify the elements that need to be learned and demonstrate them with examples

Classroom Strategies

- Avoid asking a series of questions, ask one questions at a time
- Allow extra time for processing questions (Kayser, 2007)
- Make sure barriers have been identified regarding 2nd language acquisition and/or proficiency (Langdon, 2002)

Classroom Strategies

- Activities should be meaningful and culturally relevant
- Provide more repetitions
- Slow down the rate of speech to allow for comprehension (Kayser, 2007)
- State oral directions in short simple sentences
- Use visual aids/support whenever possible

Classroom Strategies

- Incorporate students' home/community communication events into activities
- Plan activities that use whole texts, themes, events, and experiences
- Connect the current task the student already knows
- Create an environment conducive to a wider range of responses
- Allow students to participate in small groups where they may interact as tutors on occasions

Census

- Today, the Hispanic/Latino population constitutes the largest minority in the United States rising to almost 50 %, from 22.4 to 35.3 million between 1990 and 2000
(U.S. Bureau of the Census, 2000)

Census

- From 1990 to 2000, the Hispanic/Latino population in Georgia increased by almost 300 percent (from 108, 922 to 435, 227)

Census

- Spanish speaking students make up the largest percentage (77%) of the culturally and linguistically diverse (CLD) population in K-12 classrooms across the nation
(Salas-Provance & Oprandy, 2006)

Looking ahead....

- By 2010, 22% of school-aged population will be children of immigrants
- By 2030, 40% of the K-12 population will identify a language other than English as their first language
- Predict by 2050 minorities will account for nearly half of all Americans (47%)

Implications for us

- We need to be prepared to provide appropriate services that are responsible to the needs of these children



Diversity

“I pledge a lesson to the
frog of the United
States
Of America, and to the
wee puppet for witches
hands.
One Asian, under God, in
the vestibule,
With little tea and just
rice for all”.



- Karen P. Guerra, M.S.CCC-SLP
Bilingual Speech and Language
Pathologist
Children's Healthcare of Atlanta-Scottish
Rite
PH: (404) 785-3737

karenguerra@choa.org

karenguerra@hotmail.com

Resources

- www.asha.org (American Speech-Language and Hearing Association)
- www.nabe.org (National Association for Bilingual Education)
- www.colorincolorado.com (Great site for teachers, parents, and other professionals needing bilingual information/activities)
- www.bilingualtherapies.com
- www.everythingesl.net
- www.applesfortheteacher.com

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Terminology

- **Bilingualism**-The use of at least two languages by an individual. The degree of proficiency in the languages can range from a person in the initial stages of acquisition of two languages to a person who speaks, understands, reads, and writes two languages equally well at native or near-native proficiency.

Terminology

- **Code switching**-The juxtaposition within the same exchange of passages belonging to two different grammatical systems.
- **English language learners**- language minority students in the United States who are learning English, the majority language, for social integration and educational purpose (previously referred to as limited English proficient students).

Terminology

- **Culturally diverse**- Where an individual or group is exposed to more than one set of cultural beliefs, values, and attitudes. These beliefs, values, and attitudes may include race/ethnicity, sexual orientation, religious or political beliefs, or gender identification.

Terminology

- **Interpreter**- A person specially trained to transpose oral or signed text from one language to another.
- **Language loss**- A potential consequence of second language acquisition whereby a person may lose his/her ability to speak, write, read, and/or understand a particular language or dialect due to lack of use or exposure.

Terminology

- **Language Dominance-** The condition in which bilingual people have greater grammatical proficiency in, more vocabulary for, or greater fluency in one language or simply use one language (i.e., the dominant language) more often.

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Terminology

- **Linguistically diverse-** Where an individual or group is exposed to more than one language or dialect.
- **Sequential bilingualism-** (also known as successive bilingualism). Occurs when an individual is exposed to a second language after the first language is well established.

Terminology

- **Simultaneous bilingualism-** Occurs when a young child is exposed to two language simultaneously, before one language is well established.
- **Translator-** A person specially trained to transpose written text from one language to another.