

Instructional Programs and Practices for Young Dual Language Learners: Home Language Maintenance and English Acquisition Is It Either/Or Or Both and More?



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Definition of DLLs

"Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language." (p.1)

Definition includes *simultaneous* and *sequential* second language learners

Distinctions are usually made in literature

Includes English language learners (ELL) and English as a Second Language (ESL) students



Underserved or Inappropriately Served Population

- Attendance/Participation Rates
- Achievement Patterns: K Entry; Third Grade Reading Math and Math Scores
- High School School Completion and College Matriculation and Graduation
- Adult Incomes; Percent in Poverty

Some Possible Explanations

1. Additive Bilingual Education:

- *Assure maintenance and development of students' home language **while also** adding English*

Developmental Bilingual Education:

- Additive, e.g. Two-way dual immersion (DLL & EO) or one-way immersion (DLL only) programs

2. Subtractive Bilingual Education:

- *Some support for home language while students are transitioned into EO instruction*

Transitional Bilingual models are subtractive in nature

3. English immersion Programs:

Subtractive, "sink or swim"



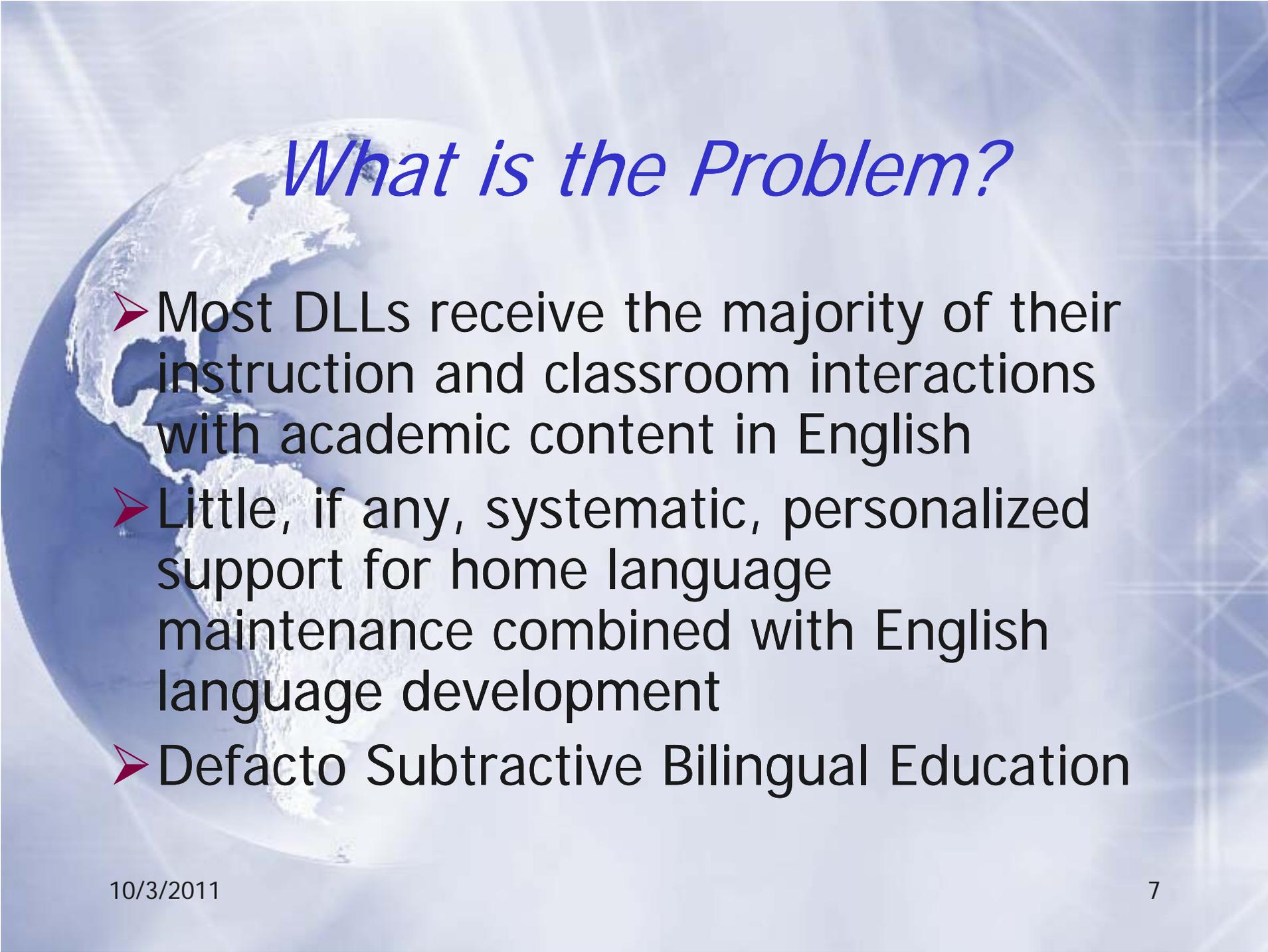
*Basic Program Models for Young
Dual Language Learners*

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Typical ECE Program Models for DLLs

<i>Native/Home Language</i>	Focus: Home language dev., No English	All children and teachers are speakers of home language	All interactions in home language
<i>Bilingual Classrooms</i>	Focus: can be <i>transitional</i> or dual language development: one-way or two-way immersion	Can be DLL only or mixture of EO and DLL	Instruction and Interactions in both English and home lang.: range of % in L1
<i>English Language (ELD)</i>	Focus: English acquisition	DLLs can speak multiple languages	All instruction in English



What is the Problem?

- Most DLLs receive the majority of their instruction and classroom interactions with academic content in English
- Little, if any, systematic, personalized support for home language maintenance combined with English language development
- Defacto Subtractive Bilingual Education

Research for DLL Children

- ✓ Recent Area of Concern: NCLB, Demographics, Impact of Preschool, **Importance of Early years!!**
- ✓ Dozens of studies---at best (recent research syntheses, meta-analyses)
- ✓ Measurement Issues
- ✓ Debate on Goals & Terms
- ✓ Must consider research from many disciplines
- ✓ Exciting New Infant Research: Neuroscience
- ✓ Most rigorous reach similar conclusions

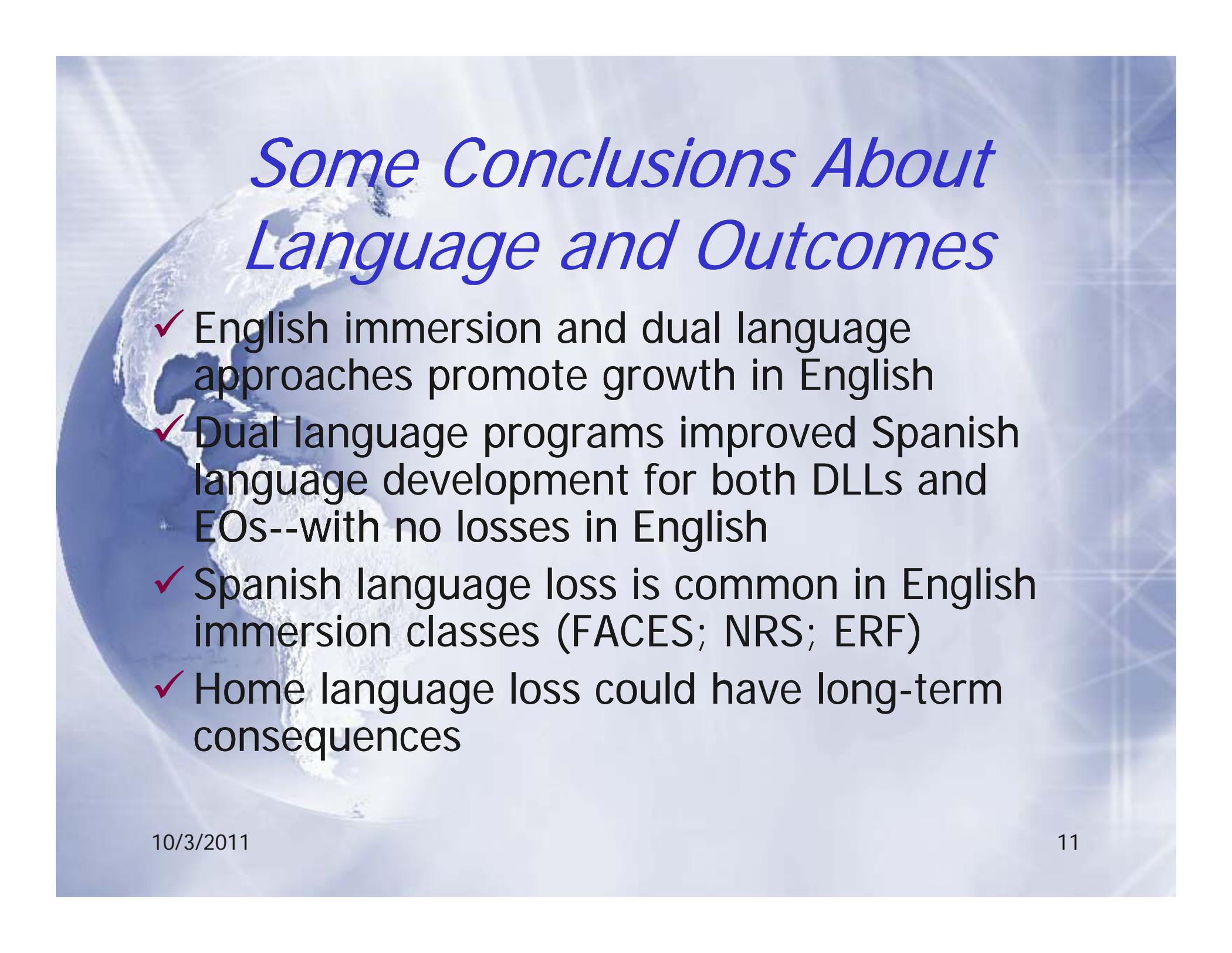
Conclusions of “Best” Scientific Studies:

(LM Literacy Panel, 2006; Genesee et al., 2006; CREDE Report, 2006; Goldenberg, 2011)

- Using child’s primary language or L1 promotes achievement in English, L2 (.2-.6 standard deviation in test performance)
- High Quality literacy practices benefit DLLs--but effect sizes are lower
- Instructional Adjustments are needed---few details
- Assessment in both languages is critical

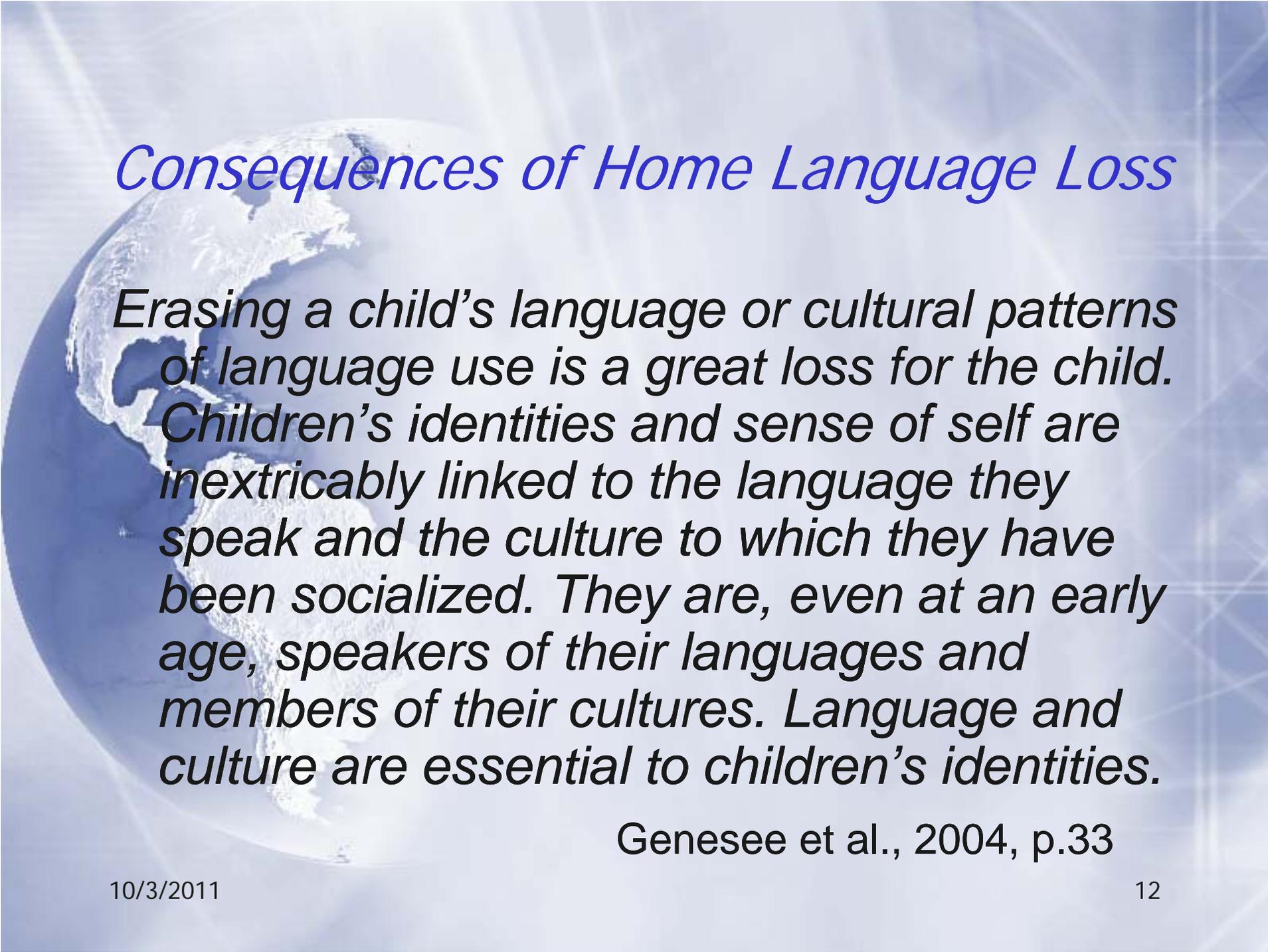
Early Achievement Gains in English

- ✓ Young DLLs learn early literacy skills, e.g., decoding, phonemic awareness at age-appropriate levels (Espinosa & Zepeda, 2010)
- ✓ Vocabulary and comprehension significantly below national norms by 4th grade (Lesaux, et al., 2010)
- ✓ DLLs can read English words but don't have linguistic background to understand text



Some Conclusions About Language and Outcomes

- ✓ English immersion and dual language approaches promote growth in English
- ✓ Dual language programs improved Spanish language development for both DLLs and EOs--with no losses in English
- ✓ Spanish language loss is common in English immersion classes (FACES; NRS; ERF)
- ✓ Home language loss could have long-term consequences



Consequences of Home Language Loss

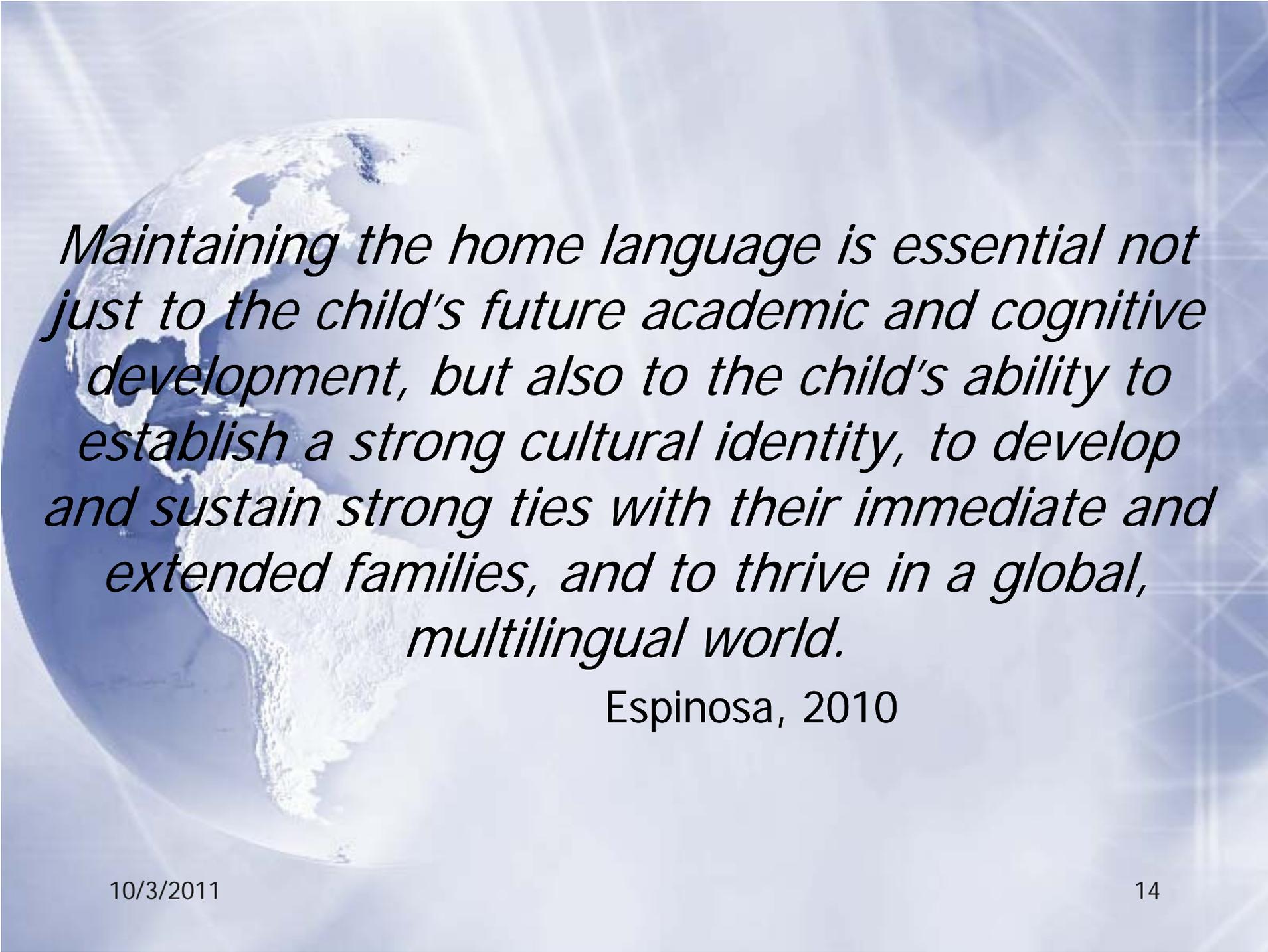
Erasing a child's language or cultural patterns of language use is a great loss for the child. Children's identities and sense of self are inextricably linked to the language they speak and the culture to which they have been socialized. They are, even at an early age, speakers of their languages and members of their cultures. Language and culture are essential to children's identities.

Genesee et al., 2004, p.33



Language Loss, cont.

- Home Language loss linked to poor long-term academic outcomes (Slavin & Cheung, 2005; Oller & Eilers, 2002; Thomas & Collier, 2002)
- Preschool children quickly can shift language preference to English (Wong-Fillmore, 2000)
- Linguistic and cognitive benefits to becoming fully bilingual (Bialystok, 2001, 2011; Winsler, et al., 1999)



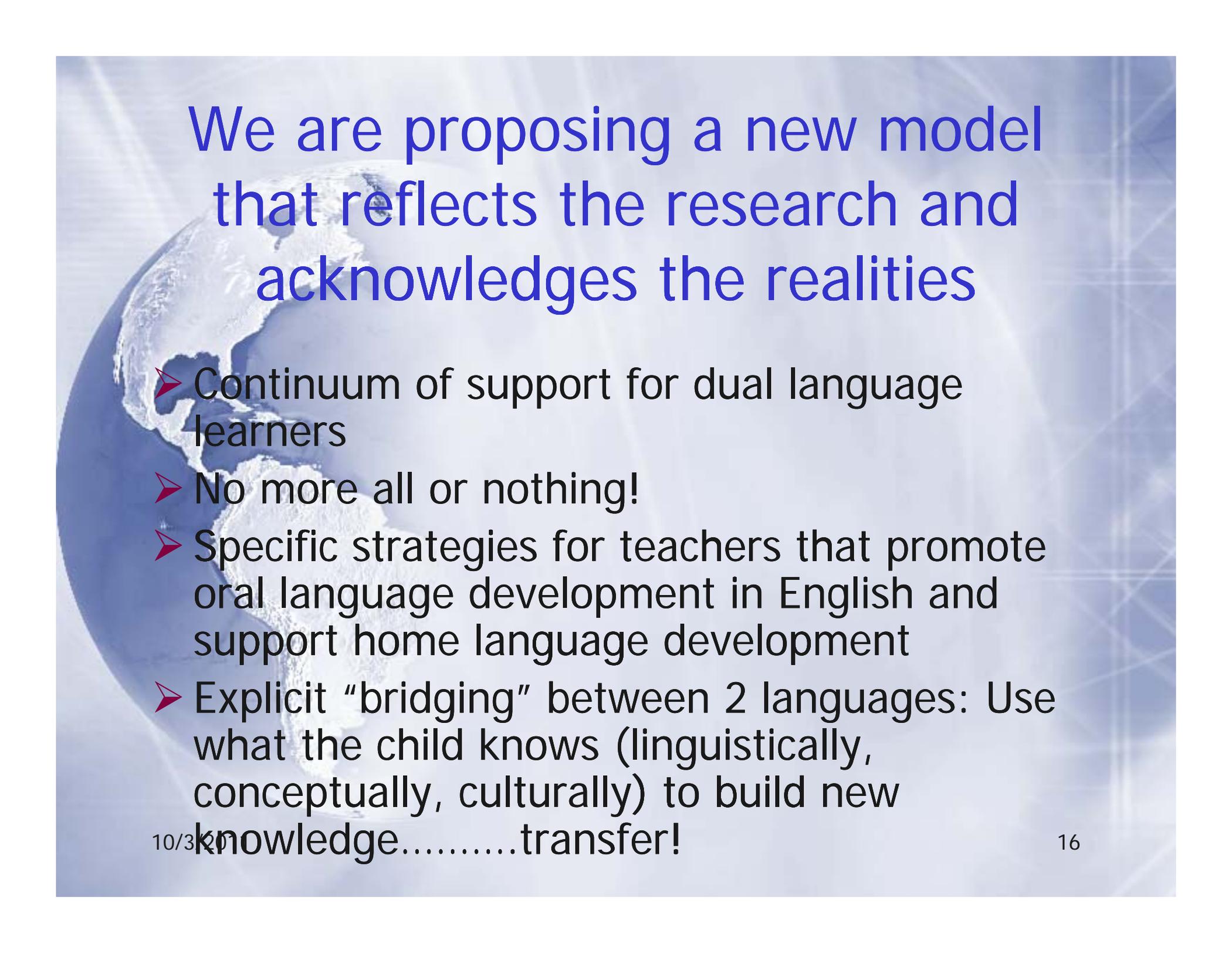
Maintaining the home language is essential not just to the child's future academic and cognitive development, but also to the child's ability to establish a strong cultural identity, to develop and sustain strong ties with their immediate and extended families, and to thrive in a global, multilingual world.

Espinosa, 2010

Challenge: How to Do Both and More?

➤ Context:

- Most ECE teachers are NOT Bilingual or well prepared on issues of diversity
- Political/Policy constraints in many states and communities, e.g., CA, AZ, MA
- Dual language programs not always appropriate, e.g., 3 or more languages with no dominant language among children & families
- Lack of clear, concrete procedural guidance



We are proposing a new model that reflects the research and acknowledges the realities

- Continuum of support for dual language learners
- No more all or nothing!
- Specific strategies for teachers that promote oral language development in English and support home language development
- Explicit “bridging” between 2 languages: Use what the child knows (linguistically, conceptually, culturally) to build new knowledge.....transfer!



Personalized Oral Language(s) Learning: POLL strategies

- Begins with Family Conversations:
Family Languages and Interests Interview
- Informs teachers about home language practices, talents, and interests to connect family, teacher, and child and promote home-school collaboration

LAUSD Transitional Kindergarten Family Languages and Interests Survey

Today's Date: _____ / _____ / _____
Month Day Year

CHILD'S NAME (first, middle, last): _____

Gender: Boy Girl Child's Date of Birth: _____ / _____ / _____
Month Day Year

1. Who are the members of your family? _____
2. How many family members live with you and child? _____
3. Who is the primary caregiver of your child? _____
4. What language does the primary caregiver speak most often with child? _____
5. What language did your child learn when he or she first began to talk? _____
6. Does anyone in your home speak an indigenous language? Yes No Identify: _____
7. Can you tell me what language(s) each of the following people in your household speak to your child?

	Only English	Mostly English, some other language (identify)	Mostly other language (identify), some English	Only other language (identify)
Mother (or you)				
Father (or you)				
Older siblings				
Grandmother				
Grandfather				
Aunt/Uncle				
Others, after school, community members				

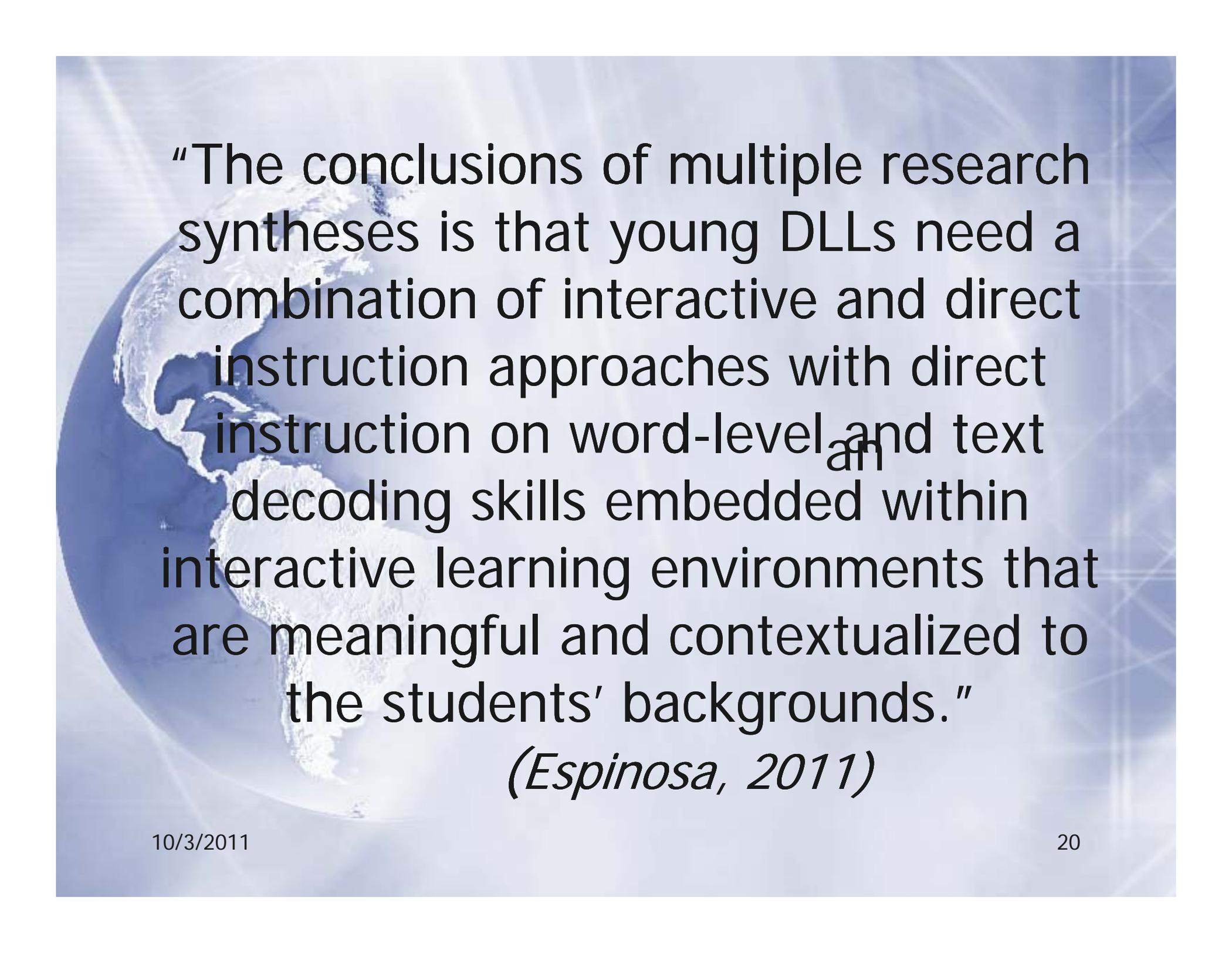
8. What special talents or interests does your child have? _____
9. Who does your child play with most often? _____
10. What are your aspirations for your child? _____
11. What are your expectations for the Transitional Kindergarten year? _____
12. Do you have any hobbies or interests that you would like to share with your child's class? _____
13. Would you be interested in volunteering in your child's class? _____
 If yes, preferred day and time _____

POLL cont.

✓ Environmental Supports

✓ Instructional Strategies

- ✓ Anchor book, intentional message, vocab.
Imprinting, songs, chants, visual cues/gestures
- ✓ Skilled Story Book Reading (**specific strategies that build vocab and narrative**)
- ✓ Opportunities to Practice Across Contexts
- ✓ Screening and Continuous Assessment
- ✓ Strong Parent-Family Partnerships (**home visiting, parent-school collaborations, parent education, family support programs**)



"The conclusions of multiple research syntheses is that young DLLs need a combination of interactive and direct instruction approaches with direct instruction on word-level and text decoding skills embedded within interactive learning environments that are meaningful and contextualized to the students' backgrounds."

(Espinosa, 2011)



➤ *Overview of “best practices” in your hand outs*

Elizabeth Magruder will demonstrate specific strategies and show a few video clips illustrating strategies in LAUSD classrooms