


PaTTAN
Pennsylvania Training and Technical Assistance Network

Dual Language Learners and Early Literacy

Part 1: How Does the Emergent Bilingual Brain Work?

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PaTTAN's Mission	<p>The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.</p>
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PDE's Commitment to Least Restrictive Environment (LRE)	<p>Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.</p>
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Three-Part Webinar
Dual Language Learners and Early Literacy

Webinar #1: How Does the Emergent Bilingual Brain Work?

Webinar #2: Examination of Exemplary Teaching Practices in Early Childhood Programs for DLLs and ELs

Webinar #3: Family and Community Engagement in Early Childhood Programs for Diverse Learners

You must attend all three webinars to be awarded ACT 48 credits. If you are participating as a group, please contact Tina Rife trife@pattan.net to let her know who is participating.

You must also complete a Survey Monkey at the end of each webinar. The code to access the Survey Monkey will be provided to you at the end of the presentation.

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Participant Outcomes



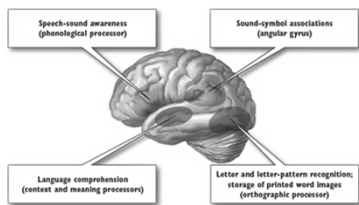
Identify the role that home language plays in the development of literacy skills.



Explore practices that validate, celebrate and encourage a culturally responsive climate.

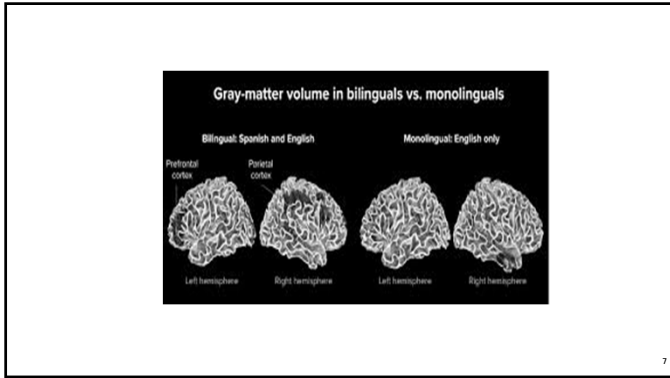
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This is how your brain learns language



Sopris, LETRS, p. 32

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The Brain in Early Years

- Most connections among brain cells are formed during the first three years. Children make huge gains in development—socially, emotionally, physically, linguistically and cognitively—at a rate faster than any other stage in their lives.
- They begin to develop their approaches to learning which facilitate learning in each developmental domain, including language.

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Brain Development in Early Years

- Play provides hands-on experiences with materials that allow children to explore the purpose and structure of language in authentic ways.
- Consistent, high-quality, adult-supported, play-based interactions from birth to age five provides the experiences to which children connect in K-12 and beyond.

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Who are Dual Language Learners?	Dual language learner (DLL) is used by early childhood practitioners to describe children, age birth to five years, who are learning two or more languages. "Dual language learner" acknowledges that very young children are still actively developing their home language(s) along with an additional language.
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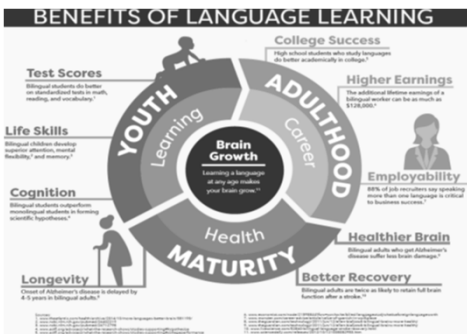
Dual Language Learners	<ul style="list-style-type: none"> ▪ Young DLLs develop multiple languages at different rates and in different ways. Some children begin learning two or more languages simultaneously at birth. ▪ Other children may learn English sequentially, adding English to their home language upon entry to early care and education programs.
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Dual Language Learners	<ul style="list-style-type: none"> ▪ The timing, exposure, quantity and quality of input, opportunity to use both languages, and community attitudes toward languages other than English significantly affect the rate and pattern of development in each language. ▪ Children's personalities, motivations, abilities, and interests also impact the speed at which they each develop English.
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The Benefits of Supporting Home Language(s)

- Understanding and speaking in two or more languages is a remarkable skill and provides many benefits to the child, family, school, and society.
- Children all over the world engage in the practice of learning two or more languages during the first five years of life. This does not inherently cause confusion or language delays (Espinosa, 2013).

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The Benefits of Supporting Home Language(s)

- Early Language and Literacy**
- Research shows that children who develop two or more languages have an easier time
- thinking about language
 - learning additional languages
 - transferring their knowledge about literacy to their second language

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The Benefits of Supporting Home Language(s)	Social-Emotional Development
	<p>Research shows that children who develop two or more languages</p> <ul style="list-style-type: none"> • show better self-control • are likely to maintain strong ties to their family, culture, and community • are able to make new friends and create strong relationships in their second language

The Benefits of Supporting Home Language(s)	Cognitive Development
	<p>Research shows that children who develop two or more languages have an easier time</p> <ul style="list-style-type: none"> ▪ Developing cognitive flexibility ▪ Using logic and thinking skills ▪ Focusing their attention ▪ Understanding math concepts and solving math problems

The Benefits of Supporting Home Language(s)	Approaches to Learning
	<p>Research shows that thinking in two languages promotes</p> <ul style="list-style-type: none"> ▪ Advanced executive function skills such as planning, initiating, waiting, and self-regulation ▪ Flexible approaches to problem solving ▪ Higher levels of abstract thought ▪ An openness to learning about and from people from other cultures

Interference Normal Phenomena

- Children may manifest **interference** or **transfer** from their L1 to English (L2).
- Errors in English may be due to the direct influence of an L1 structure.
 - In Spanish, "la casa verde" means the "green house" in English. A child who says "the house green" would be manifesting a transfer from Spanish to English.


Roseberry-McKibbin, Celeste and Brice, Alejandro. Acquiring English as a Second Language - What's Normal, What's Not

Receptive Period Normal Phenomena

- Children, when first exposed to a second language, are often focusing on listening and comprehension.
- Sometimes children are very quiet, speaking one word utterances when necessary.

Roseberry-McKibbin, Celeste and Brice, Alejandro. Acquiring English as a Second Language - What's Normal, What's Not
<https://www.asha.org/public/speech/development/ear/>

Language Development or Language Delay?




General Questions to Ask:

1. Is there a delay in the native language? Ask the family. Bilingual staff feedback.
2. Is the student progressing as expected compared to "like peers" from similar backgrounds receiving the same language instruction?
3. Ask teachers. Look at data.

<https://www2.ed.gov/about/offices/list/oeis/english-learner-tookkit/chap6.pdf>

Code Switching



WHAT IS CODE SWITCHING?

Code Switching (also called language mixing) is the "use of elements from two languages in the same utterance or in the same stretch of conversation" (Paradis, Genesee, & Crago, 2011, p. 88).

Code switching occurs when children or adults alternate between two or more languages.

The most common way young children mix two languages is by beginning a sentence in one language, then switching to another (Genesee et al., 2004).

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Code Switching – What the Research Says

When children code switch:

- They maintain the grammar rules of both languages (Genesee et al. 2004), keeping the languages separate.
- Even before they are born, babies' brains are distinguishing and separating between two languages.

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It's quite normal and even beneficial to code switch!

- It's typical among children and adults who know more than one language
- It's a reflection of cognitive and communicative competence

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<p>What Adults Can Do</p>	<p>Adults can use instances of code switching to</p> <ul style="list-style-type: none"> ▪ observe their language skills and present strong language models to support learning and development <p>Adults who listen carefully</p> <ul style="list-style-type: none"> ▪ understand a child's vocabulary, ideas, and knowledge, and then ▪ support the child to interact, extend conversations, and learn more.
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<p>Encourage Home Language(s) Use</p>	<ul style="list-style-type: none"> ▪ Language is one of the most important gifts that families give to their children. ▪ It is important that practitioners encourage the families they work with to speak with their children at home using the language in which they are most comfortable. ▪ Home language helps children connect to their families, cultures, and communities, and learn about their world. It allows children to communicate their feelings and ideas with their families, build trusting relationships, and hear the structure and purposes of language
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<p>Key Differences Between DLLs and Monolingual Children</p> <p><small>Same Different and Diverse Understanding Children who are Dual Language Learners National Center of Cultural and Linguistic Responsiveness</small></p>	<p>Key Differences</p>	<p>What Research Says</p>			
	<table border="1"> <tr> <td style="padding: 5px;"> <p>Different developmental pathways</p> </td> <td style="padding: 5px;"> <p>Children who are DLLs may initially learn a concept, e.g., big and little, in one of their languages and not know the words for the concept in the other one yet. On the other hand, they may have different amounts of exposure to their two languages at different times: for example, there may be big spurts in one language when Grandma comes to visit and a sharp decrease in progress when she leaves.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Opportunities to code switch (language mix)</p> </td> <td style="padding: 5px;"> <p>Dual Language Learners are able to switch between two languages. Code switching is a typical feature of dual language development and provides children with rich communication because they can use both languages.</p> </td> </tr> </table>	<p>Different developmental pathways</p>	<p>Children who are DLLs may initially learn a concept, e.g., big and little, in one of their languages and not know the words for the concept in the other one yet. On the other hand, they may have different amounts of exposure to their two languages at different times: for example, there may be big spurts in one language when Grandma comes to visit and a sharp decrease in progress when she leaves.</p>	<p>Opportunities to code switch (language mix)</p>	<p>Dual Language Learners are able to switch between two languages. Code switching is a typical feature of dual language development and provides children with rich communication because they can use both languages.</p>
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Key Differences Between DLLs and Monolingual Children	Key Differences	What Research Says
	Greater demands on memory	Children who are DLLs must store two sets of sounds, two sets of grammar rules, and two groups of vocabulary in memory. Their brains become very active and flexible (Zelasko and Antunez, 2000). They also develop strong thinking skills (Kessler and Quinn, 1980), and increased abilities to focus, remember, and make decisions (Bialystok, 2001).
	Development within two (or more) cultures	Children who are DLLs develop in two or more cultural environments, learning multiple sets of cultural behaviors, ways of thinking, behaving, interacting, etc. This provides them with a broader understanding of the human experience and more skills in adapting to different expectations (Genesee, et al., 2004).

DLLs Are a Highly Diverse Group	Children Have Different	For Example...	Why This Matters...
	Languages	Children and their families may speak languages and dialects from around the world.	Every language has unique rules for grammar (syntax), etc., which those who speak the language must learn and use. If a family is one of a few speakers of their language in their community, the children have less exposure and opportunity to practice their home language.
	Culture	Children from the same language background may not share the same cultures even if they come from the same country.	Different cultures often have different expectations about how to communicate with one another and with whom, conversational rules, body language, etc.

DLLs Are a Highly Diverse Group	Children Have Different	For Example...	Why This matters...
	Developmental pathways and experiences	Children may have different types of access to their home language(s) and to English, such as different speakers; settings, e.g., home, school, church, and community; and amounts and types of experience with each language, etc.	Children may learn one language from one parent and one from another, OR they may hear their second language only when their grandparents visit or on weekends at church, etc.

DLLs Are a Highly Diverse Group

Children Have Different	Examples...	Why This Matters...
Community Experiences	Children may live in communities in which speakers of the home language are numerous or in communities where there are few speakers.	A family may be the only speaker of their language in their community so the children only hear the language from their own family.
Family values and beliefs about home language	Some families may have a strong desire to have their children develop their home language/s; other families may prefer that their children only learn English.	If parents believe that learning their home language WILL limit their success in the United States, they may choose to teach them that English is more valuable and to diminish the value of their home language.
Individual child characteristics	Children who are DLLs demonstrate a wide range of individual characteristics, as do monolingual children, e.g., aptitude, interests, temperament, etc.	PLEASE NOTE: Children with cognitive disabilities can and do learn multiple languages at the same levels of competence (Genesee, Paradis & Crago, 2004).

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- A child's experiences prior to Kindergarten entry build the foundation for all future learning in K-12 and beyond. When practitioners utilize research-based best practices, they can promote children's optimal learning and development from birth to age five.
- This means developing nurturing relationships with children, engaging in meaningful interactions, and intentionally assessing, planning for, and supporting consistent, equitable effective programming for all children.
- It also means creating a welcoming environment, developing reciprocal relationships with family members, and encouraging and supporting each child's home language.

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Early Literacy Development

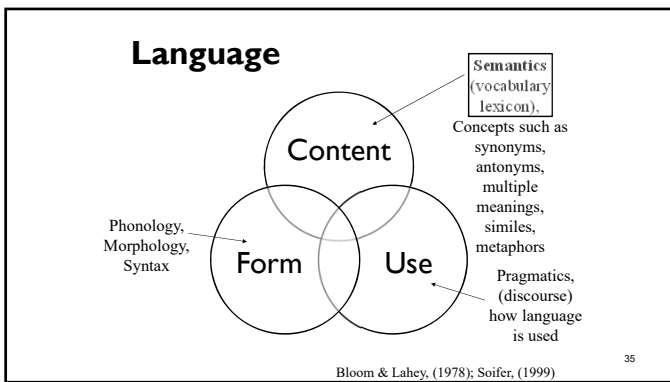


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Components of Influence on Spoken and Written Language

- Phonology
- Morphology
- Semantics
- Syntax
- Pragmatics (discourse)

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The English Language

- Of all languages in the world, the alphabetic writing system of English is complex.
- This is because English is a morphophonemic language (sound and meaning).
- The meaningful parts of words are often spelled consistently even though their pronunciations change from one word to the other

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The English Language	<p>Let's look at these examples:</p> <p>child, children site, situation heal, health anxious, anxiety compete, competition</p>
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Languages	<ul style="list-style-type: none"> ▪ Languages such as Spanish, Italian, Portuguese, French, Serbo-Croatian and Finnish have a "transparent" alphabetic orthography. ▪ The sound-symbol correspondences in the alphabetic writing system are regular and predictable, with one sound represented by one symbol or letter.
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Our Brain	<ul style="list-style-type: none"> ▪ Our brain is hard-wired to speak. ▪ Listening and speaking (oral language) are the foundational skills for later reading and writing ▪ We are not biologically "wired" to read and write ▪ Reading and writing must be directly and systematically taught in any language
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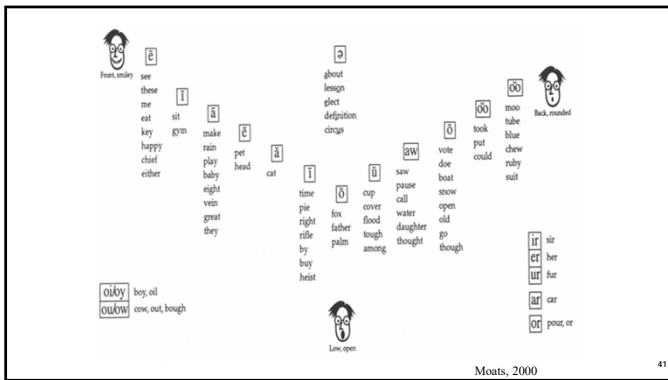


English Consonant Phonemes by Place and Manner of Articulation

Figure 1.2 English Consonant Phonemes by Place and Manner of Articulation

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Puffed Back on Roof of Mouth	Back of Throat	Glottis
Stops							
Unvoiced	/p/			/t/		/k/	
Voiced	/b/			/d/		/g/	
Nasals				/n/		/ŋ/	
Fricatives							
Unvoiced		/f/	/θ/	/s/	/h/		
Voiced		/v/	/ð/	/z/	/r/		
Affricates							
Unvoiced					/tʃ/		
Voiced					/dʒ/		
Glides							
Unvoiced					/j/	/w/	/h/
Voiced							
Liquids				/l/	/r/		

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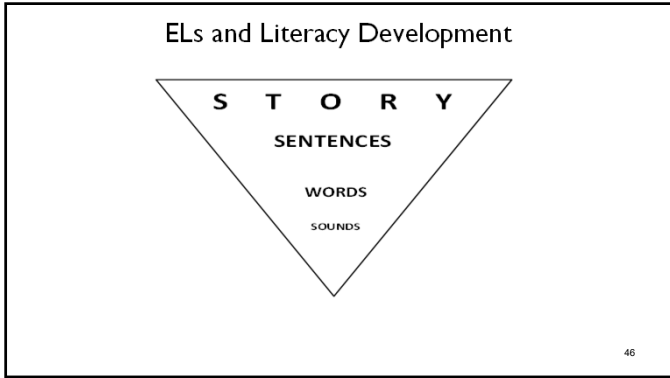
Moats, 2000

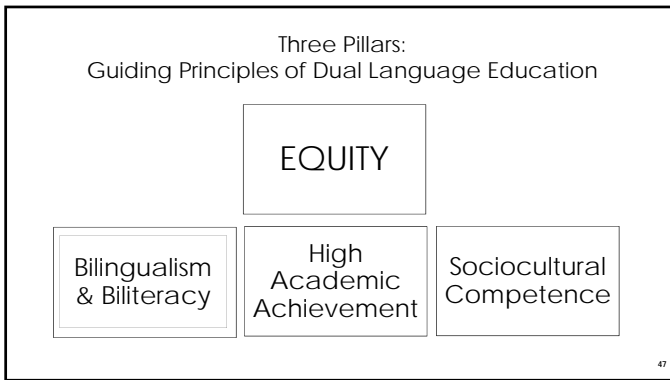
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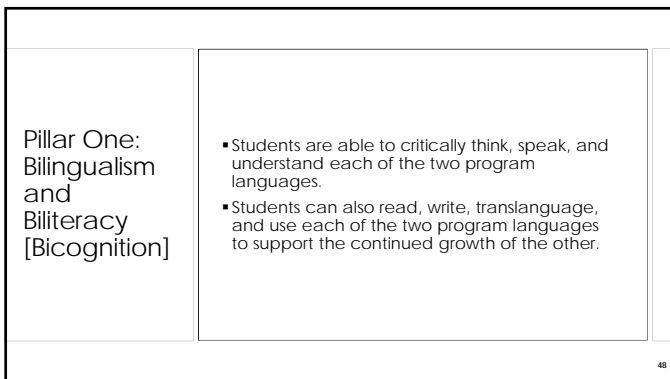
Contrastive Analysis

- Researches the differences and similarities between L1 and English in the areas of phonology, morphology and syntax.
- For example, Spanish-speaking students cannot pronounce “street”, “skill”, and “special” correctly (they add the sound /e/ to the beginning). In Spanish, there is no initial sound of /s/ followed by a consonant.

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<p>Pillar Two: High Academic Achievement</p>	<ul style="list-style-type: none"> ▪ Students are able to achieve grade-level expectations in core areas and special courses in both program languages. ▪ Special education, gifted & talented, and intervention services are offered in both program languages.
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<p>Pillar Three: Sociocultural Competence</p>	<ul style="list-style-type: none"> ▪ All stakeholders work to ensure equity by understanding and advocating for the culturally, linguistically, and socio-economically diverse needs of all. ▪ The use of multiethnic curriculum resources and the valuing of families' home culture, languages, and dialects are integrated.
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<p>At a Glance... Dual Language Programs in PA</p>	<p>The School District of Philadelphia (5 schools) Lancaster School District (1 school) Lehigh Valley Dual language Charter School (Grades K-8) Lehigh Valley Lincoln Leadership Academy (One classroom K-5) Vida Charter School (Grades K-6)</p>
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<p>Language Immersion Programs</p>	<p>Southern Lehigh School District: Total Spanish Immersion Program (Liberty Bell Elementary Grades 1-5)</p> <p>Moravian Academy, Bethlehem: Total Spanish Immersion Program (Grades K-5)</p>
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	<p><i>Unless you believe "in your bones" that having a second language in addition to English is a gift, and not a disadvantage, and diversity is a resource, not a problem to be solved, you are likely to respond to DLL children in ways that discourage the continued use of their home language—especially if you are not fluent in the child's home language.</i></p>
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Practical and Proven Strategies for Teaching Young Dual Language Learners Linda M. Espinosa and Elizabeth S. Magruder <https://www.espychilabrookline.com/wp-content/uploads/2016/03/Chapter-4-Practical-and-Proven-Strategies-for-Teaching-Young-Dual-Language-Learners.pdf>

<p>Resources</p>	<ul style="list-style-type: none"> • Castro, D., Pérez, M., Dickinson, D., & Frede, E. (2011). Promoting language and literacy in young dual language learners: Research, practice, and policy. <i>Child Development Perspectives</i>. • Focus On The Early Years: Dual Language Learners WCER University of Wisconsin-Madison www.wida.us • Same Different and Diverse: Understanding Children who are Dual Language Learners National Center of Cultural and Linguistic Responsiveness • Supporting Early Literacy Development WCER University of Wisconsin-Madison www.wida.us • https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf
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WIDA's Early Years Bulletins

- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Dual-Language-Learners.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-DLs.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Planning-for-Dual-Language-Development.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Observing-Language-Use-to-Promote-Dual-Language-Development.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Supporting-Early-Literacy-Development.pdf>
- <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Family-Engagement-DLs.pdf>

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