



Yeled v Yalda

Early Childhood Centers

B. Zurer Pearson

Brooklyn NY

February 19, 2009



What Parents Need to Know about Being and Becoming Bilingual

(And What Their Childcare Center
Needs to Help Them Know)

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<http://www.zurer.com/pearson/bilingualchild>

Glad to be here with you...



Bilingualism Study Group / University of Miami

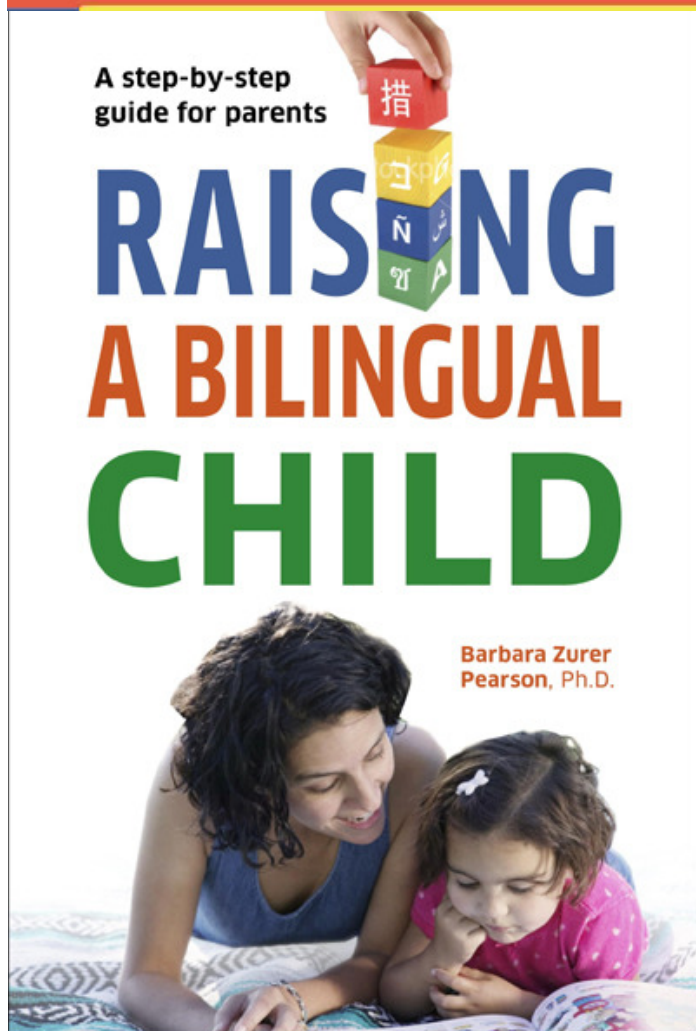
- Infant Study 25 babies 3 months to 3 years,
- Language & Literacy (LLBC) 960 children 5-11

**D. K. Oller
Vivian Umbel
Ana Navarro
Rebecca Eilers
Rebecca Burns***

**Sylvia Fernandez
Maria Fernandez
Alan Cobo-Lewis
Virginia Gathercole
Barbara Zurer Pearson**

NICHD 5R01 HD30762 to D.K. Oller & R. E. Eilers
NIDCD Bilingualism Supplement to Longitudinal Infant Vocalizations
Project

Una excelente guía paso a paso para los padres que desean que sus hijos pequeños sean bilingües.



"Este libro es una herramienta invaluable para los padres de hoy: les ofrece guías claras, confiables y fáciles de leer que pueden usar para ayudar al niño a aprender un segundo lenguaje."

- J. Kevin Nugent, PH.D

Director, The Bratenton Institute, Children's Hospital, Boston y la Universidad de Hawd; Profesor de estudios familiares y del niño en UMASS en Amherst

"Este es un libro que inspira confianza en que la decisión del bilingüismo es buena para los padres, los hijos y para nuestra sociedad."

-Donna Christian, PH.D

Presidente, Center for Applied Linguistics, Washington D.C.

Traducción en español, 2009

www.zurer.com/pearson/bilingualchild

LIVING LANGUAGE® 



Outline of today's session

1. Highlight dual language research w/ implications for centers
2. Suggest strategies for centers and programs to support bilingual children and their families
3. Present some thoughts about increasing children's "output" in a minority language



Mixed Audience

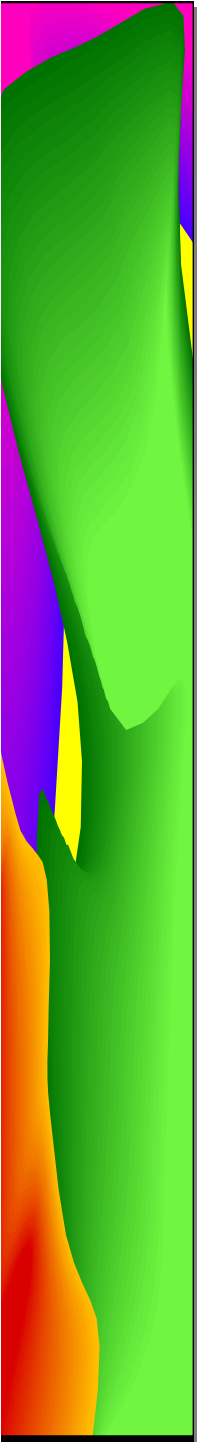
- Not “one-size-fits-all” (aka “fits-none”)
- Rather, smorgasbord—(I hope) to have something for everyone.
- Please stop me to ask questions (which I may leave to the end, but ask them when they occur—or write on your card).



Need to know: It's an **asset** for
their child to speak 2 languages

Head Start (now) recommends Dual
Language

- Promotes positive outcomes for children
- Strengthens program planning & professional development
- Enhances family involvement
- Garneres greater community resources



Don't need to convince Yeled
v'Yalda (YVY) of advantages of
bilingual care

Strong sense of IDENTITY and
GROWTH through languages
(preaching to the choir)



But there is an element of
“risk” associated w/ bilingual

- In popular imagination—“too hard for a child”; “takes away from English”
- Even in our Miami Study (LLBC), bilingualism itself not a risk, but may compound risk for those already identified as at-risk.



Research shows positive outcomes for children

- Children growing up in two or more languages is the **norm** around the world.
- The human brain is designed to support multiple languages
- The more languages you know, the easier it is to learn another.



Positive Social Outcomes for Children

With home language support:

- Children's learning is continuous
- Children's self-esteem is enhanced
- Parents get more recognition as child's first teacher



Positive Cognitive Outcomes:

Bilingual children have better

- selective attention
- metalinguistic awareness
- mental flexibility
- continuity between home & school
- understanding & tolerance for others
- access to a wider world

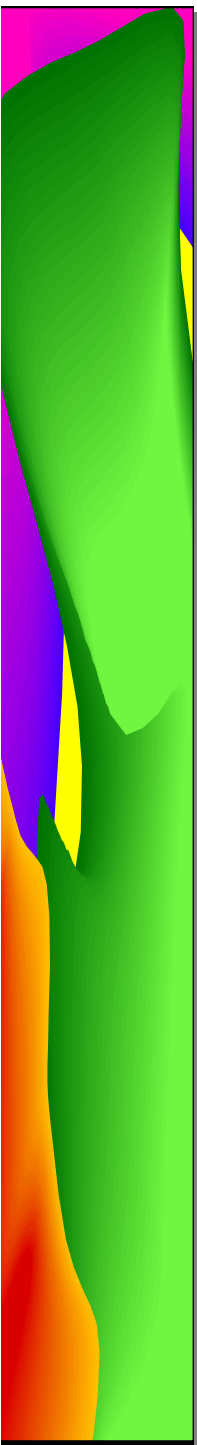


NOT more associated with SLI

(Specific Language Impairment)

- Might be convenient if BL caused SLI, would have an easy cure. But it doesn't.
- And dropping one language might cut child off from sources of aid (and comfort)

– Reference: Genesee, Paradis & Crago, 2004



Why might people think the 2nd language causes delay

- Difficulty of accurate assessment
- Reports of “bilingual deficit” are likely not children with support for both languages
- Subtractive environment does lead to risk (Lambert & Taylor, 1996 cf. Skutnab-Kangas)
- [Other possibilities: suppression, (Oller/ Hoffman)]

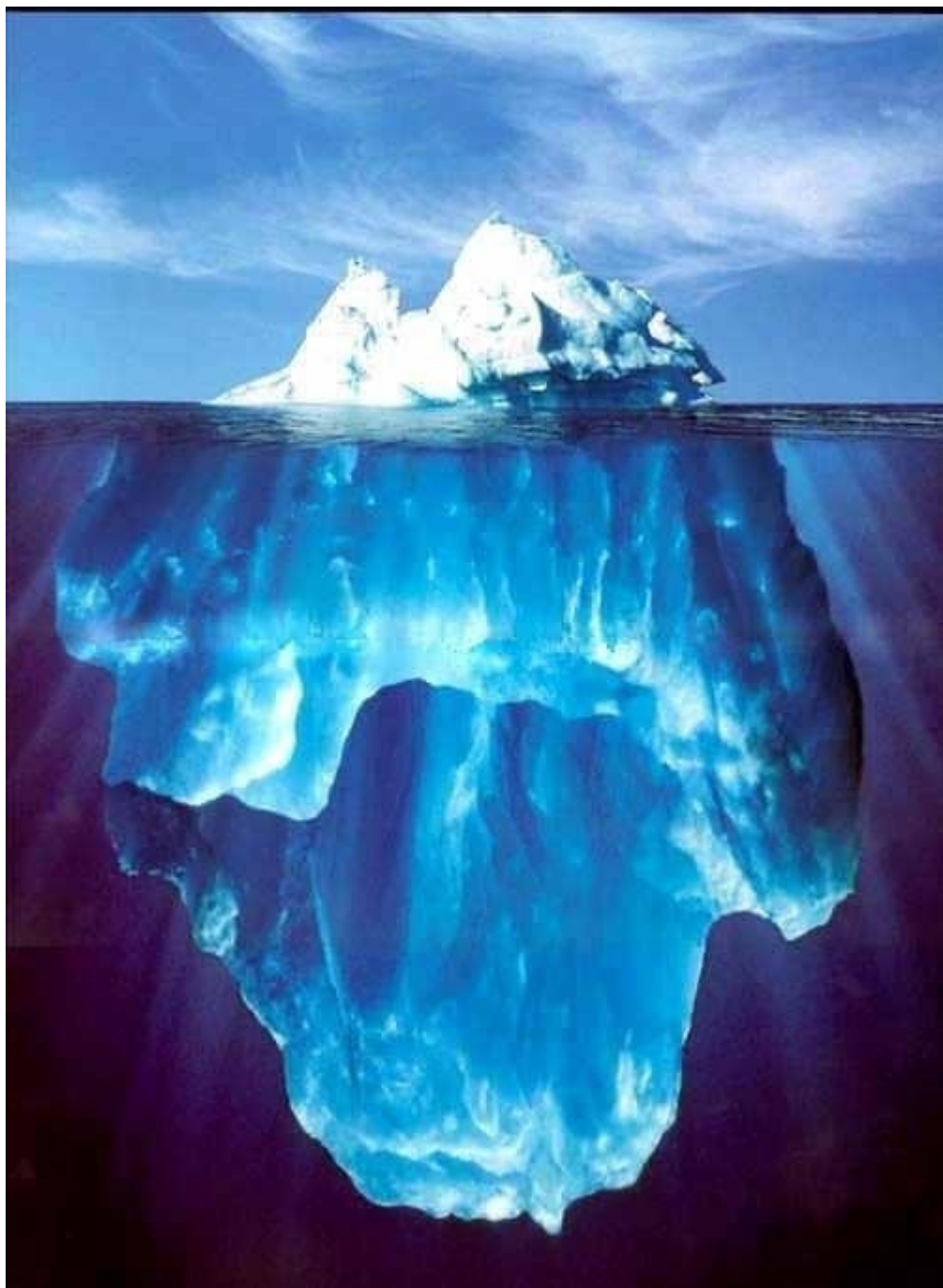


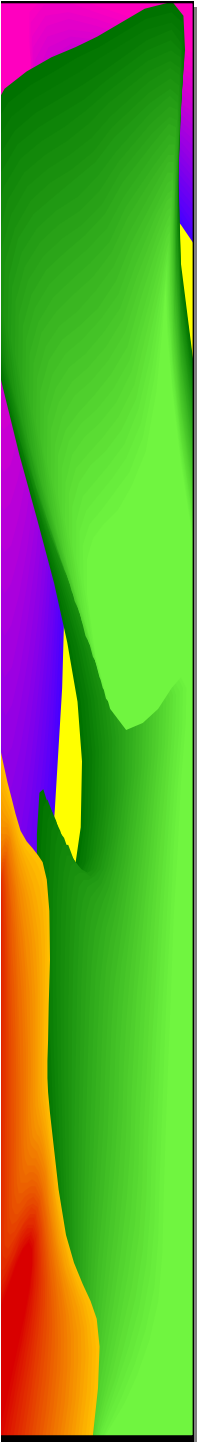
Developmental benefits

- In **additive** environments
- From Interdependence



One child, two languages



- 
-
- No disadvantage from mL in home or school
 - (Language and Literacy in Bilingual Children, LLBC)
 - Hakuta & D'Andrea

w/ Nested factorial
(Core Design-LLBC, Oller & Eilers, 2002)

Monolinguals

Bilinguals

Home Lang: English & Spanish

Only Spanish

School: 1-way

2-way

1-way

2-way

SES: Hi

Lo

Hi

Lo

Hi

Lo

Hi

Lo

Hi

Lo

SES

(Replicated at Kindergarten, 2nd and 5th Grades)



Measures—in English & Spanish

- 9 Standardized (sub)Tests
 - Woodcock Johnson & Woodcock Munoz
 - PPVT/ TVIP
- 3 Probe studies
 - Narrative, Grammatical judgments, Phonological translation
- Interdependence/ no loss to English

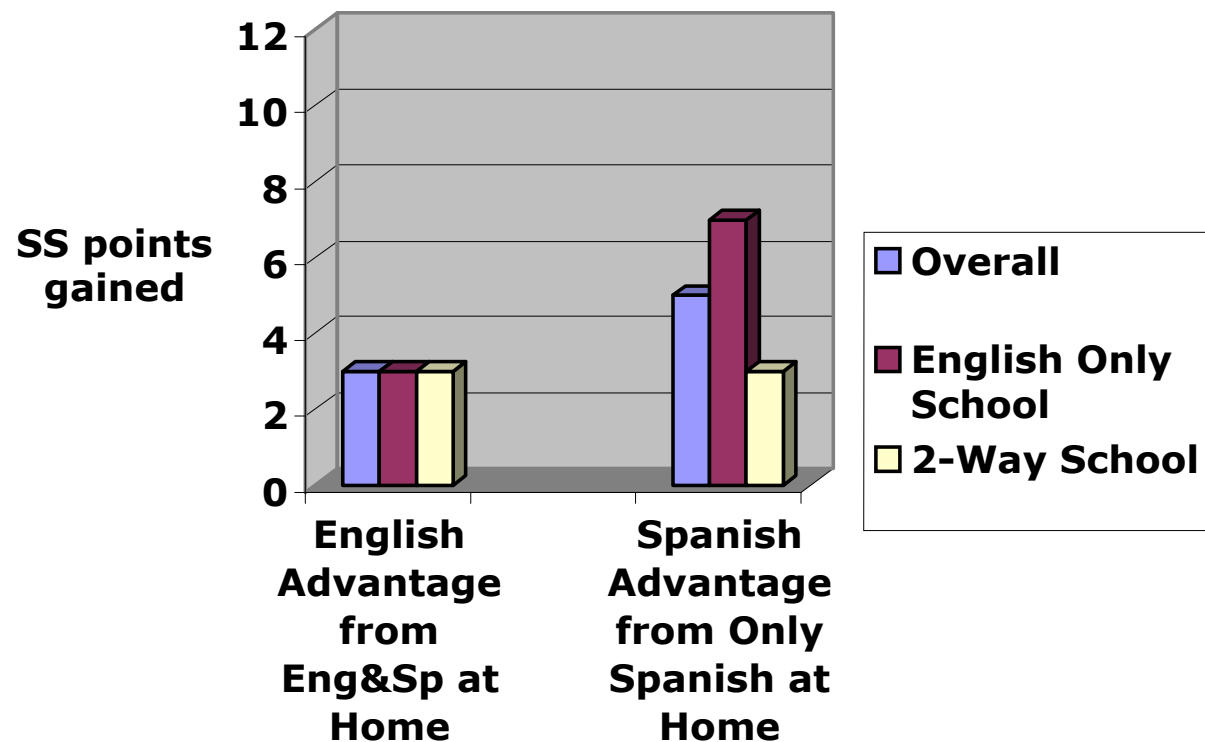


Individual Differences: Factor Analysis of Bilinguals' English & Spanish Data

| | Factor 1 | | Factor 2 | | Factor 3 | |
|---------------|------------|------------|------------|-------------|-------------|------------|
| Word Attack | .82 | .71 | | | -.01 | |
| Letter–Word | .79 | .82 | .35 | | | .25 |
| Rdg Comp | .64 | .61 | .37 | | | .28 |
| Proofing | .70 | .66 | .32 | | | .34 |
| Dictation | .61 | .70 | .48 | | | .40 |
| Picture Vocab | | | .80 | -.05 | -.00 | .78 |
| Analogies | | | .69 | .38 | | .61 |
| Oral Vocab | | | .74 | | | .78 |
| PPVT | | | .74 | | | .72 |

At 5th grade, difference scores for the home language groups

Effect of Home Language(s) on Standardized Scores



w/ Nested factorial
(Core Design-LLBC, Oller & Eilers, 2002)

Monolinguals

Bilinguals

Home Lang: English & Spanish

Only Spanish

School: 1-way

2-way

1-way

2-way

SES: Hi

Lo

Hi

Lo

Hi

Lo

Hi

Lo

Hi

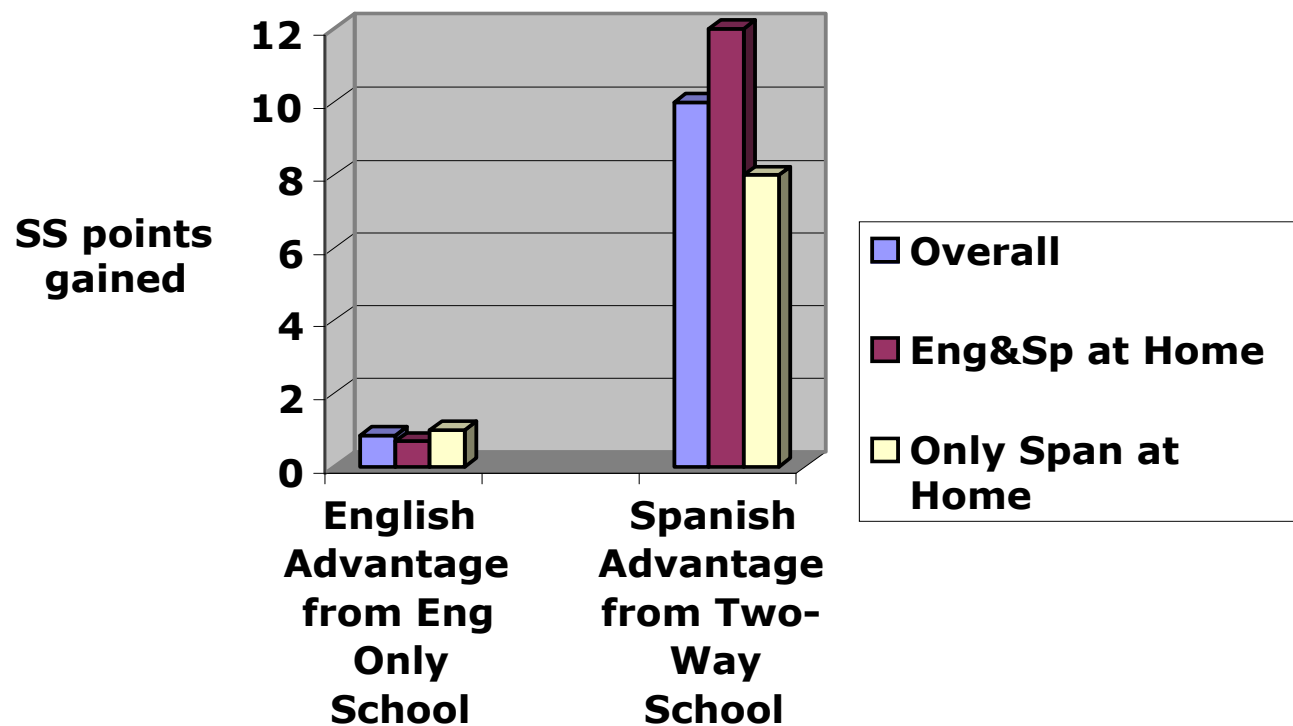
Lo

SES

(Replicated at Kindergarten, 2nd and 5th Grades)

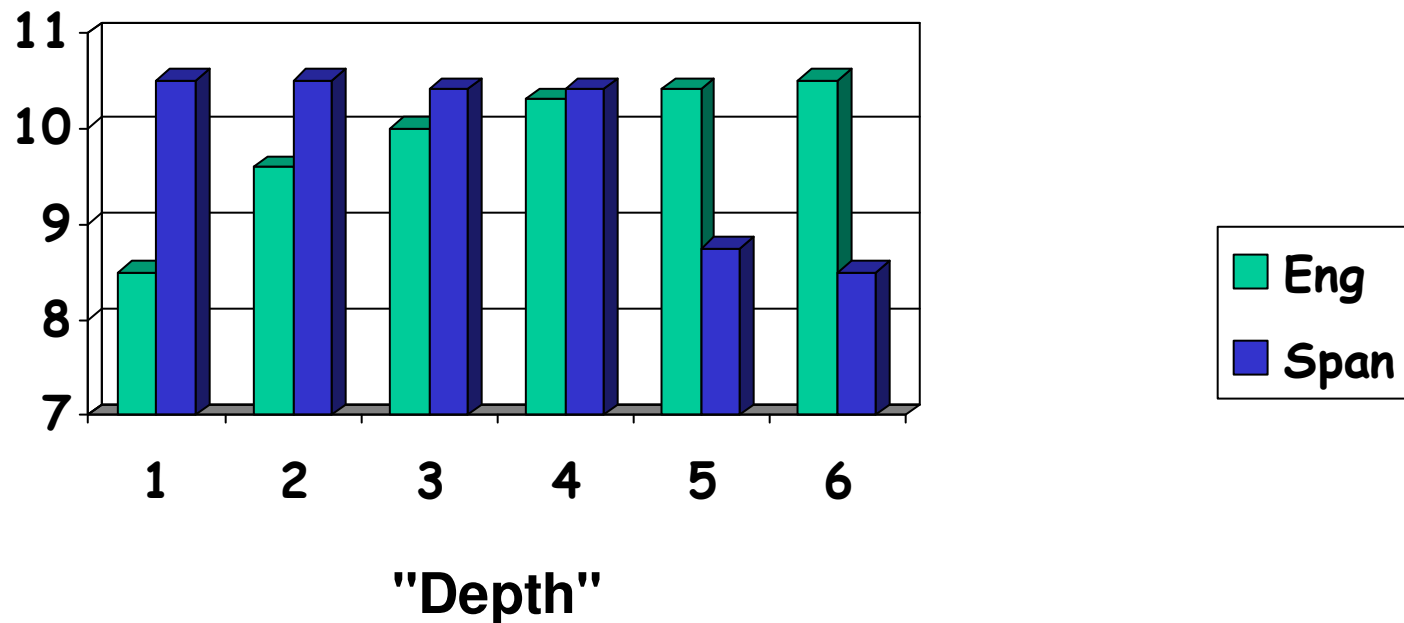
At 5th grade, difference scores for school lang groups

Effect of School Language(s) on Standardized Scores



1st principle: Learning 2nd language
doesn't require loss of 1st.

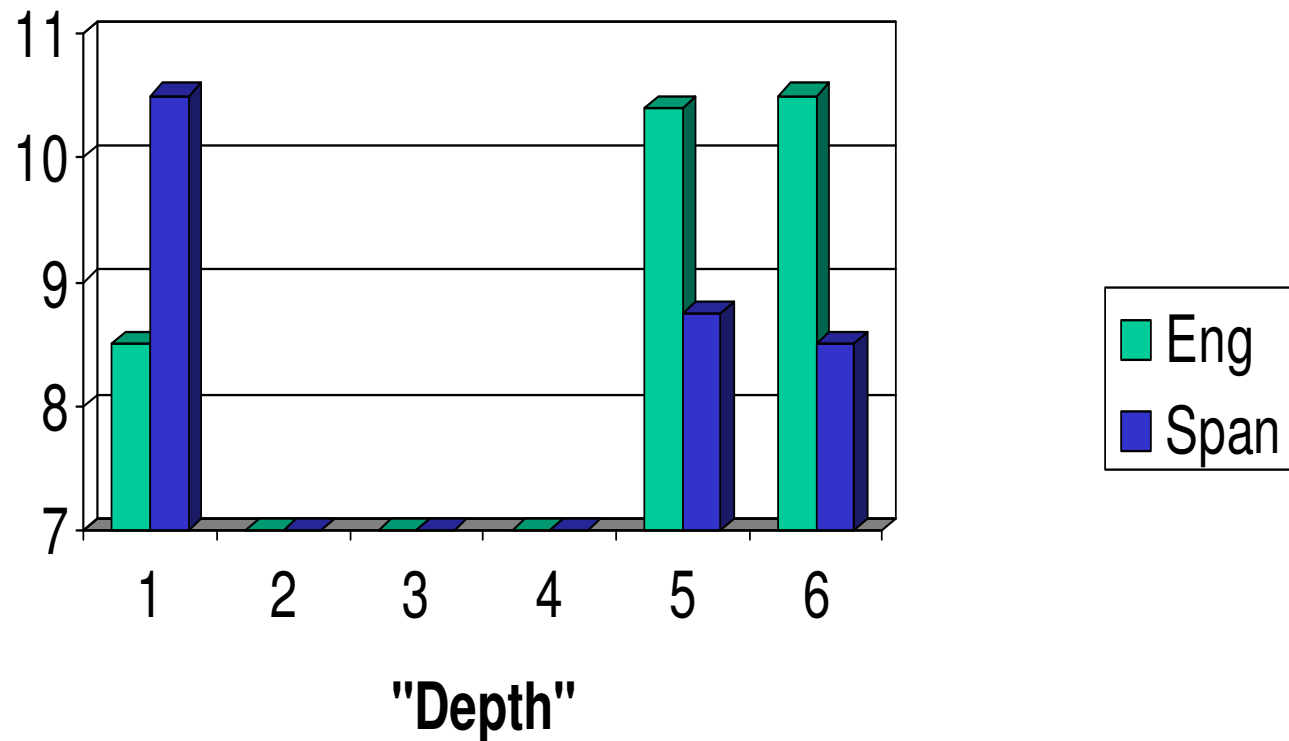
English and Spanish Proficiency by Time in U.S.



Hakuta & D'Andrea, 1992

Demonstration of subtractive LL

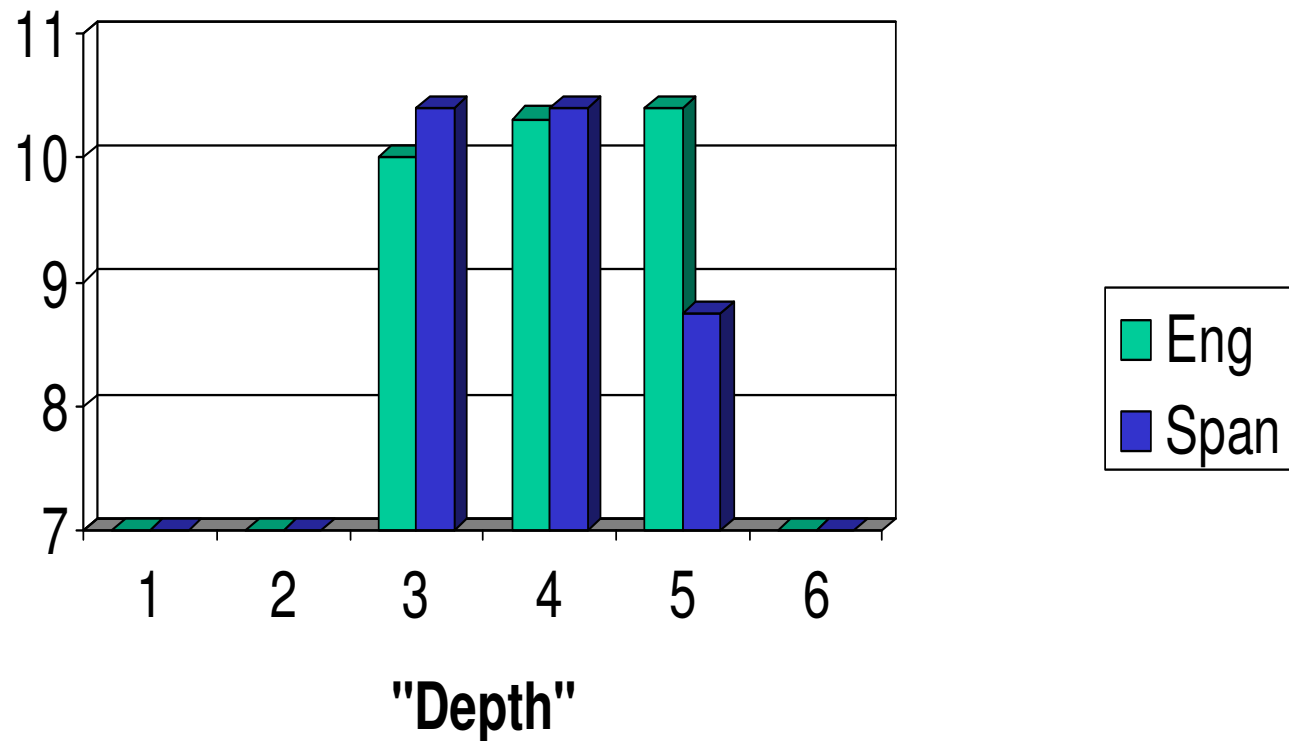
English and Spanish Proficiency by Time in U.S.



From Hakuta & D'Andrea, 1992

Demonstration of additive BL

English and Spanish Proficiency by Time in U.S.



From Hakuta & D'Andrea, 1992

Not a good time to switch horses



L1



L2



Commitment to Dual Language Programs

II. Program Planning & Professional Development

*Can you convince your staff,
parents, and community of the
positive outcomes for children?*

(And how do you do it?)



Importance of keeping both languages going



Bilingual Mode

(Bilingual people all use both languages in same settings)

Very common, but Fishman (1991, 2001) recommends distinct domains

If two languages compete, one will win.
Carve out time and space for mL.

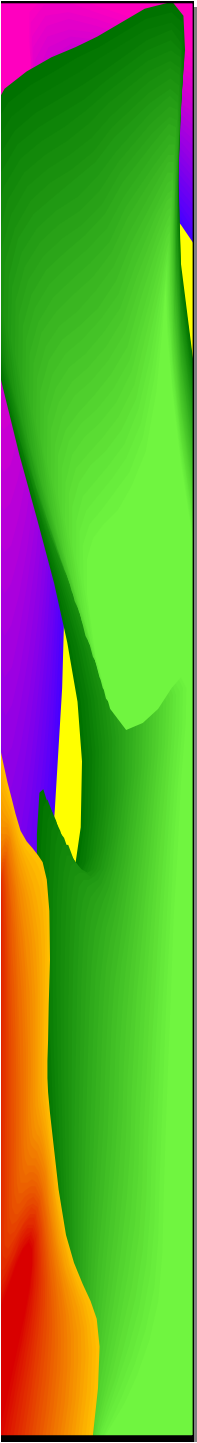
- (Plus, psycholinguistically, there is a “cost” to switching, especially at the beginning. Meuter, 2005)



vs Monolingual Mode

- RBC: Separating the languages (“Monolingual Mode” in 2 Lgs)
 - By Person (One Parent One Lang)
 - By Place (mL@home)
 - By Time (summer vs school year)

(What percentage of children in bilingual households typically become bilingual?)



Most 2-way (dual language) schools use separation

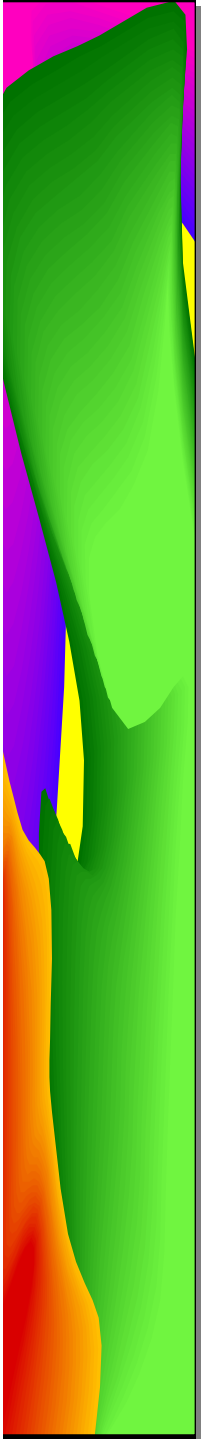
- By Person & Place & Time
- Key Principle: New content in each language! (Translate only as a last resort)
- YVY—has mixed and separate models, right?



Tubes--Bilingual comfort level

<http://www.highscope.org/Content.asp?ContentId=381>





-
- Not following my “rule” but doing something FABULOUS
 - Making the 2 languages fluid and natural; meeting each child, concentrating on their needs, not their language.
 - Note little girl who exclaims, “ooh chiquitas” then “I want this one.”



No single answer

- Work with what you have to provide:
- **Continuity of care**
- Caregivers speaking their best language
- *Reinforcing (or introducing) the language of the community*



Publications Available

- Barbara's website:
www.zurer.com/pearson/bilingualchild
- Pearson, B. Z. *Raising a BL Child*
- Patton Tabors, *One Child, Two Languages*
- WestEd article, in *Concepts of Care*,*
(also en español)
- *OHS Dual Language Report*

1. Child & Caregivers Speak the Same Language

| | | | |
|--|---------------------------|---|-----------------------|
| Child's Language = | Caregiver's = Language | ≠ | Community Language |
| <i>Use the child's and caregivers' common language</i> | | | |

- ❖ Continuity between home and childcare setting
- ❖ Caregivers speaking their best language
- ❖ Need to arrange activities with others for “lingua franca”

2. Child and Caregivers have different L1

| | | | |
|------------------|---|---|--------------------|
| Child's Language | ≠ | Caregiver's Language | Community Language |
| | | = | |
| | | <i>Use the caregivers' & community language</i> | |

- ❖ Caregivers speaking their own language
- ❖ Child has experience with community language
- ❖ Need to bring in other adults (volunteers?) to provide some language support for child's L1.

3. Caregivers speak community language as a second language

| | | | | |
|---------------------|---|-------------------------------|---|---|
| Child's Language | ≠ | Caregiver's Language L1 | ≠ | Community Language |
| | | | | <i>Use the community language</i> |

- ❖ Child has experience with community language
- ❖ How juggle to provide the other two?

4. Mixed Languages

| | | | | |
|---|---|--------------------------------|---|--------------------|
| Child's Language | = | Some Caregiver's Language (L1) | ≠ | |
| <i>Use the child's language sometimes</i> | | | | |
| | | Some Caregiver's Language (L1) | = | Community Language |
| | | | <i>Use the community language sometimes</i> | |

- ❖ Continuity between home and childcare setting
- ❖ Caregivers speaking their own language
- ❖ Child has experience with community language



Ideal program plan for mixed groups

- ❖ Every child has support in home language.

How much is enough?

Speech & language intervention model:
minimum 30 min, 3 x week



Ideal program plan for mixed groups will need

Bilingual staff

Language volunteers

parents

community

Media-

(books, audio, video, labels)



The role of media in language development

- “Motive and opportunity”
- Interaction provides opportunity
- Media contribute to motivation (at this age)



What is our “bilingual” goal?

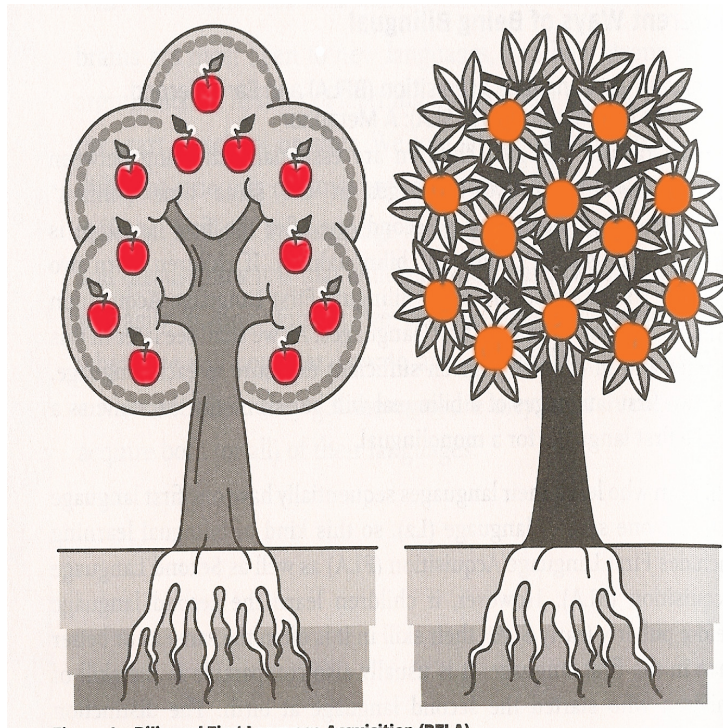
- Our “bilingual babies” didn’t speak two languages, not even one!
- So, what is “bilingual”?



Basic terms

- Simultaneous
- Sequential
- L1/ L2
- Dominant language
- Balanced bilingual
- Interdependent/ independent
- Passive bilingual

Bilingual First Language Acquisition

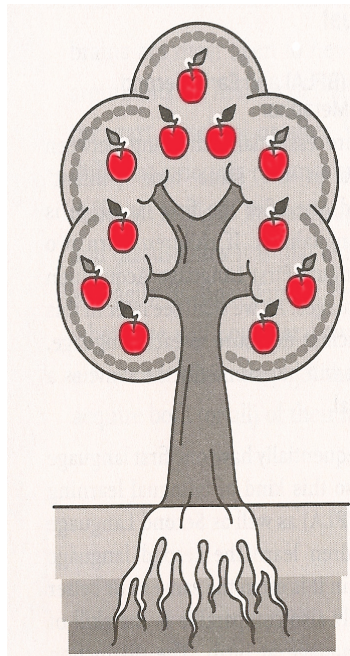


Two
languages
from birth.

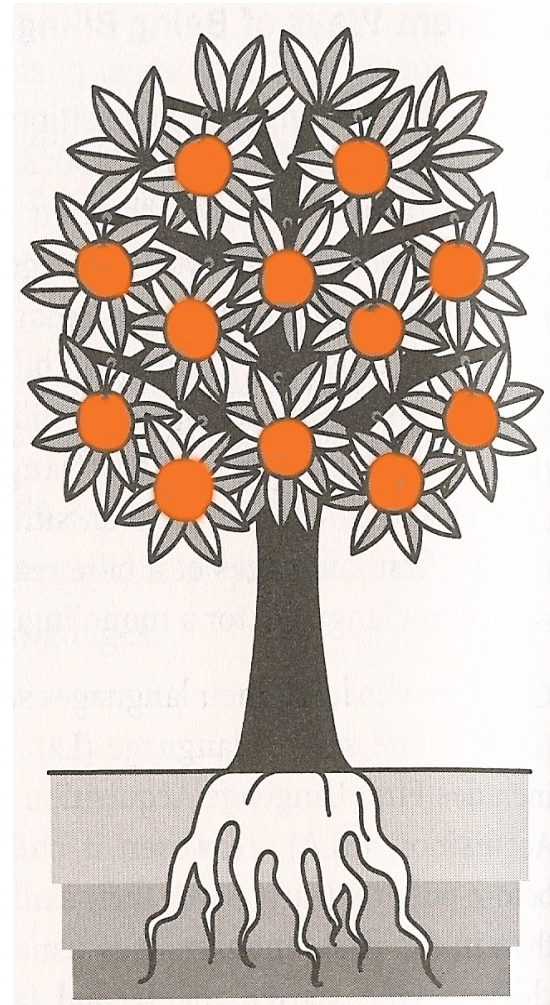
Balanced
(often)

Independent
of each other?
(maybe)

Even 2 languages learned at birth can be unequal.

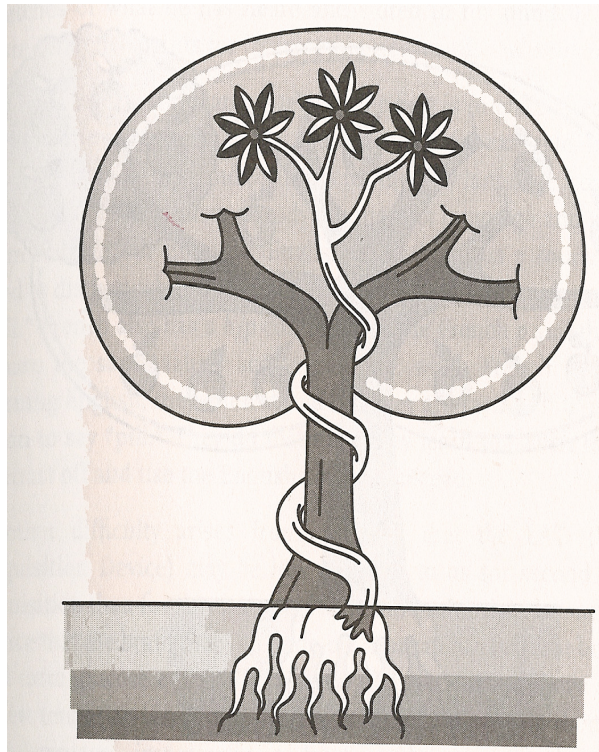


Depends on type and amount of exposure.



SLA : Start to learn one first; then add the second

early



How independent?

late(r)

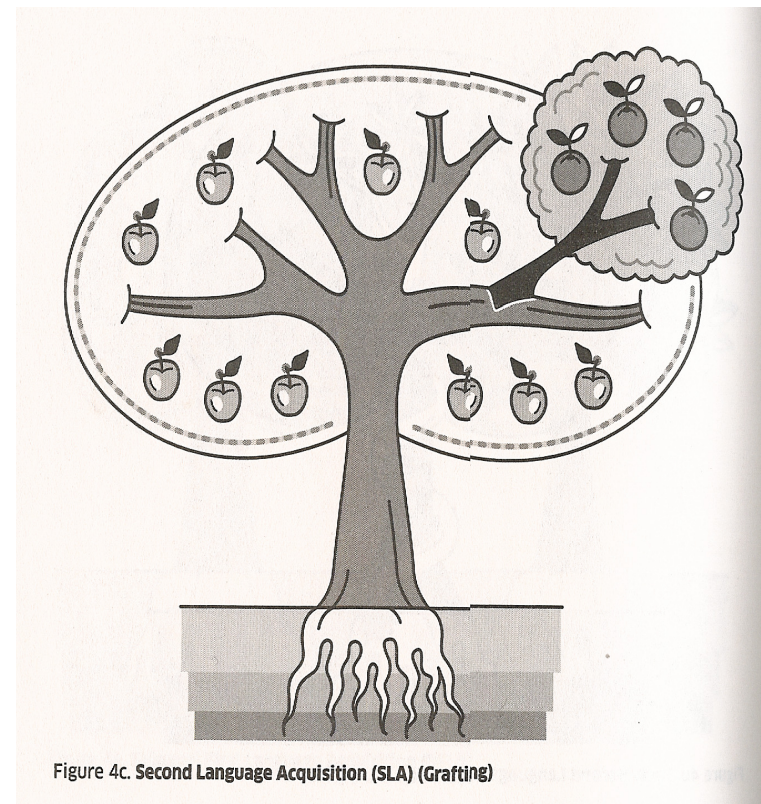
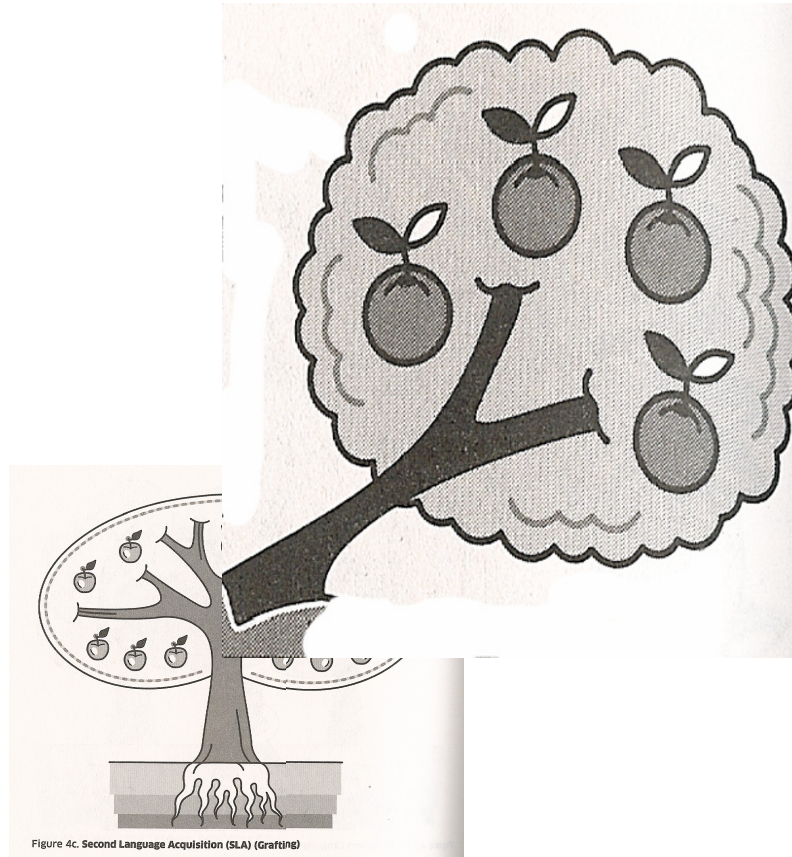


Figure 4c. Second Language Acquisition (SLA) (Grafting)

How balanced?

An L2 can overtake an L1.



And often does.



How common is “balance”?

- Miami Infant Study (1/25)
- Doublet studies
 - Infants about 30%,
 - K 50%,
 - 1st 60+%
 - College → 90%
- Most BLs' vocabulary is “distributed” (in both languages)



Expect Imbalance, but

- Give Minority Language Every Advantage
- If you have one vocabulary about a topic in one language only, you'll use that language—eg. school.
- If you want to talk about it in the mL, need to specifically boost that vocabulary.



III. What does it mean to “teach” preschoolers language?

- What do you want?
- How do you get it?



WHAT KIND of LANGUAGE ARE YOU LOOKING FOR?

- Specific
- Complex
- Less about here and now
- More about there and then



SPECIFIC

HERE AND NOW:

--> PICK UP THE TRUCK

--> PICK UP THE BLUE TRUCK

THE TRUCK WITH THE BIG TIRES

THE TRUCK YOU PLAYED WITH YESTERDAY



COMPLEX

(MORE THAN ONE SENTENCE --OR VERB-- AT A TIME)

(I WANT IT --> I WANNA GO

I WANT YOU TO GO.



COMPLEX (2)

(MORE THAN ONE SENTENCE --OR VERB-- AT A TIME)

HE SAID, "BOO."

HE SAID, "I'M GOING"

--> HE SAID HE WAS GOING.

SHE SAID, "I'M A PRINCESS." --> SHE SAID SHE
WAS A PRINCESS.



COMPLEX (3)

(MORE THAN ONE FUNCTION AT A TIME)

WHO FOUND THE CHEESE?

JOHN

WHO FOUND THE BREAD?

MARY

WHO FOUND WHAT?



WHO FOUND WHAT?

MARY, JOHN, CHEESE, BREAD

JOHN -- CHEESE

MARY -- BREAD

SOME 4'S AND MANY 5'S CAN DO THIS.



COMPLEX - 4

TALK ABOUT WHAT OTHERS ARE THINKING

TAKING THE PERSPECTIVE OF ANOTHER



“THEORY OF MIND” (OF OTHER MINDS)

(SHOW THE CAKE MOVING FROM OLD DSLT)



QUESTIONS

AND THEN STICK AROUND AND LISTEN TO THE
ANSWERS.

MODEL STORY-TELLING

ESTABLISH A ROUTINE OF STORIES.

PRAISE.

GET RID OF YOUR CRITICISM. (It doesn't buy you
anything.)



NOW THERE IS NO LIMIT TO WHAT THEY CAN SAY

TALK ABOUT THE PAST

TALK ABOUT THE FUTURE

TALK ABOUT MAKE BELIEVE

TALK ABOUT WHAT MIGHT BE



How do you get more language
from preschoolers?

No DRILLS!



What does every child need for language development?

- Responsiveness
- Warm, positive interactions
- One on one attention and conversation
- Listening
- Integration with the group
- Respect for background
- (Praise doesn't hurt.)

Some are better in L1, Others can be done in L2.



Main Take-home message for Language Strategies

- **Listen**
- Build from the child
- (Respond responsively)
- Expand the child's utterance
- Recast, don't correct
- Repetition, repetition, repetition

Best Practices

Meaningful Language Interaction

► *Language is the Key: Talking and Playing & Talking and Books*

– Follow the CAR

Follow the child's lead

Comment and wait

Ask questions and wait

Respond by adding a little more and wait

Contact Lora Heulitt at
the National Head Start
Family Literacy Center
for more information.

lora.heulitt@csuci.edu

► *El Idioma Es la Clave: Conversación y Juego Y Conversación y Libros*

– Siguiendo el CARRO

1. **Seguir** la guía del niño

2. **C**omentar y esperar

3. **A**verigüar (hacer preguntas) y esperar

4. **R**esponder, aumentando un poco más

5. **R**epetir **O**tra vez en español (the home language)



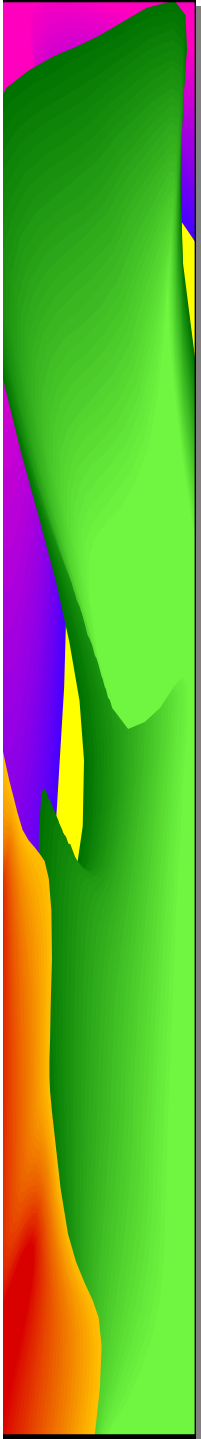
How get talk??

- WHAT IS EASIEST WAY TO GET CHILDREN NOT TO TALK?

(NOT TELLING THEM NOT TO--THAT USUALLY DOESN'T WORK)

RESPONDING NEGATIVELY

- CORRECTING THEM
- DISAGREEING
- MAKING FUN

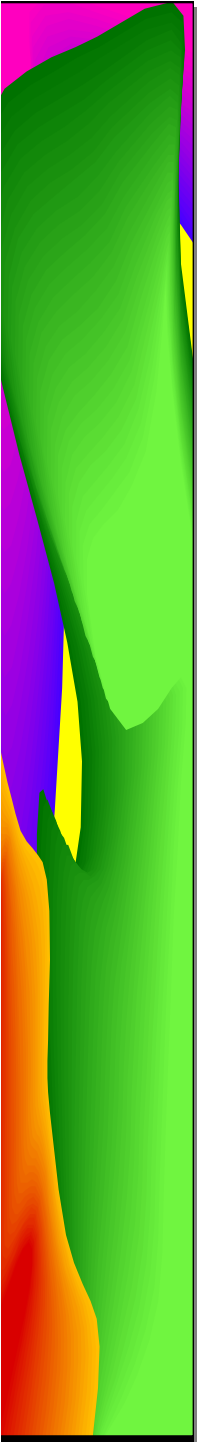


How pull it out?

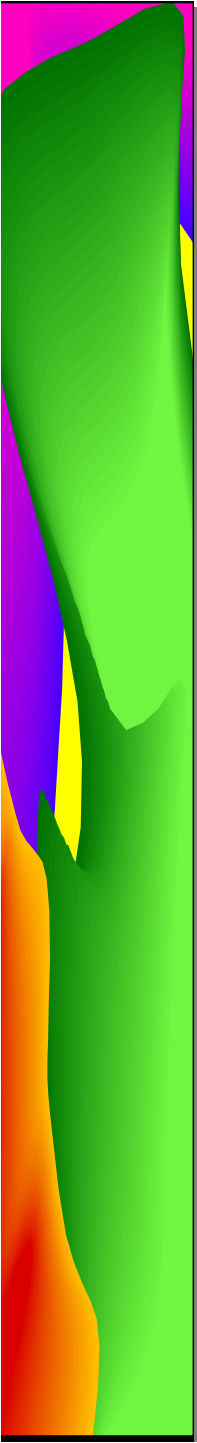
RECAST AND EXPAND AND TURN IT AROUND
(easiest--there are other ways)



SO, YOU WANT
COMPLEX, SPECIFIC
TALK ABOUT DISTANT
THINGS



DOES IT MATTER WHAT
LANGUAGE the child
says specific, complex
things IN?



IT SHOULD BE IN THE LANGUAGE THE CHILD CAN BE THE MOST COMPLEX and SPECIFIC IN--AT LEAST PART OF THE DAY.

REMEMBER: FIRST LANGUAGE LEARNERS HAVE A LOT TO LEARN BETWEEN 3 AND 5.

CHILDREN SHOULD HAVE THE OPPORTUNITY TO OPERATE IN THE LANGUAGE SHE OR HE CAN UNDERSTAND THE MOST COMPLEX THINGS IN--AT LEAST PART OF THE DAY.

Add the blocks here

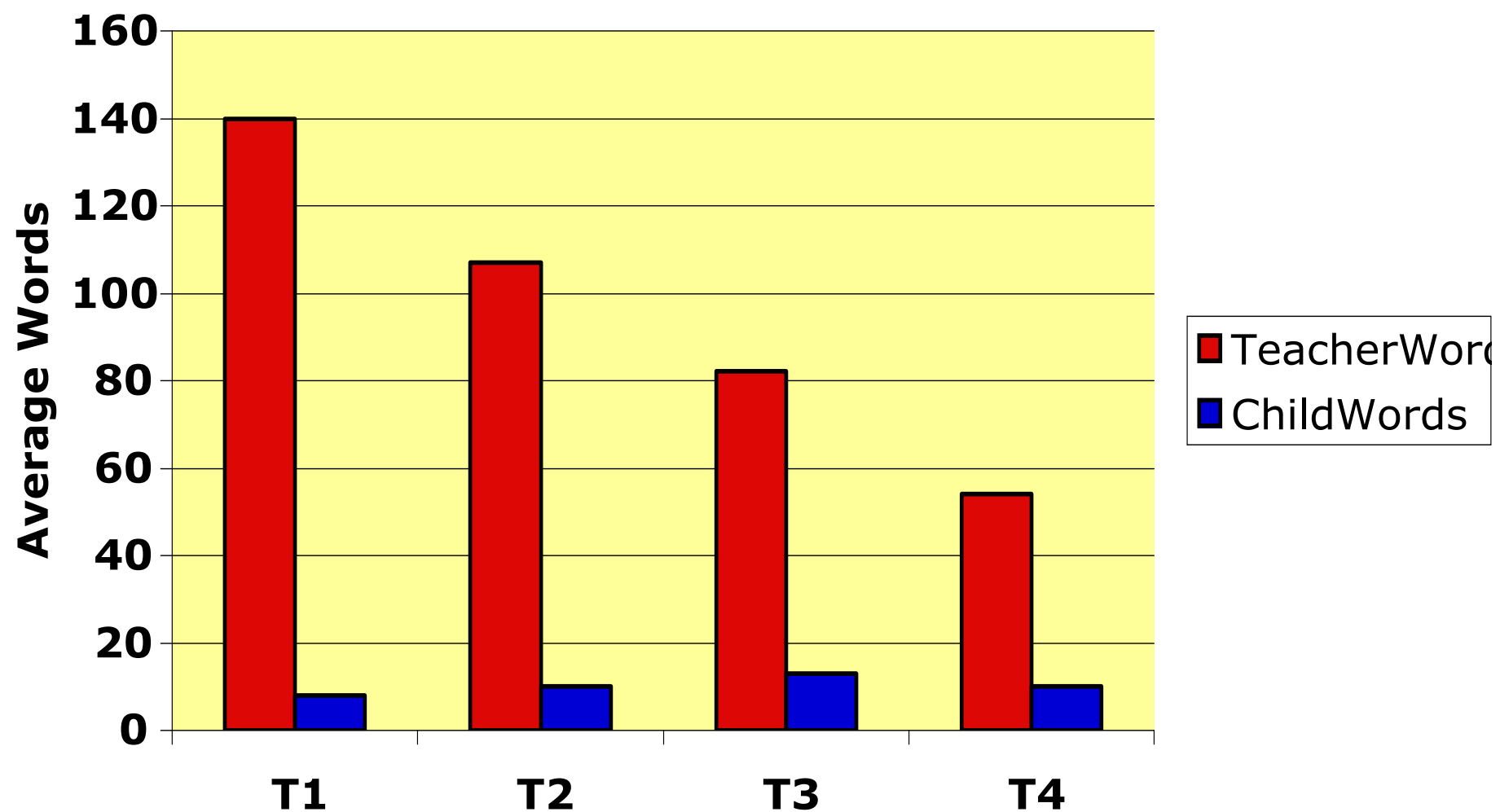


Talking with children: the big picture

- Children need adult language modeling
- Children need lots of opportunities to practice talking

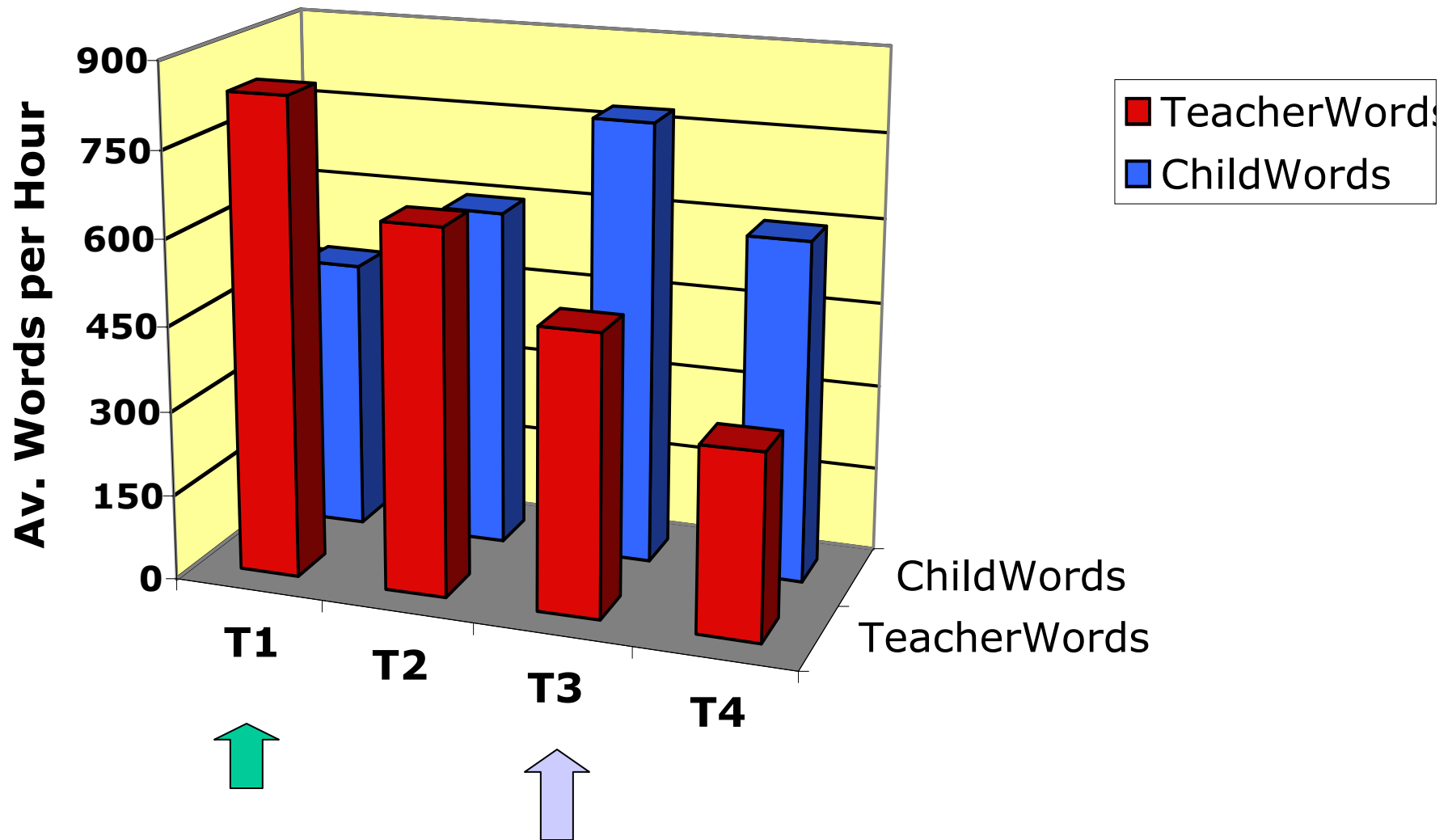
Requires a balance

Teacher-Child Proportion of (words/minute)



Burns, 1992

Child-Teacher Proportion of T_i (adult words x 10)





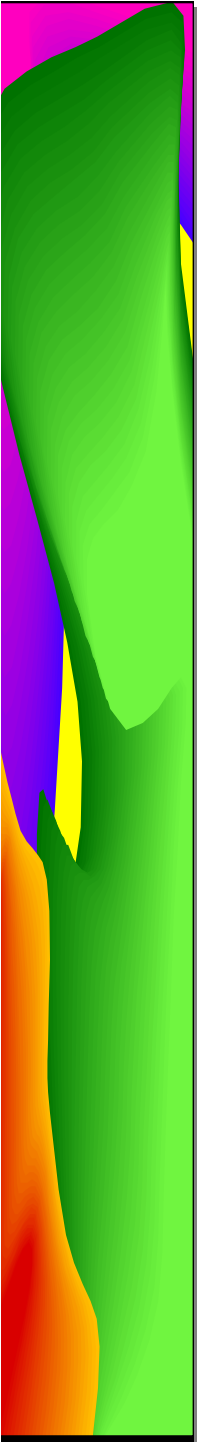
Clearest message?

- Teachers 1 & 2: TALK LESS
- Teacher 4: TALK MORE
- Teacher 3: Tell us your secret!



The Secret: Children's Personal Stories

- Children told more personal stories with Teacher #3
- With all teachers children used their most complex language when telling personal stories



Another language secret: stop quizzing

Children did the least amount of talking with teachers who did the most amount of quizzing.

Quizzing is not warm, nurturing communication.



Staff development ideas

- Research tells
- us that our ability to follow children's different conversational threads has the greatest impact on child language development.



Planning Support: Handout

- Taking a Language Inventory
 - Example Center's Language Inventory
- Staffing for Language Development
 - Example Center's Staffing Plan
- Staff Development for Language Development
 - Kinds of talk
 - Training Activities



Building Language Awareness

- “How much do I talk with my co-teacher during the day?”
- Does most of my talk involve the children (a characteristic of quality care settings)
- “How much do I talk during activities?”
-
- “How long can I keep a conversation going with a single child?”
- In group care, we are always attuned to all the members of our group. Without training and coaching, we are likely to cut short many critical opportunities for one-on-one conversations with individual children.



Identify which languages you are using

- For which purposes
 - Which language am I using?
 - Which language(s) do the children need?
- Recommend a combination of self-assessment through record-review as well as feedback notes from an outside observer.
- Identify the **kinds** of talk they are using during different activities.



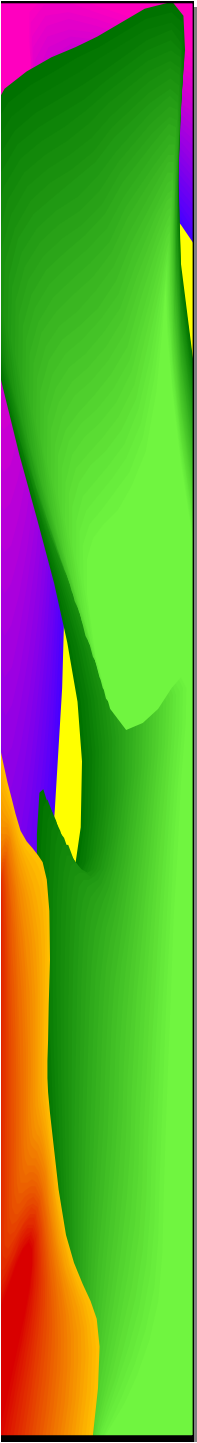
Recognizing kinds of talk

- Personal stories
- Expository talk (like a book)
 - (Quizzing)
- Task accompaniment (self-talk)
- Management



Language awareness is the key:

- Don't let opportunities to respond slip away
- And create other opportunities to respond



How do you build these into your program—every day?

- Greeting time
- Free play
- Circle time (with routines to put the child up front)
- Small group—tubes/ pumpkins
- MEALS and SNACKS



A young friend from RCMA in Immokalee FL...Photographer T. Hoffman



?? Preguntas??

Questions ??



Thank you!

www.zurer.com/pearson/bilingualchild