SUPPORTING MULTILINGUAL CHILDREN'S LANGUAGES:

SLT PERSPECTIVES
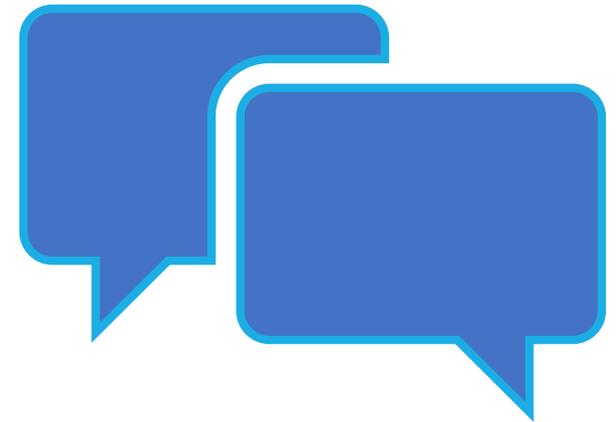
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MULTILINGUAL?
BILINGUAL? TRILINGUAL? POLYGLOT?

ENGLISH LANGUAGE LEARNER (ELL)?
ENGLISH ADDITIONAL LANGUAGE (EAL)?
ENGLISH AS 2ND LANGUAGE LEARNER
DUAL LANGUAGE LEARNER (DLL)?

EMERGENT BILINGUAL (EB)?

Multilingual

- McLeod et al. (2015:53)
  - *"We prefer the term multilingual as it corresponds with the term multicultural and recognizes the multiplicity of linguistic influences within the lives of children and adults."*

- Mc Leod (et al. (2015: 53-4)

  - *"multilingual people are defined as those who "are able to **comprehend** and/or **produce** two or more languages in **oral, manual, or written** form with at least a basic level of functional proficiency or use, **regardless of the age at which the languages were learned**" (International Expert Panel on Multilingual Children's Speech, 2012, p. 1; adapted from Grech & McLeod, 2012,p. 121)."*

Multilingual

- Przymus & Alvarado (2019:24)

- Asset approach

- Language-as-resource orientation

- Puts **bilingualism at the center** when talking about & making decisions regarding these students

Emergent Bilingual Youth

Emergent Bilingual Youth

- The label *emergent bilingual* acts to replace deficit framing labels, such as *limited English proficient* (LEP), that position these students as "less than" their peers and also acts as a shift away from *English language learner* (ELL) which is English-centric and places emphasis on these students being underdeveloped, teacher-dependent, "learners," not "users" of multiple languages (Duff, 2013).

- Przymus & Alvarado (2019:24)

Things to consider…..

- Kohnert et al. (2020: 11)
  - "…. *there is no single correct definition.*"

- It doesn't mean fluent……
  - "…*it is important to recognize that there is also a wide range of language abilities within those who are native speakers of any given language.*"

More things to consider….

- *"Individuals who have a **past, present, or future** **need** for **two** different languages …..*
- Language & Culture

BEWARE THE URGE TO COMPARE

Monolingual & Multilingual Children

Speaking two or more languages

DOES NOT CAUSE SPEECH & LANGUAGE DELAY/DISORDER

NOT EVEN A TEMPORARY DELAY

Adding a language later...

- The Ivy Hypothesis (Paradis et al.2011)
  - **Home languages**:
    - the walls of the house
  - **Community language**:
    - ivy grows on that structure

THREE IMPORTANT THINGS TO REMEMBER

Kohnert (2010)

Kohnert et al. (2020)

- Distribution of skills across tasks & time
  - 3Ps People, Places, and Purposes
- Individual variation
- Cross-linguistic transfer

- Read more about it :
- http://talknua.com/three-crucial-things-to-remember-about-language-development-in-bilingual-children/

4 tasks for the child starting school in a community language

#1 Learn the language needed for casual conversations with peers

#2 Learn more formal academic vocabulary of maths, history, geography, science

#3 **Learn the underlying concepts....using their less developed language**.....

 # 4 Integrate socially & culturally into the new group

Time frames

It's a slow process.....

From 3 to 5 years to develop oral language similar to monolingual children in casual conversations.....

Remember...

All skills don't grow the same rate at the same time.

Storytelling:

A child might be able to tell a story with a clear beginning, middle, & end that holds the listener's attention but not have the grammar quite right

Think about *demands* & *capacities*

4 STAGES OF DEVELOPMENT

Paradis et al. (2011).

Stage 1 Home language use

Child uses their home language at school

Can last from a few days to 2-4 months

2- 4 months is considered unusual

Stage 2: Non-verbal or Silent Period

The idea is that children are busy building comprehension of school language & producing very few, if any, words in it.

Communicating using gestures & participating non-verbally

A few weeks to a few months

Younger children tend to stay in this stage longer than older children

Stage 2: Non-verbal or Silent Period

- NB: social interaction with peers whose first language is the community language

Stage 2: However....

There's not a lot of quality research on this topic

It's not accurate to claim that silence is a typical stage that children learning an additional language at school go through...

Dilemma:
What about Selective Mutism?

- A relatively rare anxiety disorder
  - (Around 0.7% of children are affected)

- *Children who are immersed in a new language environment are at greater risk for SM because they may have increased anxiety due to being in an unfamiliar social & language environment.*

A Dilemma: What about Selective Mutism?

- A child whose temperament is naturally inhibited & who has the additional stress of learning another language & immersion in an unfamiliar culture, & feeling insecure about their skills can be enough to cause increased anxiety & mutism.

- True SM in multilingual children: failure to speak in both languages, in several social situations for more than 6 months.

- Read more about it here: http://talknua.com/?s=selective+mutism

Stage 3: Formulaic Language Use

Imitating others e.g.

Expressions : *I don't know, Excuse me? So what? What's happening?*

First words in the school language are often nouns, colours, rote counting

Memorised chunks learned before they realise that they're made up of discrete words

Means they can participate verbally & increase their exposure

But......

Stage 4: Productive Language Use

- Constructing novel sentences

- Initial framework
  - *I do + noun*
  - *I want + noun*
- Examples
  - *I do a letter A*
  - *I do the bigger one*

Stage 4: General All Purpose Verbs

Vague, not that specific

They are having to stretch their relatively small English vocabulary to meet their communication needs

Their constructions are systematic & rule governed but don't always sound like the community language

Not a sign of a language problem; more like a detour en route to the final destination (*inter-language*)

Things to consider

Hearing English at home from parents is not necessarily associated with faster English development

English spoken by non-fluent English-speaking parents isn't beneficial to children's English development & can be detrimental to the maintenance of the home language.

- 2008

- Korean, Mandarin, Cantonese, Spanish, Romanian, Japanese, Farsi

- After 3 years exposure to English, as a group, children came close to meeting monolingual norms on a test of English vocabulary

- Significant gains made in the first 3 years but not all children reached monolingual levels of performance on the vocabulary test

- Children who were older than 5 when they started to learn English had consistently higher scores than children who started earlier.

Time Frames

Time Frames

Older children have greater cognitive maturity & more experience with language which leads to faster rates of growth.

Mothers with higher levels of education tended to speak their home language with their children & these children had higher levels of vocabulary.

Richness of language use & interaction in general rather than quantity of English used was the most likely cause of the positive impact of mothers' level of education.

BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS) & COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)

Jim Cummins (1979)

BICS

Basic Interpersonal Communication Skills

1-2 years

CALP

Cognitive Academic Language Proficiency

Technical vocabulary & complex grammar for learning maths, history, science, geography etc.

5 – 7 years

WHAT HAPPENS TO HOME LANGUAGES

when education is in the community language?

SHIFT HAPPENS….

Kohnert et al. (2020)

For young children…

Danger of regression/attrition/backsliding

Danger of incomplete acquisition

If home language does not get systematic support

The issue is not so much acquisition of the community language but retention of the home language

From age 6 onwards

Rapid gains in the community language when children start school.

Gradual move from greater skill in the home language to greater skill in the community language over time

When this swing takes place varies across children & on language tasks

The impact of support for the home language

- When children receive school support for the home language, there is still the sharp increase in ability in the community language
- BUT
- The home language continues to develop.

WHY HOME LANGUAGES MATTER

Home languages matter because

- Research shows that when home languages are well-supported, children of parents who are immigrants report:
  - higher self-esteem,
  - better relationships with family members
  - greater academic aspirations than their cultural peers who spoke only English

  - A general consequence of loss of the home language has been found to be engaging in risky behaviour as an adolescent
  - When adolescents understand the home language, they have been found to have a higher quality relationship with their parents.

- L2 learners with little exposure to the school language, **need explicit instruction in the grammar**
- L2 learners with strong L2 aptitude, **motivation, & strong home language skills** tend to be more successful.
- Effective L2 teachers demonstrate sufficient L2 proficiency, strong instructional skills, & **proficiency in their students' L1.**
- 3- 7 years to reach proficiency with younger learners taking longer but more likely to achieve close to native results
- Quentin Dixon et al (2012)

Key findings

SPEECH & LANGUAGE PROBLEMS

Difference vs Disorder

How to help

MOM Framework: Means, **Opportunities**, Motives (Kohnert et al., 2020)
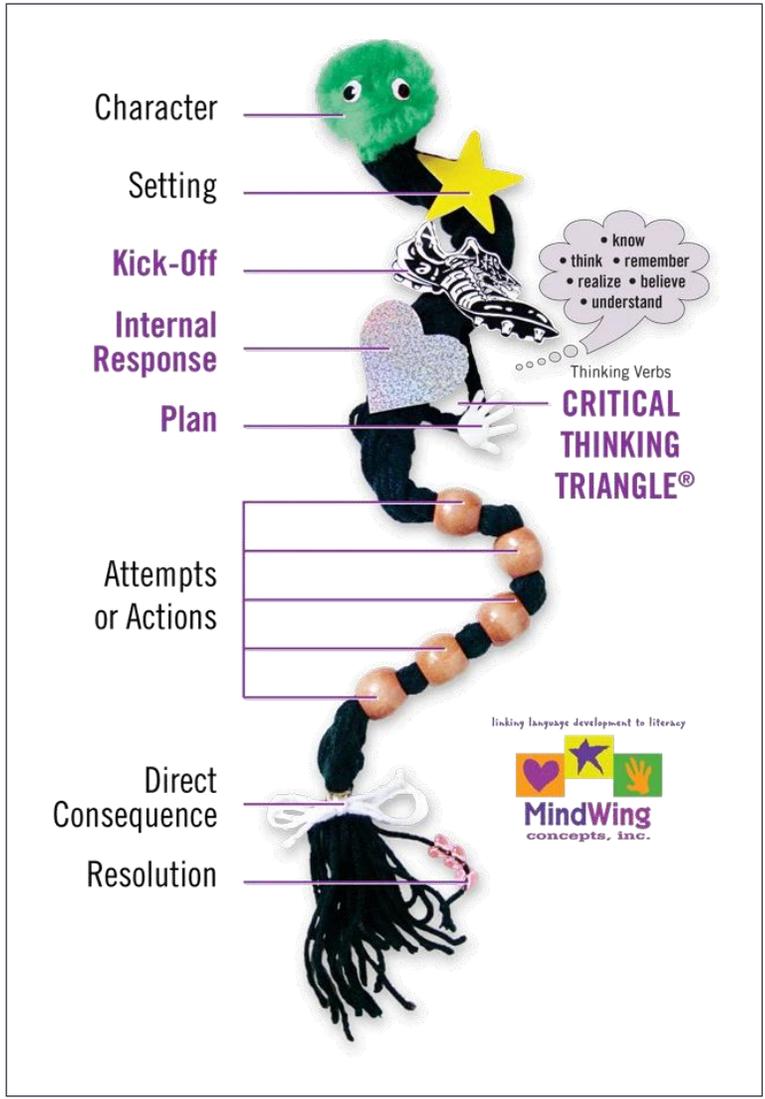
Intensive support for all languages

Plan for future language needs

"How does it work in your language?"

In this classroom, we speak X languages

Practical Tips & Resources

- Translation tasks forward & backward (Kohnert et al., 2020)
- Contrastive Analysis
- Back & forth home/school-books (vocab)
- Stick writing stories/Pictography (Ukrainetz, 1998)
- Vocabulary Bridging
- Q-BEx https://www.q-bex.org/teachers/
- Bilingual Journalling
- Translanguaging https://transla-program.org/en/multilingual/
- Omniglot https://www.omniglot.com/language/colours/multilingual.htm

- Language Portraits
  - Tabaro Soares et al. (2020)
- Visual Schedules
- Peer Tutoring (Kohnert et al. 2020)
- Focus on cognates (*adult, adulte*)
- Scaffolding/ Expanding Utterances
- Metalinguistic Awareness
- Communication Supporting Classroom Observation Tool https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/classroom-supporting-tool/#:~:text=The%20observation%20tool%20is%20designed,other%20Early%20years%20learning%20spaces

Character

Setting

Kick-Off

Internal Response

Plan

• know
• think • remember
• realize • believe
• understand

Thinking Verbs

CRITICAL THINKING TRIANGLE®

Attempts or Actions

linking language development to literacy

MindWing concepts, inc.

Direct Consequence

Resolution

- **Story Grammar Marker**
- **Mindwing Concepts**

- Talk Nua
  - http://talknua.com/
- Language Friendly School/Language Friendly Classroom
  - https://www.youtube.com/watch?v=OVlkfbEB00Y
  - https://languagefriendlyschool.org/?fbclid=IwAR0yLlUZIykuPRIf_1WWsUEHwQZsrNa-zvEbN3i4NEnQR-2nH1Dlyb9zJI0

Intervention Resources

- Dialogic Book Reading
  - https://www.youtube.com/watch?v=qiTkbGupIo8
  - https://www.youtube.com/watch?v=KW4KAFmWc04
- The Shape Coding System (Susan Ebbels)
  - https://www.youtube.com/watch?v=Ot-uekkC560
- Wordless Picture Books
- Reading Rockets
  - https://www.readingrockets.org/article/vocabulary-development-ells

Intervention Resources

Intervention Resources

- RADLD https://radld.org/resources/information/

- THE DLD Project https://thedldproject.com/

- IALP https://ialpasoc.info/wp-content/uploads/2017/10/Common-Questions-about-Teaching-in-a-Diverse-Classroom-and-Informed-Evidence-based-Answers_2020.pdf

- PEaCH https://bilingualfamily.eu/resources-for-educators-and-peach-ambassadors/

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