

# ***Promoting Development and Improving Outcomes for Young Dual/English Language Learners***

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# *Definition of Dual Language Learners (DLLs)*

- *Dual language learners are young 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.*
- Includes simultaneous and sequential, successive
- K-12 term is EL/ELL



# Demographic Urgency



***Diverse group that is growing—in size and diversity of backgrounds...***

- ***More than 30% of children enrolled in Head Start live in households where English is not the primary language (ACF, 2013)***
- ***15% of K-12 Enrollment in U.S (2011, NCES); 27% of all children in U.S. born in DL homes; most speak Spanish, 81-90%***
- ***RI, 6- 7% of PreK-12 population DLL/ELL; 77 different lang***

***Who are dual language  
learners and what do we  
know about their  
development and  
achievement?***

***Developmental Paradoxes!!***

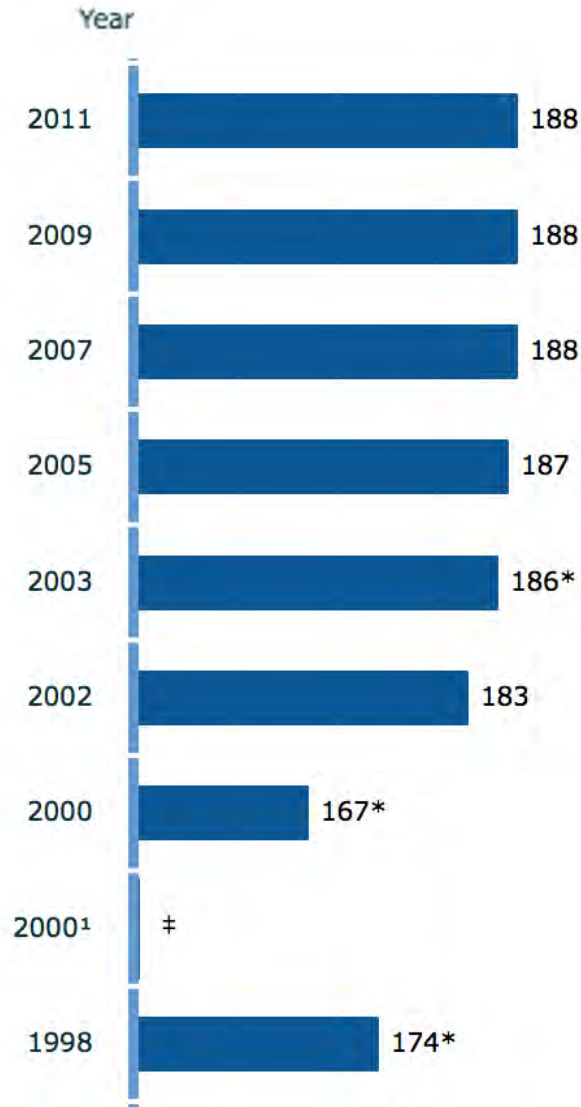
# Children from Low-income and Dual Language Families Highly Vulnerable to Underachievement

- NAEP Scores
- State Achievement Data
- K Entry Data
- High School Completion
- College Enrollment

# Average NAEP Reading Scores for ELLs 1998- 2011

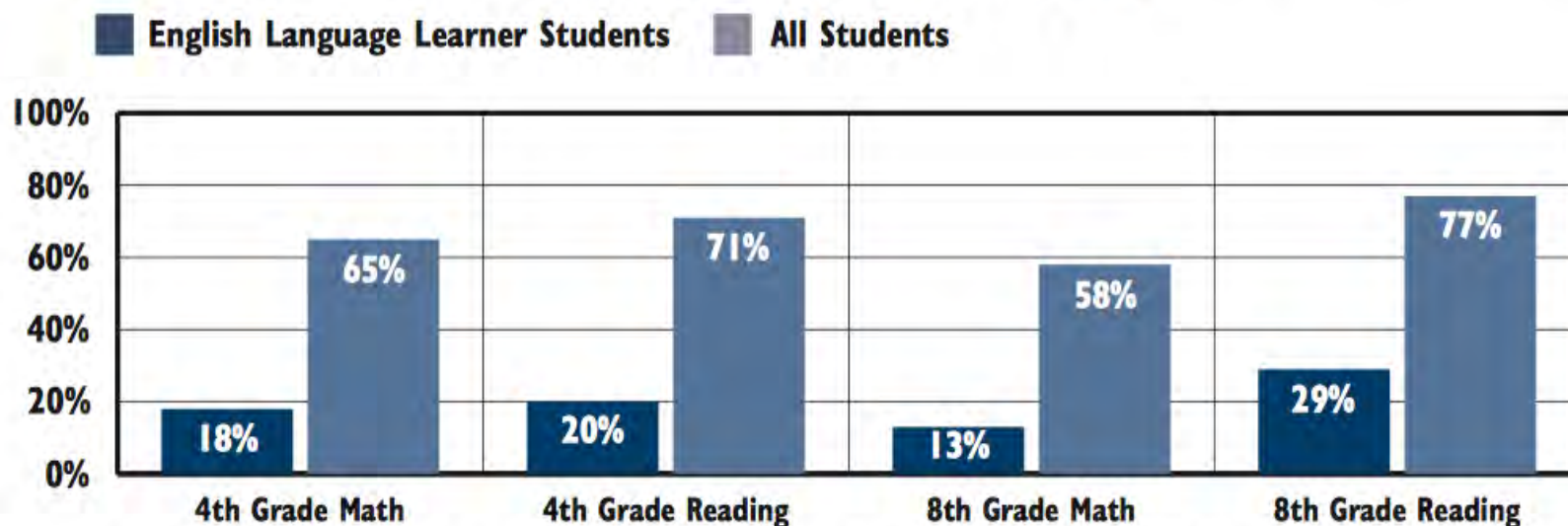
- 2011: Average score for all 4<sup>th</sup> grade students, **221**
- Non ELL, **225**
- **Basic = 208**
- **Proficient = 238**
- Low poverty= 238
- High poverty= 203

verage scale scores for reading, grade 4, by year and jurisdiction for status as English Language Learner, 2 categories [LEP]: 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, and 2011  
LL



# Rhode Island ELL Ach Gap

## Current English Language Learners' Mathematics and Reading Proficiency, Rhode Island, 2011



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program (NECAP)*, October 2011.



# Latino-White Achievement Gap in RI

***Providence Journal, August 28, 2013***

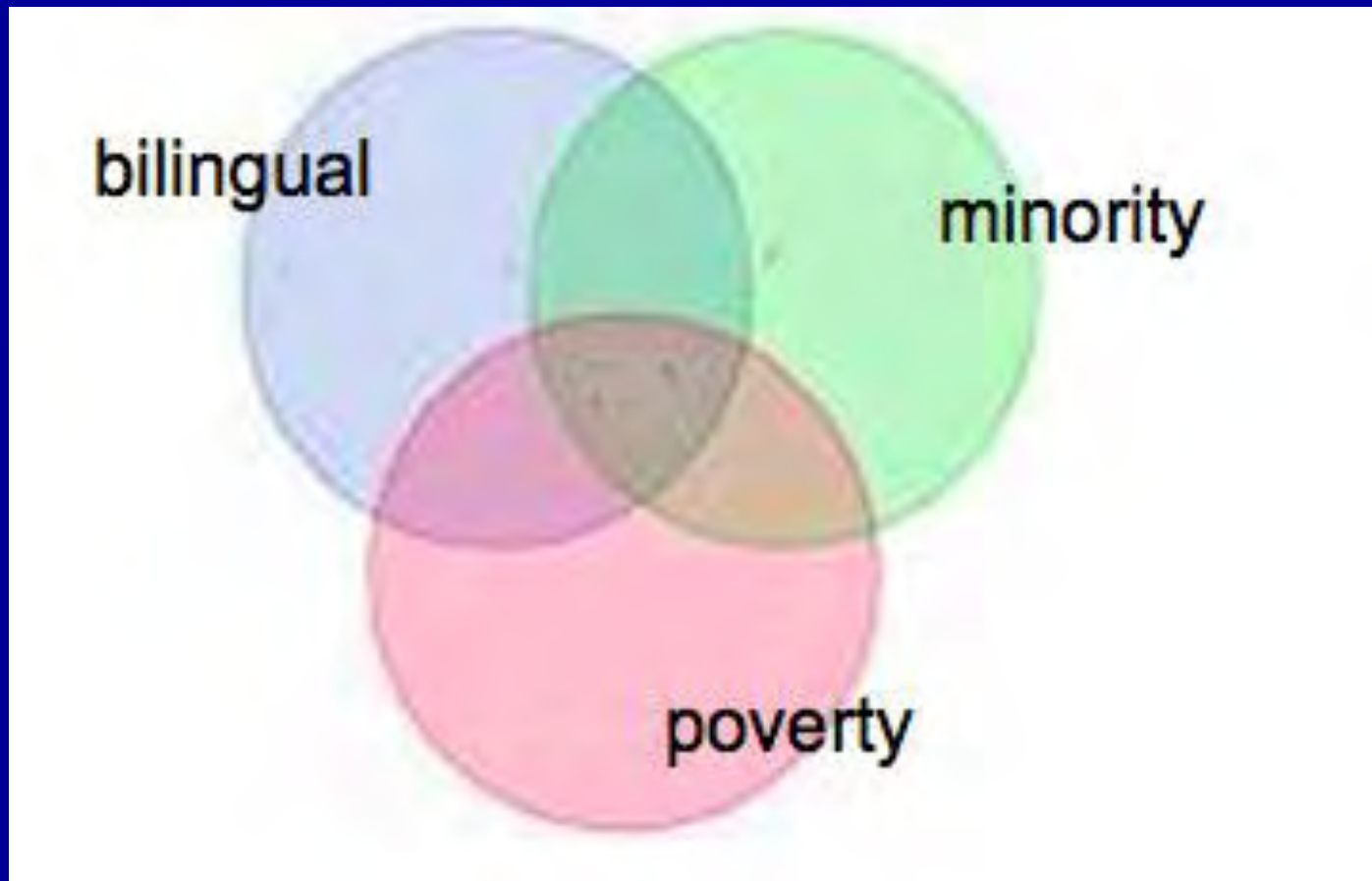
**Report:** *Gaps between R.I.'s Latino and white students' achievement are among worst in nation*

- *Latino Policy Institute study at Roger Williams U*



Need to implement coherent, consistent approaches and strengthened practices PreK-12 that reflect the current research on bilingual development and the realities of Rhode Island.

# How Much of Achievement Gap is Due to Language Status (DLL) vs Poverty vs Cultural/Linguistic Discontinuity???



**Having a second language is sometimes linked to higher achievement in English...ECLS-K data analysis.**

*Espinosa, et al., 2007*



# Language & SES

## from Espinosa et al., 2007

Table 5. Percent of language minority households (definition 2) by SES

SES	English speaking	Spanish speaking	European speaking	Asian speaking
First Quintile	13	44	6	18
Second Quintile	19	20	19	18
Third Quintile	21	15	19	18
Fourth Quintile	23	12	22	19
Fifth Quintile	24	9	34	27

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Longitudinal Kindergarten-Third Grade Public-Use Data File.

## Language & SES, Cont.

Table 6. Percent of language minority households (definition 3) by SES

SES	English speaking	Spanish speaking +	Spanish speaking -
First Quintile	13	25	63
Second Quintile	19	19	17
Third Quintile	21	15	10
Fourth Quintile	23	20	6
Fifth Quintile	24	21	4

Note: Spanish speaking + indicates scoring above the cutoff on the English OLDS and Spanish speaking – indicates scoring below the cutoff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Longitudinal Kindergarten-Third Grade Public-Use Data File.

# ***DLLs and Achievement Gap***

- ***Not all DLL children same:***
  - ***Family SES, language spoken at home, country of origin related to different achievement patterns***
  - ***DLLs from Asian and European home languages perform as well or better than EOs, K-3***
  - ***ALL DLLs: .4 SD < EO in literacy at K entry***
    - ***Spanish DLLs: .8 SD < EO at K entry; .7 < at end of 3<sup>rd</sup> grade***
    - ***When SES controlled, ach. looks similar***

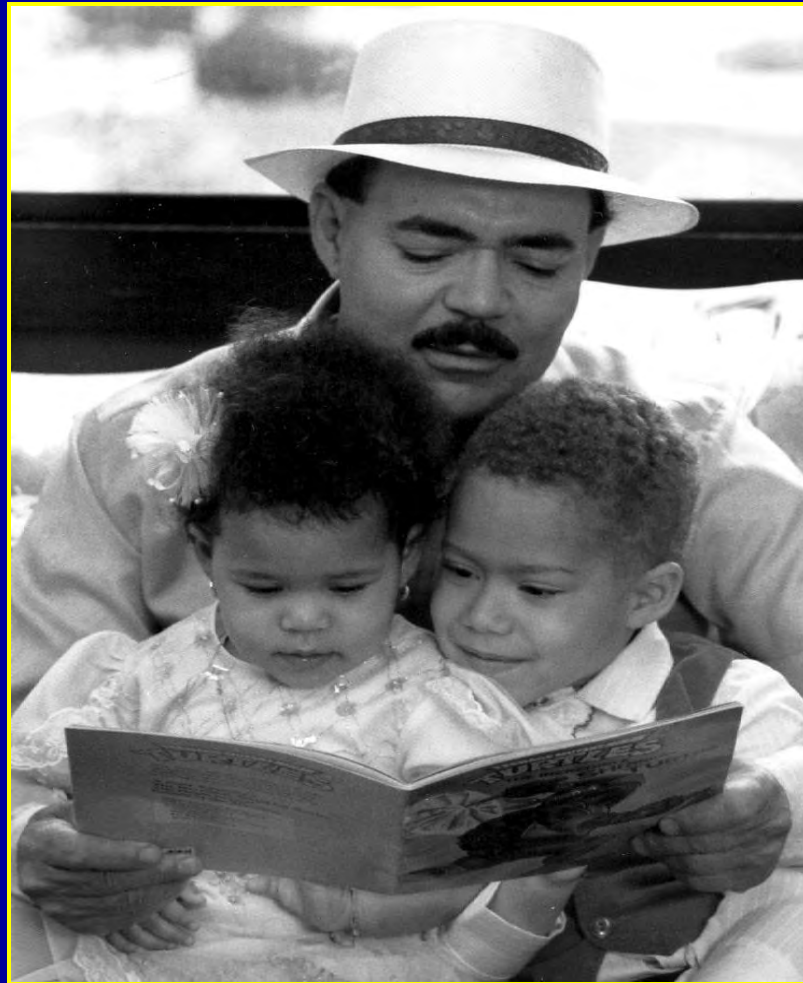
**“The combination of living in poverty and having limited access to early education increases the vulnerability of young DLLs to negative outcomes.”**

Castro, Espinosa, & Paez, (2011)

***Having more than one language during ECE years should not be considered a risk factor !!***



# What WE Do in ECE Programs (from group time to meals to storybooks) Will Have Long-term Benefits for Children



# **The Road to School and Life Success for Dual Language Learners Begins with Knowledge about their Development**

# ***Synthesis of recent science for young DLLs:***

**1.**



Center for  
Early Care and Education Research  
Dual Language Learners

<http://cecerdll.fpg.unc.edu/>

## ***Products:***

***12 Research briefs***

***6 Critical reviews of the literature***

***3 Policy reports/policy briefs***

***2 Working papers***

***1 Special Edition of ECRQ with 6 CECER-DLL articles, Fall 2014***

***3 SDA (ECLS-B)***

# *California's Best Practices for* **YOUNG DUAL LANGUAGE LEARNERS**

## **Research Overview Papers**





## 2. California's Best Practices for Young Dual Language Learners:

<http://www.cde.ca.gov/re/di/or/cdd.as>

- 6 research overview papers by national scholars
- summarized and synthesized into set of Preschool Program Practice Guidelines, Fall 2014

*Training Materials and Videotapes  
Available Jan. 2015*

# Dual Language Learners Develop within Specific Contexts



# ***Dual Language Learners are Very Diverse***

- ***Context Matters!***
  - ***SES***
  - ***Country of origin***
  - ***Languages spoken***
  - ***Age of exposure***
  - ***Quantity and quality of language inputs***
  - ***Opportunities to use language***



# *Societal Contexts: From Vulnerabilities to Assets*

*DLLs have...*

- lower infant mortality rates
- fewer physical and mental health problems
- strong social skills
- live in intact families with a strong work ethic
- parents high ed aspirations
- families support ECE experiences

*These are ASSETS to ECE settings!*



Garcia, E. E., Espinosa, L., Genesee, F., Gillanders, C., et al (under review). Conceptual framework for the study of young dual language learners' development.

# *Beliefs and Attitudes Matter!!!*

**What we believe shapes our  
behaviour.....particularly on  
this topic** (*August & Shanahan,  
2008*)

**Inaccurate myths about dual  
language learning lead to  
impoverished learning  
environments for children**

*Espinosa, 2013*



**What do we know  
about promoting  
development and  
improving  
achievement for  
young dual/English  
language learners?**





Language, Any Language, is the  
Foundation for Literacy.....and  
Literacy in English is Critical for  
School Success



# ***Strengths of Current Research on Early Language/Literacy Development***

- ***National Early Literacy Panel (2008)***
  - ***7300 studies>300 included in final meta-analysis***
  - ***Decades of rigorous studies; ongoing studies***
  - ***Consensus on Goals, Variables, Methods***
  - ***Some confidence on which early skills (PA, AK, oral language, etc.) predict later reading abilities***
  - ***Informs content, intensity, sequence of ECE programs (PA, shared book-reading, parent programs, language stimulation & interactions)***

# ***Research for Young DLLs***

- ***Recent Area of Concern: Accountability, Demographics, Impact of Preschool***
- ***Dozens of studies---at best***
- ***Measurement and Definitional Issues***
- ***Debate on Goals & Terms***
- ***Exciting New Infant Research***
- ***Most reach similar conclusions***

# Strong Reading Skills (in English) are Essential for Academic Success in U.S.!!!

*How do we accomplish this goal when children already have a language that is not English?*





# The Science of Early Bilingualism

1. Human Capacity

2. Benefits/Differences:  
*Cognitive, Social,  
Linguistic, Executive  
Function Skills, Family  
Dynamics, Vocabulary*

3. Need to Support Both  
Languages

4. Families are Critical Partners

12/22/2014



# Infant Brains & Bilingualism: Study Methods

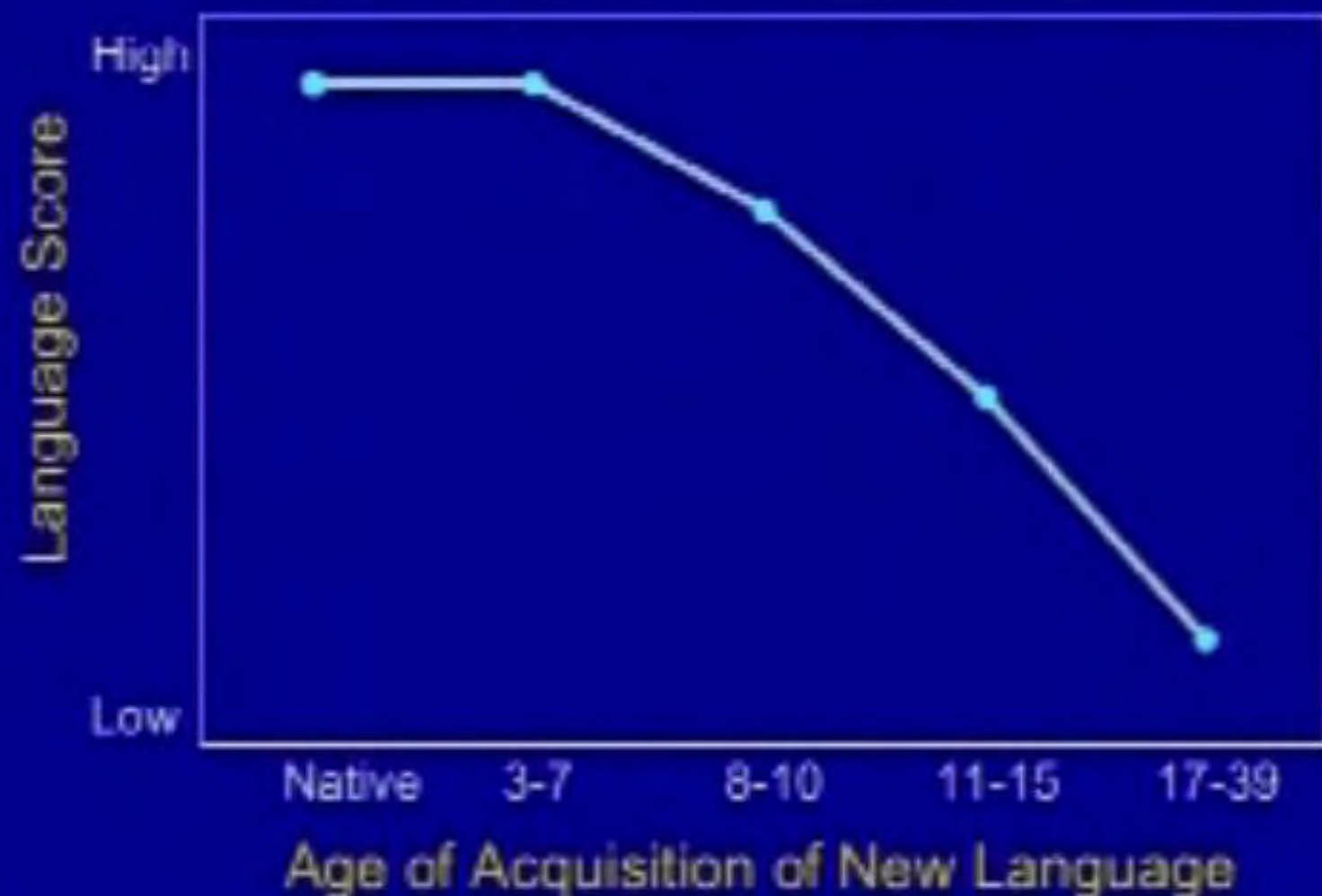


# Research Base

- Brain development of young bilinguals:
  - *Different than monolinguals*
  - *Two linguistic systems develop*
  - *At birth, can perceive all phonemes in all languages; by 10-12 months **phonemic pruning** has occurred*



## The 'critical period' for language



# ***Cognitive Development\****

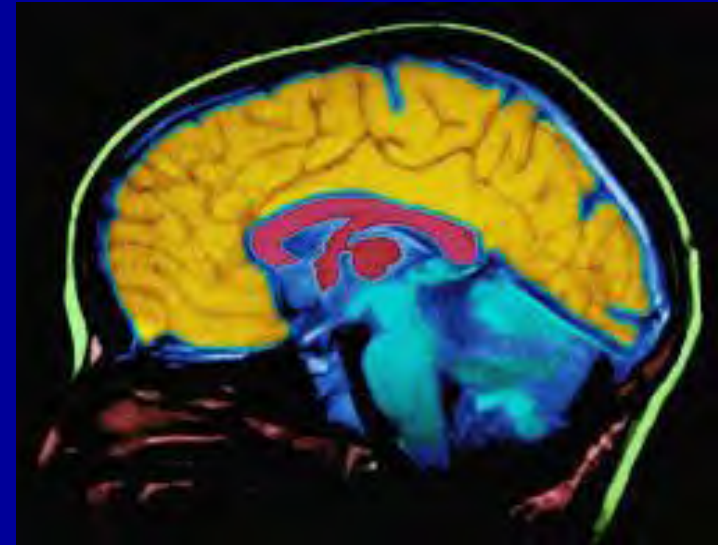
**Young bilinguals show advanced skills in non-verbal executive control skills....detectable at 7 months!**

- ✓ inhibitory control (ability to resist a habitual response or information not relevant)
- ✓ working memory or updating (ability to hold information in mind and mentally manipulate it)
- ✓ cognitive flexibility ability to adjust to changes in demands or priorities and switch between goals

*\* Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (2014). The Cognitive Development of Young Dual Language Learners: A Critical Review. Early Childhood Research Quarterly, 29 (4), 699-714.*

# Language and Literacy Development of DLLs\*

- *Timing: age of exposure*
- *Social and statistical*
- *Amount and quality of exposure*
- *Opportunity to Use and Practice*



\* Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C. & Castro, D. C. (2014). The Language and Literacy Development of Young Dual Language Learners: A Critical Review. *Early Childhood Research Quarterly*, 29 (4), 715-733.



# *Language and Literacy Development of DLLs..*

- Vocabulary development looks different: longer lexical retrieval time
- Smaller vocabularies in each language; conceptual vocabularies when combined in 2 languages comparable
- Speech production somewhat slower
- Grammatical development differed
- Cross-language (L1-L2) influences varied by similarities of 2 languages

## ***Social Emotional Development of DLLs\****

- Children of Mexican immigrant families tended to have more social-emotional competencies (initiative and self-control) and fewer behavior problems than nonimmigrants at K entry.



*\* Halle, T., Whittaker, J. V., Zepeda, M., Rothenberg, L., Anderson, R., et al (2014). The Social--Emotional Development of Dual Language Learners: Looking Back at Existing Research and Moving Forward with Purpose. Early Childhood Research Quarterly, 29 (4), 734-749.*

# Bilingual Advantages Tied to Extent of Bilingualism

- Balanced bilingualism necessary for cognitive, linguistic benefits
- Bilingual advantages found across cultural and SES groups



# ***Language Exposure and Opportunity to Use Best Predictors of Proficiency***

- ***Children need opportunities to hear, process, and use language during meaningful interactions***
- ***Research suggests young children need at least 25-30% of time in language to learn it***

# ***Knowledge Base for Young DLLs: Consensus***

- **Babies have capacity for learning multiple languages from first year. *Linguistic geniuses***
- **Balanced early bilingualism is possible with sufficient high quality input in both.**
- **Cognitive, linguistic, social, family, economic advantages to bilingualism**
- **First language vulnerable to attrition**
- **Proficiency in the first language is linked to English acquisition**

# ***EARLY CARE AND EDUCATION CONTEXTS***

**Child care appears to be especially beneficial for DLLs: larger gains than other children**

- in center-based care
- in high quality care
- when home language is spoken in setting

**Evidence suggests DLLs are less likely to**

- be in child care before Pre-K
- be enrolled in center-based care before Pre-K  
experience high quality care or use home language in center care

***Espinosa, L. M., Burchinal, M., Winsler, A., Tien, H., Castro, D. C., & Peisner-Feinberg, E. (under review). Child Care Experiences among Dual Language Learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth***



# Importance of Supporting Both Languages

- Frequently early English exposure leads to loss of home language
- Carefully balanced language approach is needed during early years
- Learning English is important, but should not come at the expense of continued development in first language

# ***Consequences of Home Language Loss***

- ***Possible disruption of family dynamics***
  - ***Lily Wong Fillmore's work with immigrant families in California***
- ***Lost bilingual advantages***
- ***Rising evidence of negative long term consequences on child and maternal health of early language loss and acculturation***

## *What does this mean?*

- The young bilingual brain processes language differently from monolingual children and this neural adaptation influences specific aspects of cognitive and linguistic development.
- Initial differences may look like delays, DLLs need time and language learning opportunities to become proficient in both languages...KEAs?
- Bilinguals cannot be compared to monolingual norms when assessing children
- **Need:** Specific strategies for teachers that promote oral language development in English (ELD) and help DLLs extend and apply L1 knowledge

Challenge: How do we support home language development and promote English language development with multiple languages of children/families, monolingual teachers, different educational contexts?

# Program Approaches, Interaction and Instructional Strategies that Promote Improved Development and Achievement for DLLs

First--- Warm, Responsive, Enriched Interactions and Good Instructional Practices Help Dual Language Learners (*but are not sufficient*)

*Goldenberg, et al., 2013*

# How to Support Home Language While Promoting English Language Development

- *Set of Strategies that Bridge* between home language (L1) and English:
  - Cognate charts
  - Front-loading vocabulary in home language
  - Each language linked but distinguished (voice, character, color)
  - Labeling in both home language and English
  - Match instruction to child's ELD level



# ***ALL ECE Practitioners Can Support ALL Languages***

- ***If possible, hire qualified bilingual teachers, family liaisons, and assessors***
- ***For monolingual, English speaking teachers there are many strategies to provide rich learning opportunities in each language***
  - ***Bring home language into setting (family, volunteers, community reps.), authentic bilingual materials, music, CDs, activities***

# Language approaches need to be *Intentional, Systematic, and Carefully Reviewed*

- Plan for use of each language, who, when, and how: Language policy and language model
- Haphazard approach does not work
- Celebrate emerging bilingual abilities of children--linguistic assets for child, family, and society

# Resources

- **California Department of Education (2013). California's Best Practices for Young Dual Language Learners: Research Overview Papers.**  
<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>
- **California Department of Education (2013) video resource on Dual-Language Development**  
<https://www.youtube.com/watch?v=ly4dUetmz78>

**This video addresses “Dual-Language Program Models and Strategies,” “Development of the Home Language and of English,” “Observation and Assessment of Young Dual-Language Learners,” and “Relationships with Families of Dual-Language Learners.”**

## ***More Resources***

- ***Office of Head Start: Early Childhood Learning & Knowledge Center:***

***<http://eclkc.ohs.acf.hhs.gov>***

***\* The National Center on Cultural and Linguistic Responsiveness provides the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families.***

# Conclusion

*While all ECE teachers cannot **instruct** in all languages, all teachers can **support** all languages by working with families and using specific strategies that bring home language and culture into ECE settings.*

