



CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK

REGION II



Early Literacy Building Foundations for Dual Language Learners

CPIN Networking Meeting

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2005
THE YEAR OF
LANGUAGES

Outcomes

- Discuss who are our Dual Language/English Learners.
- Review the components for emergent early literacy addressed by Dr. Lonigan in the General Session
- Discuss implications for Dual Language/English Learners
- Identify strategies to maximize instruction to build literacy foundations in the home language and English

Who are our Dual Language/English Learners?

- Children whose home language is not English are considered English-language learners (ELLs)
 - Also “linguistic minority students” and “linguistically diverse”
- 2002-2003: 27% children in Head Start did not speak English as their home language
- Of these, vast majority are from Spanish-speaking homes with 139 other language groups also reported.
- Over the last 10 years, the number of English Learners, grades K -12 in California has grown to about 1.6 million.
- In Los Angeles County, there are about 1.6 million students total.

California Language Census K-12, 1995-2005

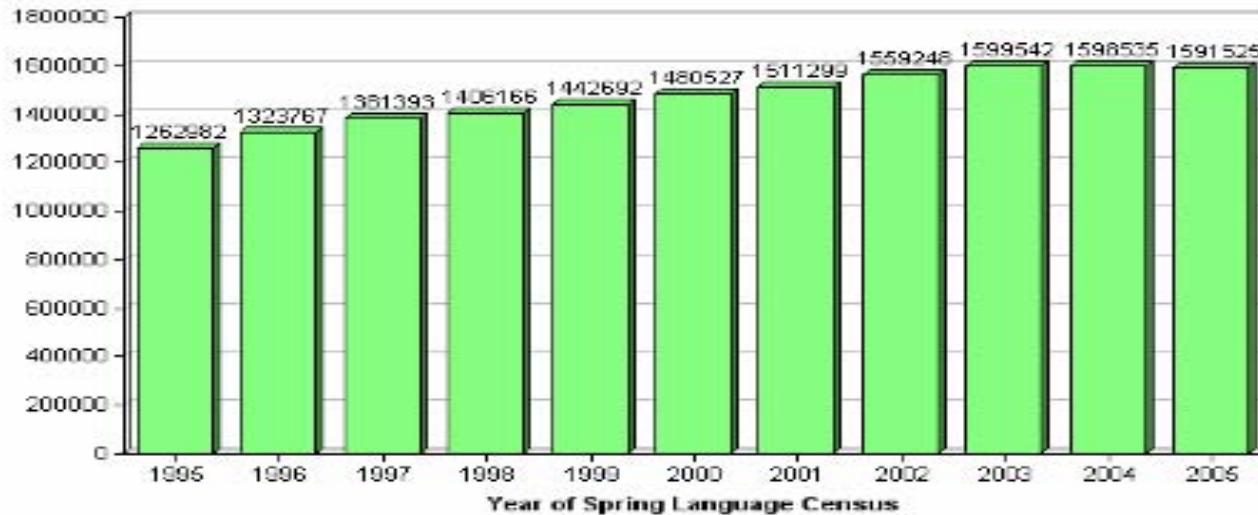
Statewide Number of English Learners (CA Department of Education)

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California Department of Education
Educational Demographics Unit
Prepared: 1/9/2006 11:20:02 PM

Report

Statewide Number of English Learners



Dual Language Learners

- Internationally, it is estimated there are as many children who grow up learning TWO languages as ONE.

Early Literacy for English Learners

- “Literacy includes listening, oral language, reading and writing and is a continuous learning process that begins during infancy. In the first three years, oral language development and listening skills play a central role in early literacy development.”
 - Espinosa: *Early Literacy for English Language Learners*
 - Forthcoming, Spring 2006

Who are Dual Language Children/English Learners?



- Simultaneous bilingual children
- Second language learners/children
 - “Sequential” or “Successive”
- Dual language learners/children

–*Genesse, Paradis, Crago. (2004)*
Dual Language Development and Disorders, p. 4

Second language learners/children

- *Children who begin to learn an additional language after 3 years of age; that is, after the first language is established.*
- *Also known as “sequential” bilinguals or “successive” bilinguals.*

Second Language Acquisition in Early Childhood

- Dr. Linda Espinosa

Sequential Bilingual Children:

“How do children learn a second
language?”

- Espinosa, L. (in press). Second language acquisition in early childhood.
- In New, R. & Cochran, M. (Eds.). Early Childhood Education. Westport,
 - CT: Greenwood Publishing Group

Sequential Second Language Acquisition Stages

Tabors and Snow (1994)

- Home Language Use
- Nonverbal Period
- Telegraphic and Formulaic Speech
- Productive Language

Building Literacy Foundations for our Dual Language Learners

- How do young children's different language experiences affect their development of preliteracy skills and concepts?
 - (Espinosa, p. 48)

Emergent Literacy

Dr. Chris Lonigan, Niagara Emergent Literacy Conference, October 2004

- “Consistent evidence that there are three primary domains of emergent literacy skills that are related to later (conventional) reading and writing.”
- Oral Language
- Print Knowledge
- Phonological Processing

What are the Implications for Dual Language Children/English Learners?

- Cross-Language Transfer
- Skills developed in the first language (L1) will aid in the development of skills in the second language (L2)

Emergent Literacy Interventions

- Dr. Chris Lonigan

- “Strong evidence of efficacy of emergent literacy interventions in any of these 3 areas during the preschool period found evidence of a later effect on reading skills.”
- Oral Language
- Print Knowledge
- Phonological Processing

Oral Language Interventions

- Interactive shared reading
 - Teachers, parents, community volunteers and teacher aides

Print Knowledge

- Identify concepts of print teaching and learning opportunities through shared book experiences

Phonological Processing

- Preschoolers' experiences with **their own language** allow, for phonemic sensitivity to develop; the child can then experience alphabetic insight - the key to reading an alphabetic language. (Espinosa, p. 53)

Developing Phonemic Sensitivity Through Songs and Rhymes

Dual Language/English Language Learner References



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Lonigan, C. Emergent Literacy. Presentation from Niagara Emergent Literacy Conference, October 18, 2004
<http://www.fcrr.org/science/pptpresentations.htm>

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