

THE POWER OF THE SPOKEN WORD

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October 20, 2012, CARLA

Wordle

tests
Lyster Swain maestra
Sprache immersion transfer
language 上下文 沉浸
learn expectations
Output Target de English Cummins
Inmersión use proficiency classe Comprehensible idioma
classroom professeur Cross-linguistic L2 Oral
behind insegnante Circumlocution child
contexto another salle Standardized benchmarks
教师 input Lehrer policy reading
salón

Our question

Does higher L2 oral proficiency in majority culture native English speaking students within an early start total Spanish immersion program relate to increased L1 (English) reading abilities?

Our two-fold purpose

- Dialogue with other immersion educators about L2 oral proficiency expectations in the classroom and whether or not an increase in these expectations has led to any quantifiable impact on academic progress – specifically L1 literacy
- Share the data from a mixed-methods case study regarding L1 literacy benchmarks pre and post target language only policy implementation

Our story

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2nd Grade Immersion Teacher

A review of relevant research

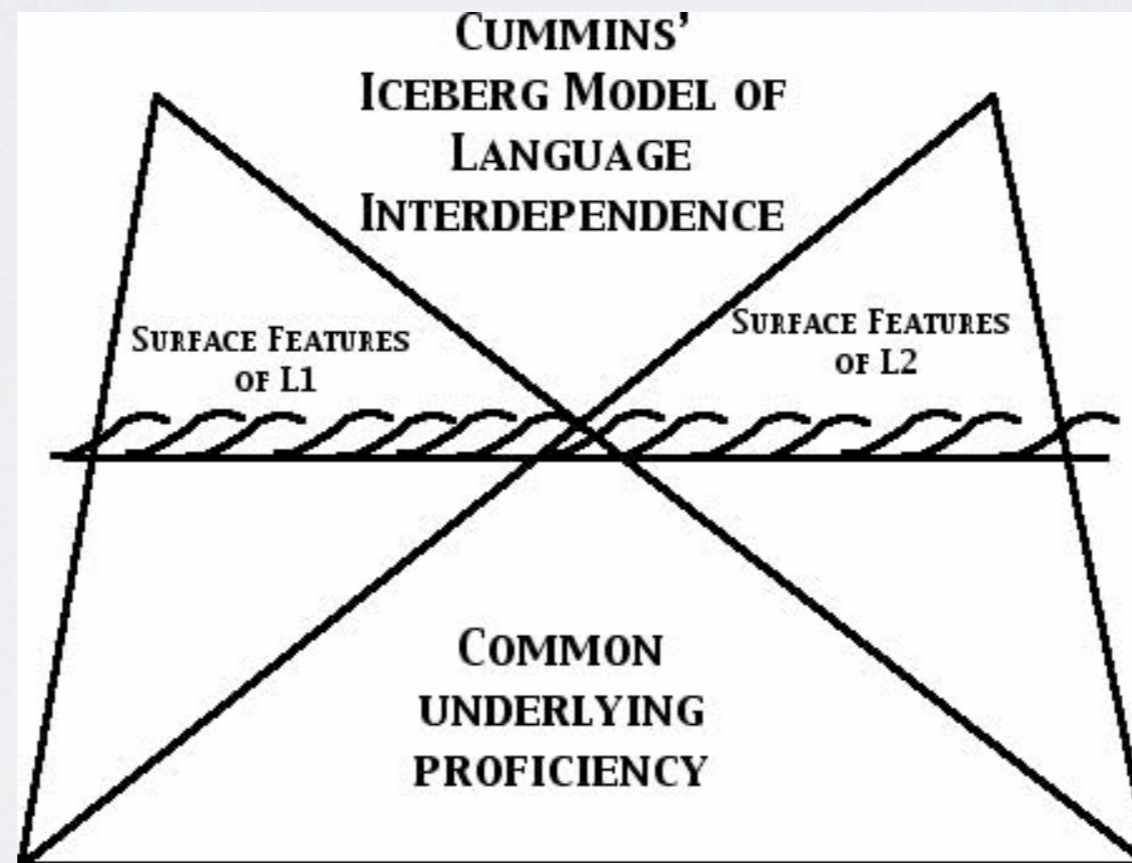
- L2 oral proficiency in dual language immersion contexts
- Cross-linguistic transfer in dual language immersion

L2 oral proficiency in dual language immersion contexts

- * Cloud, Genessee & Hamayan, 2000; Genessee, 2004; Harley, 1984; Swain, 1997: students reach advanced levels of functional proficiency in the target language; productive skills are non-native like and less optimal than desired
- * Swain, 1985: “Output Hypothesis” - students acquire language by producing language (Swain, 1985)
- * Lyster, 2007: “Counterbalanced Approach” - students attain higher levels of L2 accuracy

Cross-linguistic transfer in dual language immersion contexts

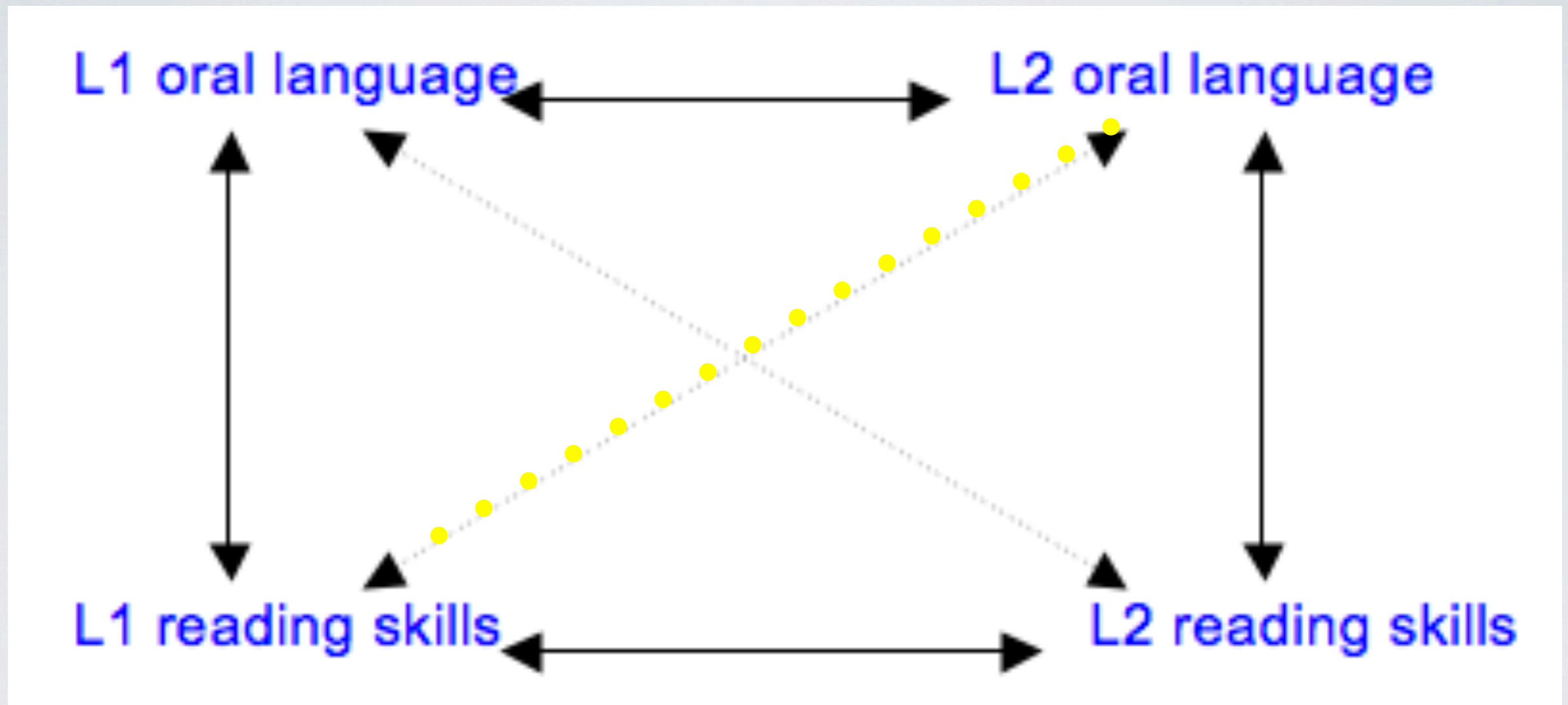
- * Cummins' (1979, 1981) "developmental interdependence hypothesis": L1 and L2 skills are interdependent, meaning that skills transfer from one language to the other and help develop the other language. image: jillrobbins.com



Research and theory regarding cross-linguistic transfer

- * Lyster, Collins and Ballinger, 2009: cross-linguistic connections made even while staying in the immersion language
- * Bournot-Trites and Tellowitz, 2002: transfer from the L2 to L1 does take place
 - ◆ From their *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills* (Bournot-Trites and Tellowitz, 2002)

Intra- and cross-linguistic transfer



* Broken lines represent **possible** cross-linguistic transfer

Target language only timeline

Grade	Student to Teacher Communication	Peer to Peer Communication
Kindergarten	L1 output accepted September - December L2 output expected January - June	L2 output expected January - June * Circumlocution games and reward system
Grade 1	L2 output ONLY October - June	L2 output ONLY November - June
Grade 2	L2 output ONLY after first day of school	L2 output ONLY after the first day of school
Grade 3, 4 and 5	L2 output ONLY	L2 output ONLY

L1 literacy gains in post-timeline implementation students made us wonder:

Might strict adherence to a target language only
(Spanish) policy, beginning in kindergarten,
positively impact L1 literacy?

The context

Model

- Early total one-way Spanish immersion context in a three strand K-8 independent school (English medium, Spanish immersion, Mandarin immersion)
- Language distribution:
 - pre-K through 2nd Grade: 100% L2*
 - 3rd through 5th Grade: 3-4 hours/week
 - 6th through 12th Grade: Maintenance (~ 8-10 hours/week)
- Median income of families in the surrounding area \$42, 987
- 2006 implemented SI with preschool, kindergarten and first grade
- Current number of SI students K-7th grade: 233
- Current number of total students at ZCS K-8th grade: 688

Student Population

- Majority culture, native English-speaking from middle class socioeconomic backgrounds
- 12% minority in the immersion strands (including adopted children)
- About 4.9% of students come from homes in which one parent's native language is Spanish or other

Teachers

- Mix of internationally educated (Cuba, Dominican Republic, Mexico, Ecuador, Costa Rica, China, etc.) and US trained teachers with proficiency levels of advanced-high to superior (ACTFL scale)

Mixed-methods case study

Quantitative Data: English and Spanish reading benchmark scores for first grade students over a period of six years (cross-sectional)

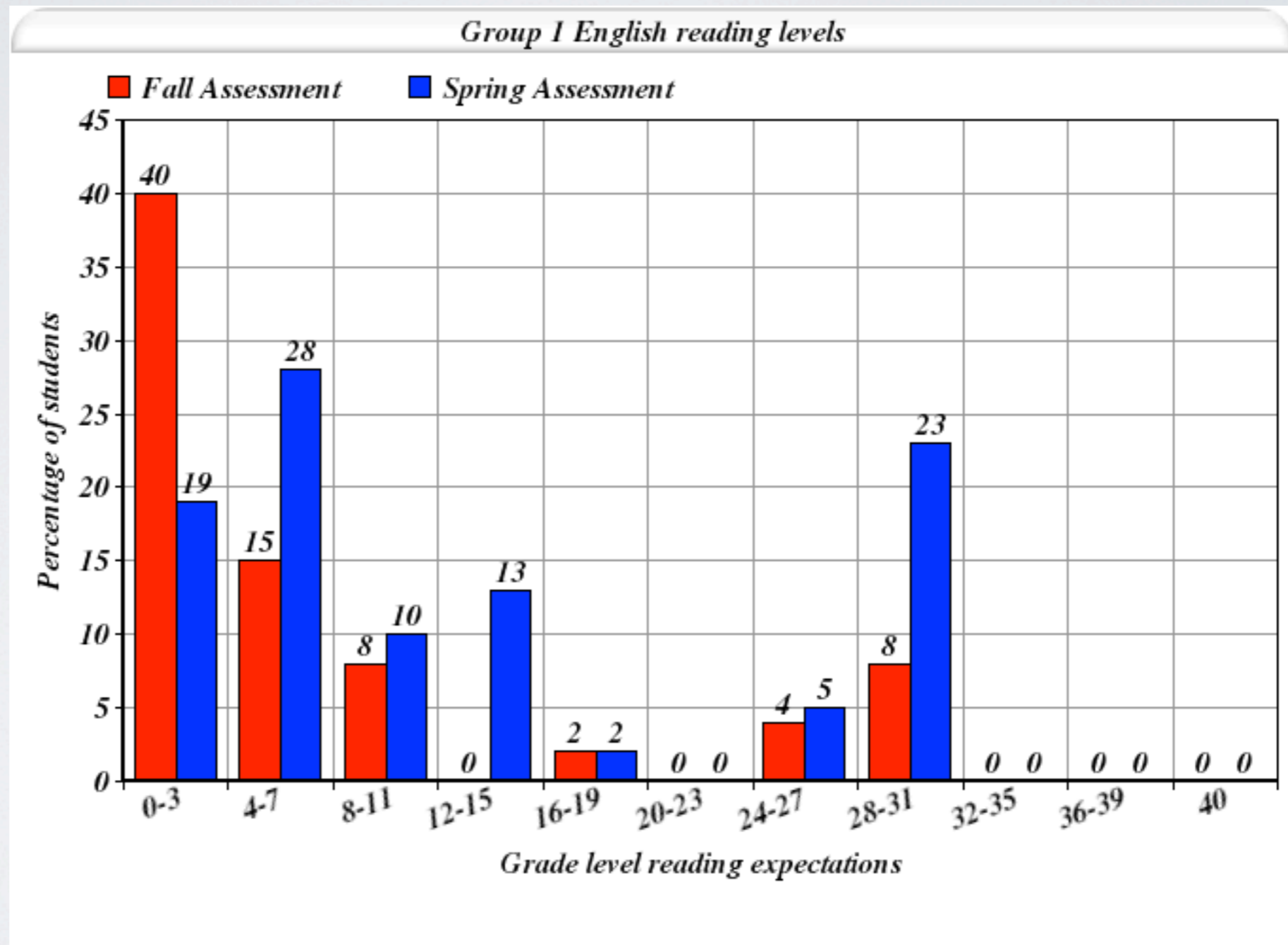
- Pre-Spanish Only Policy Group: 55 Students (Group 1)
- Post-Spanish Only Policy Group: 125 Students (Groups 2 & 3)

Qualitative Data: Parent surveys to families with children in pre- and post-timeline groups to determine their preference and ability in L1 and L2

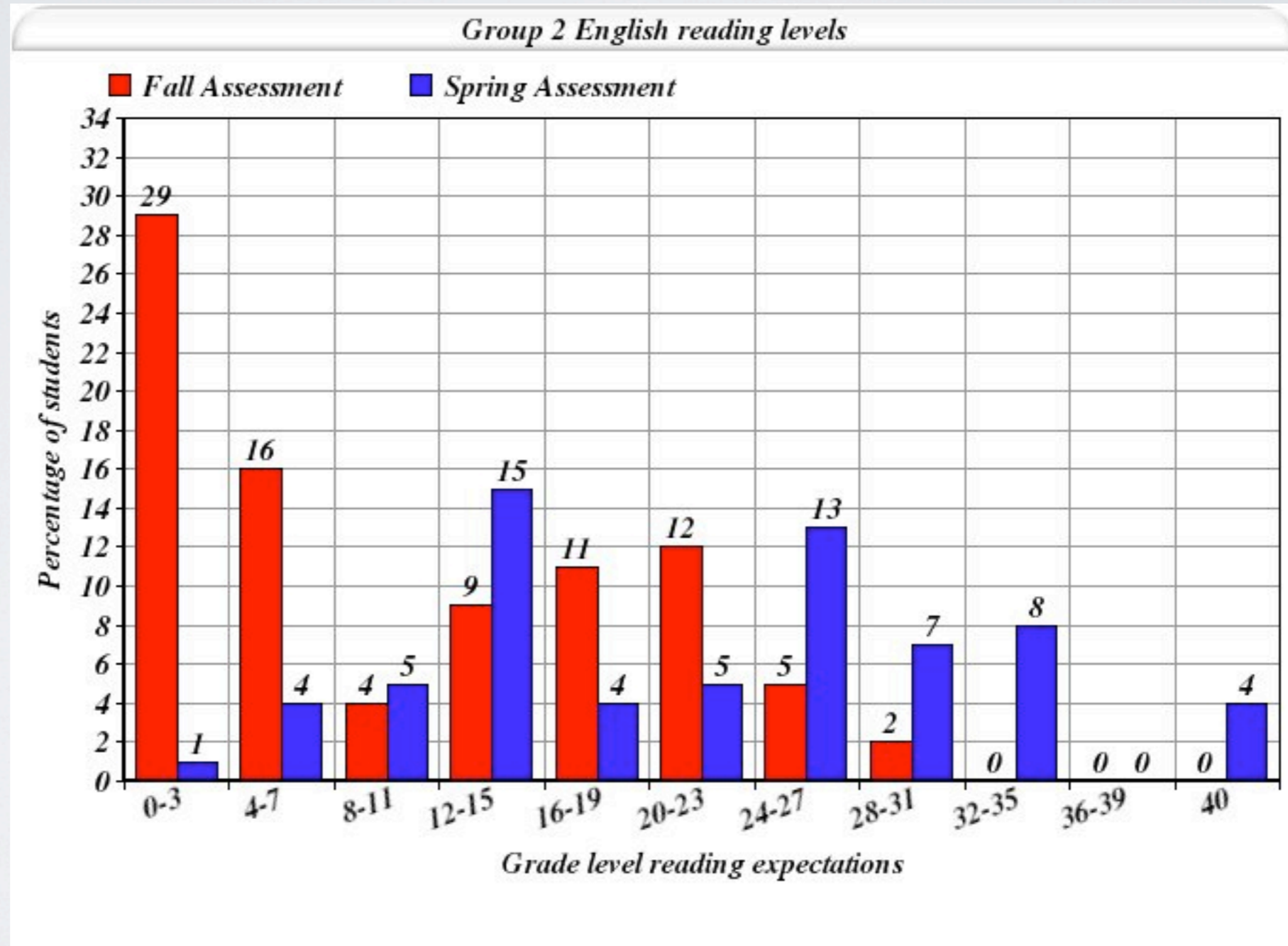
Quantitative data

First grade English reading benchmarks

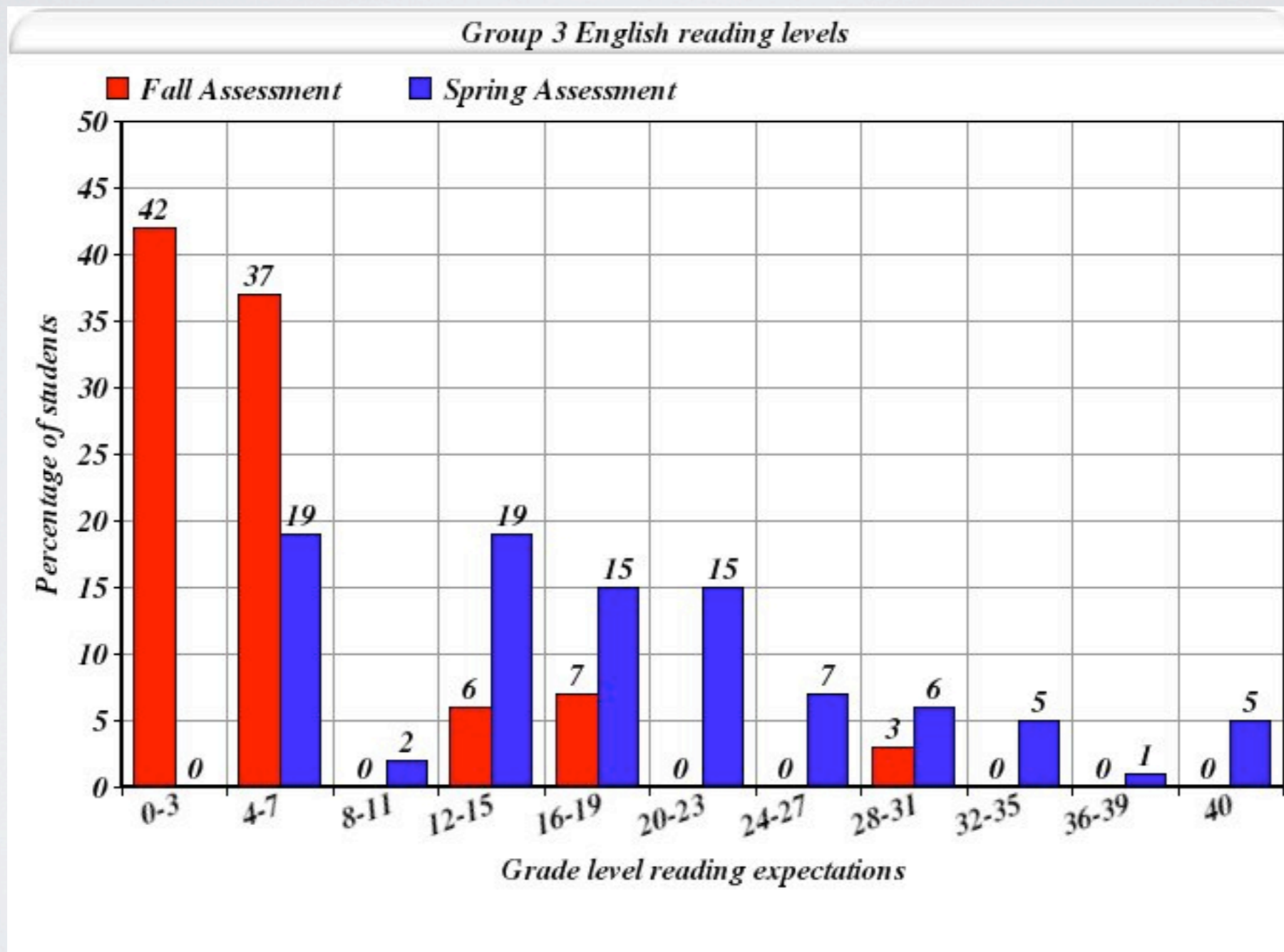
First grade English reading benchmarks (group 1)



First grade English reading benchmarks (group 2)

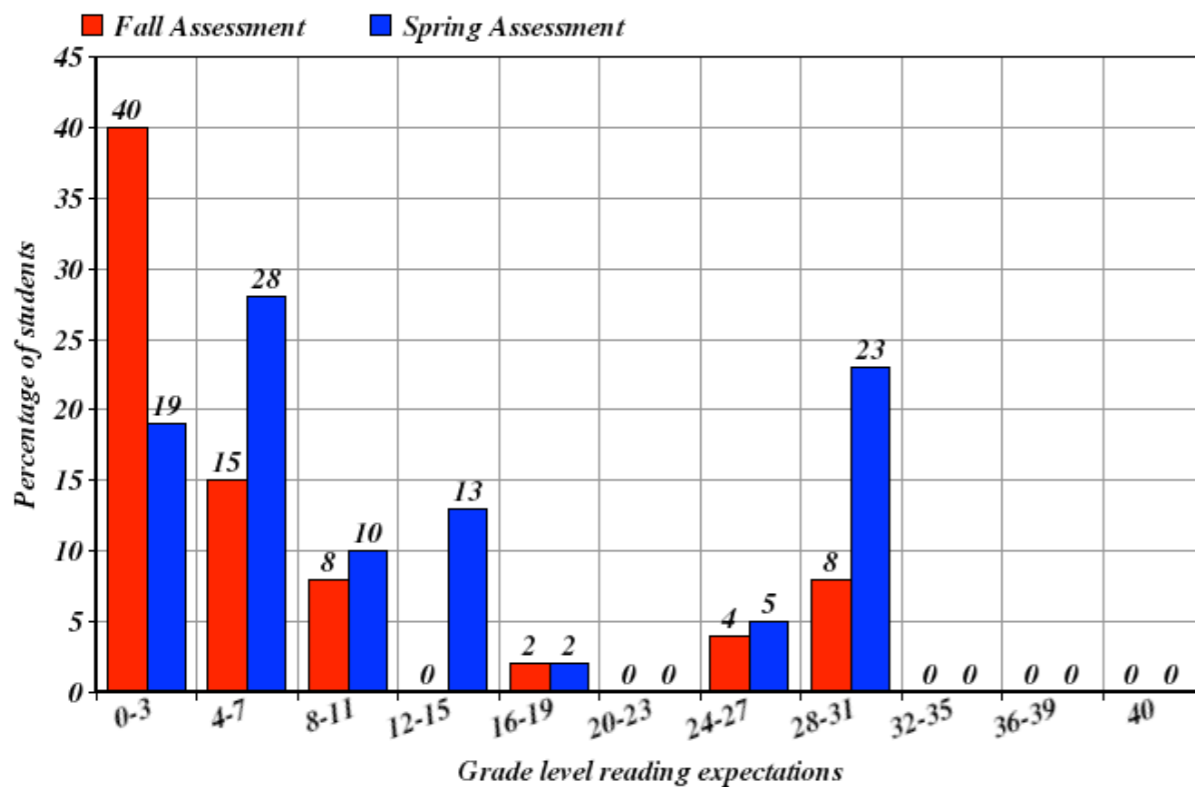


First grade English reading benchmarks (group 3)

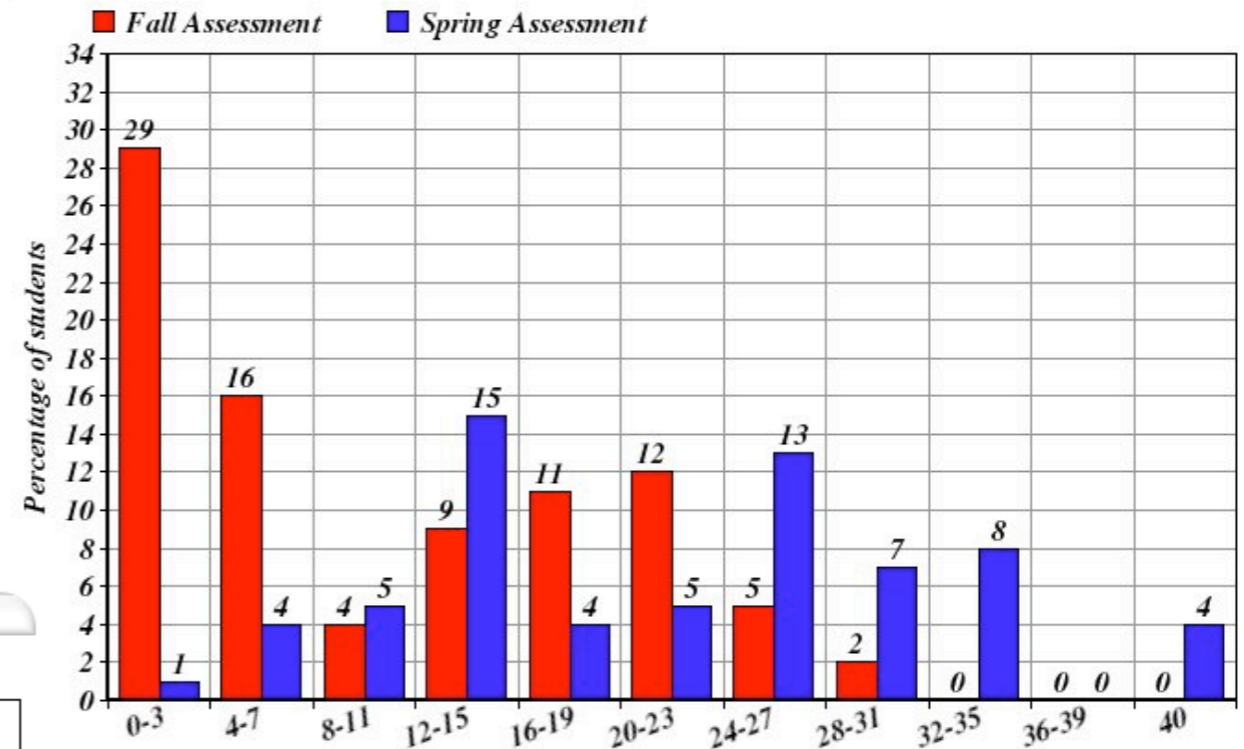


Noticing the trend

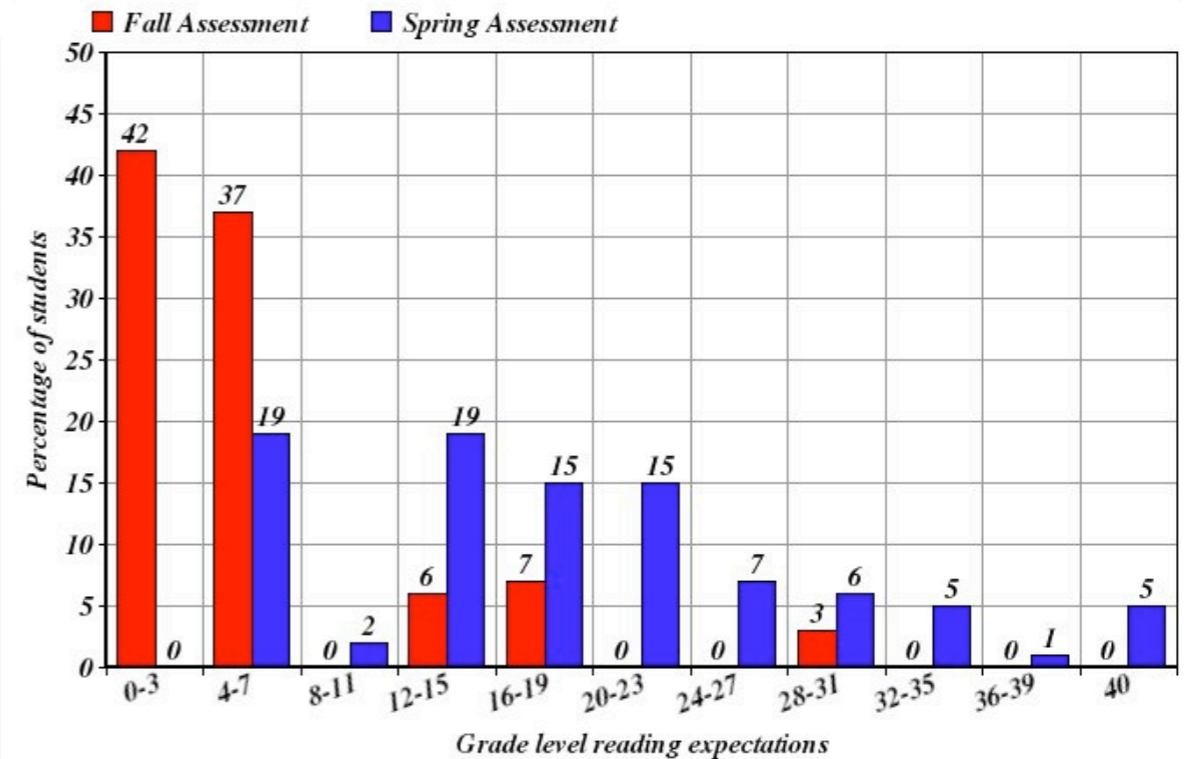
Group 1 English reading levels



Group 2 English reading levels



Group 3 English reading levels



Percentage of students attaining grade level benchmark expectations

Group Number	Fall (level 2)	Spring (level 16)
1 (pre-timeline)	82%	32%
2 (post-timeline)	91%	64%
3 (post-timeline)	85%	60%

Qualitative data - parent surveys

- Impact of Target Language Only Policy on students' L2 oral proficiency
- Impact of Target Language Only Policy on students' L1 reading

Parent reflections

Impact of Target Language Only Policy on students' L2 oral proficiency

- * 0% of parents said the pre-policy student was more comfortable using Spanish, while 35% said the younger child was.
- * Differences between students' comfort level and interest in speaking Spanish in elementary school:
 - ◆ Pre-policy group almost unanimously received comments such as: ***“stops and searches for words more than my younger child,” “more reserved,” “not as natural”***
 - ◆ Post-policy group almost unanimously received comments such as: ***“very comfortable,” “speaks it with much more ease outside the classroom,” “initiates conversation and is extremely confident in Spanish skills”***

Parent reflections

Impact of Target Language Only Policy on students' L1 reading

- * Differences between students' English reading abilities:
 - ◆ *"My younger child reads in Spanish and English equally whereas my older child preferred Spanish initially and lagged more in English"*
 - ◆ *"Reading in English came much more easily for my younger child." "Our younger child picked up easily on English reading more easily."*
- * Pre- and Post-timeline groups' reading preferences:
 - ◆ 63% of students in both groups preferred reading in English over Spanish at home and did so with ease...
- * Pre- and Post-timeline groups- parents' perceptions of English reading "struggles:"
 - * 19% of pre-timeline students were perceived as struggling to read in English
 - * 6% of post-timeline students were perceived as struggling to read in English

Findings

- Increased L2 oral language proficiency seems to impact increased L1 (English) reading skills prior to the introduction of L1 literacy in an early total one-way context.
- The common “lag” research has shown most immersion students experience in L1 (English) reading appears to decrease as L2 oral language expectations increase.

Limitations of this study

- Pre-timeline students were pioneer classes in a newly implemented SI strand
- Pre-timeline students received instruction from staff with less experience and professional development in immersion pedagogy than post-timeline students
- Pre-timeline students received less time with more fully articulated literacy frameworks
- Non-longitudinal in nature

Bringing the study to life

Connecting to the classroom

- Self
- Text/research
- World

References

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