The suitability of Irish instruction for All students

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ROAD MAP

1   CAPACITY OF CHILDREN
to BECOME BILINGUAL:
TYPICALLY-DEVELOPING and with
DEVELOPMENTAL DISORDERS

2   OUTCOMES of STUDENTS with
LEARNING CHALLENGES
in IMMERSION/CLIL

3   IDENTIFYING and SUPPORTING
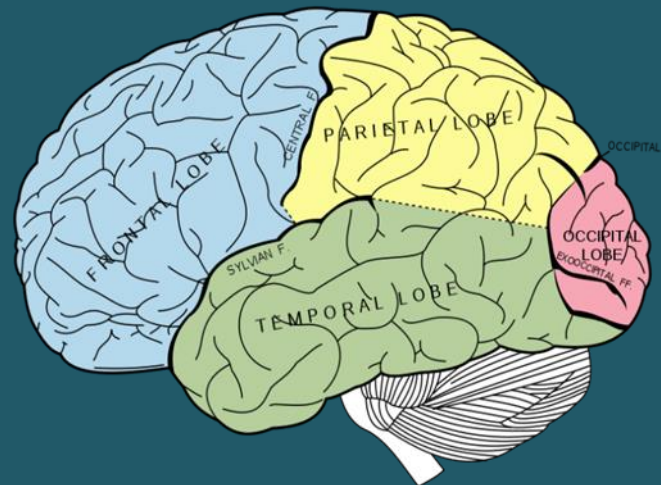STRUGGLING STUDENTS
In Immersion

TERMINOLOGY

☼ content-language integrated learning: CLIL

☼ content-based instruction: CBI

☼ bilingual education

☼ dual language education

☼ immersion

Immersion (CLIL)
at-risk learners

(1)
CAPACITY of CHILDREN
# to BECOME BILINGUAL

TYPICALLY-DEVELOPING

THE EVIDENCE: SIMILARITIES

- They differentiate between their input languages and a foreign language within days of birth

- They can segment individual words from continuous speech at same age as monolinguals

- They acquire grammars that are specific and appropriate for each language

- They use each language differentially and appropriately with speakers of each language
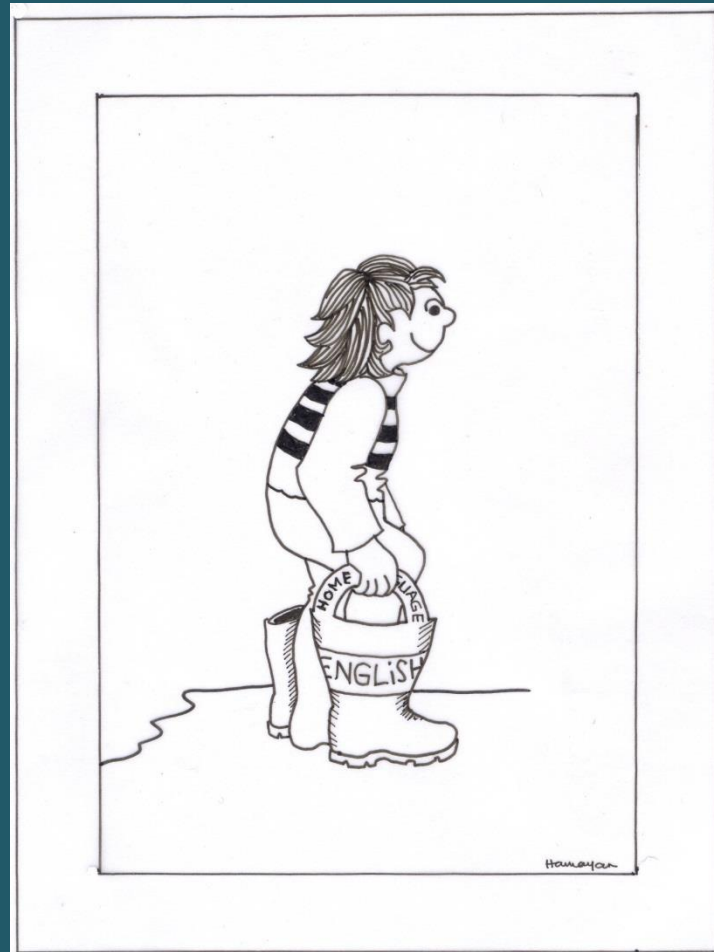
More EVIDENCE:
MONOLINGUAL MILESTONES

word segmentation	babbling	first words	vocabulary spurt	word comb.	grammar/ communicat'n
(7 (mths)	(10-12 m)	(12mths)	(18mths)	(24mths)	(beyond)
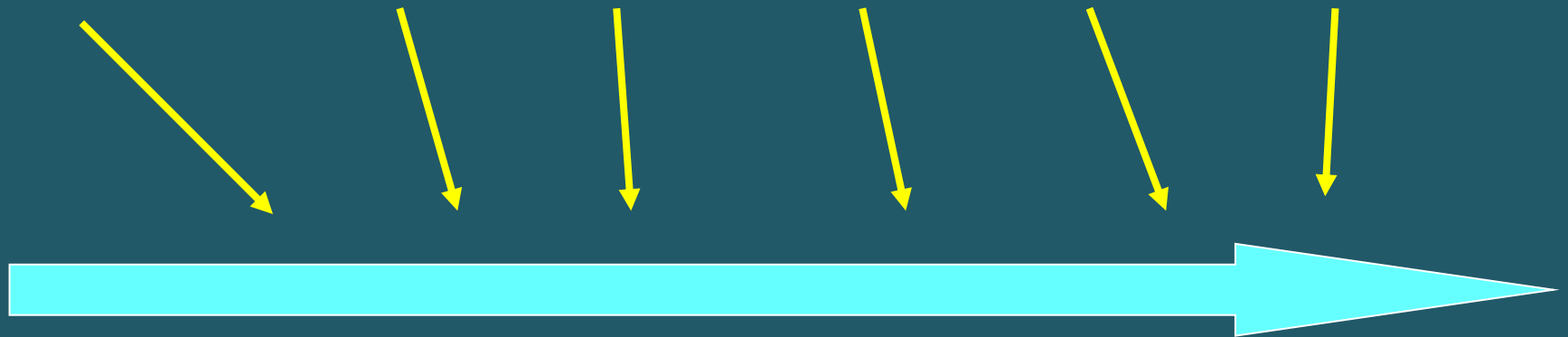
MILESTONES FOR BILINGUALS ARE THE SAME

(if they are provided adequate input)

Genesee & Nicoladis (2006)
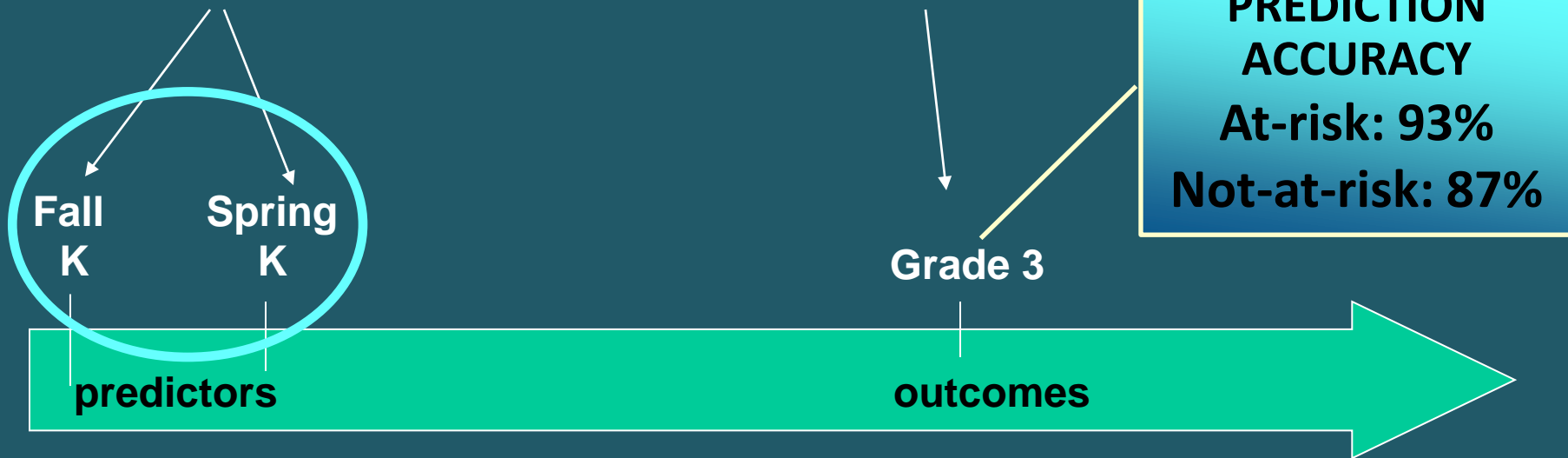
BILINGUAL BOOTSTRAPPING

McGILL AT-RISK STUDY
Erdos, Genesee, Savage, & Haigh (2014)

L1 language predictors
L1 reading predictors

L2 language outcomes
L2 reading outcomes

PREDICTION ACCURACY
At-risk: 93%
Not-at-risk: 87%

Fall K   Spring K

Grade 3

predictors   outcomes

Learners: English-L1 children in total French immersion programs

BILINGUAL CHILDREN ARE DIFFERENT FROM MONOLINGUALS

- Spanish-Catalan bilingual infants take longer than monolingual infants to discriminate phonemes that are phonetically similar in their two languages (Bosch & Sebastian-Galles, 2003)

- Spanish-English bilingual child used more subject pronouns in Spanish than is typical of monolingual Spanish-speakers; mother was Spanish-L2 speaker (Paradis & Navarro, 2003)

- Bilingual infants and children mix words from two languages in same utterances and conversations; but they avoid grammatical violations more than 90% of the time (Genesee, 2015)

What does the evidence mean?

<u>**SIMILARITIES**</u>
a) bilinguals do not need as much exposure to each language as monolinguals have in order to exhibit same/similar milestones/abilities
b) same underlying neuro-cognitive mechanisms underlie development in bilinguals and monolinguals
c) infants have neuro-cognitive capacity to learn more than one language without difficulty

<u>**DIFFERENCES**</u>
a) differences are usually attributable to input: amount of exposure, quality of exposure, age of first exposure
b) capacity appears to play less significant role

DIFFERENCES ARE NORMAL AND CHARACTERISTIC OF BILINGUAL DEVELOPMENT, AND NOT INDICATIONS OF LIMITATIONS

PRE-SCHOOL CHILDREN with DEVELOPMENTAL DISORDERS

- developmental language disabilities *
- Down Syndrome*
- Autism Spectrum Disorder

* *primary effect is on language development*

REVIEW ARTICLE

Raining Bird, E., Genesee, F., & Verhoeven, L. (2016). Bilingualism in children with developmental disorders. *Journal of Communication Disorders. 3: 1-14*

FRENCH-ENGLISH BILINGUALS with DEVELOPMENTAL LANGUAGE DISABILITIES

Paradis, Crago, Genesee & Rice (2003)

bilinguals with DLD (8-years old)

Fr monos with DLD   **Eng monos with DLD**

RESULTS

a) <u>Severity of impairment</u>:
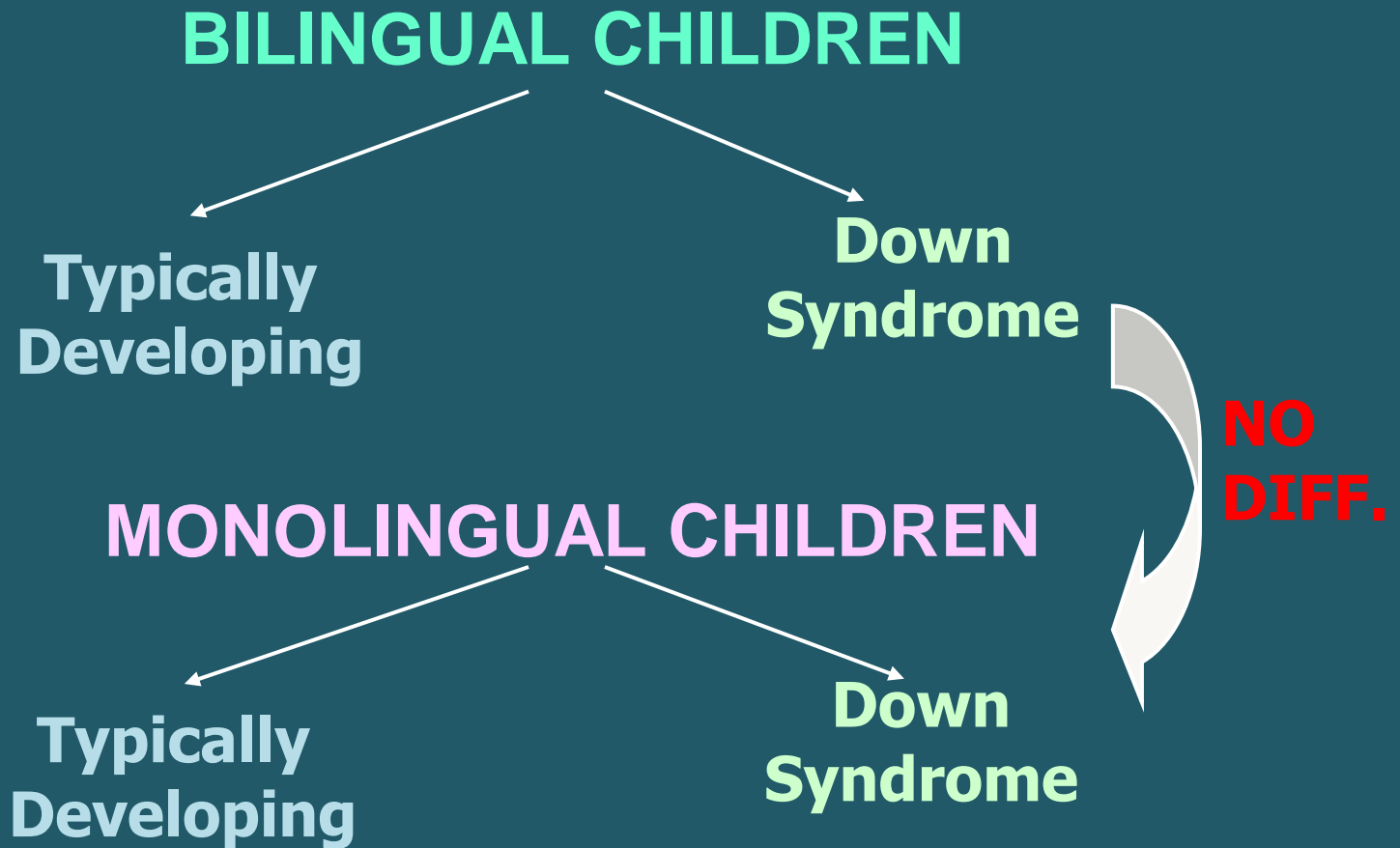
      bilingual children = monolingual children
       (in English & French)

b) <u>Patterns of impairment</u>:

      bilingual children = monolingual children
       (in English & French)

CHILDREN WITH DOWN SYNDROME

Kay Raining Bird, Cleave, Trudeau, Thordardottir, Sutton, & Thorpe, 2005

BILINGUAL CHILDREN

Typically Developing

Down Syndrome

MONOLINGUAL CHILDREN

Typically Developing

Down Syndrome

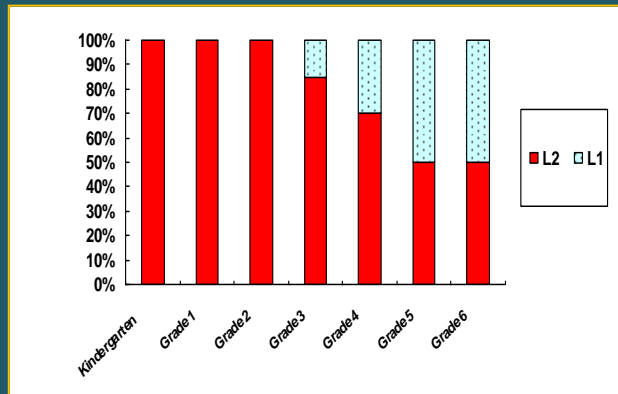**NO DIFF.**

CHILDREN WITH
AUTISM SPECTRUM DISORDER

bilingual children with ASD = mono children with ASD

Beauchamp & McLeod (2017). Bilingualism in children with autism spectrum disorder: Making evidence-based recommendations. *Canadian Psychology, 58*, 250-272.
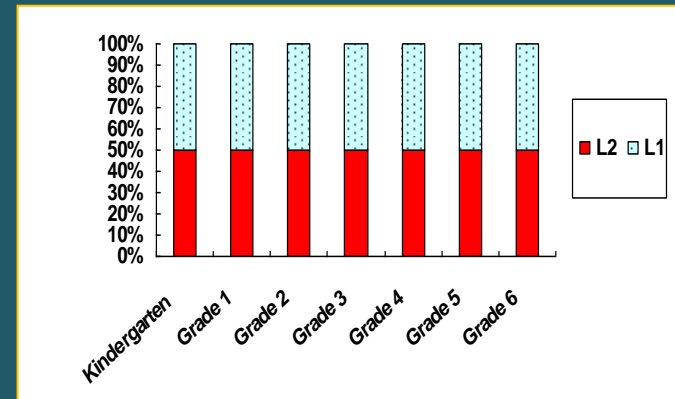
(2)
AT-RISK STUDENTS
in
IMMERSION PROGRAMS

CLIL (immersions models)

EARLY

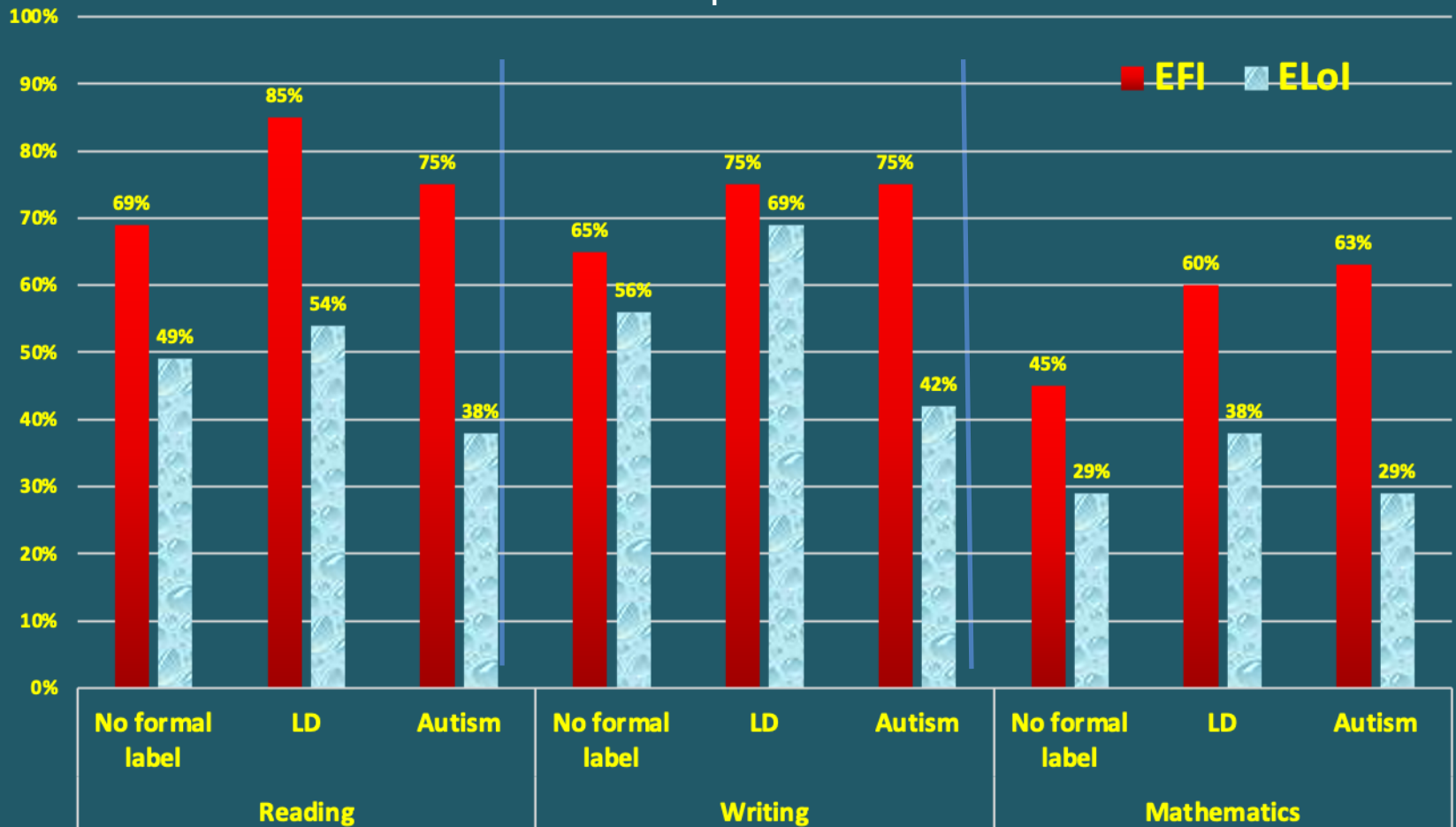EARLY PARTIAL

LEARNERS with NON-CLINICAL CHALLENGES

○ low socio-economic status

○ low academic ability

○ minority ethnic group but English-L1

AT-RISK students in immersion programs **=** **AT-RISK students in monolingual programs**
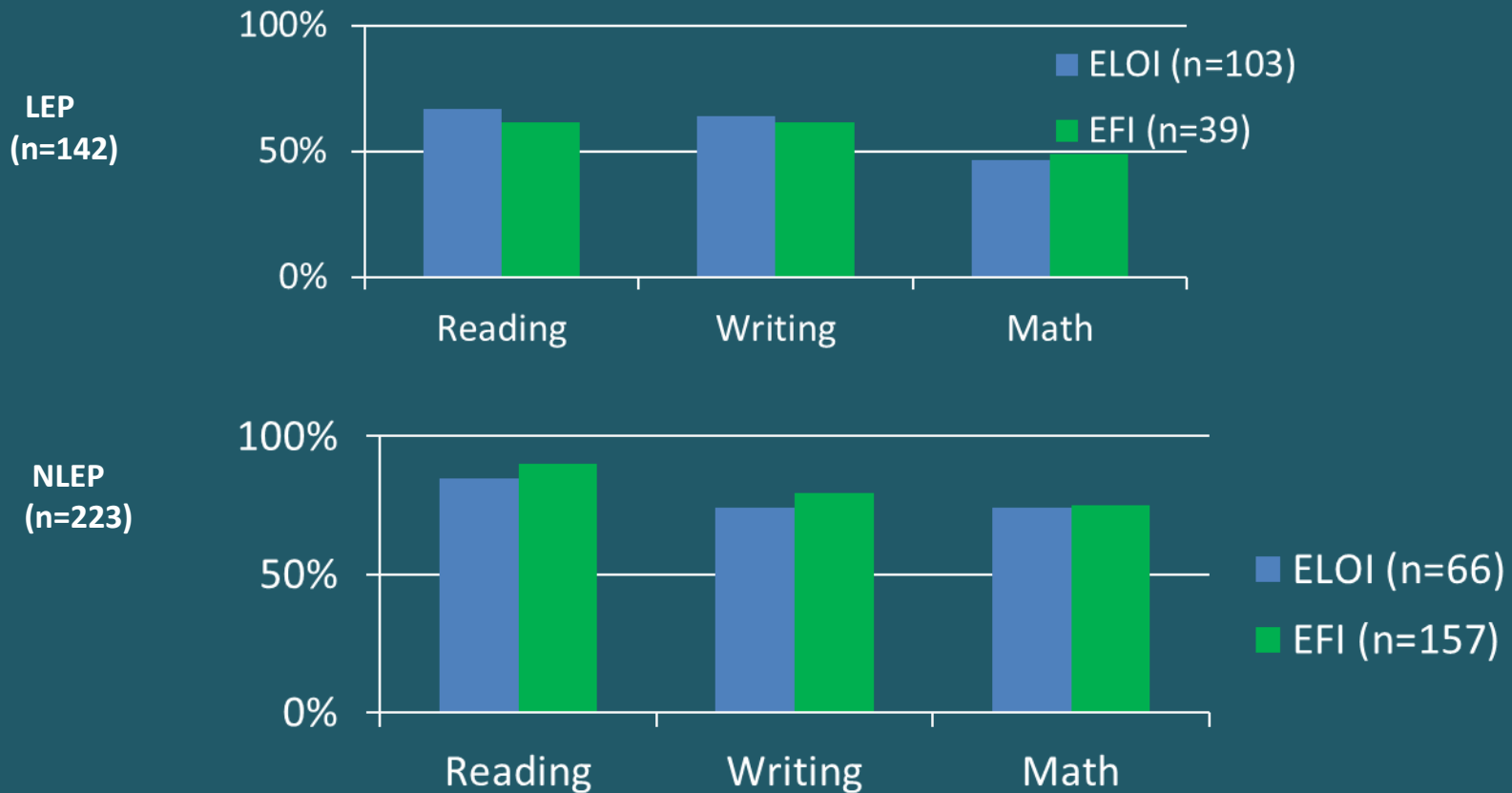
MAJORITY-L1 STUDENTS with SEN in IMMERSION
(Kay Raining-Bird et al., 2021)

% at or above provincial standards

TYPICALLY-DEVELOPING MINORITY-L1 STUDENTS in IMMERSION
(SORENSON et al., in prep)

21

MINORITY-L1 STUDENTS WITH SEN

- READING:
  - No program differences: IMM PROG = ENG ONLY
    - SES and self-perception as student were significant but only for students in English-only program

- WRITING:
  - No program differences: IMM PROG = ENG ONLY

- MATH:
  - No program differences: IMM PROG = ENG ONLY

(3)
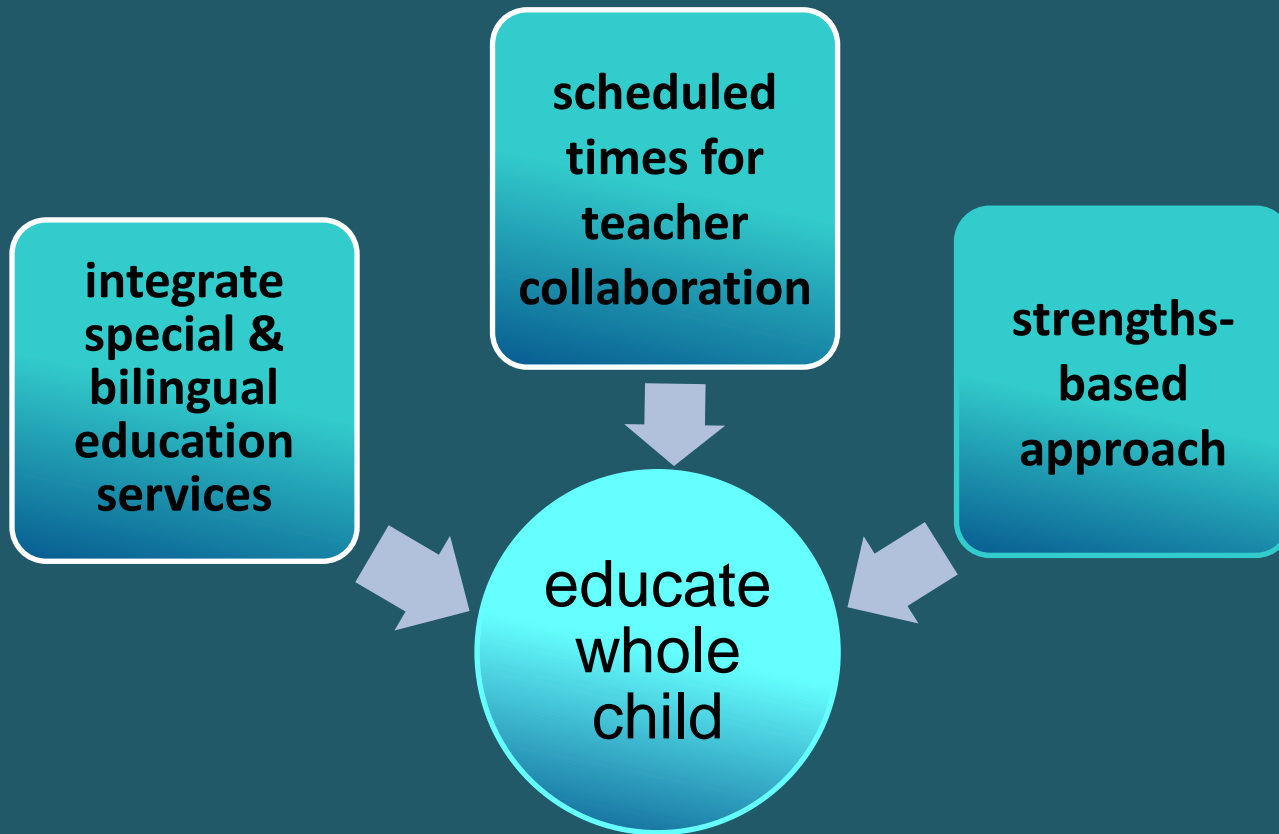# SUPPORTING AT-RISK STUDENTS in IMMERSION

WWW.CAL.ORG

Welcoming Bilingual Learners with Disabilities into Dual Language Programs:
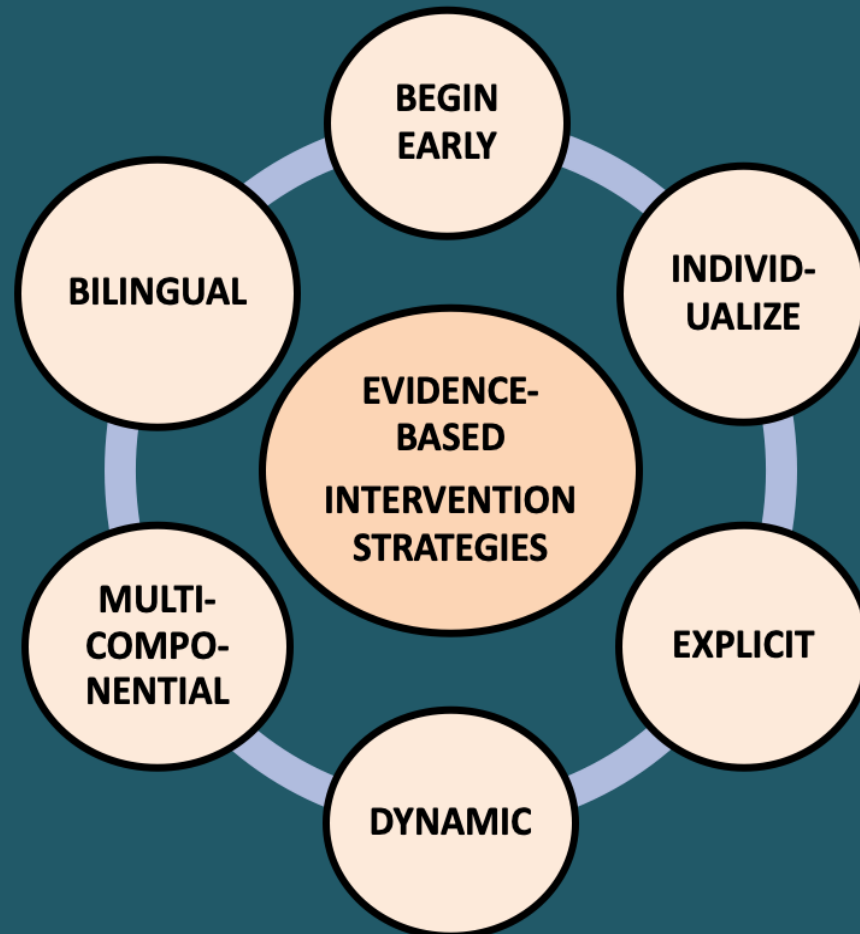Research-Informed Implications for Inclusive Programs and Practice

CRITICAL PROGRAM FEATURES
From *"WELCOMING BILINGUAL LEARNERS…"*

integrate special & bilingual education services

scheduled times for teacher collaboration

strengths-based approach

educate whole child

CRITICAL EVIDENCE-BASED SUPPORT STRATEGIES
(from Sanchez-Lopez et al., 2022)

- Begin early using an RTI approach; students with learning challenges have the same needs whether their needs are clinical in nature or not; but they may need more extended intensive support

- Individualize intervention to provide learners with specific supports; avoid a "one-size-fits-all"

- Modify support ,based on dynamic assessment, as students' strengths and needs change over time

- Provide explicit support of identified needs at the same time as you support their general language development

- Develop bilingual strategies for intervention in language-related domains – begin with linguistic features that are the same or overlap in the two languages

SUMMARY

1. Dual language learning is as normal as learning one language

2. Dual language learning during pre-school and school years does not put at-risk students at greater risk

3. Immersion can be effective for a wide range of students

4. Quality of the learning environment is critical during pre-school and school years for students with challenges

5. Certain program and instructional features are critical for immersion to be effective for all students.
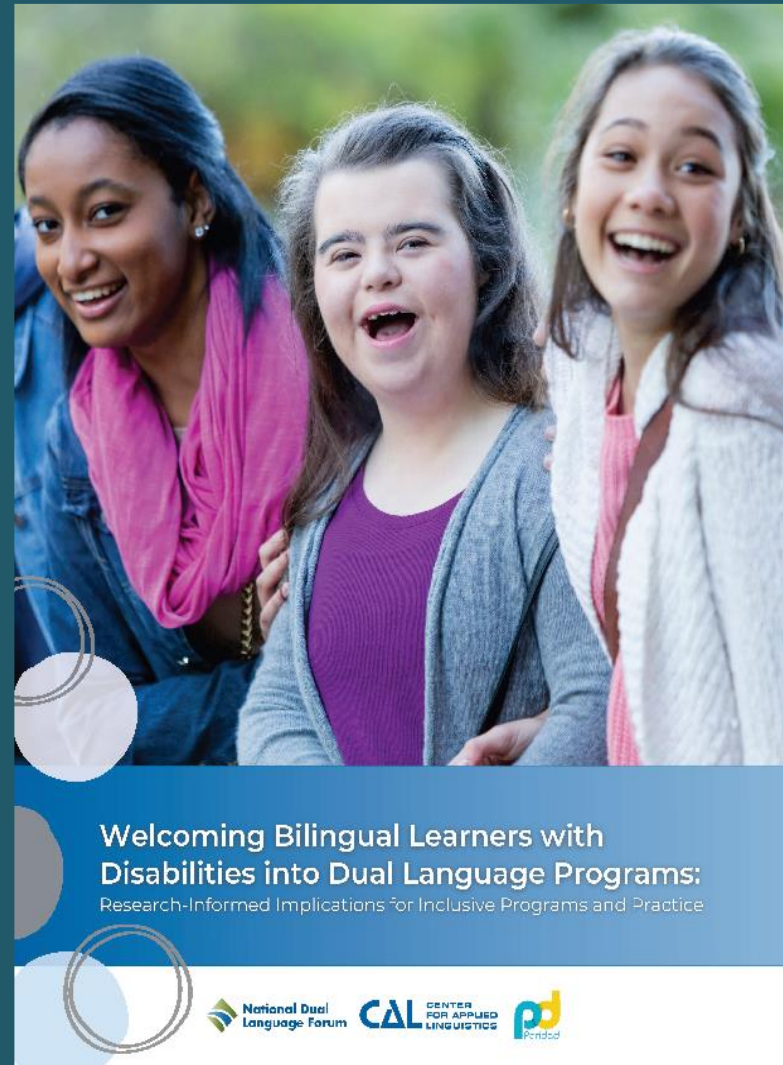
OTHER CONSIDERATIONS

decision to enrol or keep an at-risk student in an immersion program should consider:

- o individual learner characteristics & backgrounds
- o child's need for additional language
- o school's resources to provide support
- o family's capacity to provide support
- o child's resilience

for more:
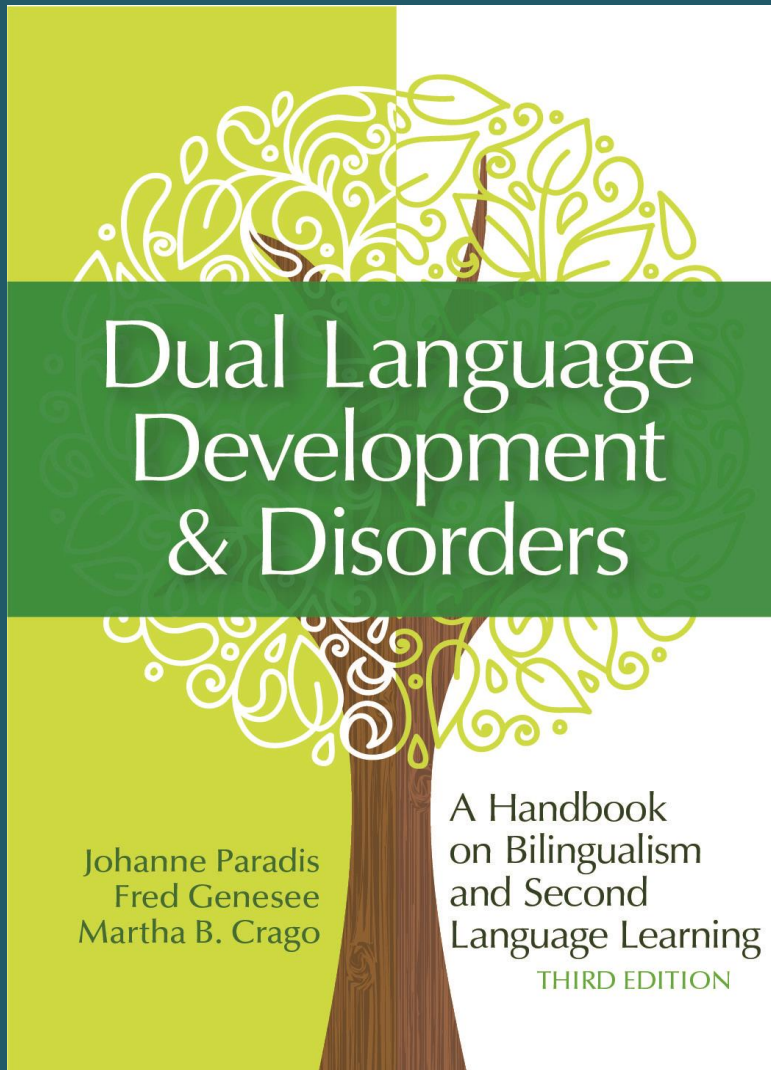
BROOKES

www.cal.org

THANK YOU

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