ELL AND EMERGENT LITERACY

Valerie E. Boyer, PhD, CCC-SLP
Associate Professor, Southern Illinois University Carbondale
valboyer@siu.edu
OBJECTIVES

• Describe elements of acquisition of L2
• Identify strengths and challenges of emergent literacy acquisition
• Describe significance of emergent literacy skills
• Describe strategies to promote acquisition of emergent literacy skills
STAGES OF L2 ACQUISITION

• BICS – basic interpersonal communicative skill- estimates of 2 to 3 years to become proficient (Roseberry-McKibbin, 2008)

• CALP – cognitive and academic language proficiency – estimates of between 5 and 7 years to gain proficiency (Roseberry-McKibbin, 2008)

• Evidence of decreased vocabulary size and phonological awareness skills in young ELL’s (Hoff, 2012)
STAGES OF DEVELOPMENT – WHAT MIGHT YOU SEE?

- Silent period – period of time with limited expression
- Interlanguage – expressively using L2 but not proficient – lots of trial and error
- Transfer – L1 carryover to L2 in terms of use, particularly noticeable in morphology
- Loss – Loss of L1 skills as degree of use of L2 exceeds use of L1
- Good resource – Multicultural Students with Special Language Needs – 3rd edition (Roseberry-McKibbin, 2008)
EMERGENT LITERACY

• Reading and writing knowledge and behavior of children who are not yet conventionally literate (Justice & Kaderavek, 2002)

• Whitehurst and Lonigan (1998) also included attitudes in addition to knowledge and skills that are precursors to reading and writing.

• Recommended high priority targets in preschool include alphabet knowledge, print awareness, phonological awareness, narrative skills, and oral vocabulary
WHAT ARE EMERGENT LITERACY SKILLS?

Narrative Skills – Telling Stories

Oral Vocabulary
PHONOLOGICAL AWARENESS SKILLS

Words Into Syllables
Rhyme
Alliteration
Onset-Rime Segmentation
Segment Initial And Final Sound
Blend Sounds Into Words
Segment Sounds Into Words
Delete, manipulate phonemes
More Complex
Less Complex

Adapted from Schuele & Boudreau, 2008
EMBEDDED AND EXPLICIT MODELS OF INSTRUCTION

• Embedded portion includes child led, naturalistic interactions focused largely on promoting positive affect towards literacy

• Explicit portion of the model includes clinician directed, more structured focused on discrete skills such as PA skills

• Justice & Kaderavek (2004) suggested this model is appropriate for emergent literacy instruction at preschool level
PA SKILLS IN PRESCHOOL

• In a group of 83 Spanish English bilinguals attending Head Start, assessed PA skills including the following: match rhyme, match onset, segment onset, match first syllable in Spanish only (Scheffner Hammer & Miccio, 2006)

• Minimal PA skills during Head Start with English mean of 7 out of possible 25 and Spanish mean of 11 out of possible 30

• Also assessed letter naming – mean number at onset of Head Start was 4 and at end of Head Start was 9

• All improved in kindergarten following period of direct instruction with no differences on CTOPP between children exposed to English at home and those exposed at school
**DIFFERENCES WITHIN THE SAMPLE ON PALS-K (FORD ET AL., 2013)**

<table>
<thead>
<tr>
<th>Group</th>
<th>% of sample</th>
<th>PA skills</th>
<th>Letter name</th>
<th>Letter/Sound</th>
<th>Phonetic Sp</th>
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<tbody>
<tr>
<td>Cluster 1</td>
<td>17.5%</td>
<td>90% accuracy</td>
<td>24</td>
<td>18</td>
<td>11</td>
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<tr>
<td>Cluster 2</td>
<td>25.9%</td>
<td>60-70%</td>
<td>20</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Cluster 3</td>
<td>28%</td>
<td>60-70%</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cluster 4</td>
<td>28.6%</td>
<td>20-30%</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Cluster 2 & 3 similar on PA skills but different on orthographic knowledge
Do these differences reflect in the outcomes at spring kindergarten and fall first grade?
PROFILES IN EARLY ELEMENTARY SCHOOL

• How did these clusters impact performance on measures at the end of kindergarten and beginning of first grade?
  • Concept of word task spring kindergarten
  • Word recognition, spelling, and letter sounds fall of first grade

• Alphabet knowledge and phonetic spelling tasks specifically meaningful for predicting later performance

• Conclusion: PA skills are necessary but not sufficient; heterogeneity within the ELL population

• Ford et al. 2013
RELATIONSHIP BETWEEN VOCABULARY (OUTSIDE IN SKILL) AND PHONOLOGICAL AWARENESS (INSIDE OUT SKILL)

• Metsala & Walley (1998) as cited in Scarpino – describe children as first organizing whole units when learning words.

• As a child’s vocabulary grows, start to organize based on phonological features including ultimately individual phonemes

• As vocabulary size increases, phonological awareness skills should improve.
VOCABULARY AND PA SKILLS

• Paez et al. (2007) found significant vocabulary growth during Prekindergarten year for bilingual children, but scores still approximately two standard deviations below mean on standardized vocabulary measure.

• Scarpino et al. (2011) examined oral vocabulary skills at four points during Head Start for 85 bilinguals considered typically developing.
  • English vocabulary skills at end of Head Start as measured by PPVT and TELD predicted phonological awareness skills in kindergarten.
  • Spanish vocabulary skills at the end of Head Start did not predict PA skills in kindergarten.
HETEROGENEITY

• Profiles of children enrolled in Headstart yielded 9 different language profiles and three super profiles of children considered language minority children
  • English language learners (60%) – L1 stronger than L2
  • Balanced language profile (32%) – similar skills in L1 and L2
  • Spanish language learners (8%) L2 stronger than L1

• Proficiency in the language of outcome seemed to be the most important predictor
  • Less evidence of cross-transfer
  • Language of outcome may be the best way to identify at risk
RECOMMENDATIONS TO TEACH VOCABULARY TO ELLS

• Address Tier 1 words in L2 – basic words (www.colorincolorado.org)

• Ensure understanding which includes:
  • Literal meaning
  • Various connotations
  • Morphological options it offers
  • Semantic association (synonyms and antonyms)
  • (August et al., 2005)
INSIDE OUT: LETTER NAMES AND LETTER SOUNDS

• Letter names are less tied to language knowledge than letter sounds
• Letter sounds much more closely aligned with phonological awareness
  • Rhyming and beginning sound awareness will assist in learning letter sound
• Children use letter names to help with letter sounds – example ape
  • Letters in which names help with sounds require less instructional time – like “a”
  • Letters considered CV letters are more commonly named than VC letters
  • /b/, /p/, /d/, /t/, /k/, /j/, /v/ and /z/ - considered CV letters
  • VC letters (f, l, s, n, r)
• No clear research on which you should do first – teach letter name or letter sound
• Huang et al., 2011; Roberts, 2009
ASSESSMENTS

- Comprehensive Test of Phonological Processing (CTOPP) and Preschool version (PCTOPP) – Gorman, 2012; Lugo-Neris et al., 2010; Scheffner Hammer & Miccio, 2006
- PPVT & TVIP – Farver 2009; Paez et al., 2007
- Test of Phonological Processing Spanish (Swanson, 2007)
- Woodcock Munoz Language Proficiency Battery (Swanson, 2007)
- PALS
• Prevention program – no delay in L1 (Gorman, 2012)
• 35 students between ages of 60 and 72 months all with Spanish as L1
• 2, 25 minute PA instructional sessions during a single week in L1
• Targets: initial phoneme identification, syllable and phoneme blending, syllable and phoneme segmentation
• Session set-up: 5 minutes on sound matching, 10 minutes on blending, 10 minutes on segmentation – same sequence of activities increasing in difficulty level each day of instruction
• Therapeutic Strategies: Explicit, link oral to written language, provide oral stimuli, pictures of written words, and physical manipulatives – picture puzzle pieces represent syllables/sounds and pennies represent phonemes and some picture stimuli; alignment with L1
RESULTS FROM PA INSTRUCTION

• Segmenting mean increased from 2.12 to 5.48 in L1 and 1.84 to 4.88 in L2; Blending mean increased from 4.12 to 5.17 in L1 and 3.64 to 4.70 in L2 (Gorman, 2012).

• Benefit to instruction and indication of crossover from L1 to L2. When L2 words are unfamiliar, student may access phonological memory of L1 words and transfer this knowledge to phonologically analyze L2 words.
PA CURRICULUM OPTIONS

• Literacy Express Curriculum - 10 thematic units with emphasis on oral vocabulary, PA skills, and print knowledge
  • Dialogic reading with scaffolding strategies including: open ended questions, modeling, expansions, repetition
  • PA skills focused on teaching students that words are made up of smaller units – used picture puzzles to represent parts of words
  • Print knowledge focused on recognizing letters beginning with letters in their own name or name of classmates – then move to teaching sounds that go with letters
  • Farver, Lonigan, Eppe (2009) – randomized control study that indicated comparative benefit to use for ELLs in Head Start vs Head Start High/Scope Curriculum - 4 lessons per week for 20 minutes per lesson
  • Lakeshore Learning – approximately $500 for curriculum
READ IT AGAIN

• We are using a scripted curriculum called Read It Again (Justice et al., 2006)
• Designed to systematically address all areas of emergent literacy
• Scripts are lesson plans with two objectives per plan centered on shared storybook reading
• Free download – available in a couple of different places
  • Crane Center for Early Childhood Research and Policy at Ohio State University
SAMPLE LESSON WITH GIGGLE, GIGGLE, QUACK BY DOREEN CRONIN

Learning Objective 1: To identify when two words share the same first sound.

1. Show one of the /s/ picture cards (sun) and tell the children: Sun begins with the sound sss. Listen, did you hear the sound sss in the beginning of sun? Repeat for all of the /s/ and /w/ picture cards.
2. Hold all the picture cards in your hand and allow children to come up and pick one and say the word. Tell the group: This word starts with the sound wwww. Listen for the first sound. What sound does wwww start with? Continue to allow children to pull cards from your hand. If children are unable to identify the first sound, continue to model the correct answer, as in: Wwwwash starts with the sound wwww.
3. Read the book Giggle, Giggle, Quack. During reading, stop periodically when you come to words beginning with the sounds ssss or wwww to point out the first sounds of the words, as in: Bob had the pigs washed in no time. Wwwwash- Wash begins with the sound wwww.

Materials

- Book: Giggle, Giggle, Quack, by Doreen Cronin
- /s/ picture cards: sit, sun, soap
- /w/ picture cards: wash, worm, one
- Large paper and marker

After Reading

Learning Objective 2: To order three or more major events in a story.

1. After reading, ask the children to help you re-tell the story. You could say: Let’s see if we can re-tell the story. On the sheet of paper, write First... and ask the children: What happened first? Help them identify the first major story event.
2. Continue this process, writing the words Then, Next, and Last to model their use and to help the children identify a corresponding major story event. At the end, use the story sheet to retell the story, expanding on the children’s answers: First, Farmer Brown went on vacation and left Bob in charge. Then, the duck and other animals wrote Bob and tricked him into giving them favors. Next, Bob did everything the animals wanted and even gave them a movie night. Last, Farmer Brown called to check in and found out the animals were being a little naughty while he was away.
### SAMPLE DATA SHEET

**Week 18: Lesson 35: Count Those Words Book: Giggle Quack by Doreen Cronin**

<table>
<thead>
<tr>
<th>Before and During Reading: Learning Objective 1: To understand and use new words describing aspects of the book (e.g. illustrator, author, cover, title page) and print (e.g., word, letter, spell write).</th>
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<table>
<thead>
<tr>
<th>Date:</th>
<th>Length of Lesson:</th>
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<tr>
<td>Overall ……</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Most children's engagement was:</th>
<th>High</th>
<th>Medium (variable)</th>
<th>Low</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Most Children's success was:</th>
<th>High</th>
<th>Medium (variable)</th>
<th>Low</th>
</tr>
</thead>
</table>

What modifications were made to this activity:

Which children seemed to struggle
LESSON PARTICIPATION

• RIA has total of 60 lessons
• Based on school calendar, we fluctuated between ending on lesson 46 to lesson 56
• Attendance ranged from low of 18 to a high of 38 out of a maximum possible of 49.
• Mean attendance was 29 sessions.
OUR KIDS

- 12 kids over two years – all 4, none had an IEP, all passed hearing screening
- All Spanish as L1 and English as L2
- All attending Head Start program in rural setting
- 10 kids reported to have older siblings in the home that spoke English
- 4 had at least one parent that also spoke some English in the home
- 9 kids attended Early Head Start
STRENGTHS

• Letter naming
• Discriminating pictures from print
• Identifying directionality of print
• Describing major events in the story but ordering them was more challenging (initial, middle, end)
CHANGE OVER TIME

• Segmenting words into syllables – many inconsistent but with repeated practice over multiple lessons, could segment words into syllables

• Identifying when two words begin with same initial sound – began to address lesson 24 – consistent reports of difficulty; but by lesson 36 multiple notes regarding strength
MEASURES

- PPVT –III (receptive vocabulary)
  - PALS – Phonological Awareness and Literacy Screening criterion based assessment designed with spring Kindergarten readiness ranges
    - Alphabet Recognition
    - Beginning Sound Awareness
    - Print and Word Awareness
    - Rhyme Awareness
PHONOLOGICAL AWARENESS

• Rhyme
  • Average at onset was 3 out of 10.
  • Average of 4.7 out of 10 at end of school year.
  • 6 of the kids met kindergarten readiness of 5 out of 10 correct.
  • All 12 demonstrated some rhyme awareness in the spring.
PHONOLOGICAL AWARENESS

• **Beginning Sound Awareness**
  - Average at onset was 1.9 out of 10 with 5 kids demonstrating no knowledge of beginning sound awareness.
  - Average of 4.8 out of 10 at end of school year.
  - 7 of the kids met kindergarten readiness of 5 out of 10.
  - 2 kids demonstrated no knowledge of beginning sound awareness.
LETTER NAMING

• Average at onset of 2 out of 26
• Average of 7 out of 26 at end of spring.
• 2 met kindergarten readiness of 12 out of 26.
• Limitation of our program
PPVT ITEM ANALYSIS

- No significant difference in cognate (44%) versus non-cognate (43%) for this group and errors in cognates increased as difficulty of test increased.
# POST-TEST DATA

<table>
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<tr>
<th>ELL</th>
<th>PPVT Raw</th>
<th>PPVT SS</th>
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<td>3</td>
<td>7</td>
<td>6</td>
<td>6</td>
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</tbody>
</table>
IMPROVEMENTS WITHIN ELL GROUP

• Overall improvements in areas of emergent literacy including phonological awareness, vocabulary, and print awareness

• Beginning sound awareness more complex skill and indicative of segmenting

• Rhyming was tough – seemed harder than beginning sound awareness
  • Consistent with reports from Roberts
  • Does rhyming require more vocabulary skill than beginning sound awareness?
STRATEGIES

• Repeated Exposure
• Peer modeling
• Connect to personal experiences
• Use familiar vocabulary for phonological and print tasks
• Adapt vocabulary from lessons
• Get moving
• Visual cues
• Expansions
• Lots of praise
SUMMARY

- Emergent literacy skills are within the scope of practice and are important skills.
- Description of ELL as at risk for deficits in emergent literacy skills including PA, vocabulary, and alphabet knowledge.
- Evidence that explicit instruction leads to increased skill acquisition in areas of emergent literacy, particularly important for inside out skills (PA and letter naming).
- Evidence of transfer between L1 and L2.
Barac, R. & Bialystock, E. (2012). Bilingual effects on cognitive and linguistic development. Child Development, 83, 413-422.
REFERENCES


