

What the E-L-L?



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We love
language!!!



Disclosures (Chatman)

- Non-Financial:
 - SHAA Volunteer: Past President, Membership Secretary, Ethical Practices Chair, DEI Committee Chair, Honors Committee, SLP Child Track Committee
- Financial:
 - I am an employee of Hoover City Schools.
 - I am not receiving payment for this presentation.

Disclosures (Perry)

- Non-Financial:
 - N/A
- Financial:
 - I am an employee of Hoover City Schools.
 - I am not receiving payment for this presentation.

Crystal Perry, M.Ed., ESOL



- ELL specialist for 11 years
- TELPAS Rater (Texas)
- Taught Community English classes for Adults at UAB
- ESL District Presenter for Birmingham City Schools
- Deer Valley Elementary school
- Brock's Gap Intermediate school

Kandis Chatman, MS, CCC-SLP



- SLP for 17 years
- Easter Seals Pediatric Therapy (SLP)
- Early Intervention (contract SLP)
- University of Montevallo (Clinic Director)
- University of Alabama (Communicative Disorders and RISE Center)
- Deer Valley Elementary School

AGENDA

01

Stats
ELL and ESL Terminology

03

Language Disorders
vs. Differences in
ELL students

02

Myths of Second
Language
Acquisition

04

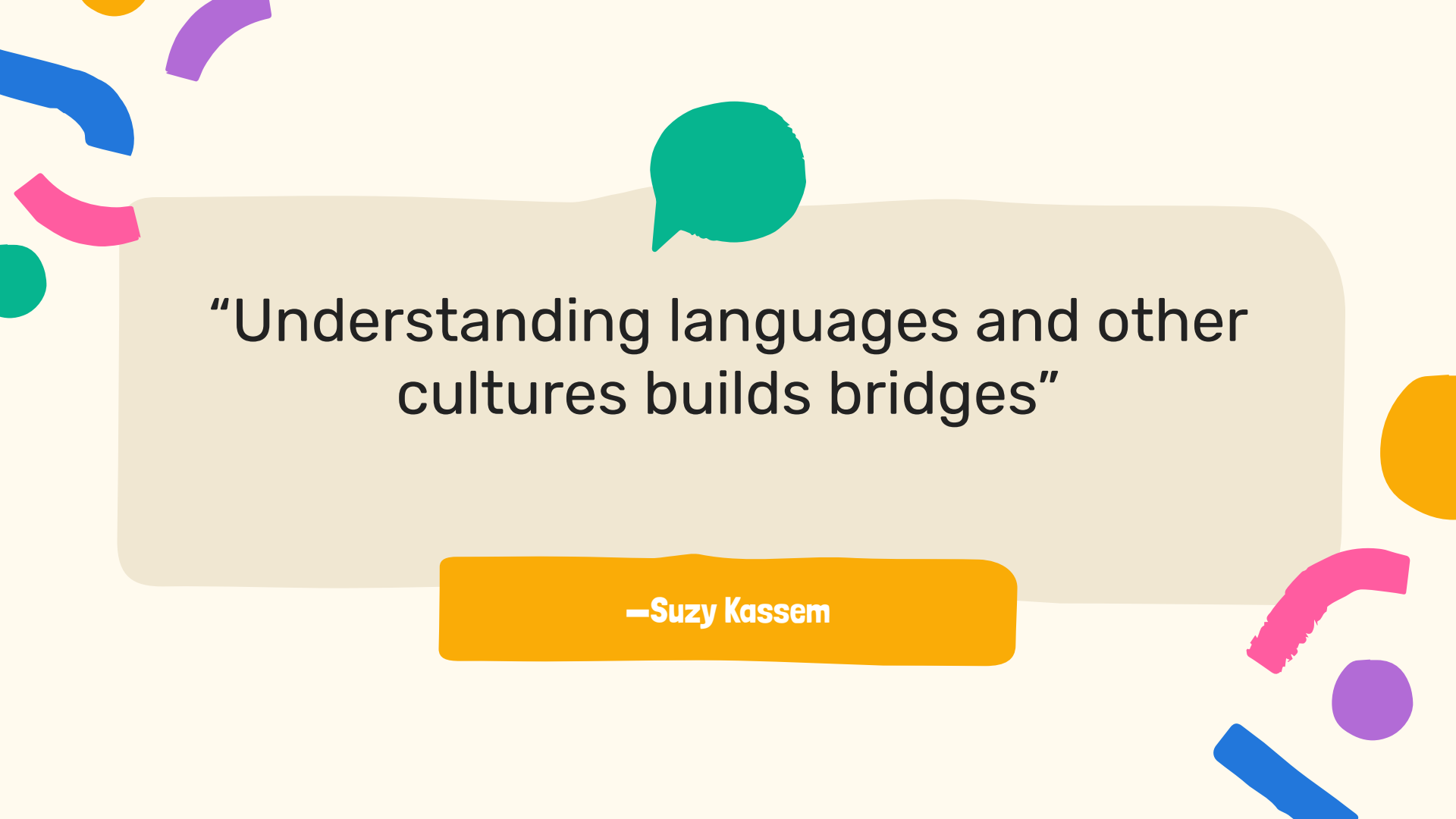
Best Practice
Reducing Bias
Increasing Cultural
Competence



01

Stats

ELL & ESL Terminology



“Understanding languages and other cultures builds bridges”

—Suzy Kassem



The beauty
of the world lies
in the diversity
of its people.

- Unknown

Happy by Choice

Terminology

01 ELL

02 ESL

03 ELL Specialist

04 Interpreter & Translator

ELL

- English Language Learner
- This term refers to a **student or person** who is age 5 or older and who is learning English as a second language.
- ELL is referring to the student themselves and their position of currently learning the English language. You may also see the acronym EL (English learner) used to describe these students.

ESL

- English as a Second Language
- This term is used to describe the **programs** that are specialized for ELL students.
- It also describes the tools and methods used to teach ELL students.

ELL Specialist

- A teacher who provides English language development classes for ELL students.
- ELL specialists also collaborate with faculty, staff, and administrators to conduct professional development sessions and to provide tools and resources to ensure that schools have the supports to effectively educate ELL students.

Interpreter & Translator

- An Interpreter is responsible for spoken words and is delivered immediately. It prioritizes understanding and communication. Interpreters translate spoken language orally.
- Translators translate written documents.



02

Myths of Second Language Acquisition

Myth or Fact?

Speaking 2 or more languages to a child can “confuse” them, so it is better to only speak 1 language.



Myth or Fact?

Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.



Myth or Fact?

All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.



Myth or Fact?

It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.



Myth or Fact?

Bilingual children should not mix parts of the languages they speak.



Translanguaging

- Translanguaging is a learning strategy that can enhance comprehension skills. Learners can compare and contrast the grammatical structure and sounds of each language to build understanding of the new one. For example, some cognates can support comprehension and morphological understanding.

Cognates

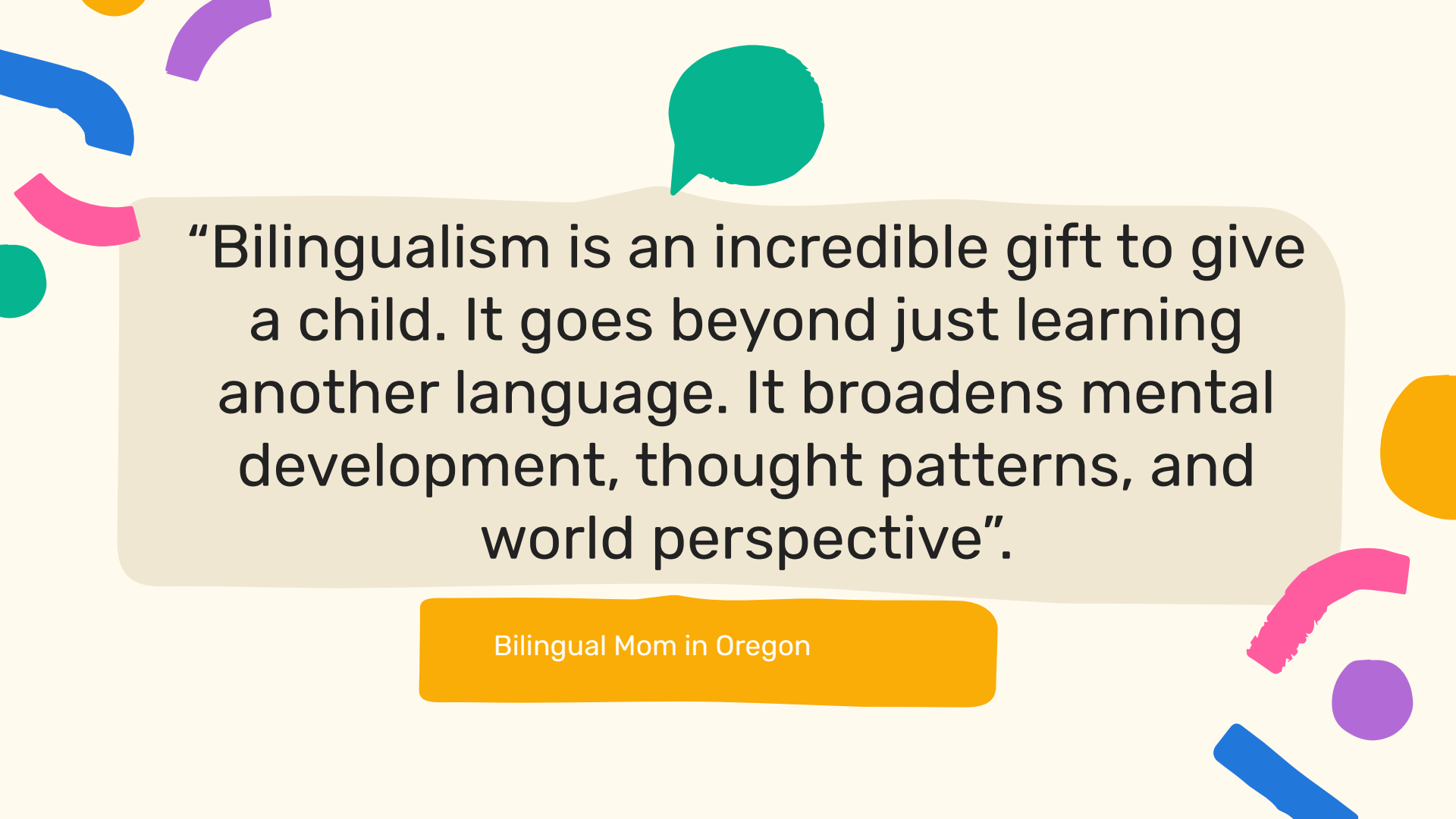
- 90% of Spanish cognates have the same meaning in English.

English Word	Spanish Cognate
Animal	El Animal
Hospital	El Hospital



RESOURCE ALERT!!!

<https://www.theholablog.com/myth-vs-fact-bilingual-language-development/>



“Bilingualism is an incredible gift to give a child. It goes beyond just learning another language. It broadens mental development, thought patterns, and world perspective”.

Bilingual Mom in Oregon

Bilingual Baby

- Some families think they should begin speaking to their baby in English; however, teaching their children in their first language can benefit their development and help them understand their culture.
- From ages 0-3, parents should choose one “home” language (usually their native language) in order to develop a solid foundation for language development. It is critical to note that this is the language that the child will think and speak in no matter when their English language development starts.
- Parents can help support bilingualism by making the home language the most significant. Once English is introduced into the home, it often becomes the most dominant language.

Bilingualism

The benefits of Bilingualism

<https://www.asha.org/public/speech/development/learning-two-languages/>

Myths of Bilingualism

<https://www.youtube.com/watch?v=LVYhpCprtZQ>



03

Language Disorders vs. Differences in ELL Students

Cultural and Linguistic Competence

- “Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.”
(ASHA, n.d.)

Cultural and Linguistic Competence

- “The professional must recognize that differences do not imply disorders. Culture and language may influence the behaviors of individuals who are seeking health, habilitative, or rehabilitative care and their attitudes toward speech, language, and hearing services and providers. Similarly, the delivery of services is impacted by the values and experiences of the provider. Providing competent care is providing service that is respectful of, and responsive to, an individual's values, preferences, and language. Care should not vary in quality based on ethnicity, age, socioeconomic status, or other factors.” (ASHA, n.d.)

Cultural and Linguistic Competence

- “In addition, federal and state regulations and programs, such as Medicaid, Medicare, and the Individuals with Disabilities Education Act (IDEA), require that providers render culturally and linguistically appropriate services. These programs are in accordance with broader legislation such as Title VI, Executive Order 13166, and National Standards on Culturally and Linguistically Appropriate Services (CLAS). Audiologists, speech-language pathologists, and speech, language, and hearing scientists have legal and ethical responsibilities to provide services and conduct research that is culturally and linguistically appropriate.” (ASHA, n.d.)

Cultural Competence

<https://www.asha.org/siteassets/uploadedfiles/multicultural/self-reflection-checklist.pdf>

<https://www.asha.org/siteassets/uploadedfiles/multicultural/culturally-responsive-practice-checklist.pdf>



**Why is this
important?**

Risks of Underidentification

- We may miss a true delay/disorder.

<https://www.youtube.com/watch?v=dYEQtvd4ZLo>

***Resource: Colorin Colorado!

Risks of Overidentification

- Students may develop a negative self image
- When we pull them out of the classroom, they are missing classroom experiences

<https://www.youtube.com/watch?v=fPIMGtcrq38>

LANGUAGE

Difference or Disorder

LANGUAGE DIFFERENCE

Having the ability to speak another language that is different from the language used for instruction by the majority of the people

LANGUAGE DISORDER

Impaired comprehension and/or use of spoken, written, or other symbol systems

Disorder versus Difference

- SLPs should establish “appropriate criteria for distinguishing a disorder from a difference by using norms of the child’s/patient’s speech community as the standard.” (ASHA)

Language Difference or Disorder

LANGUAGE DIFFERENCE	LANGUAGE DISORDER
<ol style="list-style-type: none">1. Has a different pronunciation of English2. Understands and uses the rules of body language for the home language3. Has no difficulty communicating with members of own language/cultural group4. Has no impairment in the ability to learn and use rules of grammar5. May have difficulty with academic expectations	<p>Has difficulty:</p> <ol style="list-style-type: none">1. Producing and/or understanding language2. Using and understanding “body language”3. Communicating with members of own language/cultural group4. Formulating well- formed, grammatical sentences5. Progressing with academics

Disorder vs. Difference continued

- Language differences are not an indication of a language disorder.
- It is not possible for a bilingual child to have a language disorder in one language and not in the other.



RESOURCE ALERT!!!

<https://www.colorincolorado.org/>

BICS

Social Language

Basic
Interpersonal
Communication
Skills



CALP

Academic Language

Cognitive
Academic
Language
Proficiency



BICS

- Social language
- It is considered to be a less cognitively demanding form of language.
- Because BICS is easier to develop, it usually takes ELL students 1 to 3 years until they are proficient in BICS. BICS often refers to speaking and listening skills. All cultures have “BICS” or social language.

How to assess BICS

- Observe on the playground (may talk to friends but will not talk in the classroom)
- Lunchroom
- Small group
- Free play

CALP

- Academic language
 - More abstract
 - Topics require prior knowledge
- CALP is the language necessary to understand and discuss content in the classroom or in college (or other academic environments). It refers to a students' ability to understand and express, in both oral and written forms, concepts and ideas that are relevant to success in school.
- Takes 5 to 7 years to achieve (as a second language)

How to assess CALP

- Writing an essay
- Understanding a scientific paper with academic vocabulary
- Reading content area textbooks
- Formative Assessments
- Project based learning assignments

BICS and CALP

- Observing progress over time often helps determine a language difference versus a language disorder.
- The development of BICS/CALP is not linear. One does not supercede the other.

EL Assessment Framework

01

Functional Ability

Interviews/EL
Language
Scores/Language
Sample

03

"Formal" Assessments

Standardized/Criterion-
referenced
assessments

02

Real Content

Observations/Classwork
samples/Progress over time

04

"Informal" Assessments

Curriculum-based
assessments/Rtl
(test-teach-retest)

Functional Ability

1. Interview the parents. Listen to the parents to determine the quality of the language.
2. Two Critical Parent Questions
 - i. Age 0-3: What was the most used language in your home from day-to-day?
 - ii. Age 2-3: What language did he/she use to ask for things (food, drinks, help)?

We are determining if there was exposure and a need to communicate. If there was and the child did not learn the home language, this would be a red flag for a language disorder.

Real Content

- Observe the student in the classroom
- Review Classwork samples

Formal Assessments

- Standardized Assessments
 - Even tests in other languages are “biased”.
Example: PLS in Spanish
 - Tests may have used monolingual individuals
- Criterion-Referenced Assessments
 - Look more at skills

Best Practices with Standardized Assessments

- Test in both languages (English and the home language), if possible
- Rephrase instructions
- Give examples and/or demonstrations
- Give extra time to process the information
- Repeat the instructions
- Ask the student why they chose an answer if it is incorrect
- Omit items that are not apart of their cultural experiences
- Continue testing beyond the ceiling
- Include the ELL Specialist



RESOURCE ALERT!!!

<https://www.doe.virginia.gov/home/showpublisheddocument/29936/638046445309500000>



RESOURCE ALERT!!!

https://www.wspapsych.org/docs/WSPA-MHS-PVAT_Brochure.pdf



RESOURCE ALERT!!!

<https://products.brookespublishing.com/Bilingual-English-Spanish-Assessment-BESA-P1044.aspx>

Informal Assessments

- Dynamic Assessments
- RtI
 - This is a way to develop data
 - Bilingual students will retain, reuse and recall language (they benefit immediately from instruction)
 - Focus is now on the child's ability to learn versus the results of a static assessment
(Hosp, n.d.)

4 Typical Bilingual “Errors”

1. Prepositions (in, on, of, etc.)
2. Multipurpose Verbs (make, put, do, take, etc.)
3. Grammar and Syntax
4. Vocabulary and Semantics

Scott Prath, SLP, Bilingualistics

Speech Sound Differences

- Asian people- may not use plurals because they do not have a final /s/
- African people- may say “tree” instead of “three”
- Indian people- may say “tree” instead of “three”
- British people- No vocalic /r/ in some words (bark, farm, garden, farmer, mother, water)

Red Flags

- The student has not shown an interest in communicating at home (per parent report)
- The student was immersed in the home language since birth but did not develop effective use of that language. And when English was introduced, the student began to use some English but not effectively
- Parents were concerned the student did not meet milestones in his/her home language
- The student relied on gestures in both languages
- The student's expressive language is limited in both languages
 - Difficulties with vocabulary, grammar
- The student's comprehension is limited in both languages

Following the Dynamic Assessment/Rtl...

LANGUAGE DISORDER	LANGUAGE DIFFERENCE
<ol style="list-style-type: none"><li data-bbox="224 334 909 410">1. The student exhibits one or more of the “red flags”.<li data-bbox="224 418 909 576">2. Despite multiple exposure of the skill, the student did not demonstrate he/she understood the skill or demonstrated progress over time.<li data-bbox="224 584 909 827">3. Despite the appropriate English instruction, the student is not able to communicate effectively at home or school as compared to “like peers” and is not learning at the same rate as “like peers”.<li data-bbox="224 835 909 911">4. The student has weaknesses in comprehension, but not grammar.	<ol style="list-style-type: none"><li data-bbox="987 334 1576 366">1. The student exhibits no red flags.<li data-bbox="987 374 1692 489">2. During dynamic assessment and Rtl, the student recalled the information and used the after instruction.<li data-bbox="987 496 1692 655">3. The student is able to communicate effectively at home and school, but is still learning academic language and may have grammar errors.<li data-bbox="987 662 1692 821">4. The learning rate matches “like peers” and progress has been consistent (even if it has been slow and not the equivalent of monolingual peers).<li data-bbox="987 828 1576 954">5. Weakness occur in grammar and academic vocabulary versus comprehension.



Case Studies

Cultural Tips



Treats

Social Cues

Celebrations



**THANK
YOU!**

**DO YOU HAVE ANY
QUESTIONS?**

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