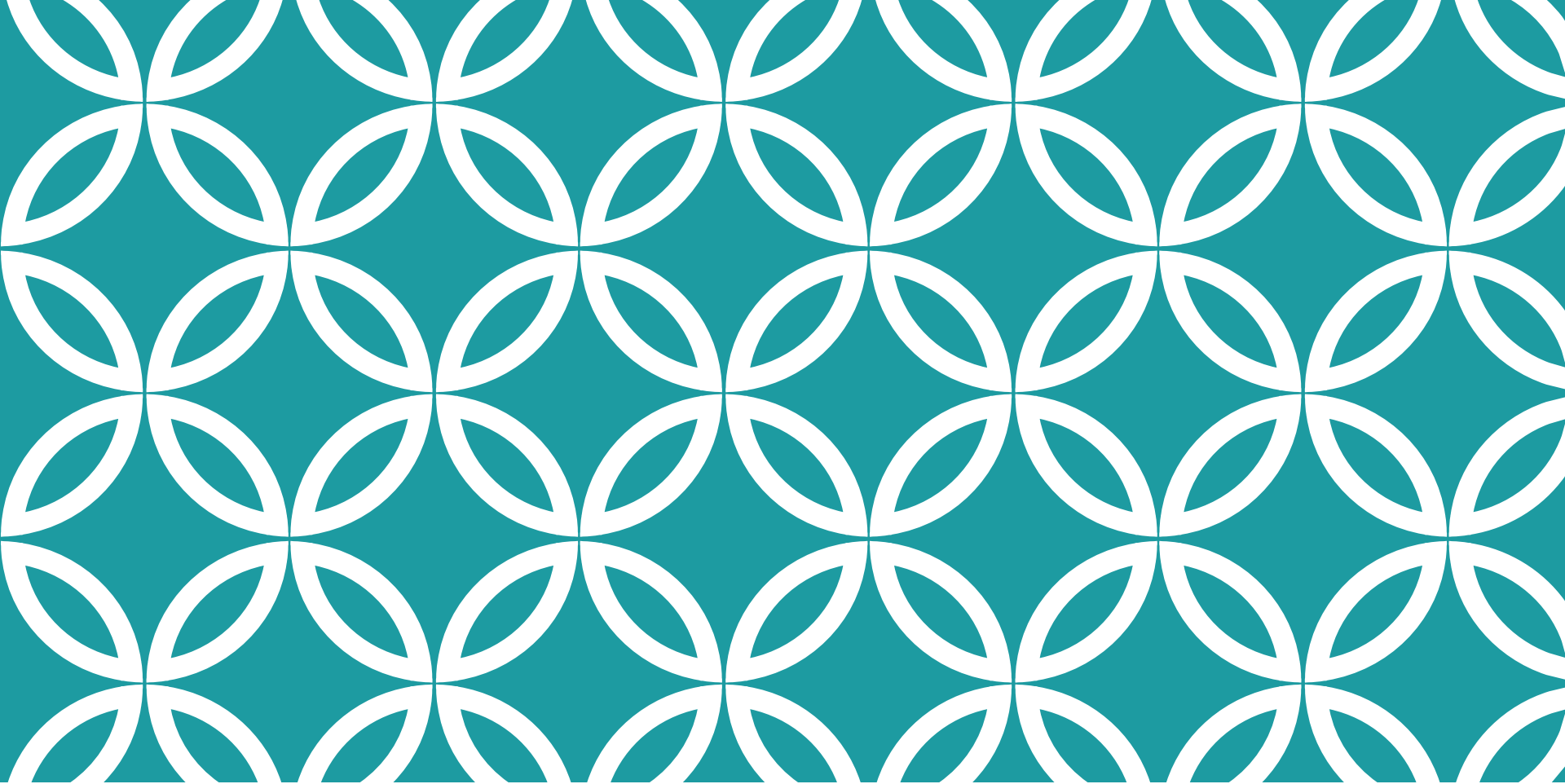


**PROVIDING LANGUAGE AND  
LITERACY ASSESSMENTS &  
INTERVENTIONS TO DUAL  
LANGUAGE LEARNERS**  
XIGRID SOTO, PHD, CCC-SLP





# BILINGUALISM BASICS



# FIRST, SOME DEFINITIONS...

Dual Language  
Learner

English Learner

Bilingual/  
Multilingual

Home  
Language

# TYPES OF BILINGUALS



**Simultaneous**

**Sequential**

**Receptive**

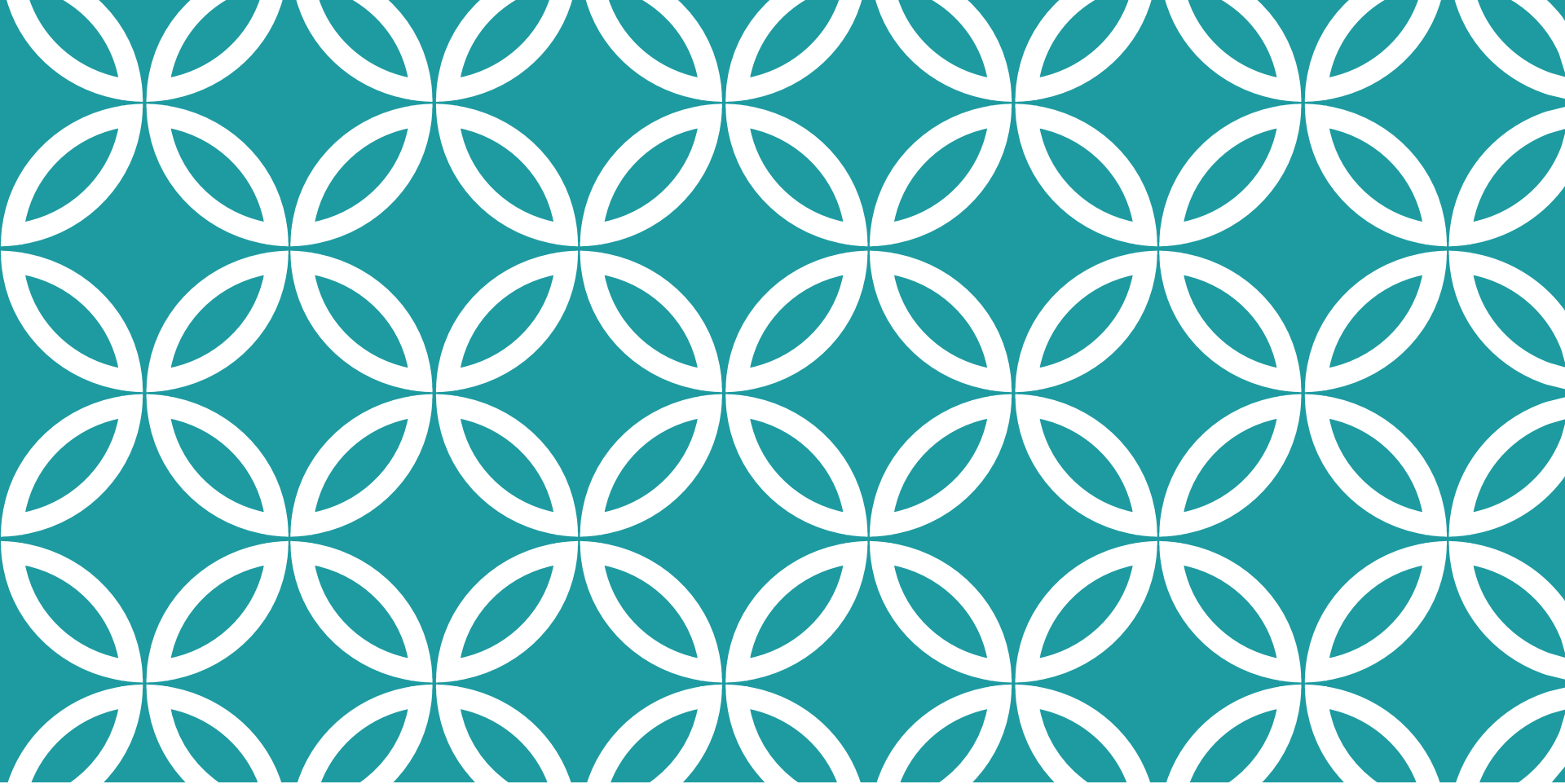
# ADDRESSING COMMON MISCONCEPTIONS ABOUT BILINGUALISM

Bilingualism is the norm,  
not the exception

Being bilingual does not  
cause academic risk or  
language delay

Supporting children's  
home language helps  
maintain stronger familial  
connections and supports  
their academic success

Children with severe  
disabilities can still be  
bilingual



# **WHAT IS THE ROLE OF THE SLP WHEN IT COMES TO CHILDREN WHO ARE DLL?**

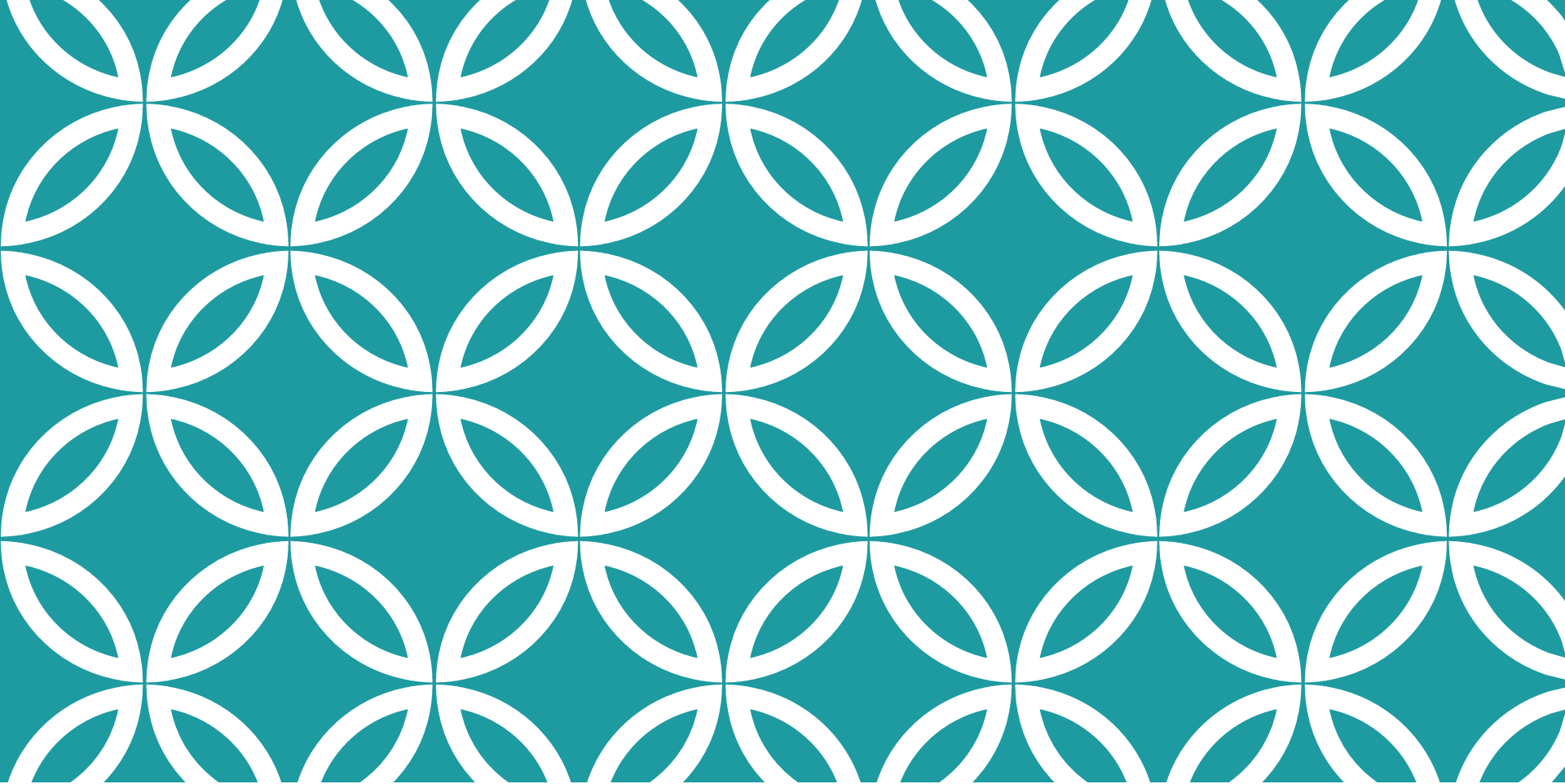


# THE ROLE OF THE SLP WHEN WORKING WITH CHILDREN WHO ARE DLL

Determine if it's a language difference vs. a language disorder

Understand influence of each language on the child's communication skills

Help children communicate efficiently in the contexts and languages THEY need



# **DETERMINING A LANGUAGE/LITERACY DISORDERS IN CHILDREN WHO ARE DLL**



# (1) CONDUCT ASSESSMENTS

## Evaluate home language use

- Home language use questionnaire
  - Input vs. output
- Identify top 3 communication partners at home
  - **Examples of measures:**  
Bilingual Input Output Survey, LEER

## Conduct Assessments

- Assess and consider children's skills in both of their languages
- Use parent interviews, dynamic assessment, language samples, informal assessments.

## Identify family's needs

- What language(s) does the child need to know to communicate well in his/her everyday life?
  - In what contexts?

# myIGDIs™

English/Spanish Language and  
Early Literacy Screeners  
(Preschool)

# QUILS:ES™

QUICK INTERACTIVE LANGUAGE SCREENER™: ENGLISH-SPANISH

3-5 years old



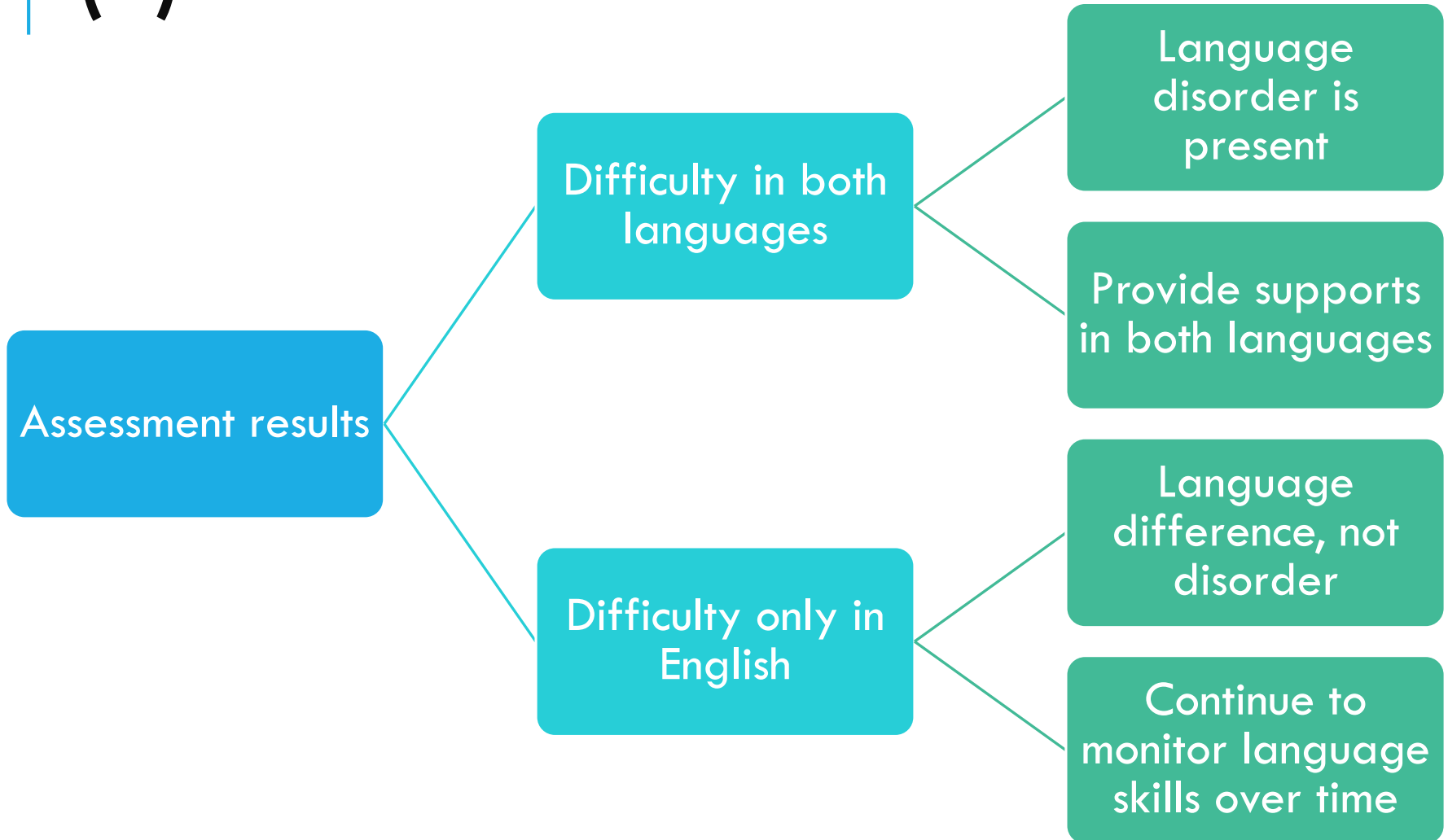
English/Spanish Language  
Assessment (4-6 years old)



Language Sampling Tool  
5-10 years old

[Learn more...](#)

## (2) INTERPRET FINDINGS



# (3) MAKE AN INTERVENTION PLAN

1

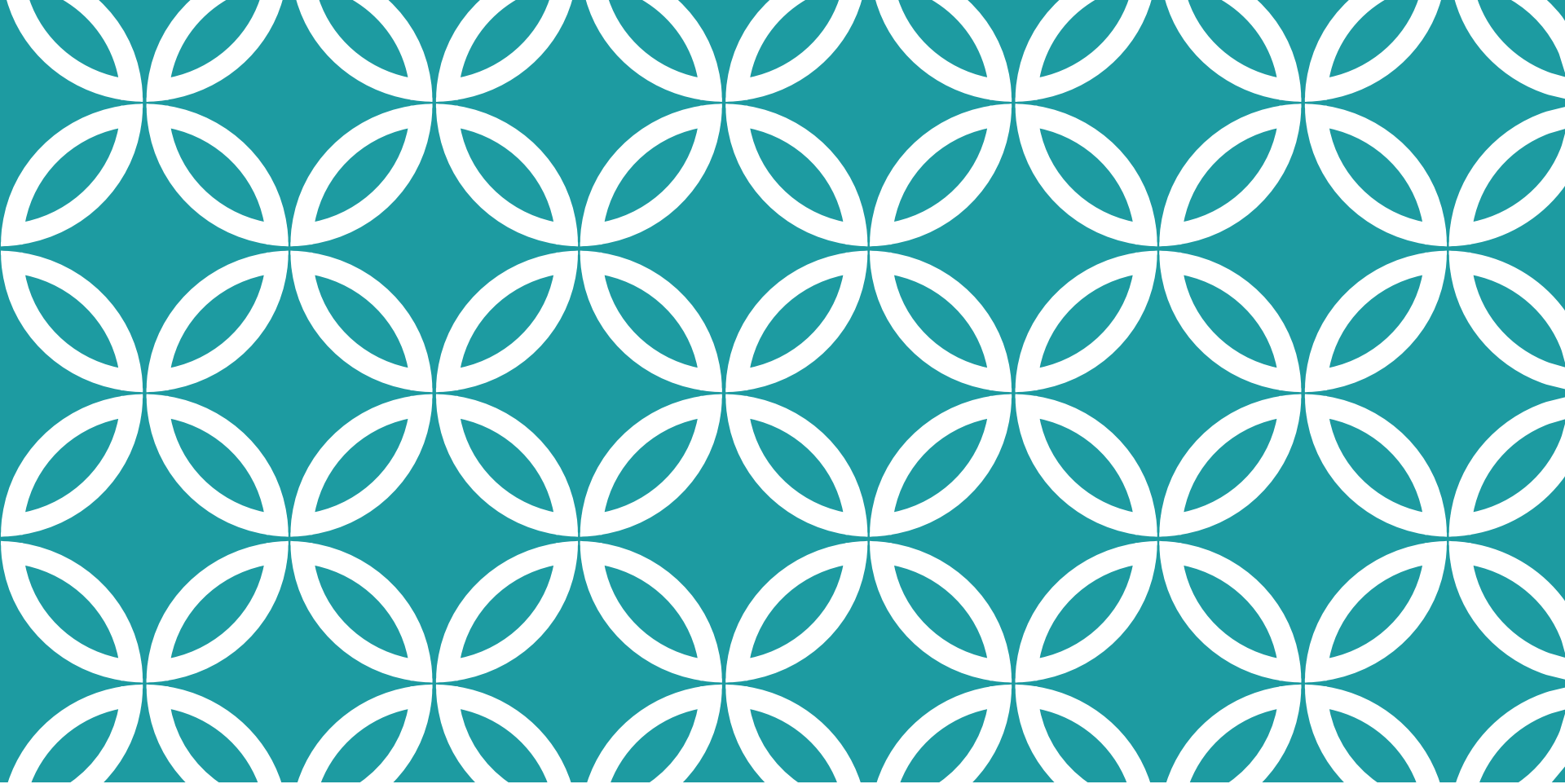
- How will you support children's language development in both of their languages?

2

- How will you communicate with the families?

3

- How will you work with an interpreter?



# **WHAT DO I DO WHEN I DON'T SPEAK THE CHILD'S HOME LANGUAGE?**

# OVERVIEW OF WHAT YOU CAN DO WHEN YOU DON'T SPEAK THE CHILD'S HOME LANGUAGE

## Learn

- Language features of the home language (e.g., phonology, syntax, etc.)

## Collaborate

- Train interpreter to work with you

## Incorporate

- Involve the home language into the intervention
- Incorporate children's culture

# LEARNING ABOUT THE HOME LANGUAGE

Conduct a **contrastive language analysis**

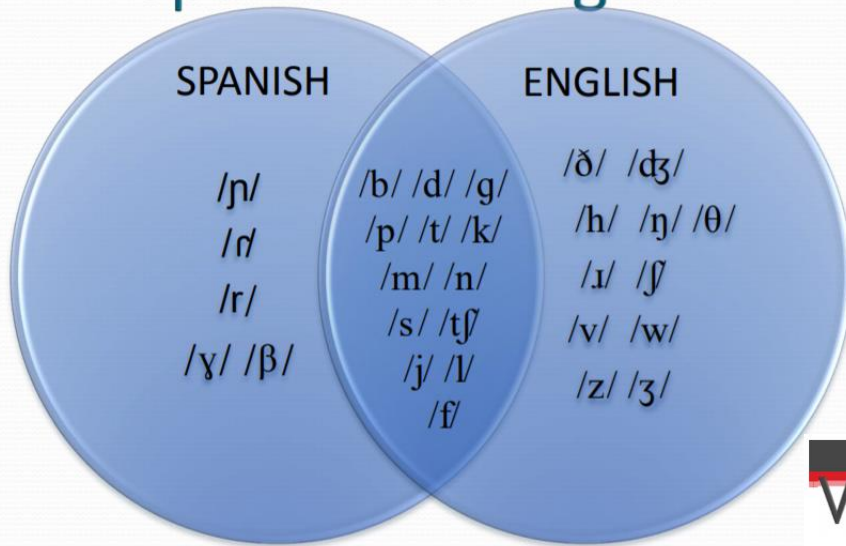
Language Feature	English	Home Language
Syntax (grammar, word order)		
Phonology		
Vocabulary/ Morphology		
Phonological awareness		
Orthography		

[ASHA's Resources to Conduct a Contrastive Language Analysis](#)  
[Resources from Bilingualistics](#)

Language Feature	English	Spanish
Syntax (grammar, word order)	Subject-verb-object; time-ordered	Can omit subject; flexible word order
Phonology	14 vowel sounds; many final consonants	5 vowel sounds; limited final consonants
Vocabulary/ Morphology	No gender nouns; 8 inflectional endings (-ing, -s, -ed, etc.); mostly monosyllabic words	Gender nouns; words are highly inflected; mostly multisyllabic words
Phonological awareness	Phonemic awareness most important for reading	Syllable awareness more important for reading
Orthography	Less transparent	More transparent

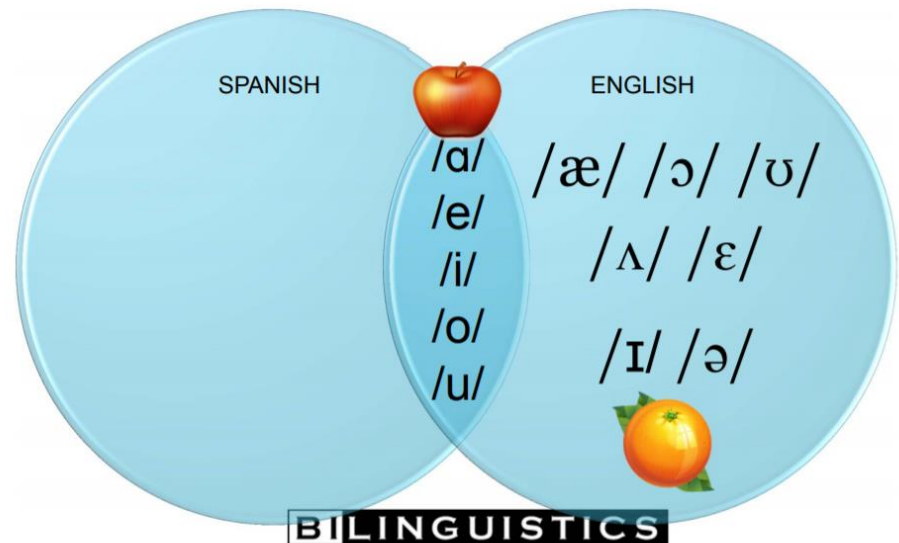


# Phonetic Inventories: Spanish vs. English



**BILINGUISTICS**

## Vowel Inventory



**BILINGUISTICS**

# APPLYING THE RESULTS FROM THE CONTRASTIVE LANGUAGE ANALYSIS

How does one language influence the other language?

What might a language disorder look in English vs. the home language?

How can I incorporate the home language into therapy?

# EXAMPLE

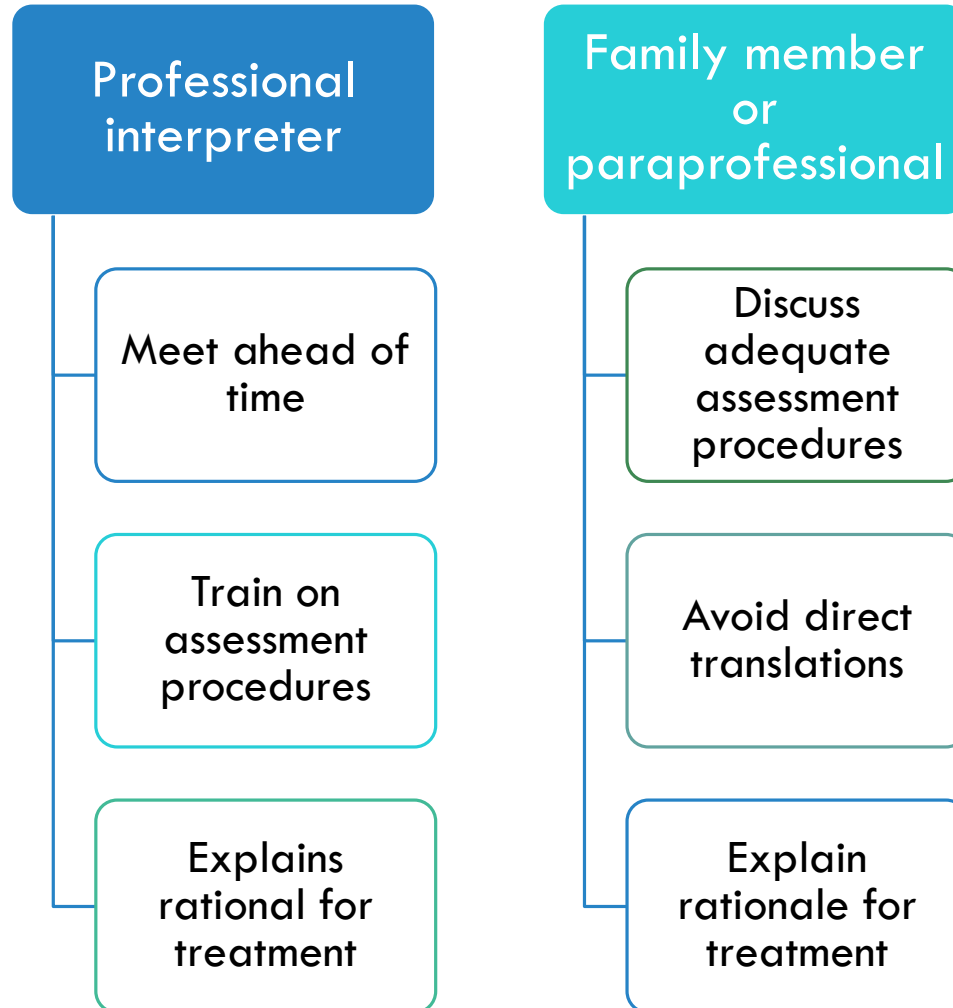
## Common Semantic and Syntactic Errors in the English Language Learner

### Use of Syntax

Spanish syntax	English Syntax	Examples of forward transfer
<b>Statements</b> Flexible word order	Relatively rigid word order	<i>Juan me hit</i> for <i>Juan hit me.</i>
<b>Modifiers</b> Noun + adjective word order	Adjective + noun word order	<i>She is a girl very nice</i> for <i>She is a very nice girl</i>
<b>Questions</b> No auxiliary	Auxiliary Ex. am/is/are, do/does/did	<i>Where you went?</i> for <i>Where did you go.</i> Or <i>Why you no share?</i> for <i>Why didn't you share?</i>
<b>Pronouns</b> Dropping of pronouns	Maintenance of pronouns	<i>Is hot today</i> for <i>It is hot today.</i>
<b>Negation</b> Double negatives	Single negative	<i>I no want nothing</i> for <i>I don't want anything.</i>
<b>Plurality</b> Double marking of plurals	Single marking of plurals	<i>The bigs trees</i> for <i>The big trees.</i>

Retrieved  
from Binguistics

# COLLABORATING WITH INTERPRETERS



[ASHA's Resources for Working with Interpreters](#)

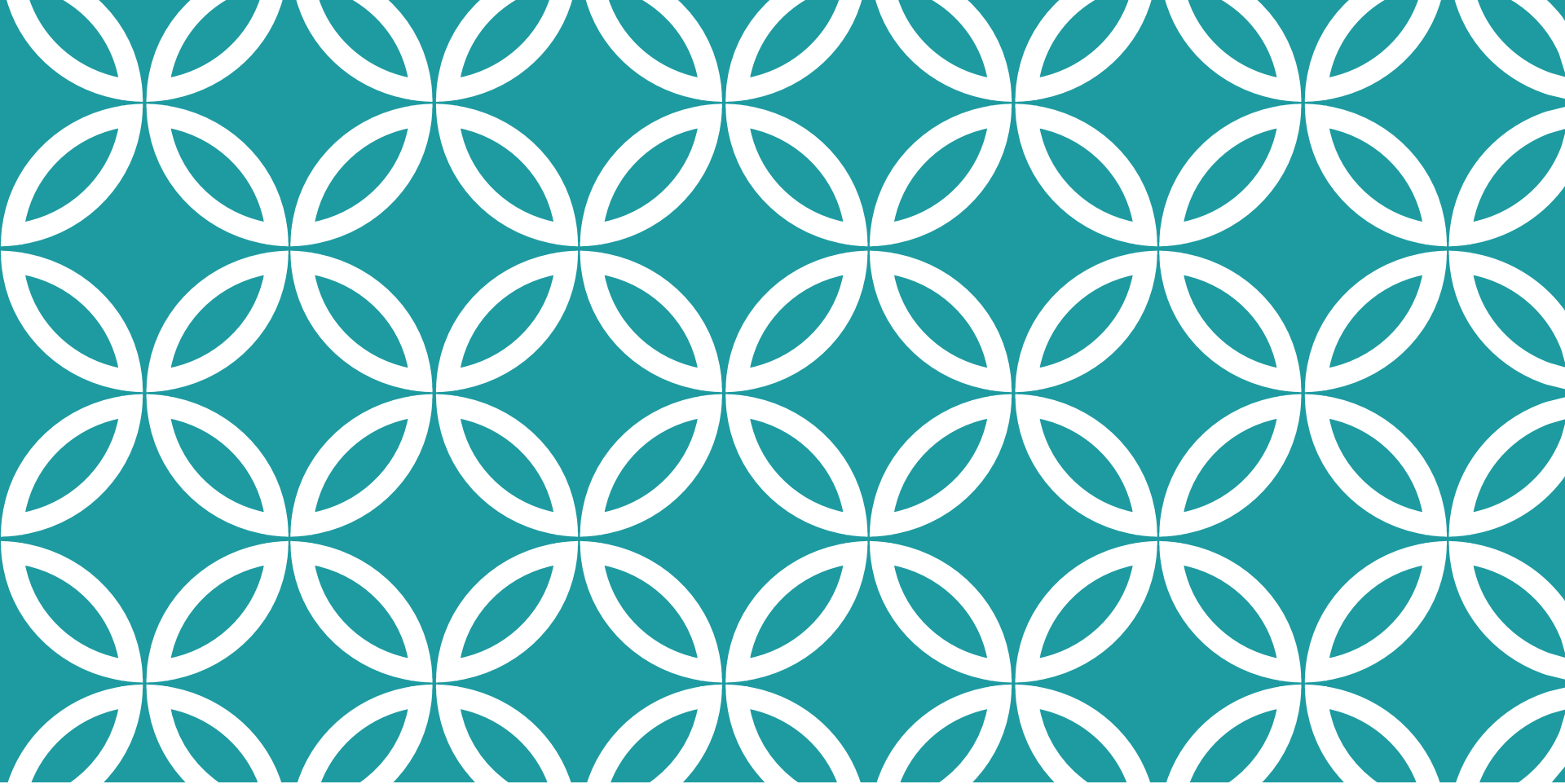
# INCORPORATING CHILDREN'S HOME LANGUAGE INTO TREATMENT

Encourage families to maintain their home language

Work with family and interpreters

Incorporate books and materials representative of children's culture

Educate parents, teachers, and other personnel about bilingualism



**PROVIDING LANGUAGE AND  
LITERACY INTERVENTIONS  
SUPPORTIVE OF CHILDREN'S  
BILINGUALISM**

# APPROPRIATE LANGUAGE INTERVENTIONS FOR BILINGUAL CHILDREN

(KOHNER & DERR, 2012)

## Bilingual Approach

Focuses on improving communication competence in L1 and L2.

- Cognitive underpinnings for language.
- Features shared between L1 and L2.

## Cross- Linguistic Approach

Focuses on linguistic features that are unique to each language.

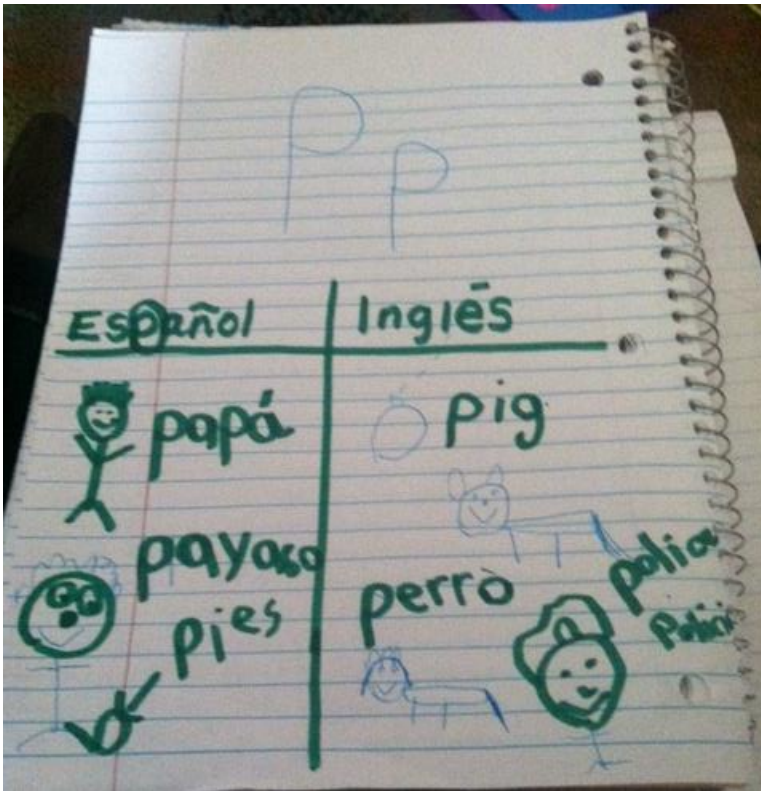
Focuses on aspects of each language in one session or in separate sessions.



# EXAMPLES OF HOW TO USE A BILINGUAL APPROACH IN THERAPY



# EXAMPLES OF PROMOTING CHILDREN'S BILINGUAL ALPHABET KNOWLEDGE SKILLS

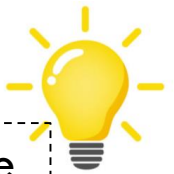


Alphabetic Teaching

This is the letter B. In English, B makes the sound /b/.

In Spanish, the letter B also make the sounds /b/.

Find which letters in English make the same or similar sound in the child's home language. Focus on those first. Ask native speaker of home language for help.



# EXAMPLE OF PROMOTING BILINGUAL CHILDREN'S PHONOLOGICAL AWARENESS SKILLS

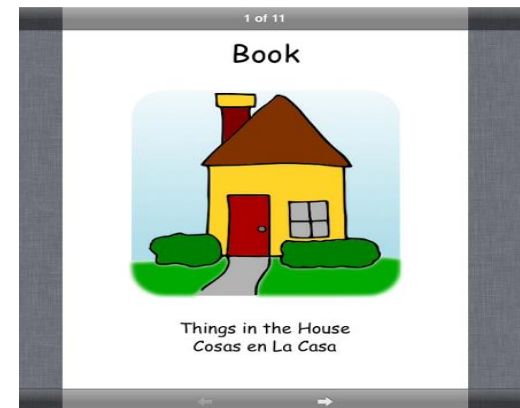
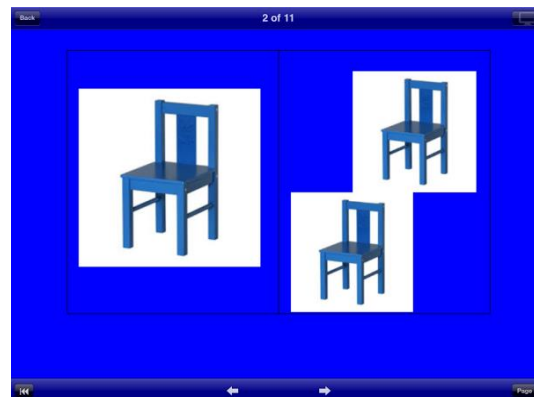
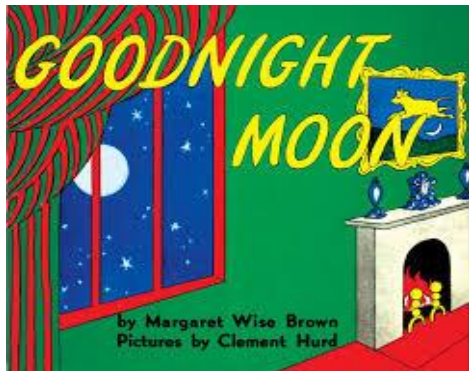
**English:** “The word *baby* has to parts: “bay-bee.” Let’s say it together: “bay-bee.” It’s your turn now: “What are the smallest parts of the word *candy*?”

**Spanish:** “Now let’s practice with some Spanish words. In Spanish, *baby* is *bebé*. What are the smallest parts of *bebé*?”



Look up a basic list of words in the home language that match the number of syllables you are targeting in English. Have interpreter or parents say the words in the home language or use Google translates pronunciation feature to say the words.

# EXAMPLES OF HOW TO PROMOTE CHILDREN'S BILINGUAL ORAL LANGUAGE SKILLS



Pick books available in other languages, send home materials to support instruction happening in the therapy at home.

## Resources

# EXAMPLES OF HOW TO PROMOTE BILINGUAL CHILDREN'S VOCABULARY

If possible, focus on **cognates**: words that are spelled the same/similarly in both languages

## Examples:

- police/policía
- enormous/enorme
- gigantic/gigante
- calm/calmado

Child-friendly definitions

Tier 2 vocabulary

Multiple examples and exposures

Use visuals




Look up list of cognates; ask family/ Paraprofessionals; Play Google Translate pronunciation

**Spanish:**  
arrastrar  
**English:**  
crawl

# VOCABULARY TEACHING EXAMPLE

(Gutierrez-Clellen et al., 2014)

Strategy	Spanish	English
Student-friendly definition	Arrastrar es mover el cuerpo lentamente por el suelo.	Crawl means to move slowly with your body close to the ground.
Multiple exemplars	Tengo una serpiente y un oso. ¿Cuál de ellos se arrastra?	At home, my dog has to crawl through the doggie door to go outside. Do you have pets that crawl?
Breadth and depth		

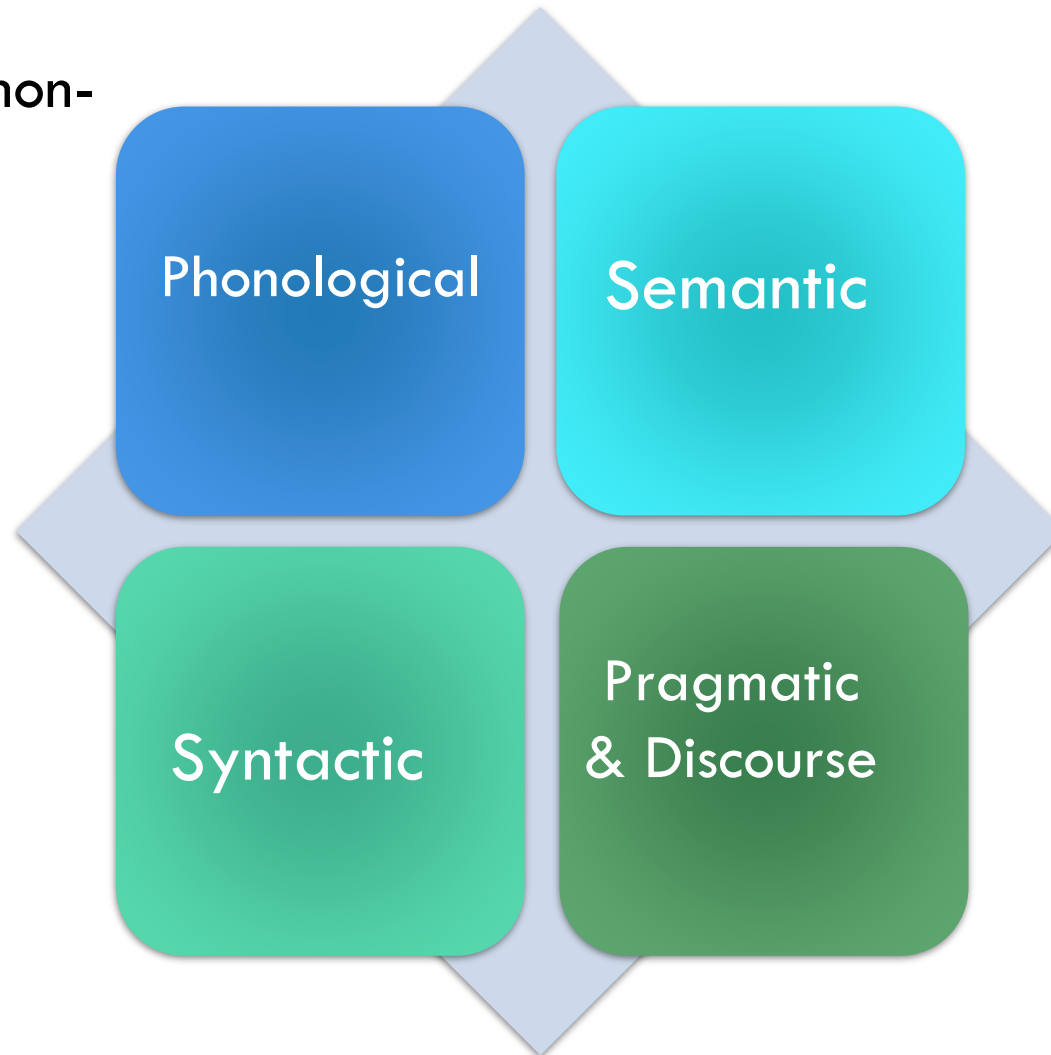


## EXAMPLES OF HOW TO USE A **CROSS-LINGUISTIC APPROACH** IN THERAPY

# CROSS-LINGUISTIC APPROACH

(KOHNET & DERR, 2012)

Focusing on non-overlapping language features.





# EXAMPLES RELATED TO THE CROSS-LINGUISTIC APPROACH






## Syntax



Wind-up toys can be used in English to work on SVO structure (“The rabbit walked”), or in Spanish to practice gender cues (“El conejo caminó”).






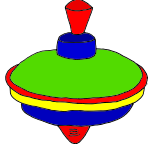


**Apply findings from contrastive language analysis and work with native speaker to identify differences. Have native speaker work on the skills relevant to the home language.**

 Manzana	 Caballo	 Guineo
 Cabeza	 Zapato	

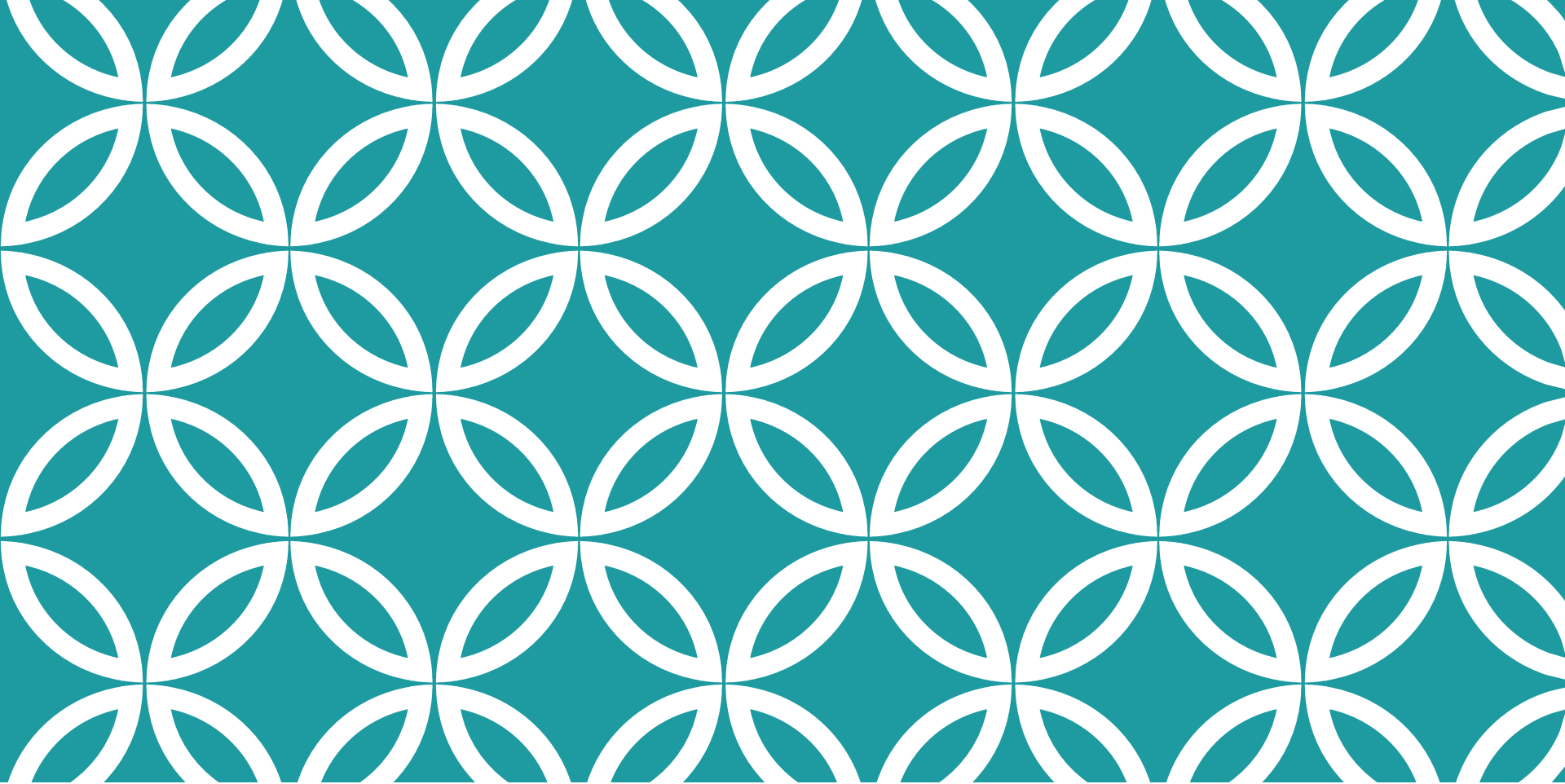
Final consonants in English

## Phonology

Multisyllabic words in Spanish

 cap	 nap
 tap	 top
 hop	 cop





**GENERAL STRATEGIES FOR  
SUPPORTING THE LANGUAGE  
DEVELOPMENT OF CHILDREN WHO  
ARE BILINGUAL/DLL**

# RECOMMENDED PRACTICES FOR WORKING WITH DLLS

Use visuals

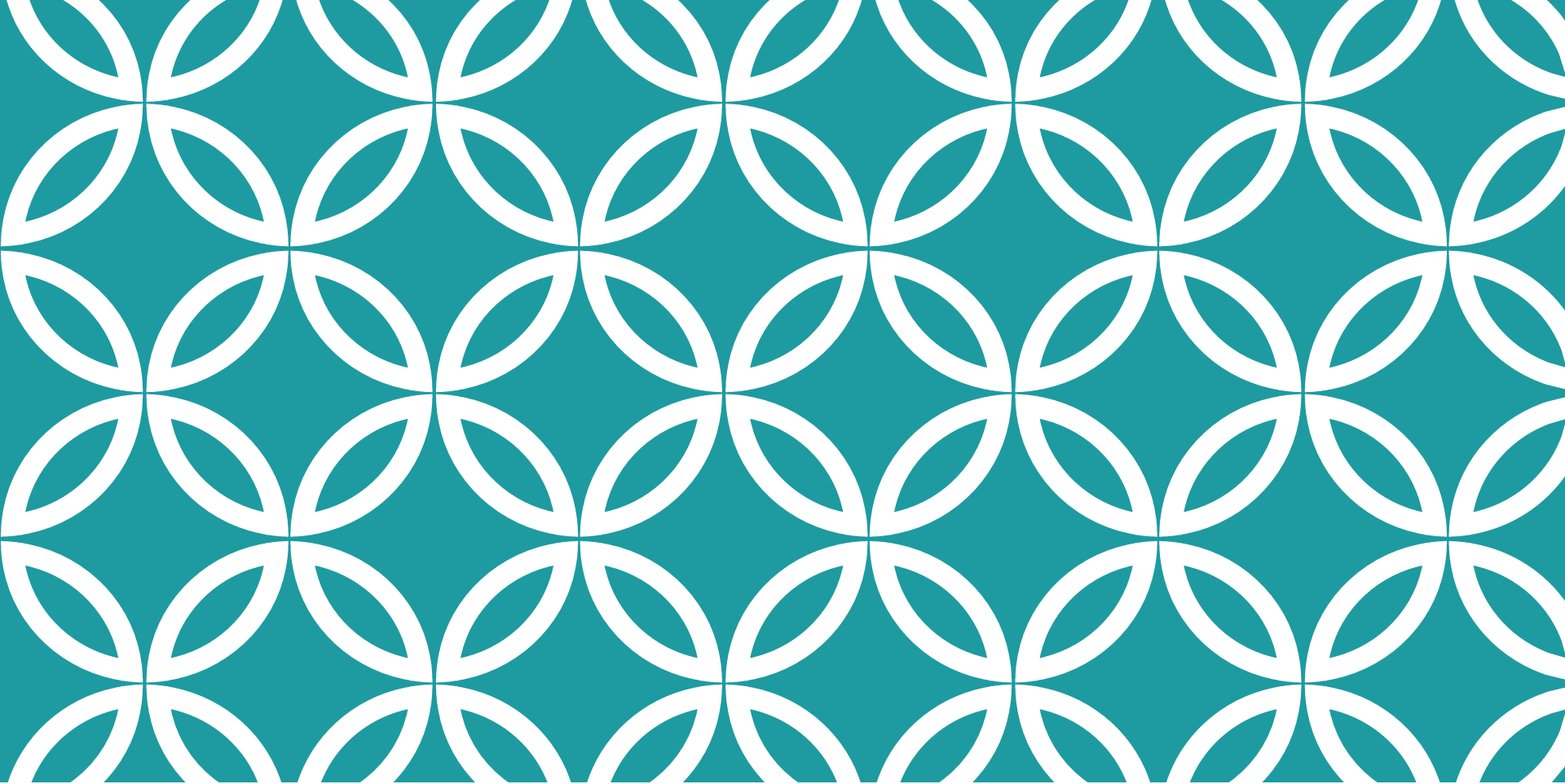
Use props

Small groups

Language-  
rich  
repetition

Explicitly talk  
about both  
languages

Define  
vocabulary



# FOSTERING BILINGUALISM



# STRENGTH-BASED PERSPECTIVES OF BILINGUALISM

Learn the history of bilingualism in the U.S.

Linguistic capita

Social capita

# CELEBRATING BILINGUALISM



[Find book here!](#)

One day, Beto was walking home and he fell off his bike. He yelled, "ayúdame!" A mean dog made fun of him. He said, "You look so silly! What are you saying?"

Un día, Beto caminaba a casa y se cayó de la bicicleta. Él gritó, "¡ayúdame!" Un perro malo se burló de él. Él dijo: "¡Te ves tan tonto! ¿Qué estás diciendo?"

	English	Spanish
<b>Literal Question</b>	What happened to Beto?	¿Qué le pasó a Beto?
<b>Literal Question</b>	What did the mean dog say to Beto?	¿Qué le dijo el perro malo a Beto?
<b>Inferential Question (Text to Text)</b>	How do you think Beto felt when the dog made fun of him?	¿Cómo crees que se sintió Beto cuando el perro se burló de él?



# SELECT BOOKS THAT ARE CULTURALLY REPRESENTATIVE

LOS LIBROS EN YOUTUBE

Seleccione un libro



FIND BOOKS ON YOUTUBE

Choose a book



[Find resource here!](#)





## Bilingual Book Selection Guide for Preschoolers

Book:

Author:

Publisher:

Book has a parallel version in the other language?

Yes  No

### General Book Selection Guidelines

<b>Language(s)</b>	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Both languages <input type="checkbox"/> Other: _____
<b>Attractiveness</b>	<input type="checkbox"/> Book has appealing images and colors that are age-appropriate
<b>Genre</b>	<input type="checkbox"/> Narrative <input type="checkbox"/> Expository
<b>If narrative...</b>	<input type="checkbox"/> Story contains familiar topic or a topic that many children in preschool might experience <input type="checkbox"/> Story has a clear initiating event, a problem, character feelings, and a resolution <input type="checkbox"/> Story contains sufficient context to generate a discussion around the books <input type="checkbox"/> Story contains challenging words (e.g., enormous, interesting, gigantic) that children will benefit from learning
<b>If expository....</b>	<input type="checkbox"/> Text contains expository structure (such as main idea and details, cause and effect, compare and contrast, problem and solution, sequence) <input type="checkbox"/> Topic explained using simple sentences appropriate for preschoolers
<b>Vocabulary</b>	<input type="checkbox"/> Book teaches 2-4 challenging, Tier 2 words that have high utility for children (meaning words that child can use across different contexts like enormous, beautiful, gigantic, etc.)
<b>Number of sentences per page and number of pages in book</b>	<input type="checkbox"/> Book does not exceed more than 6 lines per page (per language) <input type="checkbox"/> Book has no more than 20-26 pages

1 | Soto, Xigrd (2020)

### Specific to Bilingual Books/Books in language other than English

If book is bilingual...

Other language adaptation is accurate and contains language that is appropriate for preschoolers

Both versions of text make sense and contain challenging vocabulary in English and the other language (words to teach do not have to be the same in both language)

**Cultural Appropriateness**  
(adapted from ECLKC's, "Selecting and Using Culturally Responsive Children's Books" guide)

Content and illustrations provide authentic depiction of culture (e.g., if story happens in modern times, characters dress and talk as they do presently)

Book does not reinforce stereotypes

Book has a message that depicts individuals in a positive light

Book uses dialects appropriately and respectfully

Does not use a culture/ethnicity as an object to be counted (e.g., "10 little Indians", or "I is Inuit" )

Does not rely on a man or an European American character to be the rescuer

Characters do not have exaggerated physical attributes

Mexican Americans (or another group) not depicted to represent all Latinos

Characters are not dressing up as another cultural group

### Description of Books' Instructional Purpose (adapted from Spencer, Libal, Sevens, & Brown, 2017, StoryBook Home system)

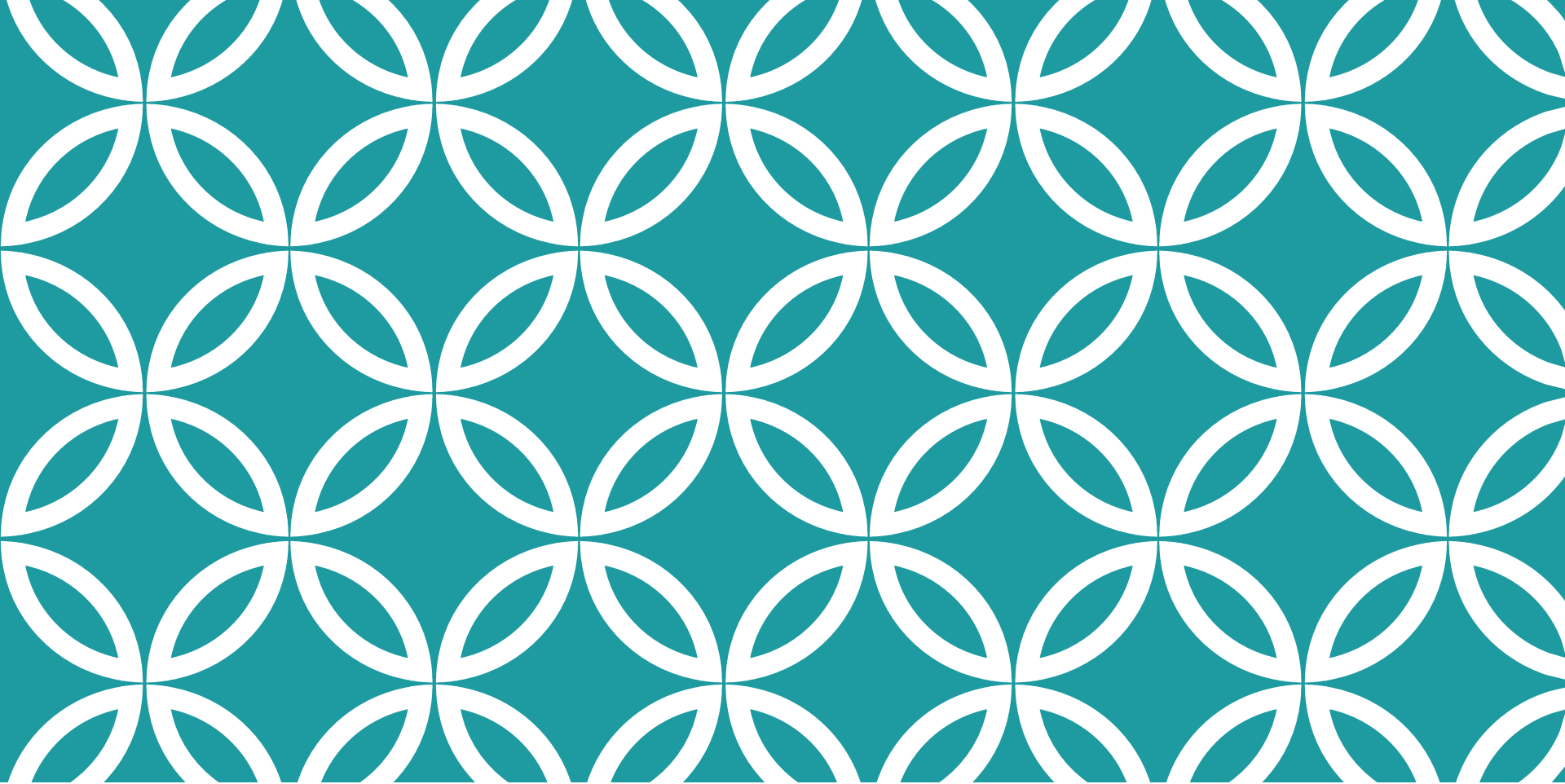
- |  |   |
|--|---|
| <input type="checkbox"/> Narrative Structure     | <input type="checkbox"/> Alphabet Knowledge/Phonological Awareness        |
| <input type="checkbox"/> Vocabulary              | <input type="checkbox"/> Feelings/Social Skills                           |
| <input type="checkbox"/> Comprehension           | <input type="checkbox"/> Academic content (science, math, social studies) |
| <input type="checkbox"/> Cultural representation |   |

2 | Soto, Xigrd (2020)



[Find this resource here!](#)





# ADDITIONAL RESOURCES





[www.illinoisearlylearning.org](http://www.illinoisearlylearning.org)



[www.colorincolorado.org](http://www.colorincolorado.org)



[www.cuentosinteractivos.org](http://www.cuentosinteractivos.org)



[www.growingupbilingual.com](http://www.growingupbilingual.com)



[www.bilingualistics.com](http://www.bilingualistics.com)



[www.habladdll.org](http://www.habladdll.org)



**QUESTIONS?**  
**XIGRIDSOTO@KU.EDU**  
**WWW.HABLADLL.ORG**