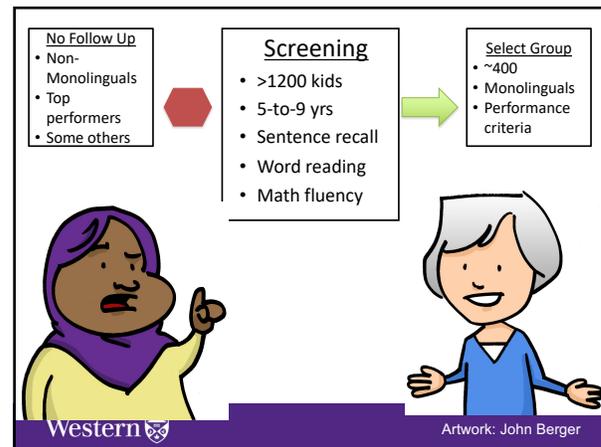


Reading Efficiency in Monolingual and Bilingual Children with and without Parental Concerns about Reading Development

Areej Balilah and Lisa Archibald



SRCLD 2012



Artwork: John Berger

Poor talkers in the early school years

1. Failed to develop language as expected (despite otherwise typical development & opportunities)
 - Specific Language Impairment (SLI)
2. L1 is not the language of instruction
 - English Language Learners (ELLs)



SLI vs. ELL

- Difficult to distinguish
 - Grammatical errors (Paradis, 2005)
 - Vocabulary limitations (Golberg et al., 2008; Conti-Ramsden & Jones, 1997; August et al., 2005)
 - Perform similarly on standardized tests of language (Oller & Eilers, 2002)



Monolingual Advantage

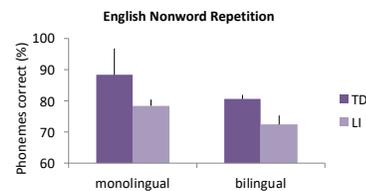
	Monolingual	English Language Learners
Typically developing language	✓✓	↓
Language impairment	↓	↓↓

Monolingual & TD > ELL & TD = Monolingual & LI > ELL & LI



Nonword Repetition

- Windsor et al. (2010)
 - 187 children 8-9 years



Monolingual TD > Bilingual TD = Monolingual LI > Bilingual LI



Sentence Recall

- Balilah & Archibald (SRCLD, 2011)
 - 1253 6-to-9 year old children
- Development
- Parent report



Parent Questionnaire

- Concern
 - Have you ever been concerned about this child's language development? Y N
 - Have you ever been concerned about this child's ability to learn to read? Y N
- Language spoken
 - Is English the first language your child learned?
 - If no, what other languages are spoken in this child's home?



Parent concern

- High sensitivity for identifying SLI in preschoolers
- Referrals for SLP services have been used to identify impaired groups in previous studies
- No gold standard for identifying LI in multiple linguistic groups
 - English tests misidentify
 - Translated tests inappropriate



Klee et al., 2008; Dollaghan & Campbell, 1998

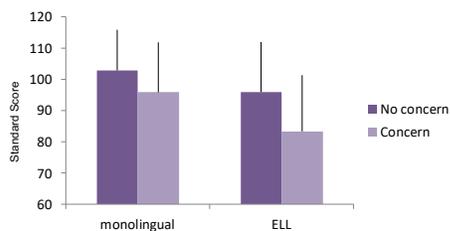
Development

- Typically development ELLs
 - Improved language over time
 - 2 to 6 years
- Children with language-related impairments
 - Persistent language deficits



Genesee et al., 2004; Jia & Fuse, 2007; Oller & Eilers, 2002; Goldberg et al., 2008; Snowling et al., 2001

Sentence Recall

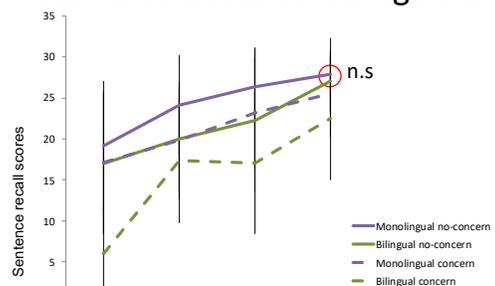


Monolingual TD > ELL & TD = Monolingual LI > ELL & LI



Balilah & Archibald, SRCLD (2011)

Sentence Recall across age bands



Balilah & Archibald, SRCLD (2011)

Our Previous Findings

- Parent concern about language development
 - separated groups with stronger/weaker sentence recall
 - further validation – Pauls & Archibald (2012)
- No differences in sentence recall:
 - Monolingual children with parent concern
 - ELL without parent concern
 (although effect size largest in oldest group)

What about reading?

- Does parent concern about reading development separate good/poor readers/talkers?
- Do reading measures distinguish groups of interest:
 - Monolingual children with parental concern
 - ELL children without parental concern

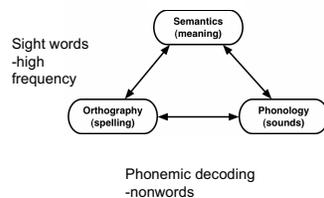
Single Word Reading

- Reduced monolingual advantage
 - Basic vocabulary or nonwords
 - Learning of orthographic-phonemic correspondences
 - Metalinguistic awareness – bilingual advantage (Bialystok et al., 2003)

Measuring Single Word Reading

	is	ip
	the	ga
	of	ko
	as	ta
Sight words	was	om
-high	wood	ig
frequency	work	ni
	shoes	pim
	people	wum
	crowd	lat
	Phonemic decoding	
	-nonwords	

A Simple Model of Reading



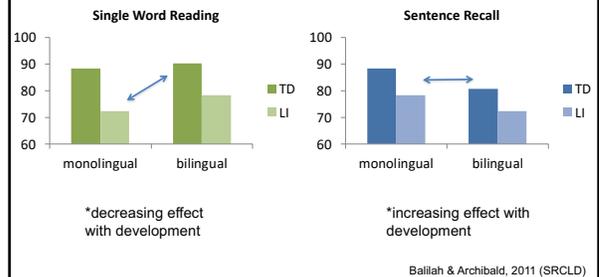
ELL vs. Poor Reading?

- ELL = monolingual speakers (Chiappe & Siegel, 2006; Oller et al., 2007; Pugh et al., 2005)
 - word recognition
 - basic word decoding
 - phonological processing
- ELL < monolingual speakers in reading comprehension skills (U.S. Department of Education, 2005, 2007)

Development

- Typically development ELLs
 - Improved language over time
 - Single word reading may ceiling
- Children with language-related impairments
 - Persistent language deficits
 - Single word reading may gradually increase

Predictions



Idea

- Examine utility of single word reading measures in distinguishing monolingual and non-monolingual groups whose parents are/are not concerned about reading development

Method

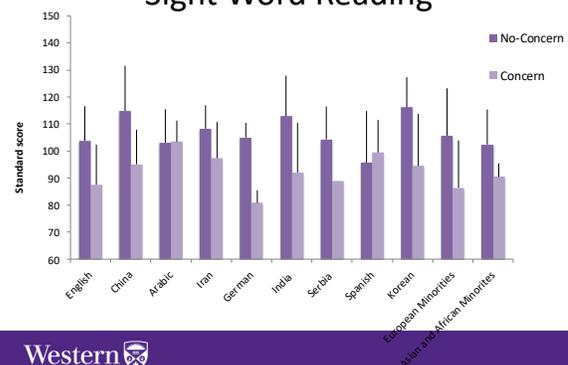
- 34 schools; ~6000 invitations; SK to gr. 4
- 1081 aged 6 to 9 years
- Screening (local norms)
 - Sentence recall (Redmond, 2003)
 - Single word reading (TOWRE)
 - Sight word reading
 - Phonemic decoding (nonwords)
 - Math fluency (WJ-III)

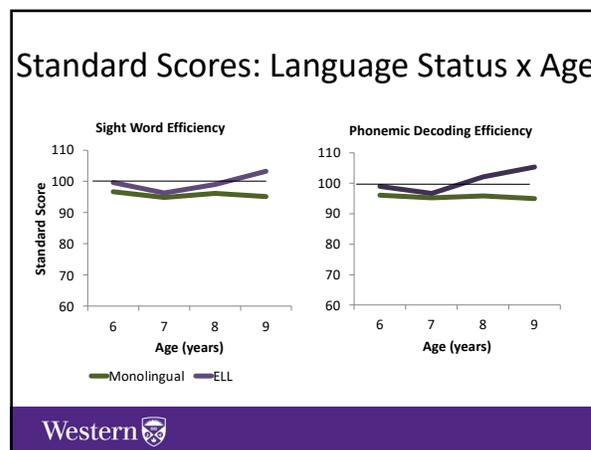
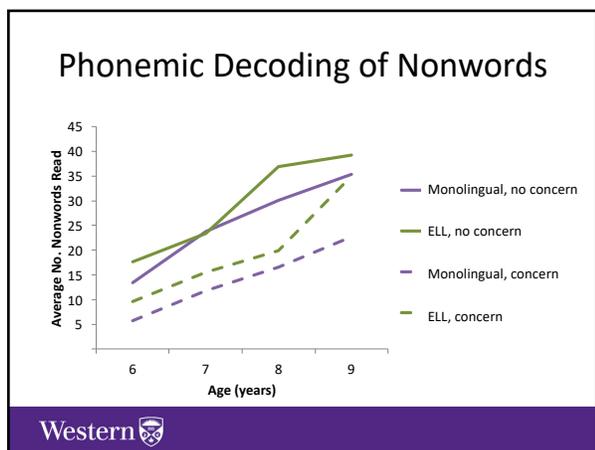
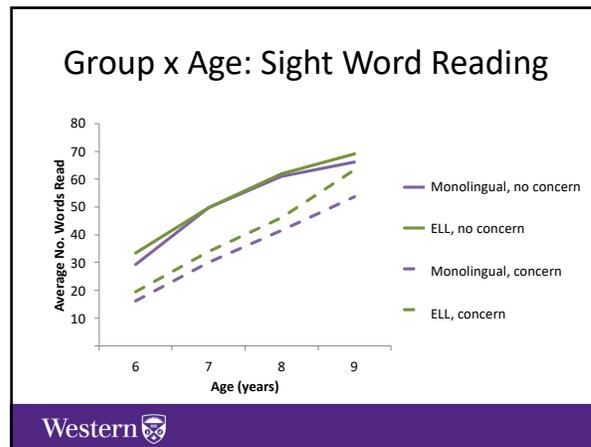
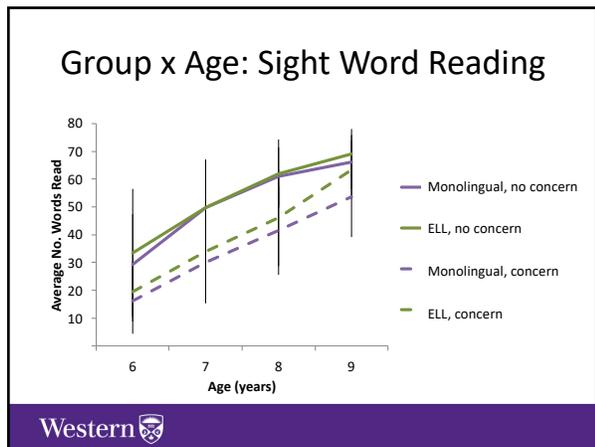
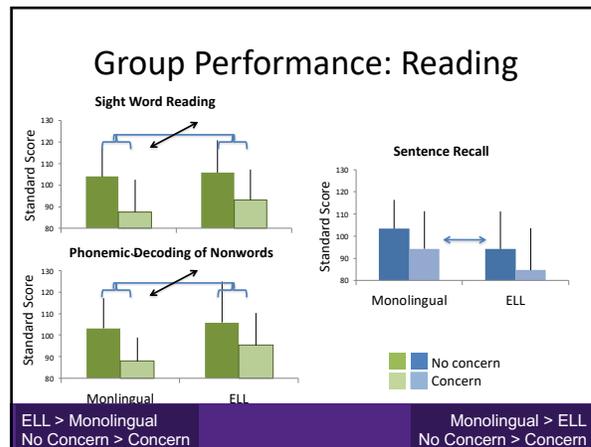
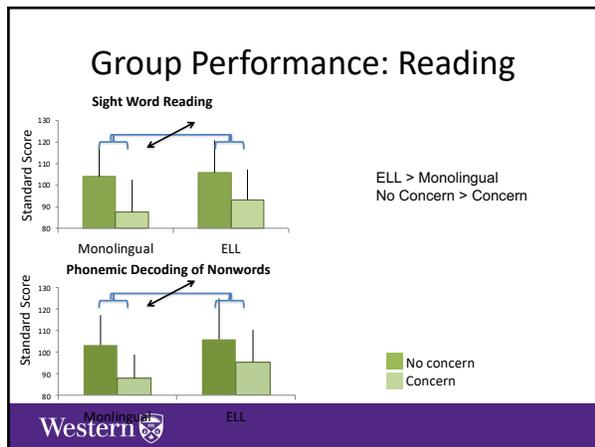
Age Groups

	Monolingual		ELL	
	No Concern	Concern	No Concern	Concern
6;0 – 6;11	163	35	27	10
7;0 – 7;11	224	60	19	14
8;0 – 8;11	193	68	20	15
9;0 – 9;11	154	46	22	11
Total	734	209	88	50

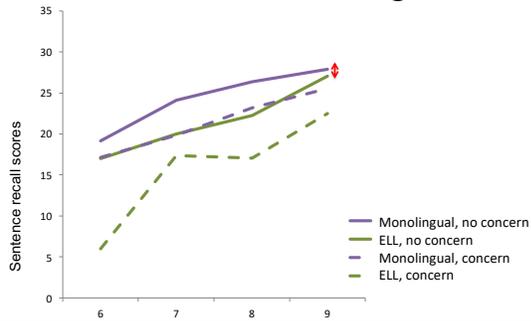
Results

Sight Word Reading





Sentence Recall across age bands



Bailliah & Archibald, SRCLD (2011)
(based on concern about language)

Summary

- ELL achieved higher single word reading but lower sentence recall scores
- Parental concern identified groups with lower single word reading & sentence recall scores
- ELL, no concern > monolingual, with concern on single word reading but not sentence recall tasks



Summary: Developmental Trends

- Bilingual advantage on single word reading
 - Persists over early school years, & may grow
- Monolingual advantage on sentence recall
 - Persists at least 4 years,
 - But may diminish for children without parental concerns about language



Implications?

- Bilingual advantage in single word reading tasks
 - Exposure to 2 phonological systems
- Comparing performance on oral language & single word reading tasks
 - May aid in distinguishing ELL \pm LI
- Limitations



LWM Lab
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Thank you!

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- Marc Joanisse
- Daniel Ansari
- Janis Oram Cardy

