Language and literacy of pre-adolescent/adolescent bilingual students: Current Research

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- Kohler and Lazarín (2007) stated, nationally only 29% of English Learners (EL) 8th grade students scored at or above the basic reading achievement levels. In comparison, nationally the non-EL 8th grade students scored at 75% at or above the basic reading achievement levels (46% difference).
- El students are capable of closing the achievement gap.
- Five components of Reading (phonologic/phonemic awareness, phonics, vocabulary, fluency, comprehension) Preview

Presentation Objectives
- To identify typical and atypical language and learning characteristics of bilingual students
- To identify major components of reading and literacy
- To identify major English components of reading and literacy
- To identify major Spanish components of reading and literacy
- To identify evidence based strategies to promote speech, language, and literacy development with bilingual students

- Typical and Atypical language and learning characteristics of bilingual students.
- Spanish-English phonetics
- When are English speech sounds learned?
- When are Spanish speech sounds learned?
- English vs. Spanish acquisition
- Bilingual Definitions (Transference, Interference)
- Phonemic Awareness and Interference
- Analogy Phonics and Analytic Phonics and Interference
- Definitions (Bilingualism, Balanced bilingual, Non-balanced bilinguals)
- Definitions (Simultaneous vs. Sequential Acquisition)
• Definitions (Code switching, Code mixing)
• Spanish-English phonemic awareness and phonics
• Definitions (Language deceleration; Language fossilization, Language loss/attrition)
• Vocabulary Transference/Interference
• Fluency Transference/Interference
• Comprehension Transference/Interference
• Evidence based strategies to promote speech, language, and literacy development with bilingual students

References


