



Effective Language and Literacy: Foundational Practices and Diagnostic Interventions in French Immersion

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Outline



1. General language stimulation strategies
2. Key language and literacy boosting strategies
 - A. Serve & return
 - B. Phonemic awareness instruction
 - C. Vocabulary instruction
 - D. Dialogic reading
 - E. Oral text structure instruction
3. A tiered approach to intervention

Stages of Learning an Additional Language



- 1. Home language use**
 - A few days to a few months
- 2. Nonverbal period**
 - A few weeks to a few months
- 3. Formulaic language use**
 - Memorized phrases like “I don’t know”, “So what?”, “What’s happening?”
 - A few weeks to a few months
- 4. Productive language use**
 - Within the first year



Comparison of Learners of a First (L1) or Second (L2) Language

Similarities

Both benefit from

- ▶ Play-based learning
- ▶ Contextual learning
- ▶ Imitation and repetition
- ▶ Use of modelling and nonverbal cues
- ▶ High interest and motivation

Differences

May differ with respect to

- ▶ Consistency of language exposure
- ▶ Cultural context
- ▶ Emotional connection to the language
- ▶ Scaffolding needs



General Language Stimulation

General Language Stimulation

Hôpital de Montréal pour enfants
Centre universitaire de santé McGill
Montreal Children's Hospital
McGill University Health Centre

Département d'orthophonie



APPRENDRE À PARLER ET À COMPRENDRE : Comment aider son enfant

11 façons d'aider votre jeune enfant à développer son langage

1 Se mettre face à face avec votre enfant

Placez-vous à la hauteur de votre enfant pour qu'il puisse voir votre visage. Faites-le quand vous voulez qu'il porte attention à :

- les expressions sur votre visage;
- ce que vous dites;
- vous lorsqu'il joue (même si cela veut dire de se mettre au sol).

Cela montre à votre enfant que vous êtes intéressé par ce qu'il fait et communique. Il pourra aussi voir comment votre bouche bouge quand vous dites des mots.

2 Répéter ce que votre enfant dit

Quand votre enfant fait un son ou dit un mot, imitez-le. Cela va attirer son attention et l'encourager à vous imiter à son tour.


Pour l'encourager à répéter après vous, vous pouvez aussi utiliser beaucoup de sons ou mots amusants. Par exemple :

- en laissant tomber un bloc dans un sceau, dites « boom » ;
- jouez à la cachette et dites « bou ».

L'imitation des sons et des mots est un élément clé dans le développement du langage. Ces actions vont aider votre enfant à vous imiter lorsqu'il sera prêt.

Hôpital de Montréal pour enfants
Centre universitaire de santé McGill
Montreal Children's Hospital
McGill University Health Centre

Speech-Language Pathology Department



HELPING YOUR CHILD learn to Talk and Understand

ways to help young children build their language skills

1 Be face to face with your child

Get down to your child's physical level so they can see your face. Do this whenever you want them to pay attention to:

- Your facial expressions
- What you are saying
- You, while they are playing (even if it means lying on the floor!)

This shows your child that you are interested in what they are doing and communicating. It also lets them see

2 Repeat what your child says

When your child makes a sound or says a word, imitate it. This gets their attention and also encourages them to imitate you in the future.

To motivate them to repeat after you, you can also use many fun sounds or words. For example:

- When dropping a block in a pail, say "boom"
- Play hide and seek and say "boo"

Learning to imitate your sounds and words is an important building block in

Ce qu'il faut faire et ne pas faire pour stimuler le langage oral chez les jeunes enfants



Faire	Ne pas faire
✓ Se placer à la hauteur de l'enfant, face à face	✗ Parler à un enfant de l'autre côté de la pièce
✓ Faire des pauses, s'immobiliser fréquemment pendant les activités langagières et attendre que l'enfant fasse un commentaire ou pose une question	✗ Parler en continu ✗ S'arrêter de parler, mais se concentrer sur autre chose
✓ Suivre l'enfant et répondre à ses tentatives de communication en faisant des commentaires	✗ Réorienter la conversation vers d'autres centres d'intérêt que ceux de l'enfant
✓ Laissez à l'enfant le temps de formuler ses demandes	✗ Anticipez la demande de l'enfant ou finir son énoncé
✓ Maintenir la conversation pendant au moins 4 tours (2 par personne)	✗ Passer à un autre enfant après seulement un échange conversationnel
✓ Encourager les enfants à communiquer entre eux	✗ Décourager les enfants de communiquer entre eux
✓ Poser des questions plus ouvertes	✗ Poser beaucoup de questions de type oui/non ou des questions « test »
✓ Parler plus lentement, mais naturellement	✗ Parler rapidement sans faire de pause ou trop articuler
✓ Modéliser, puis faire une pause et s'immobiliser pour permettre à l'enfant de répéter spontanément ce que vous avez dit	✗ Demander à l'enfant de répéter votre modèle
✓ Proposer un choix ou demander des éclaircissements lorsque vous ne comprenez pas	✗ Faire semblant d'avoir compris
✓ Utiliser un langage proche du niveau langagier de l'enfant	✗ Utiliser un langage non grammatical ou "télégraphique", c'est-à-dire un langage qui omet des petits mots comme "est", "et" ou des temps de verbe



Don't

- ✗ Speak to a child from across the room
- ✗ Speak continuously
- ✗ Pause speaking but shift your focus
- ✗ Redirect the conversation away from the child's interests
- ✗ Anticipate a child's request or finish their statement
- ✗ Move on to another child after one conversational exchange
- ✗ Discourage children from communicating with one another
- ✗ Ask a lot of yes/no and test-like questions
- ✗ Speak quickly without pausing or over articulate
- ✗ Ask the child to repeat your model
- ✗ Pretend to have understood
- ✗ Use ungrammatical or "telegraphic" language, i.e., language that omits small words like *is, and, or* tenses
- ✗ Provide negative feedback when the child

- ✓ Allow the child time to formulate their requests
- ✓ Maintain the conversation for at least four turns (two per person)
- ✓ Encourage children to communicate with one another
- ✓ Use more open-ended questions
- ✓ Speak more slowly but naturally
- ✓ Model then pause and freeze to allow the child to spontaneously repeat what you said
- ✓ Offer a choice or request clarification when you do not understand
- ✓ Use language at a level close to the child's level
- ✓ Repair and repeat the child's utterance,

Material and Room Layout

- **Duplicate toys.** At least 2 of each item to imitate, then add to their play and comment
- **Small spaces** within the classroom where only a few children can gather at a time while exploring
- **Varied pretend play material:** archeologist, entomologist, meteorologist, park ranger, designer, courier, mail carrier, chef, teacher, vet, doctor, firefighter, police officer, pilot, flight attendant





Responding to a Breakdown in Communication

Strategy

What you can say

Do not pretend to have understood

"I'm sorry. I didn't understand that."

Offer plausible choices

"Do you want milk or juice?"

Provide an option based on what you did understand

"Do you want to tell me about what happened outside?"

Ask a closed question

"Did you lose something?"

Prompt how to clarify

"Can you say that again?" or
"Can you show me?"



Five Targeted Language & Literacy Strategies



1. **Serve and Return**

Serve and Return

1) Notice and respond to the serve : Share the child's focus of attention. What is the child pointing at, looking at or saying

- child: "Papillon!"

2) Return the serve: Support and encourage.

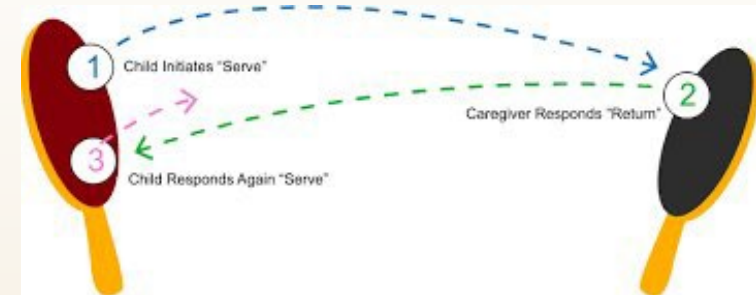
- adult: "Oui, tu as raison. C'est un beau papillon."

3) Wait for a return and keep it going: Adult waits for another serve from the child.

- child: "J'aime les papillons."
- adult: "Quelle est ta couleur préférée pour un papillon?"

At least 2 turns each!

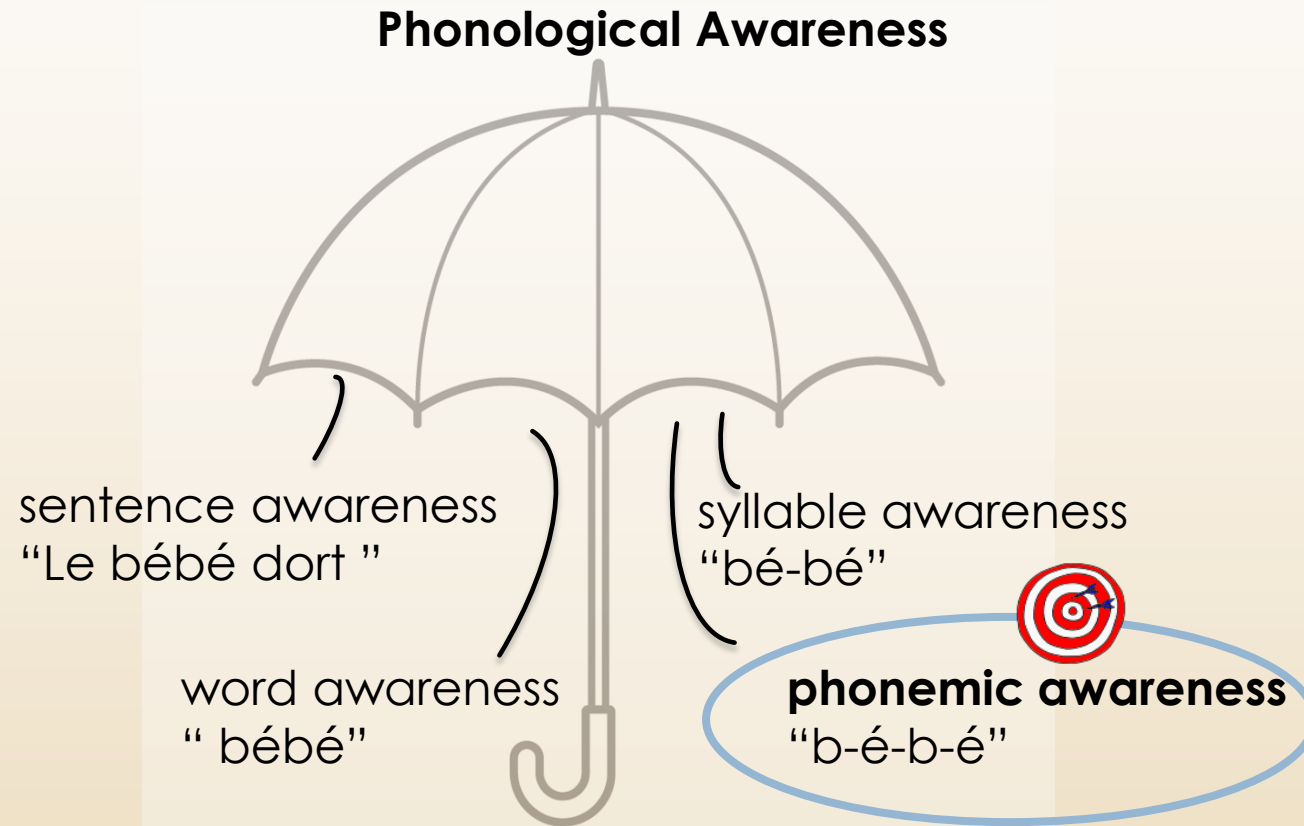
Watch examples of Serve and Return [here](#).





2. Phonemic Awareness

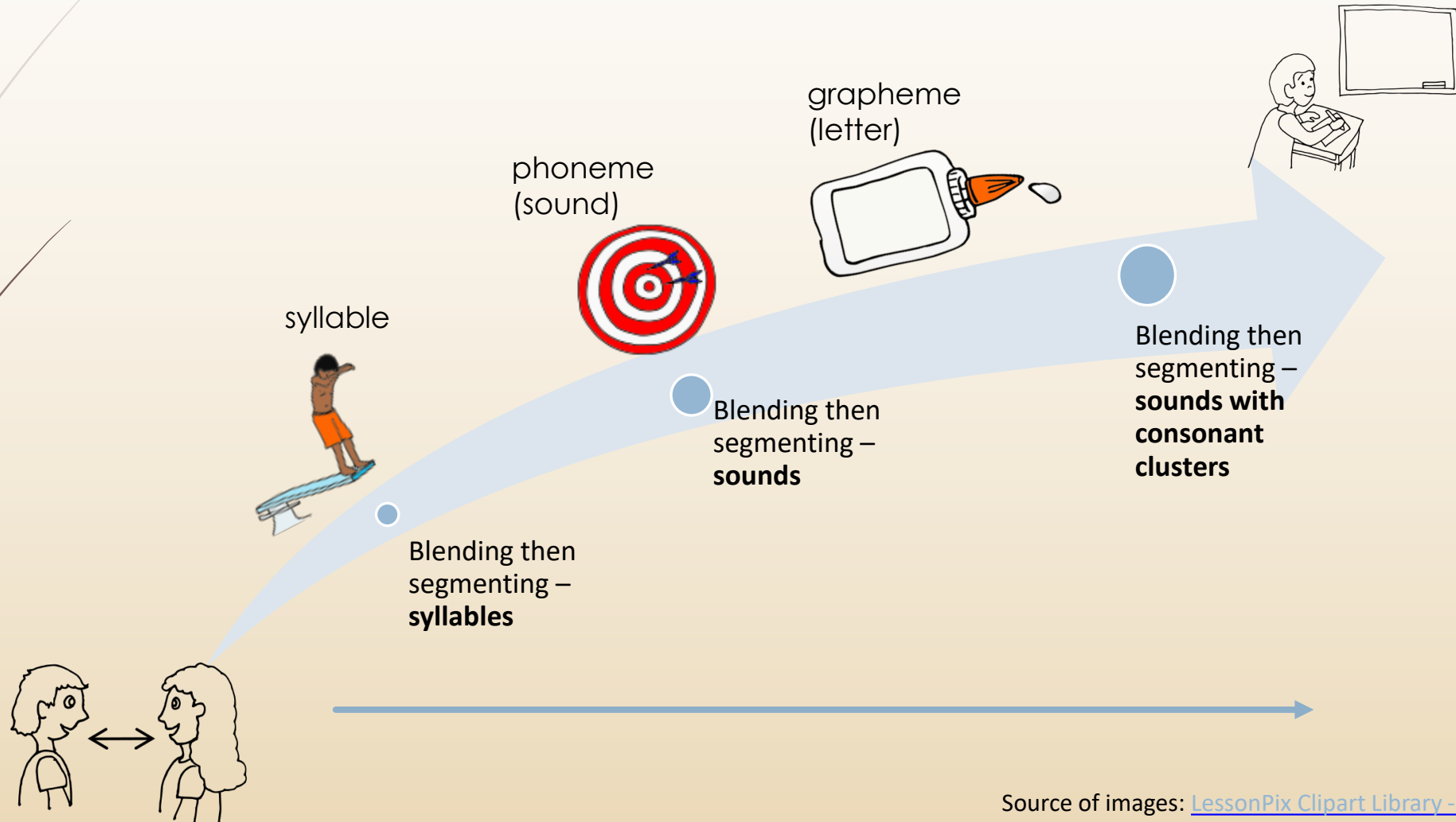
Phonological Awareness vs. Phonemic Awareness



Phonological Awareness Across Languages

- ▶ The ability to **recognize and manipulate** the sound structure of spoken language; words, syllables, sounds (phonemes)
- ▶ Phonological awareness is an **oral language ability**
- ▶ Phonological awareness **underlies all languages** - it is not necessary to stick to the language of instruction
- ▶ During phonological awareness practice, **gains transfer from one language to another**
 - ▶ E.g., Côté, Savage & Petscher, 2021

Phonological Awareness Continuum



Phonemic Awareness in L1 and L2



Read:

piros

Write:



Blending → necessary for decoding

Segmenting → necessary for spelling

Progression of Phonemic Awareness in L1 and L2

For each syllable structure, in order of difficulty...

1. (V)CV (a-mi, ma)
2. (V)CVC (é-cole, tasse)
3. CCV* (gris)
4. CCVC* (bloc)
5. CVCC* (parc)

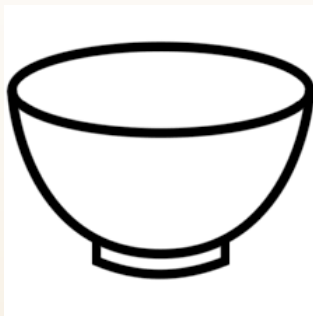
C-consonant
V-vowel

...this is the progression of difficulty:

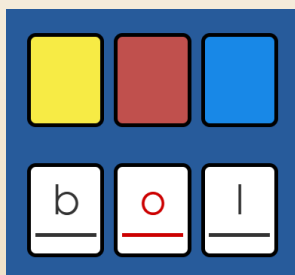
- a) blending
- b) segmenting

Complete Teaching Sequence

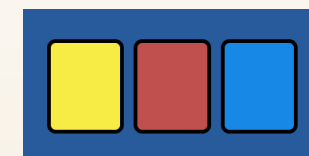
« bol »



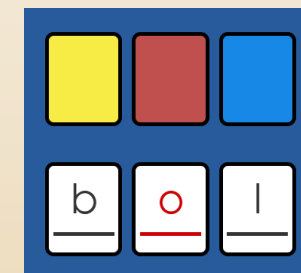
**Segmenting
CVC**



/b//o//l/



**Blending
CVC**



*Before formal reading/writing instruction, the teacher writes the word

Making Words Stick – Orthographic Mapping

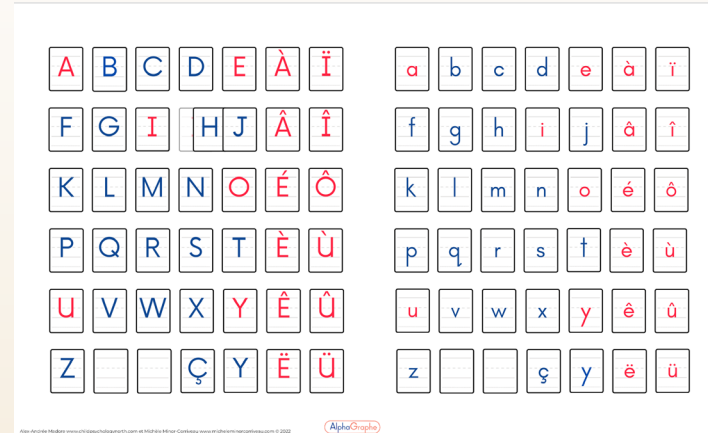
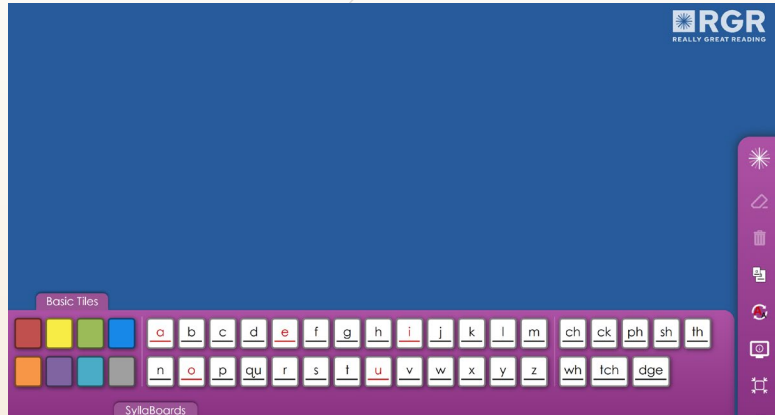


Laura MacGrath, SLP - see also Laura's blog, [Do You read Me?](#)

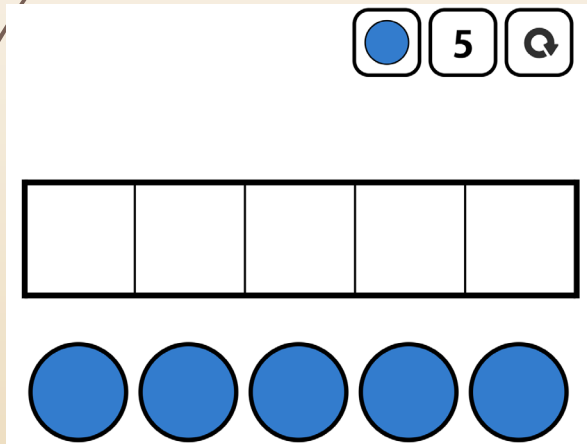
Once formal reading/writing instruction has begun

1. Hear/say - **phonology**
2. Link to meaning - **semantics**
3. Break it down - phonology
4. Write the letter corresponding to each sound - **orthography**
5. Read the word




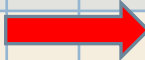
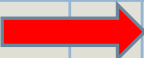
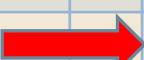
Resources to Work on Phonemic Awareness in French



(choose je joue avec les lettres et les sons, then mission fusion)



Scope and Sequence of Phonological Awareness in L1 and L2

	Preschool 4 years old			Preschool 5 years old			Grade 1 6 years old			
Blending syllables (slide together)				✓						
Segmenting syllables (break apart)				✓						
Blending 2-3 sounds – no consonant clusters (<i>bol</i>)								✓		
Segmenting 2-3 sounds – no consonant clusters (<i>fil</i>)								✓		
Blending 3+ sounds – with consonant clusters (<i>gris</i>)										✓
Segmenting 3+ sounds – with consonant clusters (<i>grand</i>)										✓

✓ = typical age of
acquisition

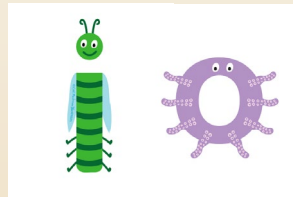
Phonics (Letters and their Sounds)

- As soon as you are working at the phoneme (individual sound) level, graphemes (printed letters) should be integrated into the activity
- Materials with embedded mnemonics may be more effective than materials without

[Raconte-moi les sons](#) (Fr)



[Spelfabet](#) (Eng)



[Lively Letters](#) (Eng)



[AlphaGraphe](#) (bilingual)



Guidelines for Systematic Phonics Instruction

	English examples	French examples
Start with GPCs that are useful to spell words	s, a, t, p, i, n	a, i, l, m, é, p
Start with stretchable sounds	s, a, i, n	a, i, l, m, é,
Teach approximately 3 new GPCs per week	✓	✓
Avoid letters that look similar in the same week	b/d/p/q, m/n	b/d/p/q, m/n
Avoid sounds that sound similar in the same week	i (sit)/e (set), p/b, t/d, k/g, s/z	é/è, p/b, t/d, k/g, s/z
Short vowels (<i>voyelles simples</i>) → consonants → digraphs → long vowels (<i>voyelles complexes</i>)	✓	✓
Teach blends as separate units	s-t-o-p	g-r-an-de
Frequent review of GPCs taught (in isolation & in text)	Decodable texts	BLAL
Resources (scope & sequence)	LETRS , UFLI , SPELL-Links	Graphone , ROLÉ , BLAL , A.N.A.E.

For French and English, no need to spend much time on consonant sounds in one language if these have first been taught in the other language

Phonological Awareness Across Languages



ELODIL, 2016

www.Elodil.umontreal.ca



3. Vocabulary



Vocabulary Instruction

Key ingredients

- Maximize **engagement**
- **Activate prior knowledge** by creating semantic webs – using themes in instruction may be useful
- Use **varied strategies** (visual, auditory, olfactory, gestural, kinesthetic) to explain meaning – this helps create links in the child's mental lexicon
- Provide **definitions children can easily understand**
- Create **multiple opportunities to reuse** new words
- **Stimulate language transfer** (banane/banana)

Vocabulary Instruction in Action



Produire le mot dont on montre l'image

ELODIL, 2016

www.Elodil.umontreal.ca



4. Dialogic Reading

Dialogic Reading

The **ITÉER** acronym is a sequence of steps used in dialogic reading to encourage children to discuss a book. IÉER stands for:

- **Inciter** - prompt the child to say something about the book
- **Évaluer** - evaluate the child's response
- **Élargir** - expand the child's response
- **Répéter** - repeat the prompt to see if the child has learned



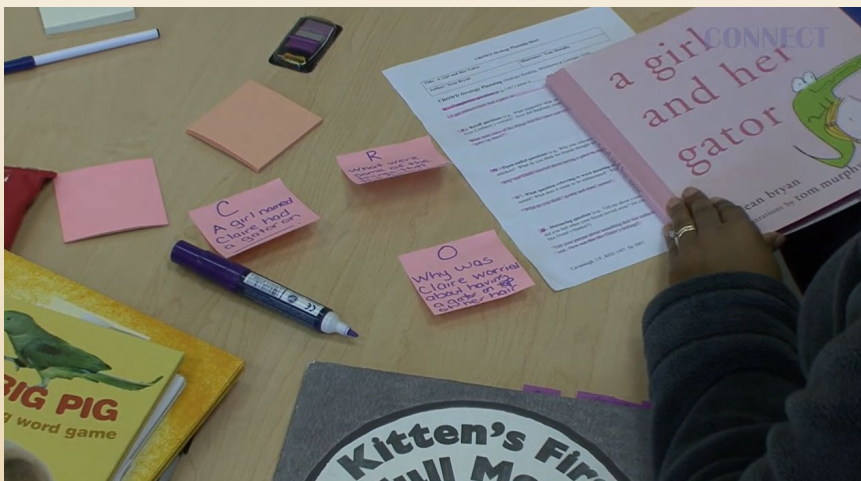
Bookmarks
[PEER](#) (ITÉER-[Fr](#))

Whitehurst, 1988
[Dialogic Reading Module](#)

Dialogic Reading

CMOGD is an acronym that helps teachers and parents remember the types of prompts to use (**I**) when using dialogic reading. CMOGD stands for:

- **Compléter** - Fill in the blank
- **Mémorisation** - Ask what happened in the story
- **Questions ouvertes** – Ask open-ended questions.
- **Questions guides**- Ask questions that start with "what", "where", "when", or "why"
- **Distanciation** - Ask questions that help children make connections between the book and their everyday lives



Bookmarks

[CROWD](#) (CMOGD-[Fr](#))

Whitehurst, 1988


[Dialogic Reading Module](#)



5. Oral Text Structure

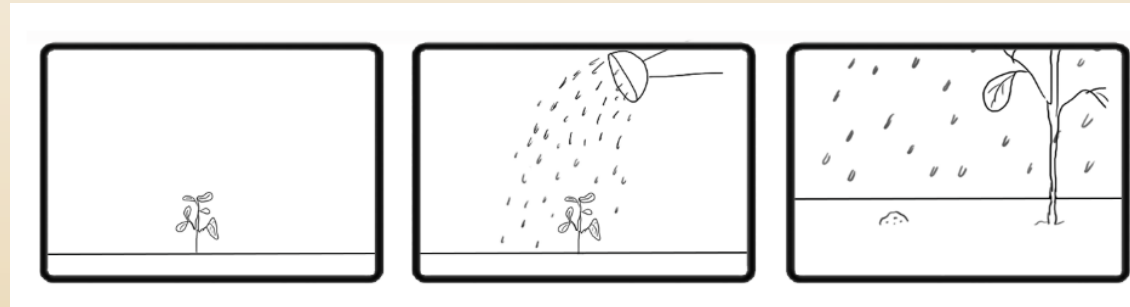
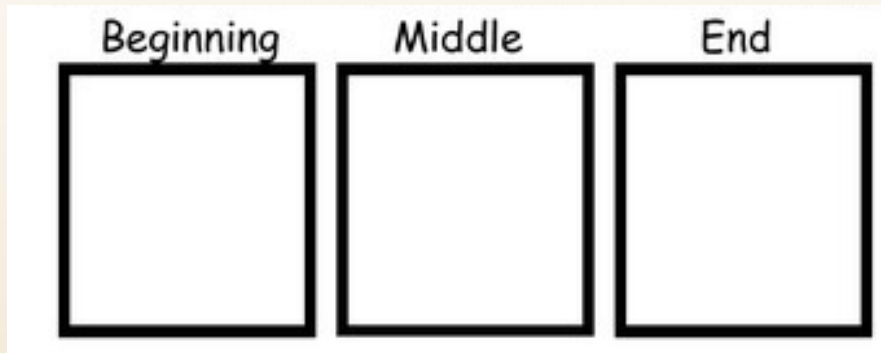


Oral Text Structure

- Studies suggest that explicit instruction of text structure facilitates :
 - **comprehension** of stories read and heard
 - information **recall**
 - **production** of stories
- 







Oral Story Structure

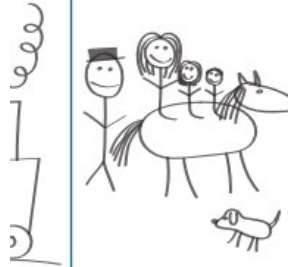
- Story structure - basic



Oral Story Structure

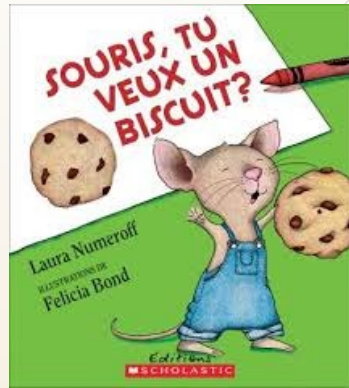
- Narrative retell - complex

	but...	so...	and then...		
Setting	Characters	Problem	Action	Solution	Ending
 					

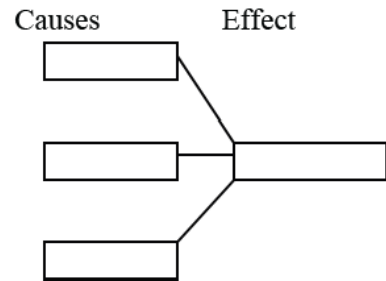


They go home.

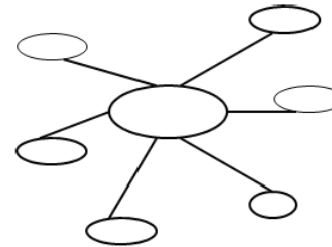
Oral Text Structure Beyond Narratives



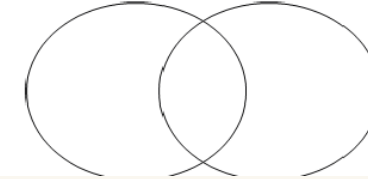
Cause-effect semantic map



Web



Venn diagram

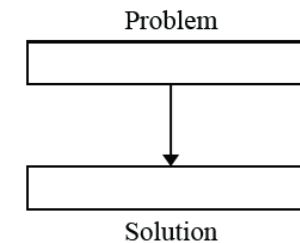


Timeline

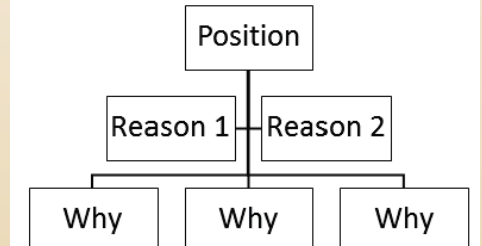
1. _____
2. _____
3. _____
4. _____



Problem-solution relationship




Position-reason flowchart



Optimal Duration of Instruction

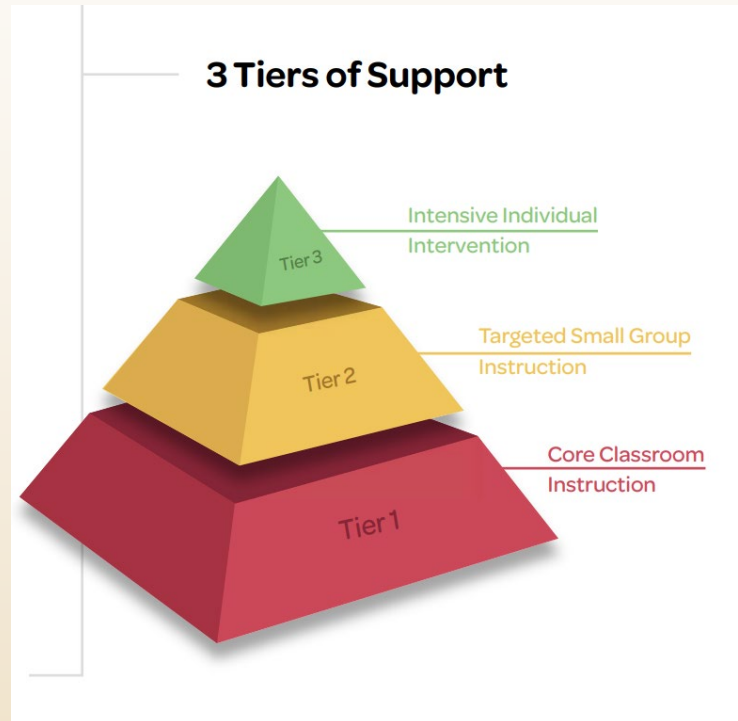


- **Phonemic awareness:** 10 minutes/day
- **Phonics:** 20 minutes/day for formal instruction
- **Vocabulary instruction:** 20 minutes/day + repeated exposure
- **Book reading:** 30 minutes/day



A tiered approach to intervention

Response to Intervention (RtI) & Multi-Tiered Systems of Supports (MTSS) - **Tier 1**



Classroom teachers
- *All students (100%)*

Tier 1 - Early Screening and Progress Monitoring

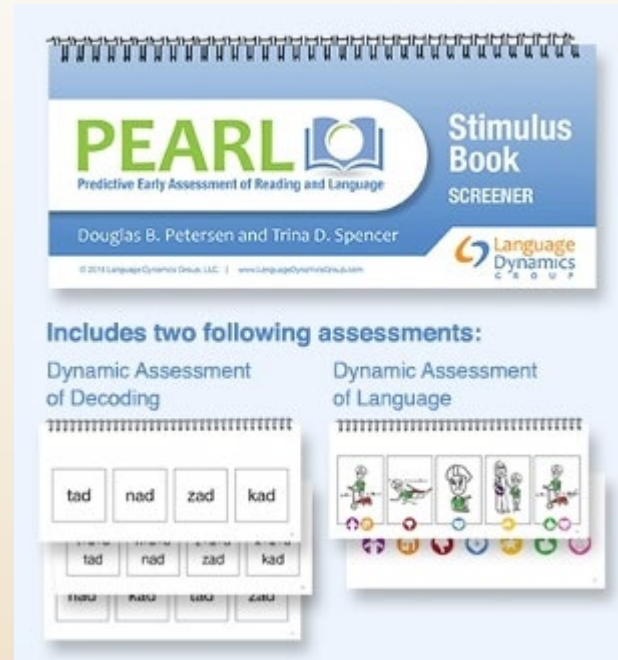
- Screen vision of all ([simulation](#)) (25%)
- Screen hearing of all ([simulation](#)) (8-15%)
- Screen oral language abilities of all (7%)
- Screen literacy abilities of all (7-18%)
- Sensitive and specific tools ($>.80$)
- Administered by the student's teacher
- Progress monitoring at 2-3X/year



Tier 1 - A Few Tools

Screening

- [PEARL](#) (Eng)*
 - K5
- [DIBELS](#) (Eng)
 - K-grade 8
- [Acadience Reading Français](#) (Fr)
 - K- grade 2



(informal French adaptation available)

*dynamic assessment: test-teach-retest



Language(s) of Screening

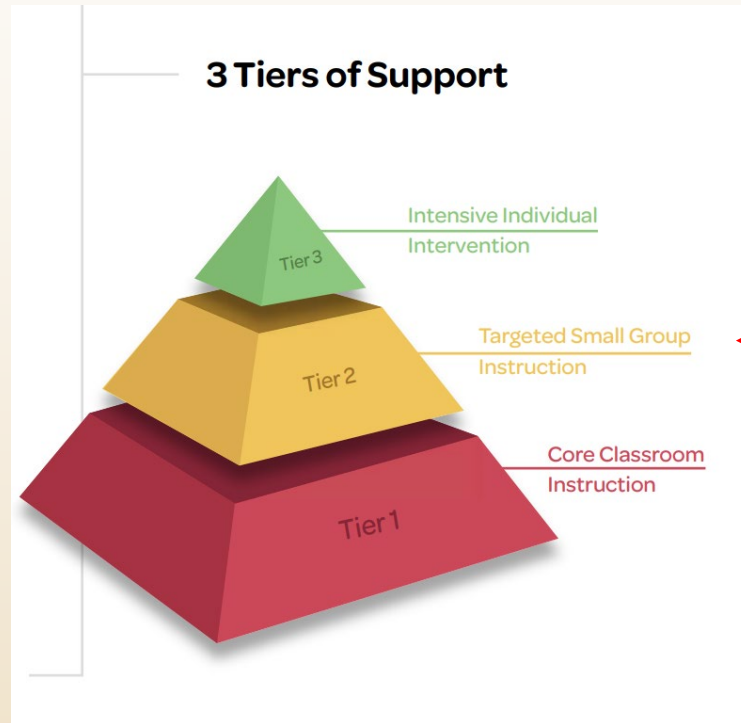
- Oral language – **dominant language**
- Phonological awareness – **L1 or L2**
- Written language – **language(s) of instruction**

Typical Literacy Milestones

With abundant exposure and practice in the classroom setting, students **in Immersion and non-Immersion programs** should be able to master these within the same timeframe. Generally,

- ▶ by the end of **K4: blending and segmenting syllables**
- ▶ by the end of **K5: blending and segmenting phonemes** and know **most letter sounds** in the language(s) of instruction
- ▶ by the end of **grade 1: decode** (read) and **encode** (write) words that follow **phonics rules taught** in grade 1, in the language(s) of instruction
- ▶ Beyond **grade 1: reading speed and accuracy**, in the language(s) of instruction

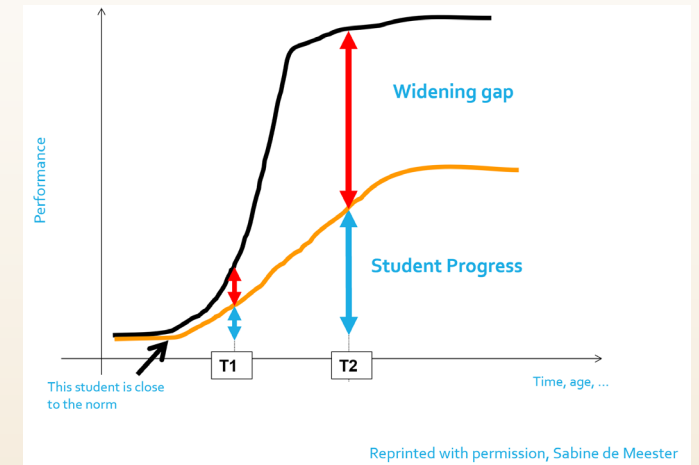
Response to Intervention (RtI) & Multi-Tiered Systems of Supports (MTSS) - **Tier 2**



Resource teachers
Education assistants
- *Some students (20%)*

Principles of Intervention

- Support all languages in which the difficulties occur
- Target precise area of difficulty
 - Phonemic awareness
 - Letter-sound knowledge
 - Vocabulary
 - Story structure
- Intensive and sustained over time
- Supported by research evidence (e.g., structured and explicit literacy instruction)
- Progress should be monitored

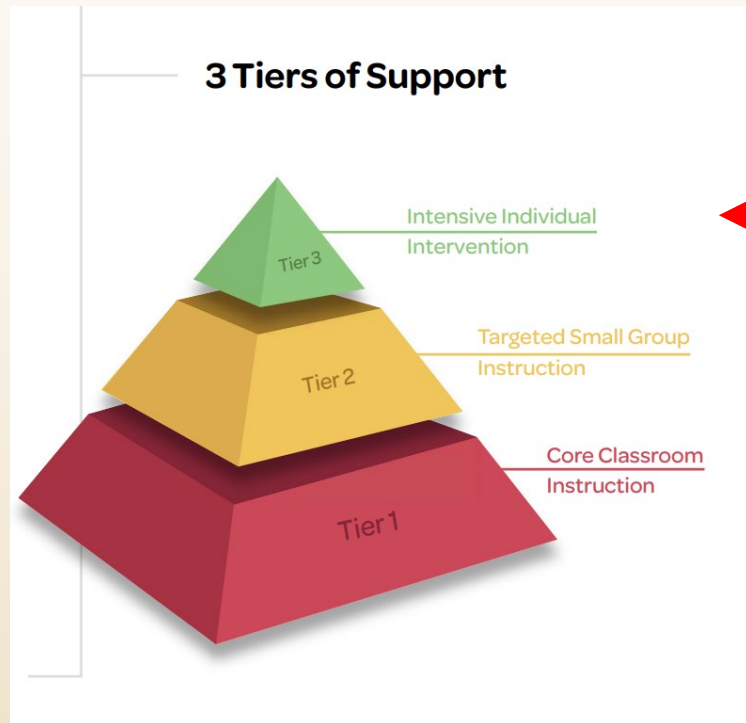


Language(s) of Intervention

- Oral language – **bilingual intervention** leads to superior gains
- Written language – **language(s) of instruction**
 - However, there is evidence of transfer of phonological awareness, phonics, and perhaps even decoding from first (L1) to second language (L2) when providing intervention in the first language

Ebert, Kohnert, Pham, Disher, & Payesteh, 2014;
Côté, Savage, & Petscher, 2021; Lim et al., 2019;
Paradis, Genesee, & Crago, 2021

Response to Intervention (RtI) & Multi-Tiered Systems of Supports (MTSS) - **Tier 3**



SLPs, psychologists
- *Few students (5%)*

Tier 3 - A Few Tools

Academic Testing

- WIAT ([Fr](#) & [Eng](#))
- ECLAIR ([Fr](#))

Language/ Literacy Testing

- TILLS ([Eng](#))
- DYMOND ([Eng](#))
- CELF-5([Fr](#) & [Eng](#))
- PPVT ([Fr](#) & [Eng](#))
- EVT ([Fr](#) & [Eng](#))

Cognitive Testing

- WISC ([Fr](#) & [Eng](#))

Language Delay versus Language Disorder

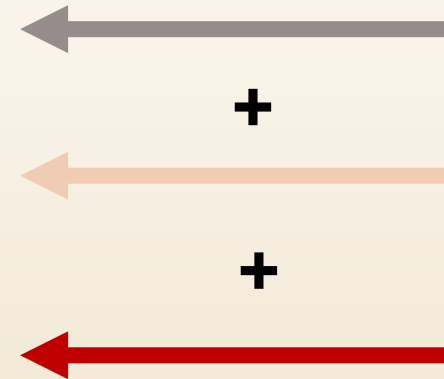
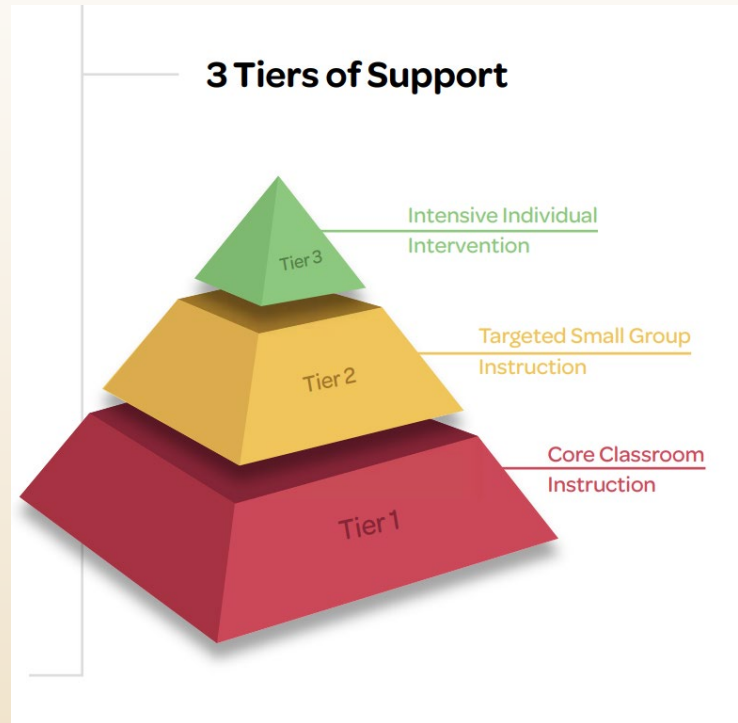
Language delay due to incomplete acquisition of the additional language

- Has not yet accumulated 2 (conversational language) to 7 (academic language) years of exposure to the new language
- Difficulty understanding and speaking the new language only
- No issues noted or reported in the first language
- See [ALDeQ questionnaire](#)

At risk for language disorder

- Presence of [risk factors](#)
- Difficulty understanding and/or speaking both the first language and the additional language
- The language difficulties have always been present according to caregivers

Response to Intervention (RtI) & Multi-Tiered Systems of Supports (MTSS)



Speech-language Pathologists
- *Few students (5%)*

Resource teachers
- *Some students (20%)*

Classroom teachers
- *All students (100%)*

Diagnostic Gold Standard



Language or literacy issues are present despite

- ▶ intact vision and hearing,
- ▶ sufficiently rich stimulation and exposure, and
- ▶ targeted, sustained, evidence-based interventions.



Conclusion



- Serve & Return
- Phonemic Awareness instruction
- Vocabulary instruction
- Dialogic Reading
- Oral Text Structure instruction
- Screening tools

Which tool will you explore first?



References

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