

The Unique Challenges (and joys!) of Early Childhood Mandarin Immersion

Robin Harvey, New York University

Gail Foster, Morningside Playcare

Sharon Huang & Jing Wu, Hudsonway Immersion School

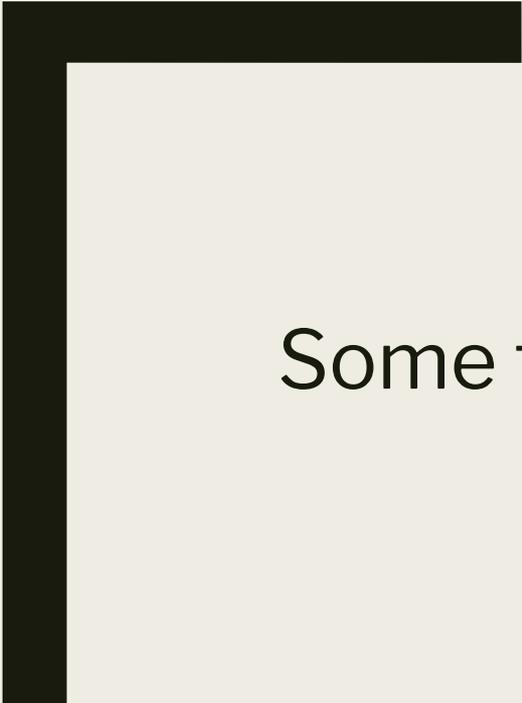
Allen Zhong, Washington Yu Ying Public Charter School

NCLC 2019

May 10, 2019

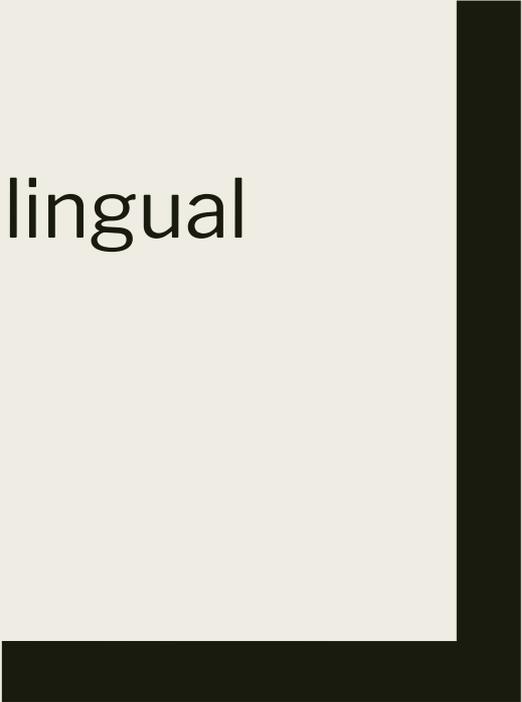
Session Overview

- Opening/Introductions/CELIN Brief Joy Kreeft Peyton
- State of the Field, Robin Harvey
- Morningside PlayCare, Gail Foster
- HudsonWay Immersion, Sharon Huang & Jing Wu
- Washington Yu Ying, Allen Zhong
- Questions/Discussion



Some thoughts about bilingual preschool

Robin Harvey
New York University
CUNY Graduate Center



Increased emphasis on preschool

Children who attend pre-K:

- *More prepared for literacy and math*
- *Improved achievement scores*
- *Lower rates of having to repeat a grade*
- *Higher rates of high school graduation*
 - *(Brookings Institute & Duke University, 2017)*

Movement for Universal PreK 3 and PreK 4

Research finding: The school year is most important time for learning

- Cognitive development in young children is much higher during the school year (Huttenlocher, Levine, and Vevea, 1998)
 - *Language, concept growth, spatial concepts all grew more during school year*
 - *Memory did not differ between school year and summer*
- Oral vocabulary, word retrieval, print awareness in kindergarten predict 2nd grade reading skills (Roth et al., 2002).
- Children enrolled in preschool gained proficiency in English faster while maintaining Spanish proficiency (Rodríguez, Diaz, Duran & Espinosa,

Research findings: Preschool Read-aloud

■ High-level read-aloud strategies

- *Discussion of a story's meaning predicted student vocabulary growth over the school year in Chilean bilingual preschools (Gómez, Vasilyeva, & Dulaney 2017).*
- *Comprehension & vocabulary questions shows effects on preschoolers' receptive vocabulary (Gonzalez et al., 2014).*
- *Classroom time spent discussing stories has been significantly related to expressive vocabulary (Gonzalez et al., 2014).*

Challenges of early immersion programs

- Teacher reported challenges:
 - *Lack of training & materials*
 - *Inability to integrate language and content.*
 - *IB themes are too complicated to teach in Chinese.*
 - *Peer interaction takes place mainly in English.*
 - *Lack of ability to get students to line up by using Chinese*

(Chen, Yang & Chen, 2017).

Value of Bilingualism

- Bilingual and monolingual-to-bilingual students showed increased inhibitory control -- the ability to stop a hasty reflexive response and make another choice (Santillán & Khurana, 2017)
- Increased executive function skills (Bialystok, 1991)
- Students develop empathy and understanding of other cultures
- 21st century skills
- Perceived challenge: language delay

Benefits to bilingual preschool

- Pre-literacy skills transfer across languages (print awareness, morphologic awareness,
- Oral language development
 - *In bilingual students, measures of oral language predicted reading scores in both program languages, Spanish/English (Miller et al., 2006; Davison, Hammer & Lawrence, 2011).*
- Socioemotional skills development in two languages
- Students in bilingual programs do as well as or better than their peers in monolingual classrooms (all kids!)

Morningside Playcare

Dr. Gail Foster

(See separate slides)

HudsonWay Immersion

Sharon Huang

Jing Wu

(See separate slides)

Washington Yu Ying Public Charter School

Allen Zhong

(See separate slides)