

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

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Robin Harvey, New York University

Gail Foster, Morningside Playcare

Sharon Huang & Jing Wu, Hudsonway Immersion School

Allen Zhong, Washington Yu Ying Public Charter School

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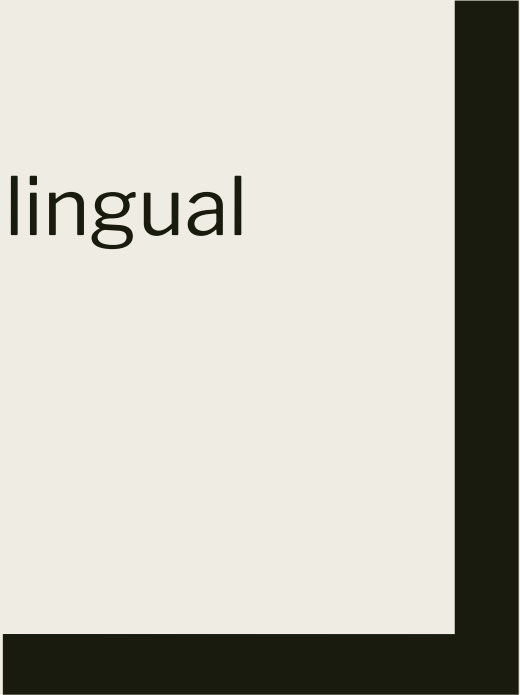
## Session Overview

- 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)