

Speech and Language Issues Among English Language Learners

Li-Rong Lilly Cheng, Ph.D.
Professor, San Diego State University
Managing Director, Confucius Institute at SDSU

May 29, 2018
8:30a.m.-3:30p.m.



- **Learning Outcomes:**
- *The participants will learn:*
- *-The diversity among English language learners*
- *-The RIOT (Review, Interview, Observe, Test) approach to assessing EL students*
- *-The SWOT (Strengths, Weaknesses, Opportunities, Threats) approach to develop intervention strategies for EL students*
- *- The culturally appropriate strategies to provide effective services based on multicultural contexts for EL children*
- *-The steps to acquire cultural competence*
- *-The steps to acquire global competence*



- *Purpose Statement*
- *The purpose of this seminar is to present speech and language issues among English language learners.*
- *Strategies for enhancing assessment and intervention in education settings with EL children will be provided.*
- *Case studies will be presented to illustrate the importance of cultural competence and global competence.*



- *Suggested Schedule:*
- *Morning*
- *Cultural Diversity*
- *Morning Break*
- *RIOT*
- *SWOT*
- *OLLE*



- *Afternoon*
- *Case presentations*
- *Discussions*
- *Conclusion*
- *Q and A*

DIVERSITY

Capacity Diversity

Cognition

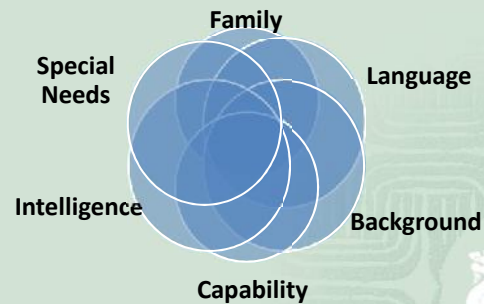
Language Comprehension (Receptive)

Language Expression (Output)

Literacy

Information Processing

DIVERSITY



Cultural Diversity

- **Communication skills:** sensitivity and awareness of interactive styles
- **Socio-cultural knowledge:** the values and beliefs of other cultures, including their concept of kinship, family patterns, and social proximity
- **Linguistic knowledge:** paralinguistic and metalinguistic knowledge

Cultural Diversity

- **Sense of cultural relativism and appreciation of the commonalities:** differences among people, cultures and languages
- **Mutually congruent interactional competence:** the ability to recognize a need for elaborating and clarifying unclear messages



• Acumen (n.)

- Quickness, accuracy, and keenness of judgment or insight.

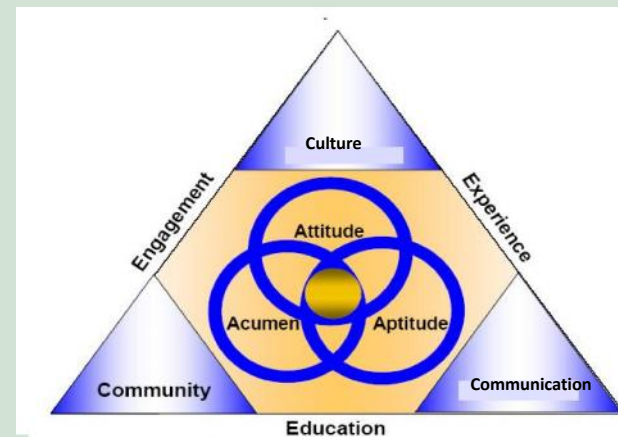


• Attitude

- George Boldt –rainy night, let this couple stay in his room.
- He received a ticket to New York – on the corner of 5th Ave and 34th St. – Waldorf Hotel – a hotel for him to manage.



Cultural Diversity



Introduction

- Who am I?



Hyphenated Identity

- *I am from Taiwan, island grown, Taiwanese is my dream,*
- *Ripples from my tongue, rests in my heart,*
- *I am from Pacific Asia, a stranger from a different shore, deeply rooted in history.*
- *I am from California, I love the city of San Diego.*
- *I am Asian, Asia is in me, but I cannot return.*
- *I am Chinese, China lives in me but there's no way back.*
- *I am Taiwanese. Taiwan remembers me, but I have no home there.*
- *I am new. History made my hyphenated existence. I was born at the crossroads and I am whole.*
- (Cheng, 2004a)



Hyphenated Identity

- **Struggling to be Heard**
- *I am a child of the Chinese diaspora, born at a crossroads.*
- *I am a Chinese- American,*
- *A product of the city of Shanghai I have never known.*
- *An immigrant and the daughter of Cantonese,*
- *I speak Cantonese with love, the language of Dim Sum and Chinatown.*
- *I speak English with passion, it's the tongue of my consciousness,*
- *It is my crystal, my tool, my craft.*



THE CONCEPT OF IDENTITY

Global Reality

- Economic & cultural globalization.
- Internetization; social media.
- Dwindling space, shrinking time, and disappearing borders.
- Foreign cultures are no longer foreign; local communities are no longer cultural islands.



THE CONCEPT OF IDENTITY

National Reality

- Nation-states are weakening.
- Nations are “decision-takers as much as decision-makers.”
- Internationally, supranational institutions reign – UNO, ICJ, WTO.
- Nationally, regional autonomy is recognized – Quebec, Scotland, Hong Kong.
- Some say: “Nation-states are not dying; they are only diversifying.”



B. Kumaravadivelu

6/5/2018

17

THE CONCEPT OF IDENTITY

Individual Reality

- The individual is faced with an array of challenges & opportunities.
- “For the first time in human history, self and society are interrelated in a global milieu” (Giddens).
- Difference & sameness are accentuated.
- Amidst constraints, the individual retains a reasonable degree of agency.



B. Kumaravadivelu

6/5/2018

19

THE CONCEPT OF IDENTITY

Social Reality

- Marginalized communities are assertive.
- Each community creates its own reality.
- Ethnic, religious, linguistic, and cultural affiliations come to the fore.
- Each wants to preserve & protect its identity.
- Any threat to local identities - perceived or real - leads to social unrest.



B. Kumaravadivelu

6/5/2018

18

THE CONCEPT OF IDENTITY

Identity Formation

- Contemporary identities are constructed at the complex intersections between individual, social, national, and global realities.
- Individual identity formation in this globalized world requires:
 - critical knowledge to differentiate real from unreal; ideas from ideologies, information from disinformation;
 - willingness and ability to transgress artificial boundaries imposed by vested interests.



B. Kumaravadivelu

6/5/2018

20

THE CONCEPT OF IDENTITY

Global Cultural Consciousness

- Global cultural consciousness is a synthesis of value systems drawn from inherited cultural heritage, and from learned cultural knowledge of other cultures.
- One's learned cultural knowledge expands one's cultural horizon by clarifying and solidifying one's own inherited cultural heritage.
- In understanding other cultures, we understand our own better; in understanding our own, we understand other cultures better.

B. Kumaravadivelu

6/5/2018

21

THE CONCEPT OF IDENTITY

Suggestions

- Aim at raising global cultural consciousness, grounded in contemporary realities.
- Recognize:
 - Cultural globalization and multiplicity of cultural realities.
 - Learners are not cultural *tabula rasa*.
 - Learners bring to the classroom cultural awareness and adaptability.

B. Kumaravadivelu

6/5/2018

23

THE CONCEPT OF IDENTITY

So What? Why Me?

- Language and culture are closely connected.
- “Language is the place where actual and possible forms of social organization and their likely and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed” (Weeden, 1997:21).
- “English, in its role as a global language, creates, reflects and spreads the import and imagery of the global flows” (Kumaravadivelu, 2006:1).

B. Kumaravadivelu

6/5/2018

22

THE CONCEPT OF IDENTITY

Suggestions (contd.)

- Design reflective tasks to help learners probe, understand, & analyze cultural connections;

B. Kumaravadivelu

6/5/2018

24

THE CONCEPT OF IDENTITY

Rootedness and Openness

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."

(Gandhi, 1921, p. 170)



B. Kumaravadivelu

6/5/2018

25

GLOBAL COMPETENCE

Definition

"Global competency is the knowledge and skills people need to understand today's flat world and to integrate across disciplines so that they can comprehend global events and create possibilities to address them. Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies."

Fernando M. Reimers, Director of the International Education Policy Program at Harvard University.



GLOBAL COMPETENCE

The 4 C's

- Communication
- Collaboration
- Critical thinking
- Creation

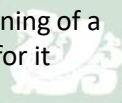


GLOBAL COMPETENCE

Defining Competence

com·pe·tence/'kämpətəns/**Noun**

- 1. The ability to do something successfully or efficiently.
- 2. The scope of a person's or group's knowledge or ability.
- Competence means to understand the meaning of a challenge/problem and creating a solution for it



GLOBAL COMPETENCE

How Can One Achieve Competence?

The 4 E's

- Education
- Environment
- Experience
- Engagement



GLOBAL COMPETENCE

How Can One Achieve Competence?

Gained in a multitude of ways

- Life experience
- Formal education
- Apprenticeships
- On-the-job experience
- Self-help programs
- Training and development programs



GLOBAL COMPETENCE

- What is it?
- Globalization
- Glocalization – McDonald with Baquette
- Fried Chicken with sweet rice



RIOT

- Review
- Interview
- Observation
- Test



1. RIOT Interview Procedure

- **Interview** teachers, peers, family members and other informants: questionnaires are available from multiple sources

(Cheng, 1990, 1991,1995,2011; Langdon,1992; Westby, 1990)



1. RIOT Review

all pertinent documents and background information:

1. school records
2. reports
3. medical records
4. teacher's and/or family's comments
5. linguistic/cultural/social and family background
6. previous therapy or testing results



1. RIOT Interview Procedure

The interviews took place with the presence of an interpreter:

1. How is his quality of communication? At home? At school?
2. Who communicates with him?
3. What was his diagnosis?
4. How was the diagnosis made?
5. Who should make the diagnosis?
6. What languages should be used to assess DC?



1. RIOT

Interview Procedure

1. How was the assessment conducted?
2. Who made the diagnosis?
3. What was the parents' role in arriving at this diagnosis?
4. Why were his grandparents so concerned about his lack of speech development?



1. RIOT

Observation Procedure

- Observe in multiple contexts with a variety of people: Observe interactions: scripts, knowledge, awareness, cues
- observe in multiple contexts with a variety of people:
- observe interactions at school both in the classroom and outside
- observe interactions at home
- observe interactions in the community



1. RIOT

Interview Results

- Some words in English and some mixed phrases
- Hardly any Chinese
- When speaking English, DC did not interject Chinese words
- When speaking Chinese, DC used English
- Exhibits grammatical & word order errors in both languages
- Uses simplified forms of English & Chinese



1. RIOT

Observation Procedure

1. DC was observed in the classroom and at home on many occasions.
2. DC appeared to be a happy child with many interests.
3. When DC tried to communicate, his sentence constructions were awkward.



1. RIOT

Observation Procedure

4. DC tried to express complex ideas but did not have the ability to construct appropriate sentences.
5. DC's expressive abilities limited him. His messages could not be adequately conveyed.



1. RIOT

Observations

- During the classroom observation, DC participated in small group activities (8 children) independently. DC was able to sit attentively, volunteer answers and comments by raising his hand and waited to be called on, take turns with peers for classroom jobs, and participate chorally during the flag salute, calendar, and poetry reading.



1. RIOT

Observation Procedure

Check:

- verbal input and comprehension
- verbal output and language expression
- language preference and dominance
- overall cognitive function
- peer interactions
- family dynamics



1. RIOT

Observations

- During familiar structured tasks such as circle time, independent desk work, and one-on-one reading with the teacher, DC kept his hands and objects to himself, walked in the classroom, used an appropriate speaking volume, managed his materials, and responded to one- and two-step directives without repetitions.



1. RIOT

Observations

- DC transitioned independently, walked to and from the boy's bathroom, listened to a story, and kept his hands and materials to himself. DC did not follow verbal directions given by the adult (10 repetitions, "Divide your dough into 3 pieces.") to complete the cooking task. DC manipulated his dough by rolling it, punching and slapping it, and making a snowman out of it. He engaged in self-directed behavior until the adult gently divided the dough for him.



1. RIOT

Test Procedure

–Test

- Use informal assessment: wide-angled to detailed
- Obtain language samples in both languages
- Select instruments for assessment battery
- Adapt formal testing procedure



1. RIOT

Observations

- Following this support, DC continued the task according to verbal directions and a visual model; however, he did not follow directions regarding the use of all of the materials, but preferred to complete the task in a self-directed manner.
- DC's difficulty following directions may be influenced by a variety of factors, including his individual preferences and his receptive language deficits; however, he appears to respond well to structured group activities and routines.



1. RIOT

Test Procedure


both school language and home language:

- use informal assessment
- obtain language samples in both languages
- use authentic assessment
- select instruments for assessment battery
- adapt formal testing procedure
- use alternative scoring
- use dynamic assessment
- use portfolio




1. RIOT

Test

1. The Preschool Language Scale-3 (comprehension part) and Expressive One Word was administered and norms were not used. The same tests were translated into Chinese and administered.
 2. DC got frustrated when he could not be understood- expressive abilities did not match his expressive ability
 3. DC attempted more elaborate explanations but failed
 4. DC was motivated, verbal and wanted to communicate
- 


1. RIOT

Lesson Learned

6. Taking time to orient the family to the testing, the interviewing and the whole special education process.
 7. Needing to gather a lot more background information about the child's language learning history and to consider the influences of bilingualism.
- 


1. RIOT

Lesson Learned

1. Gathering information over time was essential.
 2. Cultural sensitivity was imperative.
 3. Allowing more time to get a whole picture of the child.
 4. The overall Individual Education Plan (IEP) process was overwhelming.
 5. A lot of coordination is needed.
- 

1. RIOT

Clinical Questions

1. How can the mother help with his language at home since he has trouble expressing himself ?
 2. DC cannot generate effective sentence constructions when describing and explaining, so what can be done?
 3. How can the mother help him in his attempts at higher constructions?
 4. Would DC be a child to provide bilingual therapy to?
- 

1. RIOT

Clinical Questions

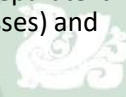
5. What could the grandparents do?
6. What is the best strategy for mother to read to DC?
7. The big question is: how can school-home connection be established?
8. What more can we do?



2. SWOT

Definition

- SWOT analysis is a basic, straightforward model that provides direction and serves as a basis for the development of clinical strategies. It accomplishes this by assessing client's strengths and weaknesses in addition to opportunities and threats.
- SWOT analysis is an important step in planning and its value is often underestimated despite the simplicity in creation. Its role is to take the information from the clinical analysis and separate it into internal issues (strengths and weaknesses) and external issues (opportunities and threats).



SWOT

- Strengths
- Weaknesses
- Opportunities
- Threats



2. SWOT

Definition

- Once this is completed, SWOT analysis determines if the information indicates something that will assist the clinician in accomplishing its objectives (a strength or opportunity), or if it indicates an obstacle that must be overcome or minimized to achieve desired results (weakness or threat)



2. SWOT

Strengths

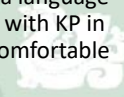
- Strengths were noted in the following areas: 1)ability to attend to highly familiar, structured tasks in the school setting as well as personally motivating activities; 2) ability to understand routine-based language activities, ability to transition between regular education classroom and SDC classroom, and 3)ability to follow one- and two-step verbal directions.



2. SWOT

Opportunities

- focus on his expressive and receptive language skills, vocabulary, and pragmatic
- increase social interaction opportunities with a variety of speech models, including typically developing peers, listeners and conversational partners.
- focus on the delivery of messages using contextual cues.
- encourage parents to seek the use of interpreters to obtain information regarding his school performance, progress, and special education programming and procedures.
- provide models for parents to work with him with a language-enriched environment at home by communicating with KP in the language that they feel most competent and comfortable using.



2. SWOT

Weaknesses

- Weaknesses were noted - moderate-severe receptive and expressive language delay, characterized by deficits in both spoken and written language;
- a mild speech disorder, characterized by reduced intelligibility due to imprecise articulation, the use of jargon, and sound substitutions;
- limited social skills, characterized by reduced eye contact, limited social initiation, and a preference for self-directed activities;
- difficulty attending to and transitioning between unstructured, unfamiliar tasks.



2. SWOT

Threats

- Threats -although the prognosis for change with speech-language intervention is considered good in light of DC's reported progress in school and the high level of support provided both at home and in school, the student require monitoring and consistent intervention.



2. SWOT

Using SWOT To Analyze A Bilingual Case

- We need to look at the strengths of the client, the weaknesses of the client, the opportunities the client has and the potential threats if the correct diagnosis is not made and the appropriate intervention is not provided.



2. SWOT

Using SWOT To Analyze A Bilingual Case

- Shanghai, both parents are successful–
- Long hours at work, extensive traveling
- Nanny took care of the child
- age 2 -8- no speech



2. SWOT

Using SWOT To Analyze A Bilingual Case

- Use the data collected to establish intervention strategies: we will look the results collected and develop strategies based all the data obtained from the SWOT
- Analyze the complex process of decoding messages with mixed codes



2. SWOT

Using SWOT To Analyze A Bilingual Case

- Singapore
- father -multinational company-Mandarin, Cantonese, English
- mother - socialite-Mandarin and English
- Nanny - Mandarin and Hokkien
- age - 3-5 - no speech





Pt 1

Based Shaman

Virginia Tech

Seung-Hui Cho

Virginia Tech Incident

- To address his problems, Cho's parents took him to church. Cho was bullied in his church youth group, especially by "the rich kids."
- The pastor noted Cho's behavior and speculated that Cho may be a little autistic, Cho's mother decline to take him to the hospital.

Case study 2. Young Adult Virginia Tech Incident

Seung-Hui Cho


- Born in South Korea.
- Had difficulties communicating with family and others.
- In 1992 at age 8, Cho and his family moved to the U.S.
- Cho's relatives thought that he was mute or possibly mentally ill. According to Cho's uncle, Cho "didn't say much and didn't mix with other children."
- In middle school and high school, Cho was teased and picked on for his shyness and UNUSUAL speech patterns.

Virginia Tech Incident

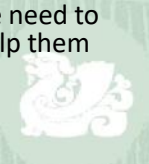
- Cho enrolled as a business information technology major at Virginia Tech and later changed to English.
- Fellow students described Cho as a "quiet" person who "would not respond if someone greeted him" and noted his anti-social behavior.
- One roommate observed that Cho demonstrated repetitive behaviors.
- Professors noted his poetry and writing was obscene, violent, and "seemed very angry".

Virginia Tech Incident


What was his birth history?
 What was his early developmental history?
 How about family history?
 What was his early language history?
 What was his social history?
 Did he have a speech language disorder?
 Did he have a pragmatic disorder?
 Was he lost?
 Could he find love in his life?
 Could his family be helped?
 Could early diagnosis and intervention have helped to prevent this tragedy?



Virginia Tech Incident


- His family message to the world also indicated hopelessness and helplessness and a sense of despair and feeling lost. They never could have envisioned that he was capable of so much violence.
 - His sister Su-Kyung Cho said that “This is someone that I grew up with and loved. Now I feel like I didn’t know this person....My brother was quiet and reserved, yet struggled to fit in”.
 - This tragedy has confirmed one thing – the need to understand people and their needs and help them when they are going through crisis.
- 

Virginia Tech Incident

- Was he in an ESL (ELL) program?
 - Was he referred to speech pathology services?
 - Or was he a victim of being bullied?
 - Was he referred to counseling?
 - Did his parents get involved in his schooling??
 - Or were they silent about his education?
 - Was there any record of attempted communication with his parents about his problem?
 - What was his life like as a high school student?
 - What was his social life like?
- 

Virginia Tech Incident

In the context of the Korean culture:

- Were the parents ashamed of his problem?
 - Did they get the help from professionals including psychologist, speech language pathologists or counselor?
 - If not, why did they not seek help?
 - Did they think that by going to the United States, the problem could be resolved?
 - Did the cultural imperatives interfere with their decision making?
 - Did they have knowledge or information about emotional/communicative disorders?
 - The most important question is: Could this tragedy have been prevented?
- 

Virginia Tech Incident

To avoid or reduce biases we need to ask the following questions in multicultural encounters:

- What is our reaction when we encounter someone with a background different from our own?
- Where do our biases come from?
- Where do we learn our biases?
- And from whom?
- What impressions do we have when we encounter an unfamiliar social and cultural situation?



Bilingual

- Definition: Who is a bilingual?
- Balanced bilingual
- Simultaneous
- Sequential
- Child language




Behavioral Observation Checklist

- Physical Activity Level
- Response Latency
- Level of Interaction
- Attention to Task
- Fatigue/Boredom/Frustration



- Code switch
- Bidialectal
- Code Mix
- Mixed vernacular




- Words in context.
 - Emotional content of words/Humor
 - Pragmatics and code-switching
 - Nonverbal Communication
 - Forms of disclosure
 - Kinesics
 - Proxemics
 - Greetings
- 


Countries that are multilingual

- Switzerland
 - South Africa
 - Belgium
 - Singapore
 - Canada
 - Luxemburg
- 

World of Englishes

- American English
 - British English
 - Australian English
 - South African English
 - Singaporean English
 - Taglish
- 

Assessment Issues

- Home language?
 - Care taker? Father's language? Mother's language?
 - School language?
 - How long does it take to learn a language?
- 

Red Flags

- Intelligibility: Can anyone understand the child?
- If so, who?
- Input (Comprehension): Does the child understand any language?
- Output (Expression): Does the child use any language?



Questions

- what guided your clinical practice when it involves a language you don't speak?
- increase in clients who speak unfamiliar languages,(Burmese, Thai etc) and maybe you can share your experiences of working with minority groups with which you don't share the same language ?



Red Flags

- Language Samples: one word, two words, multiple words, sentences, connected speech?
- Story telling
- Story retelling
- Social environment
- Language mixing



Global Trends

- Mobility
- Migrants
- Intercultural marriages
- Enclaves/Mixed vernacular
- World of Englishes
- Refugees/Asylum seekers
- Multilingualism



Issues

- Parents do not speak the school language
- Parents are semi-literate
- Lack of care at home
- Mother's mother tongue?
- Case Studies



LEARNING DISORDERS

Clinical Considerations

- Wide range of normalcy
- Individual behavior in early years: temperament-easy, difficult, slow, etc.
- No clear-cut standards to judge
- Social / Emotional / Personality Characteristics
- Some problems are transient: fear
- Impairments have considerable overlaps: describe, not label



LEARNING DISORDERS

Detection Guidelines

- Inefficiently vocabulary development
- Delay in applying linguistic structure
- Medical history
- Display disabling condition
- Unintelligible speech/distortions
- Dysfluency and voice disorders
- Oral motor difficulties
- Unevenness in performing in different languages areas
- Short and choppy sentences
- Communication difficulties in the home

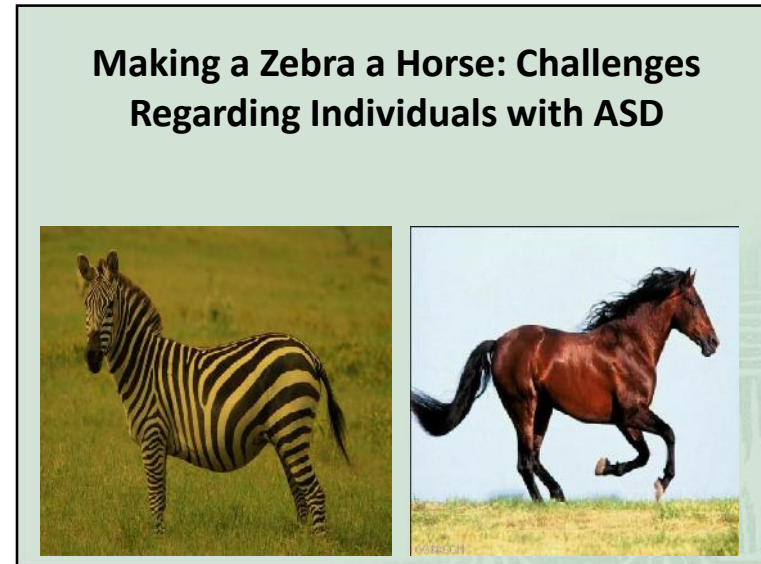
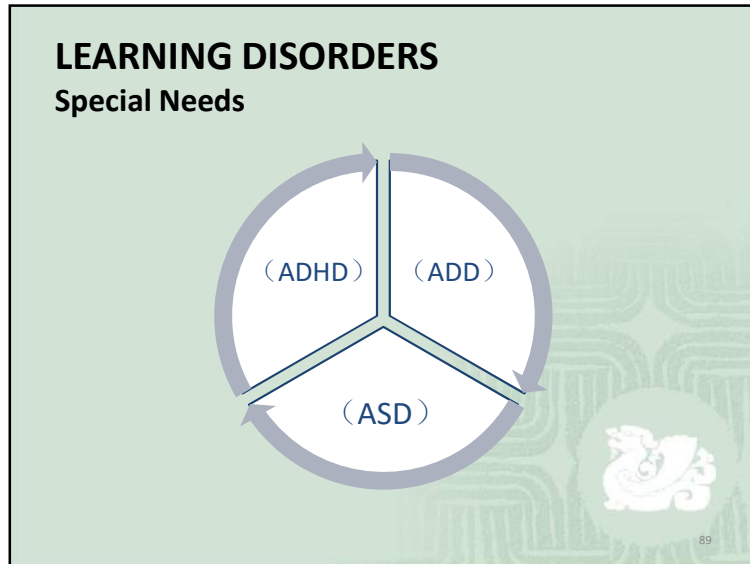


LEARNING DISORDERS

Clinical Considerations

- Variations in child-rearing practices:
 - degree of permissiveness
 - open expression of feelings
 - degree of parental control
 - performance expectations
 - degree of affection
 - types of discipline
 - sickness vs. wellness
 - prevention
 - education





- ### LEARNING DISORDERS
- #### Autism Spectrum Disorder
- Genetic
 - Vaccination ?
 - 1/55
 - More boys than girls
 - Environmental issues
-

- How do people perceive individuals who have autism spectrum disorders (ASD)?
 - This is shown through the following metaphor:
-

- Neurotypical people are horses, whereas individuals with ASD are zebras. Zebras have striped hides, unlike most horses, so someone trying to hide zebras inside a group of horses would attempt to disguise this difference by painting the zebras' hides to match those of the horses.



- Teachers may attempt to teach students with ASD as if they were normally-developing children; with some attention paid to making them stop or reduce disruptive behaviours.



- However, zebras have different mindsets and behaviours than horses, which will show through in spite of any changes in their hide.



- However, this would not cause the students with ASD to develop at the same rate as normally-developing students. At best, it would teach the students with ASD to mimic what normally-developing students do, without understanding why it is done.



LEARNING DISORDERS

Autism Spectrum Disorder

- All children with ASD demonstrate deficits in social interaction, verbal and nonverbal communication, and repetitive behaviors or interests.
1. Lack of interest in other people or in sharing interests or achievements
 2. Delay in learning how to speak or doesn't talk at all. Speaking in an abnormal tone of voice, or with an odd rhythm or pitch
 3. Obsessively following routines or schedules, and playing in repetitive ways

97

LEARNING DISORDERS

Attention Deficit Hyperactivity Disorder (ADHD)

- Children with ADHD are
 - Be easily distracted by external factor
 - often has difficulty sustaining attention in tasks or play activities
 - often does not seem to listen when spoken to directly
 - often has difficulty organizing tasks and activities
 - often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort
 - is often forgetful in daily activities

98