

THE SUITABILITY OF CLIL FOR STUDENTS WITH LEARNING CHALLENGES

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ROAD MAP

A. PROGRAM EFFECTIVENESS

B. AT-RISK STUDENTS:

☀ pre-school children

☀ school-age children

TERMINOLOGY

- A. Immersion
- B. Bilingual education
- C. Dual language education*
- D. CLIL

* At least 50% of curriculum instruction is taught for at least one grade using an L2

HOW EFFECTIVE ARE DUAL LANGUAGE PROGRAMS?

THEY WORK!

more than 50 years of research in
the U.S., Canada and around the world

A) L1 development

B) Academic achievement

C) L2 acquisition:

1. advanced levels of functional proficiency in L2
2. comprehension skills better than production skills
3. gaps in grammatical and vocabulary development in comparison to L1 speakers

"The point is that my daughter has to speak 3, sometimes 4 languages simultaneously...."

My concern is:

- How to not overload the child's brain*
- How to not cause a delay in her vocabulary development...*
- Should we separate one language from another in terms of a territory or a time of use?*
- Should we all switch to English while helping her to work on her homework?*
- Is there a such thing as a right or an optimal way raising a multilingual child?*

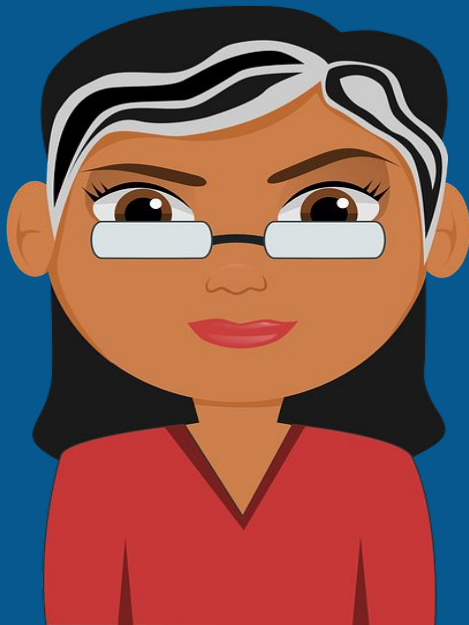
.... questions, questions, and more questions"



QUESTIONS FROM A FATHER

AT-RISK STUDENTS?

“.... I am a psychologist working in English schools in a very French environmentMy knowledge of the problematic was leading me to believe that adding yet another language on a child having difficulty mastering his mother tongue could be putting too much pressure and setting the child up for failure.”



**CONCERNS from a
SCHOOL PSYCHOLOGIST**

THE ISSUES

▶ A question of fairness

- At-risk learners have limited access to dual language learning

▶ Ethical issues

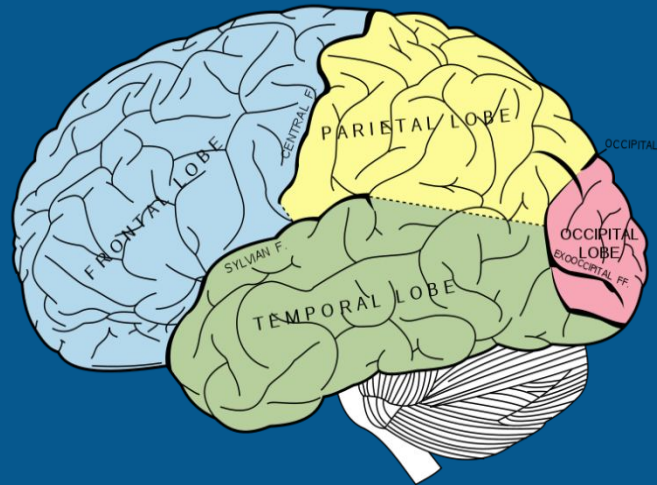
- Should at-risk students be excluded from these benefits?
- Are we prepared to include them?

▶ Pedagogical issues

- Can we identify at-risk dual language students?
- Are some types of programs more suitable than others?
- Can we provide appropriate services?
- Are teachers prepared to provide support?

THE PRE-SCHOOL YEARS: A QUESTION OF CAPACITY

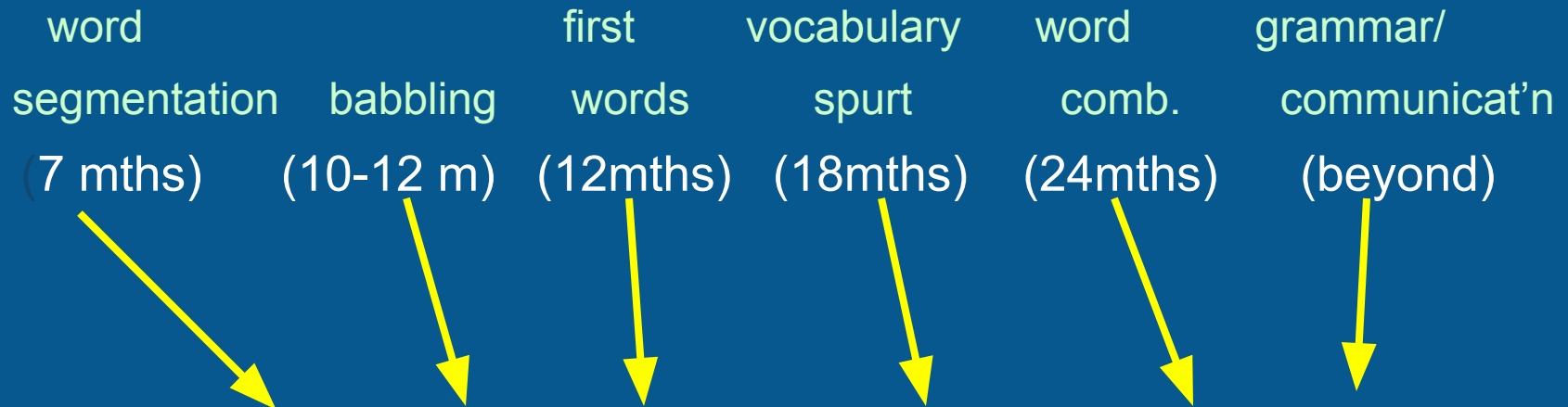
*typically-developing infants & toddlers
are neuro-cognitively prepared
to learn more than one language*



learning environment is critical

EVIDENCE

MONOLINGUAL MILESTONES



**MILESTONES FOR BILINGUALS ARE THE SAME
(if they are provided adequate input)**

BILINGUAL CHILDREN ARE DIFFERENT FROM MONOLINGUALS

Differences usually reflect:

- different learning environments: amount of input, quality of input, consistency of input
- specific properties of the input languages (similarity in sounds, words, grammar, discourse)
- use of bilingual-specific learning strategies

PRE-SCHOOL CHILDREN WITH DEVELOPMENTAL DISORDERS

- Developmental language disabilities
- Down Syndrome
- Autism Spectrum Disorder

FRENCH-ENGLISH BILINGUALS WITH DEVELOPMENTAL LANGUAGE DISABILITIES

PARADIS, CRAGO, GENESEE & RICE (2003)

**bilinguals with DLD
(8-years old)**

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graph TD; A["bilinguals with DLD (8-years old)"] --> B["Fr monos with DLD"]; A --> C["Eng monos with DLD"]
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Fr monos with DLD

Eng monos with DLD

RESULTS

a) Severity of impairment:

bilingual children = monolingual children
(in L1 and L2)

b) Patterns of impairment:

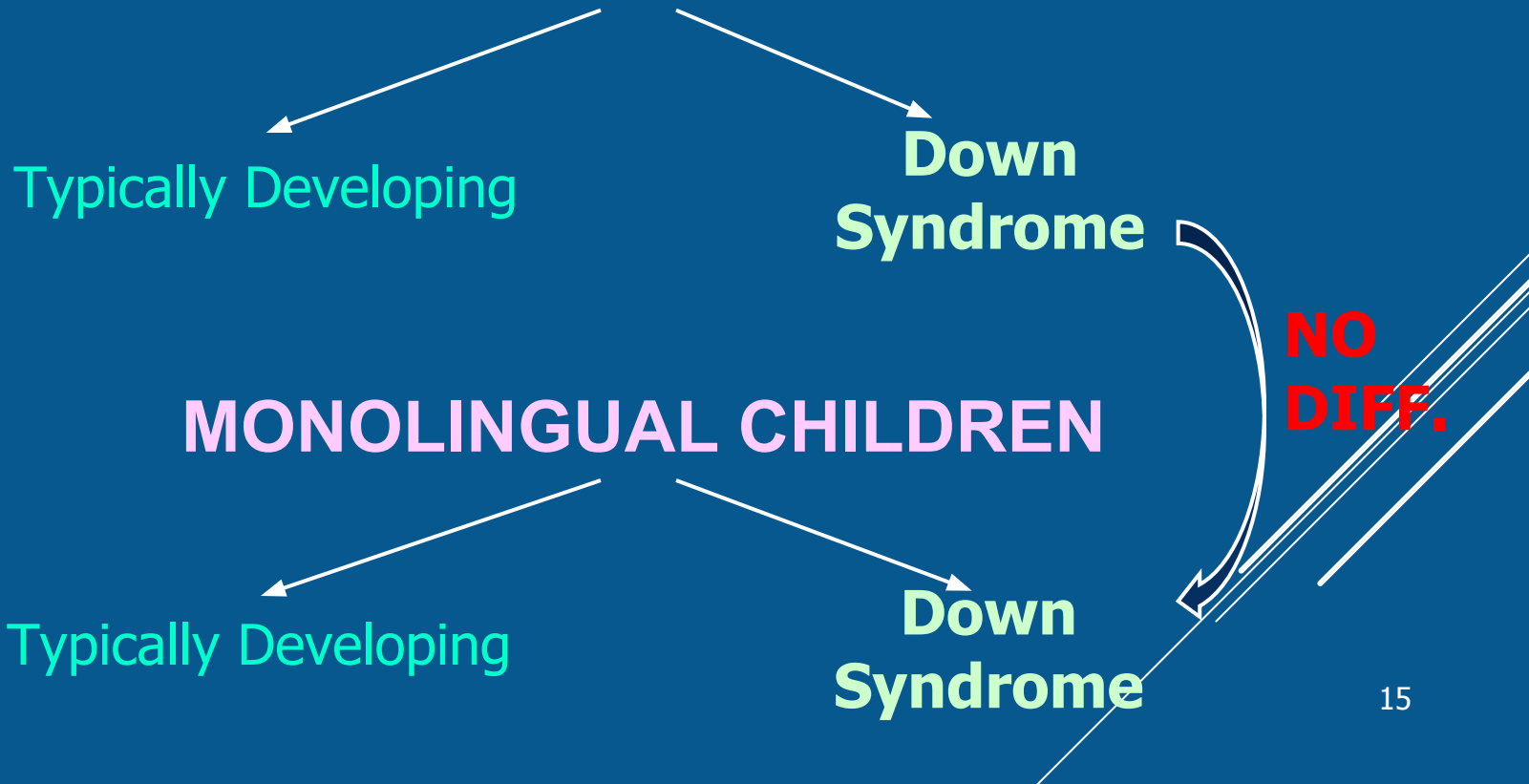
bilingual children = monolingual children
(in L1 and L2)

CHILDREN WITH DOWN SYNDROME

KAY RAINING BIRD, CLEAVE, TRUDEAU, THORDARDOTTIR, SUTTON, & THORPE,
2005



BILINGUAL CHILDREN



REVIEW ARTICLE

Raining Bird, E., Genesee, F., & Verhoeven, L. (2016).
Bilingualism in children with developmental disorders.
Journal of Communication Disorders. 3: 1-14

CAVEAT!

ALL CHILDREN ARE DIFFERENT

EACH CHILD SHOULD BE
CONSIDERED INDIVIDUALLY

**OPPORTUNITIES TO LEARN
ACCOUNT FOR MOST
DIFFERENCES**

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

AT-RISK STUDENTS
in
DUAL LANGUAGE PROGRAMS

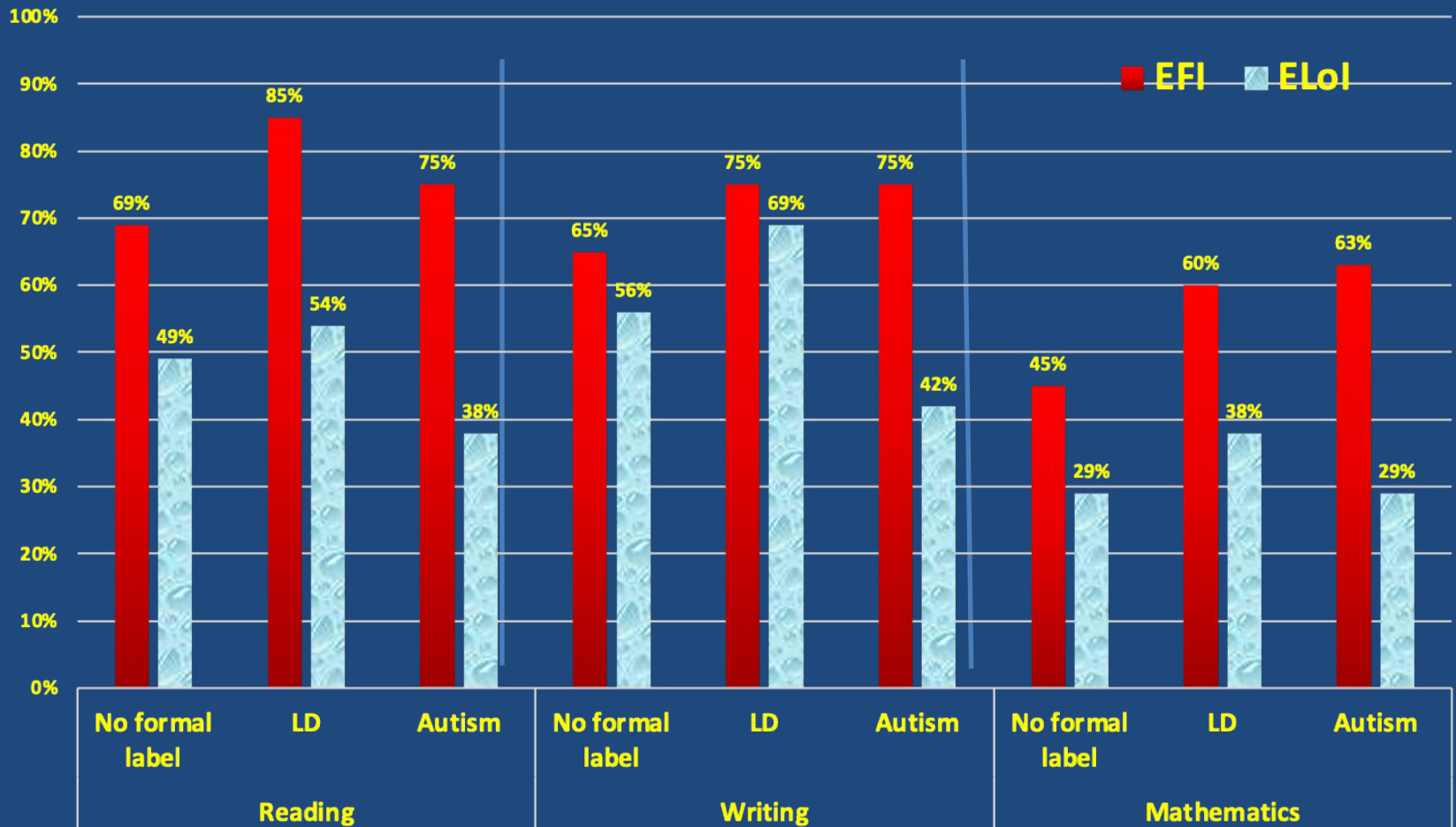
LEARNERS with NON-CLINICAL CHALLENGES

- low socio-economic status
- low academic ability
- minority ethnic group

**AT-RISK students
in dual language
programs** **AT-RISK students
= in monolingual
programs**

OTTAWA-CARLETON STUDENTS with SEN PROJECT

% at or above provincial standards



OTHER CONSIDERATIONS

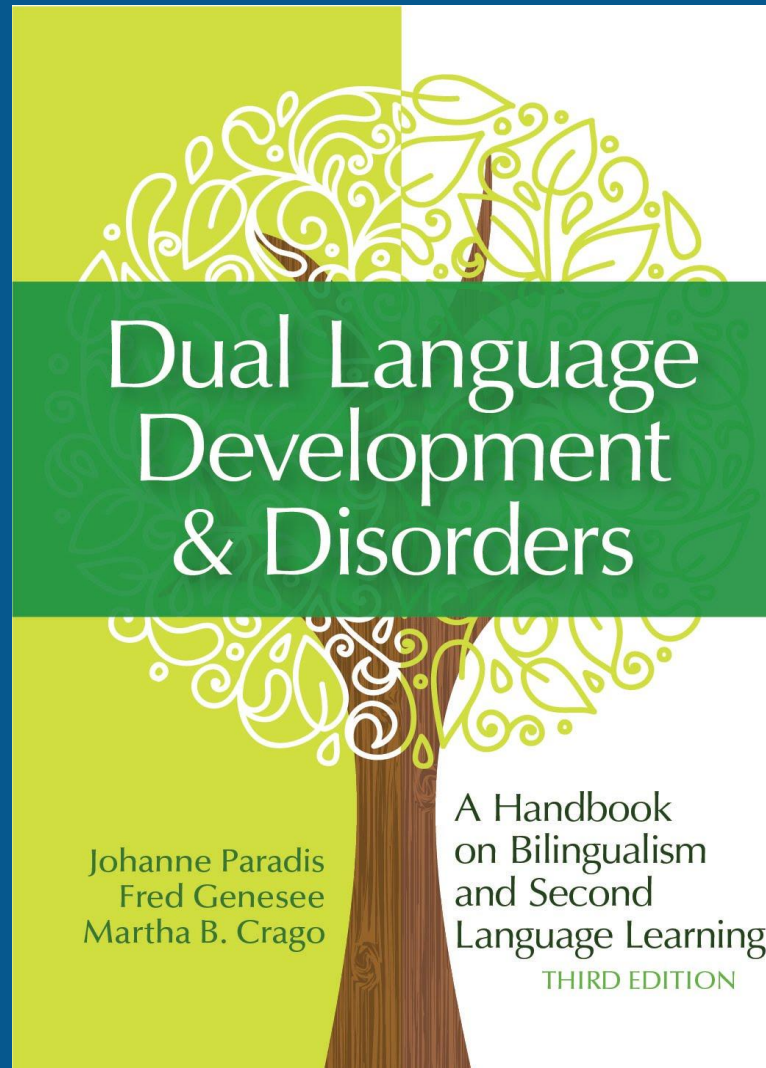
decision to enrol or keep an at-risk student in a dual language program should consider:

- *child's need for additional language*
- *school's resources to provide support*
- *family's capacity to provide support*
- *child's resilience*

SUMMARY

1. DL education is effective – for a wide range of students
2. Dual language learning during preschool years and in school settings does not put at-risk students at enhanced risk
3. Achievement in L2 is linked to quality of learning environment

for more:



BROOKES

THANK YOU

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