


Multilingualism Research

Symposium

Tuesday, May 30, 2023

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- 15:30 | M003 **Student engagement and achievement in two-way immersion (Spanish-English) bilingual education programs**
Adam Winsler George Mason University, Fairfax, VA
- 17:30 | EO 382 **Developmental stages in multilingual development**
Anke Lenzing University of Innsbruck
- 18:30 | EO 382 **Precursors to and academic outcomes of becoming bilingual in Miami, USA**
Adam Winsler George Mason University, Fairfax, VA



Adam Winsler is professor of Applied Developmental Psychology at George Mason University. His large-scale longitudinal research ($N > 30.000$) focuses on low-income multilinguals.



Anke Lenzing is professor of English Language Teaching at Innsbruck University. She investigates a psycholinguistic model of development in second language comprehension and production.

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ABSTRACTS

Student engagement and achievement in two-way immersion (Spanish-English) bilingual education programs

Adam Winsler

Dr. Winsler will discuss results from two studies in the USA relevant to the academic engagement, achievement, and English language acquisition of Dual Language Learners (DLLs; Spanish-English). In Miami, Florida, (n=38,000) students in poverty (50% DLLs in various kinds of bilingual education programs) were followed from preschool through 12th grade. In North Carolina, kindergarten through 3rd grade students (n=203; 50% English at home, 50% Spanish) in Two-Way Immersion (TWI) programs that support both language in the classroom were observed in classrooms and assessed for academic and Spanish and English language outcomes from the beginning to the end of the school year. We find that a) earlier mastery of English is associated with stronger academic outcomes in 5th grade, b) DLLs in TWI programs learned English faster than those in "bilingual" programs without support for the home language, c) students in 50/50 TWI classrooms where they switch languages mid-day are more engaged in class than those in 50/50 classrooms when they switch language every other day.

Developmental stages in multilingual development

Anke Lenzing

This presentation engages with the finding that learners of an additional language follow the same developmental path in the acquisition of specific morphological and syntactic structures. I will introduce the core tenets of Processability Theory (PT) (e.g., Pienemann & Lenzing 2020), a psycholinguistic theory of second language acquisition (SLA) that focuses on the development of second language processing capacities and that provides an explanation for the observed developmental trajectories in language production. Widening the scope of PT, I introduce the integrated encoding-decoding model of SLA (Lenzing 2021) that engages with L2 comprehension processes. I will present empirical evidence for developmental schedules in German (production) and English (comprehension & production) as an additional language and show that the developmental constraints proposed in PT also apply to the comprehension of an additional language.

Lenzing, A. (2021). *The Production-Comprehension Interface in Second Language Acquisition: An Integrated Encoding-Decoding Model*. London: Bloomsbury Academic.

Pienemann, M. & A. Lenzing (2020). Processability Theory. In: VanPatten, B., Keating, G. & S. Wulff (Hrsg.) *Theories in Second Language Acquisition. An Introduction. 3rd edition*. New York: Routledge, 162-191.

Precursors to, and academic outcomes of, becoming bilingual in Miami, USA

Adam Winsler

In this presentation, Dr. Winsler will report results of a large-scale, longitudinal study ($n > 30,000$, from age 4 through high school) which examined predictors (and outcomes) of the longitudinal acquisition of English among a large sample of ethnically diverse, low-income, Hispanic dual-language learners (DLLs) in Miami. Participants were assessed at age 4 for language, cognitive, socio-emotional, and behavioral skills and followed throughout schooling. Multivariate analyses demonstrated that Spanish-speaking preschoolers with greater initiative, self-control, and attachment and fewer behavior problems at age 4 were more successful in obtaining English proficiency by the end of kindergarten compared to those initially weaker in these skills, even after controlling for cognitive/language skills and demographic variables. Also, greater facility in Spanish at age 4 predicted faster attainment of English proficiency. Children who acquired English proficiency earlier did better on all 5th grade academic outcomes, compared to children who mastered L2 (English) later. Early bilinguals, DLLs, and immigrant students typically outperform monolingual English speakers and native-born students on most outcomes through middle school. Early bilingualism was also associated with students enrolling and excelling in L3 language courses in secondary school. Social and behavioral skills and proficiency in Spanish are valuable resources for low-income English language learners during their transition to school, and support for home language L1 appears to be important in bilingual education programs in the USA. Early bilingualism also appears to support L3 learning many years later.