Though dual language immersion programs have been growing rapidly across the United States and around the world, our understanding of how school age children learn two languages simultaneously in a classroom setting remains restricted, especially when the two languages employ different writing systems. In this talk, I will introduce the studies I conducted on school age children in an English-Mandarin dual language immersion program in an urban public school. Specifically, this talk will discuss how oral language competences in the two languages contribute to children’s literacy skills within and across languages, and how facets of children’s language-specific skills contribute to their literacy learning differently. Based on the findings, I will discuss the implications for language and literacy learning in a dual language immersion setting, and assessment of dual language learners.

SHACS is a collaboration between the UW Department of Speech and Hearing Sciences and the Virginia Merrill Bloedel Hearing Research Center (VMBHRC). To learn more, contact Llyne Foy at 206.616.6655 or lfoy@uw.edu.

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