

ACQUISITION OF LITERACY IN BILINGUAL CHILDREN
IN THE DOMINICAN AMERICAN

By

Lic Venecia Tejada Reyes

Bachelor in Industrial Psychology graduated from the UAPA
and student of Modern Languages at the Autonomous University of Santo Domingo
(UASD)

Bonao, Monseñor Nouel, Dominican Republic

November, 2015

INDEX

ABSTRACT	i
INTRODUCTION.....	ii
ANTECEDENTS	1
IMPORTANCE OF THE THEME.....	2
NATURE OF PROBLEM	2
OBJECTIVES.....	3
OVERALL OBJECTIVES.....	3
SPECIFIC OBJECTIVES.....	3
RESEARCH QUESTIONS.....	4
TERM DEFINITIONS.....	4
LITERATURE REVIEW.....	6
METHODOLOGY	10
RESEARCH DESIGN.....	10
PARTICIPANTS.....	10
PROCEDURES.....	11
RESEARCH INSTRUMENTS.....	11
EXPECT RESULTS.....	11
GENERAL AND SPECIFIC LIMITATION.....	11
SCHEDULE OF ACTIVITIES.....	11
DISCUSSION.....	12
CONCLUSION.....	14
REFERENCE.....	15

Abstract

In this research study presents an analysis in the area of literacy in bilingual children in the Dominican American. Base on the framework of bilingual literacy.

The population working was bilingual children aged 2 to 10 years, the last two weeks at the observation section in class with the aim of seeing how children develop in school with their teachers and how they act in your neighborhood, community, town or country.

The evidence presented is particularly relevant for education in bilingual children in the Dominican American, as the scarcity of published material for these children is a limiting factor, decisively, the acquisition of literacy in the mother tongue of bilingual children. The teacher using mechanisms to exploit cultural and linguistic experience of the student who has had extensive contact and sustained writing before entering primary is suggested. It is proposed precisely that lack of written or functional material used writing in the child's environment is not necessarily dispositive school failure.

Introduction

If the acquisition of literacy in children should be bilingual in both languages status be used as a part of our daily personal lives, you bony interaction between teacher and student in class.

Combined with language instruction and cultural communication continued the child at home, neighborhood, city, town and country for it to be possible to adapt to the culture of other language.

The practice and theory in the acquisition of literacy in bilingual children have raised new prospects and challenges for educators, while a series of question arise, regarding issues related to literacy in bilingual children Dominican American.

Both teachers and researchers get cross of his classwork; particulars have identified several problems that hinder the acquisition of literacy in bilingual children. For some obstacles seem so insurmountable that question the very idea of literacy in another language.

However, experience suggests that bilingual education is not only possible and balanced additive bilingualism (English language / Spanish), but represents the optimum condition for the full linguistic and cognitive student development.

Antecedents of the Theme

The World Declaration on Education for all (Jomtien, 1990) has argued that education it begins at birth and continues throughout life. Therefore the social impact of literacy accompanies the subject throughout the entire life cycle. The first effects are observed in the family and primary socialization children. Later, in adulthood, literacy will affect the social position, income economic and cultural capital of the subject.

It is important to consider definitions of literacy across the life span of the individual from “womb to tomb” (alexander, 1997). Definition of literacy should encompass the cognitive, affective, socio-cultural, cultural-historical, creative and aesthetic dimensions.

Three important international assessment initiatives, the programmer for international Student Assessment (PISA), the progress in International Reading Literacy Study (PIRLS) and the programmer for International Assessment of Adult Competencies (PIACC) all emphasize constructivist interactive processes of reading, where readers actively construct meaning from text. They recognize the importance of literacy in empowering the individual to develop reflection, critique and empathy, leading to a sense of self-efficacy, identic and full participation in society. The PIRLS definition also refers to the velopment of a community of reader within schools, where social interactions around text encourage both the development of habits of mind (Brunner & Tally, 1999) and positive attitudes towards reading within the classroom teaching bilingual (Brown & Deavers, 1999; Luckin, 2008; Reinking & Bradley, 2000; Zhao & Frank, 2003).

Importance of the Theme

I decided to tackle this issue because English is a global language that everyone must learn and your children can master two languages is the best of the best gifts you can give your child. Being bilingual is good for your child's brain, facilitates communication with grandparents and family and is an advantage for finding a job in the future.

Around the world, children learn more than one language without incurring problems with speech or language. Bilingual children develop language skills as other children do, so yours also dominion two languages is no exception.

Nature of Problem

Often dominant Spanish Bilingual children experience problems. Anyone can learn a new language. Some people find it easier than others, but everyone can do it. People who can speak two languages well are bilingual.

Children, especially, can learn to be bilingual. They can learn two languages at home, at school or in the community. Some children learn both languages very well, but they know one language better than the other. The language that children learn better is called the dominant language. The dominant language may change over time, especially if the child does not use it regularly.

Speaking two languages is like any other skill. To do this, the child needs a lot of practice, which parents can provide. Without practice, it may be difficult for the child to understand or speak a second language.

Nationally, learning English has become vital for recovery which it has acquired through the years and different experiences. Achieve at least a basic level of English is not possible if you have scarce teaching resources to motivate students to take an interest in the language. Considering the numerous legislative changes with regard to learning a foreign language in education, first, issues related to the acquisition of a mother tongue first and second foreign language, since despite being two distinct processes, it is very important that the teacher or specialist teacher know the similarity between them.

Objectives

Overall Objectives

To analyze the acquisition of literacy in bilingual children in the Dominican American.

Specific Objectives

- 1- To define what literacy in bilingual children Dominican Americano.
- 2- To identify key demographic characteristics that distinguishes children in their literacy.
- 3- To verify the program devised by the Dominican American to improve literacy in bilingual children.
- 4- To investigate whether there are standardized tests to measure bilingual dedicated literacy of children.
- 5- To specify how teachers can carry out the program of literacy acquisition in bilingual children.

Research Questions

To accumulate the relevant evidence, the following research question was formulated:

1. What is literacy all about in bilingual children in Dominican American?
2. What demographic features distinguish literacy children?
3. Are there programs devised to enhance children?
4. Are there any standardized tests dedicated to measure literacy?
5. How can EFL teachers carry out those programs in order to enhance student is literacy?

Term Definitions

Auditory Training: training the recognition and interpretation of common sounds, such as musical sounds or speech.

Bilingual: written or spoken in two languages.

Delayed Speech: a speech disorder of children in which the levels of intelligibility, vocabulary, complexity of utterance, etc., are significantly below the levels considered standard for a particular age.

Expressive Language: disorder is a communication disorder in which there are difficulties with verbal and written expression.

Language: verbal communication of a country.

Literacy: able to read and write. Having a great ideal.

Metalinguistic: the study of the relation between languages and the other cultural system they refer to.

Native Language: in computing the machine languages used by a manufacturer.

Receptive Language: means the ability to understand or comprehend language heard or read.

Repetition: the act of repeating or doing, saying or writing something a gain, repeated action, performance production or presentation.

Verbal Learning: is typically associated with the memorization and retention of lists of words, in order to describe basic elements of associative learning.

Written Language: is the representation of a spoken or gestural language by means of a writing system.

Literature Review

Four research areas of linguistics can tell us about the role of literacy in bilingual acquisition: 1) Studies on the distinction between spoken and written language, 2) Development of metalinguistic awareness, 3) Theories of understanding speech, and 4) The psychogenesis of writing in bilingual children. Studies that examine come from various sociological contexts. In any interpretation of empirical results it is necessary to evaluate how far suggest general phenomena, and what aspects are not applicable to the specific situation of bilingualism and literacy under study. In any case it would be a mistake to try to mechanically move data that have emerged from research in other countries. But often the analysis and reconstruction of other experiences (especially from different cultures) offer new perspectives that went unnoticed.

For example, the classic study by Scribner and Cole (1981) on the acquisition of literacy in bilingual children has helped to redefine the terms of the theoretical discussion on the same subject, although very marked differences at various levels (traditional culture, conflictive triglossia, syllabic script, and not institutional literacy acquisition in the case of bilingual children studied). A. orality and writing were conducted extensive research on the characteristics that distinguish the oral form of the written, as well as studies with bilingual children Dominican American, which show that even at a young age; children are sensitive to the difference between writing and speech. Writing is not simply a transcription of speech (Halliday, 1989). Overall they indicate that: 1) the oral discourse is linked to the immediate context of personally -typical interaction where partners share the same physical space and time, while writing is relatively decontextualized. 2) In oral discourse cohesion it is achieved by means of prosody and non-verbal channels (tone, gestures, etc.), while the

writing is established through lexicalization and complex sentence structures; explicitly noting connections (Tannen, 1982). As for the first dimension it seems that the distinction is due to the communicative functions of each mode and the expressive limitations of each.

While writing is developed and dependent on a single channel (the lexical-semantic and syntactic), speech can take several. Writing "best travels" through time and space, but at the expense of tending to make the author and reader in abstractions.

Nor can depend on information from the listener, as occurs in the case of conversation. It is said that oral language is contextualized because it depends on the specific situation of literacy to be interpreted. So have proposed the term "situation-dependent" for the language that is based on keys that are in the immediate environment, and "under the text" language where interpretation is made without reference to the situational context (Simons and Murphy, 1988).

However, although the writing is characterized more by "the language dependent text" and speaks "the language of the situation dependent," this dimension (contextualization) through modes of orality and literacy (Horowitz, 1990). In research with bilingual children especially, it has been shown that oral language can be taken out of context and vice versa characteristics. Written messages closely linked to its referent, such as labels and "environmental print" that both surrounds the Dominican American bilingual child are examples of written language in context (Smith, 1984). On the other hand, oral language of stories and many of the lessons taught by the masters of American Dominico represent for students a language that departs significantly from the familiar and conversational interaction that comes to dominate perfectly at home.

We will return to this aspect of orality when we examine the results of research on the acquisition of literacy, specifically the assumption that competition in the understanding of oral speeches type of context is a necessary condition of literacy.

The bilingual child begins to realize the formal aspects of language to analyze it apart from its purely expressive and communicative functions. For example, to build conceptions of writing and use them to create meaning and express ideas, the child begins to realize the alphabetic system, its rules and conventions and how they can manipulate. You may experiment with various forms, reflect on the intent of your message, revise and edit text.

There have been studies where they compared to their monolingual peers showed that bilingual children have greater cognitive "flexibility" in their ability to spread the word of its referent, recognize the arbitrariness of language and detect ambiguities in sentence formation (Cummins 1987); they are able to conceptualize the code in question as a system of signs among other equally possible. While the language skills acquired in early childhood can, in an unconscious and universal fluency of expression and understanding in interpersonal contexts "face to face" in the "here and now" it seems that metalinguistic awareness shows large differences individual among primary school students, and is more "demanding" from the cognitive perspective.

"Linguistic expectations" determine the perception, processing and assimilating information (Echeverría, 1984). Prediction interacts with the identification of the surface structure of text to reconstruct the meaning including: previous Schemes control the process of understanding. The capacity of short-term memory is limited; so the prediction and

understanding facilitate processing of information. The textual information is organized, transformed and reduced to prevent the purser limited processing power is available.

Conceptual frameworks assigned the "structure" of the textual information for the entry, storage and long-term memory is selective. It seems that, with some important differences, the same processes apply to both the understanding of oral speech as reading a text.

Psychogenesis of writing associated with studies of Emilia Ferreira and his collaborators, but rather focuses on the development of the written production, we are concerned for their methodological approach, and some very relevant recommendations published pedagogical DG Special Education (DGSE), and discussed later. The construction of an object of knowledge is much more than a collection of information. It involves the construction of a conceptual framework that can interpret previous data and new data (you can receive information and transform it into knowledge); a conceptual scheme that allows inference processes about unobserved properties of a particular object and the construction of new observable on the basis of what is anticipated and what is checked (Ferreira, 1987: 42). The method of "constructivist" model has been avoided both the mechanical explanations of the acquisition of literacy associated with behavioral theories, the concept of literacy as a learning of a code of transcription. Learning reading consists mainly in learning the correspondences between fragments of speech and graphic representation letters and syllables (Ferreira, 1988). And we suspect that children who come from "oral culture" have had experiences with continuous speech processing narrative, and part of his "foreknowledge" to enter the primary suspect also may use these "conceptual schemes" when they face the school text cough. They can capture, interpret and assimilate only if we take advantage of their expertise and cultural knowledge.

Methodology

In this paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research.

Research Desig

This is an exploratory and descriptive under a quantitative approach, as it built measures how the concept of literacy acquisition in bilingual children. This research corresponds to a combination of descriptive statistics: Because it is responsible for gathering, presenting and analyzing data. It is also because it helps bibliographic of theories through the use of books, magazines, internet, and everything written on the subject. And finally because conducting a study to complement the theoretical and contextual framework developed.

Participants

For the present study is considered the universe or population to a group of students of Dominico Americano, The participated in study being aged between 2 and 10 years. Participants were homogeneous; he was given the same material and the same methodology of teaching English as a foreign language and Spanish as their first language.

Procedures

The development of research is supported by the chosen theme of literary analyze the acquisition of children in bilingual (English / Spanish). For Data Collection proceeded to move to the Dominican American and observe directly and individually to students of that institution form.

Research Instruments

For data collection the survey technique of observation as a tool to carry out our research and so allow us to detect the problem to be studied.

Expect Results

It is an evidence-based review of the main issues in the investigation of the acquisition of literacy in children constitute a valuable resource for students, teachers and of course to the school, in addition to researchers.

General and Specific Limitation

Frequented were time constraints as the center where he had been fingering the work presented technical problems at the last minute and tube to attend another school to see if they could make the typing of the document to submit the draft to the teaching time.

Schedule (chronogram) of Activities

During the three to nearly four months I'm developing and preparing the research project will detail the schedule of activities.

Schedule of Activities 2015

Activity	September	October	November	December
Elaboration of the project	X			
Search documentary references	X	X	X	
Reading documents	X	X	X	
Observation and participation in classh		X	X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report				X

Discussion

If the acquisition of literacy in bilingual children in the Dominican American depends on social and communicative functions of writing in the child's community and the generous availability of books and printed materials at home, it seems that most of the bilingual children suffer all the disadvantages, without any ally in the corner.

But the evidence from recent research has questioned this box. Summarizing the visual interaction with signs, crayons, do not guarantee the acquisition of literacy, it seems that is not enough.

One possible explanation lies in the ability to understand and produce language descontextualizado, as pointed out by linguists; the visual factor is not the most important in reading.

If the oral tradition in a community has maintained its vitality, and if the preschoolers had a regular access to participate as listeners, this experience should serve them to acquire literacy in bilingual children even in conditions of absolute illiteracy in the family without any presence of writing at home.

When listening to a story, the child has to find meaning in it; not in their environment and no opportunity to negotiate with the narrator.

Repeat the experience of listening to stories is possibly the best way to learn the schematic structure of this type of genre that shows certain universal characteristics, and is typically found in comic textbooks. Gender awareness is an important part of the previous schemes and expectations as necessary for the understanding.

No expectations, both oral and written speech text completely become incoherent. The story, with its predictable structure, is not an artificial creation. One of the ways in which the human being does sort their thinking and make sense of the experience is through reconstruction in narrative form.

The process of modern schooling tends to promote activities related to the repetition and copying situations in formal and institutionalized practices. With writing it is possible to use the original and compare. In the oral culture is allowed (out of necessity) a broader reinvention and variation margin in the narrative.

Literary texts are rare and usually not circulate in the community; their owners often jealously guarded.

Conclusion

In general it can be concluded with Wells in the experience of sharing stories and work with narration has the potential to introduce the child in acquiring bilingual literacy, decoding even the most abstract and creative level.

Some parents believe that learning a second language can be a brake or even a delay in language development, although there is no concrete evidence to respect.

Occasionally, the child can mix a few words between the two languages, but those cases are normal at first, especially when the languages have similar words. However, these small failures usually disappear over time. Children exposed early on to two languages, grow as if they had two monolingual beings housed inside your brain. When two languages are well balanced, bilingual children have an advantage over monolingual children thought, which means that the acquisition of literacy in bilingual children has a positive effect on intelligence and other aspects of the child's life.

Learning two languages at the same time do not represent any kind of pollution or delay in language learning. Experts agree to say that it is much better early learning that is, talking to children two languages from birth allowing complete mastery of both languages, contrary to what happens if the second language is taught from three years old.

The acquisition of literacy of bilingualism in the education of children should be done naturally.

Never force a child to speak. The important thing at first is that the child will always listen and become familiar with it gradually, without haste or obligations.

Reference

- Ambridge, Ben; Lieven, Elena V. M. (2011) *Child Language Acquisition: Contrasting Theoretical Approaches* – Cambridge University Press.
- Baldonado, Maria Del Carmen y Eugenio Maurer (1988) “Manual on the didactic text in the child's education”, CEE-UNESCOOREALC-INEA, mimeo.
- Brunswick, Nicola, Ed.; McDougall, Sine, Ed.; Mornay Davies, Paul, Ed. (2010) *Reading and Dyslexia in Different Orthographies* – Psychology Press, Taylor & Francis Group, 2010
- Cazden, Courtney (1982) “Written language in school settings ”in Ferreira, Emilia and Margarita Gomez Palacio (eds.). *New insights into the processes of reading and writing*, Mexico, twenty first century Editors.
- Cook, Guy. (1988) *Discourse*, New York, Oxford University Press, (1989). Collins, James and Sarah Michaels. "Speech and Writing: Strategies of discourse and literacy acquisition" on Cook-Gumperz, Jenny (ed.), *the social construction of literacy*, Cambridge, Polity Press.
- Coronado Suzan, Gabriela (1988). "Literacy in the vernacular: sociological considerations", *journal papers chata house*, vol. 3, no. 4, p. 57.
- Cummins 81, James. (1987) "Conserving the mother tongue in children who speak a language other than predominant language: Some Misconceptions" in *university teaching collection*, No. 15, January-June, Xalapa, Veracruz, p. 133.
- Echeverria, Max. (1984) "Language development and its impact on learning", *Journal of Theoretical and Applied Linguistics*, No. 22, p. 17.
- Ferreiro, Emilia. (1987) "Processes of acquisition of written language in the school context," *college teaching collection*, No. 15, January-June, Xalapa, Veracruz, p. 41.
- Gombert Jean Emile. (1988) "Conceptions de l'écrit chez les enfants pre-scholars" in *Etudes de linguistique appliquée*, No. 73, p. 97.

- Goody Jack. (1987) *The Interface Between the writer and the oral*, New York, Cambridge University Press.
- Halliday, Mark. (1989) *Spoken and written language*, New York, Oxford University Press.
- Heath, Shirley B. (1986) "Critical factors in literacy development", in Castell, Suzanne; Allan Luke and Kieran Egan (Eds). *Literacy, society and schooling*, New York, Cambridge University Press.
- Herriman, Michael. (1986) "Metalinguistic awareness and growth of literacy" in Castell, Suzanne; Allan Luke and Kieran Egan (eds.), *Literacy, society and schooling*, New York, Cambridge University Press.
- Horowitz, Rosalind. (1990) "Discourse organization in oral and written languages: Critical contrasts for literacy and schooling" in de Jong, John and Douglas K. Stevenson (Eds.). *Individualizing the assessment of language abilities*, Clavedon, England, Multilingual Matters.
- Muñoz Cruz, Héctor; Rainer E. Hamel; Sandra Sepúlveda and Laura Valladares. (1987) "The language areas (indigenous and Spanish mother tongue) in the proposed curriculum 1987 of the Directorate General of Indigenous Education, SEP feedback" in university teaching collection, No. 15, Xalapa, Veracruz, p. 191.
- Pontecorvo Clotilde (1991) "Apprendre à écrire: Interaction between production of récits et enfants" in *Etudes de linguistique appliquée*, No. 81, p. 21.
- Rojas Hernández, Gerardo and Silvia Rojas-Drummond (1986) "Development of rebuilding logical causal and temporal arbitrary childhood narratives" in *Studies in Applied Linguistics*, Vol. 8, No. 12, p. 9.
- Scribner, Sylvia and Michael Cole (1981). *The psychology of literacy*, Cambridge, Massachusetts, Harvard University Press.
- Shearwood, Perry. (1987) "Literacy Among the aboriginal peoples of the Northwest Territories" in *The Canadian Modern Language Review*, Vol. 43, No. 4, p. 630.

- Simons, Herbert and Sandra Murphy (1988) "Strategies in spoken language acquisition and reading skills," Cook-Gumpz, Jenny (Ed.). *The social construction of literacy*, Cambridge, Polity Press.
- Snow, Catherine (1983) "Literacy and language: Relationships During the preschool years," *Educational Harvard Review*, Vol 53, No. 2, p. 165.
- Tannen Deborah. (1982) "Oral and literate strategies in spoken and written narratives", in *Language*, Vol. 58, No. 1, p1
- Torrence Nancy and David Olson (1990) "Development of the metalanguage of literacy" in *Interchange*, Vol. 18, Nos. 1/2, 1987, p. 136. Van Dijk, Teun. *Structures and functions of discourse*, Mexico, Twenty first century Editors.
- Watson, Rita. "Literate discourse and cognitive organization: Some Relations Between parents 'talk and 3-year-olds' thought", in *Applied psycholinguistics*, Vol 10, No. 2, p. 221.
- Wells, Gordon (1985) "Oral and literate competencies in the early school years" in Olson, David; Nancy and Angela Hildyard Torrence (Eds.). *Literacy, language and learning*, New York, Cambridge University Press.