# Elicitation and assessment of oral production in first and foreign language acquisition in Dutch primary schools

Evelien Krikhaar, Expertisecentrum Nederlands, Nijmegen, NL

Warsaw, IBE Seminar, 20-21 October 2011

EXPERTISECENTRUM NEDERLANDS

# Evelien Krikhaar

***Expertisecentrum Nederlands / Radboud University Nijmegen***

***University of Groningen / Neuro-imaging centre / Linguistics Dept***

- Fundamental research into first language acquisition (L1) and developmental dyslexia (*Dutch Dyslexia Project*)

- Applied research into (L1) language education in primary schools: *Masterplan Dyslexia, Literacy development, Writing skills*

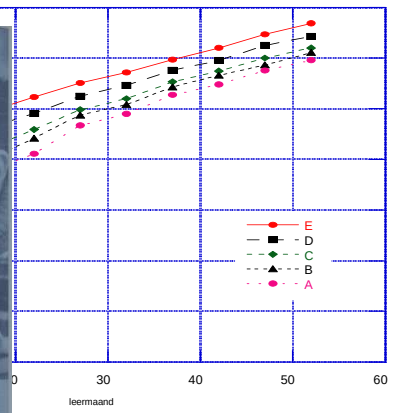
- Early foreign language education in primary schools: *Early Language Learning in Europe (ELLiE)*

ELLiE
Early Language Learning in Europe

# Expertisecentrum Nederlands

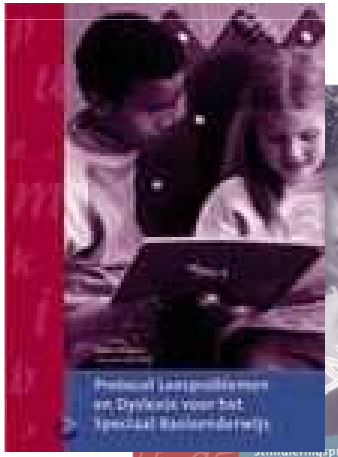
Raamplan

Tussendoelen

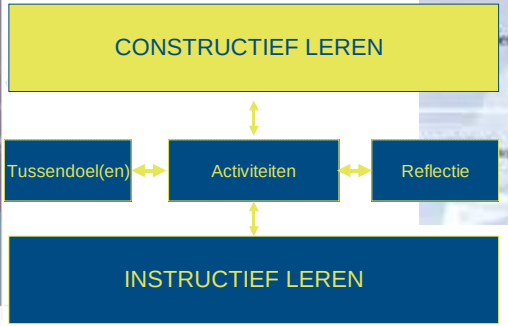



Onderzoek

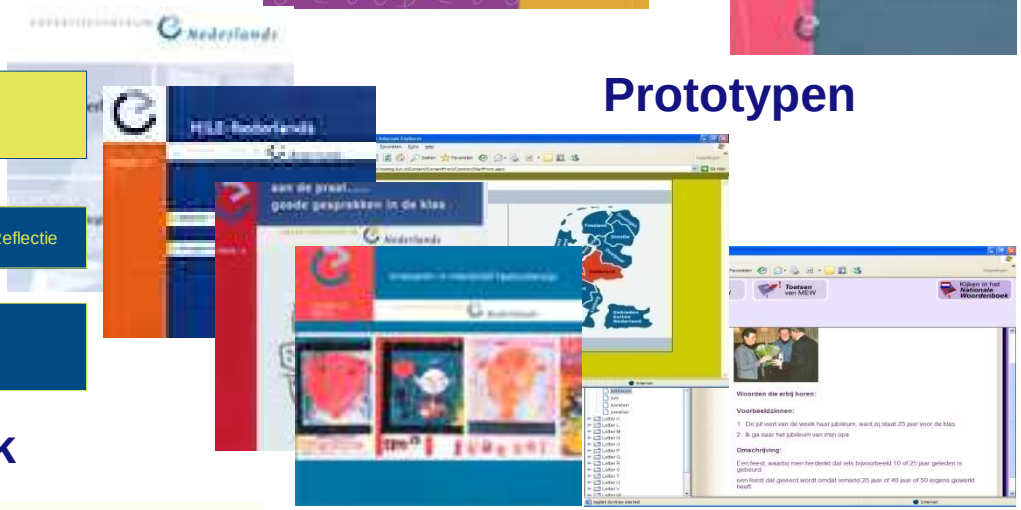
Prototypen



Protocollen en
Interventieprogramma's




Didactiek




Multimediale leeromgeving

# ELLiE

Early Language Learning in Europe

## A transnational longitudinal study

**Evelien Krikhaar**

**Expertisecentrum Nederlands**

**Radboud Universiteit, Nijmegen, The Netherlands**

# Dutch Dyslexia Project

## Nationwide Longitudinal Study

Visual-Auditory-Linguistic Precursors & Predictors

**Subjects**

345: 225 Risk, 120 Control

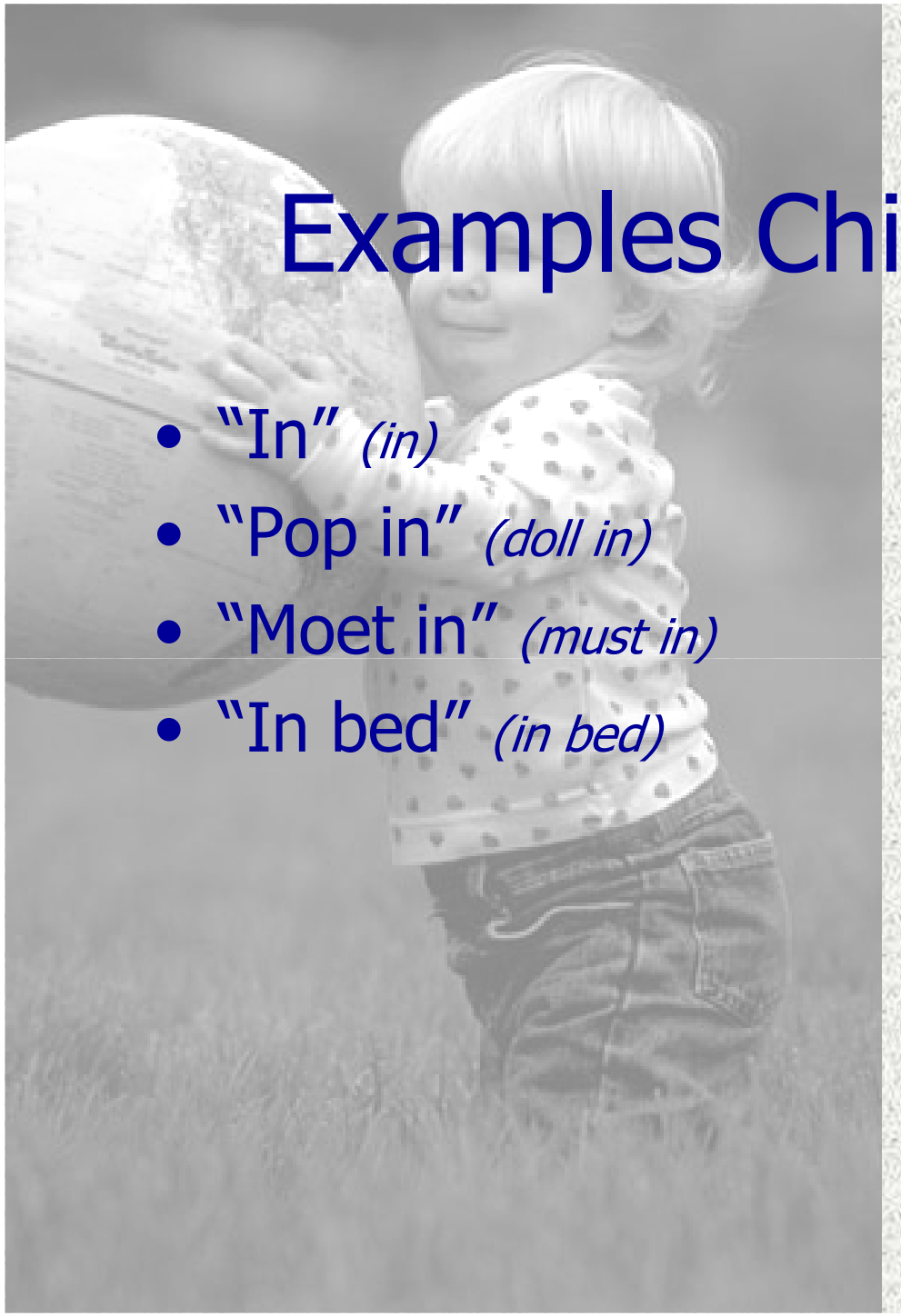
**Lab visits**

0 - 10 yrs (every 6m)

at 9 yrs – dyslexia diagnosis

**Tasks**

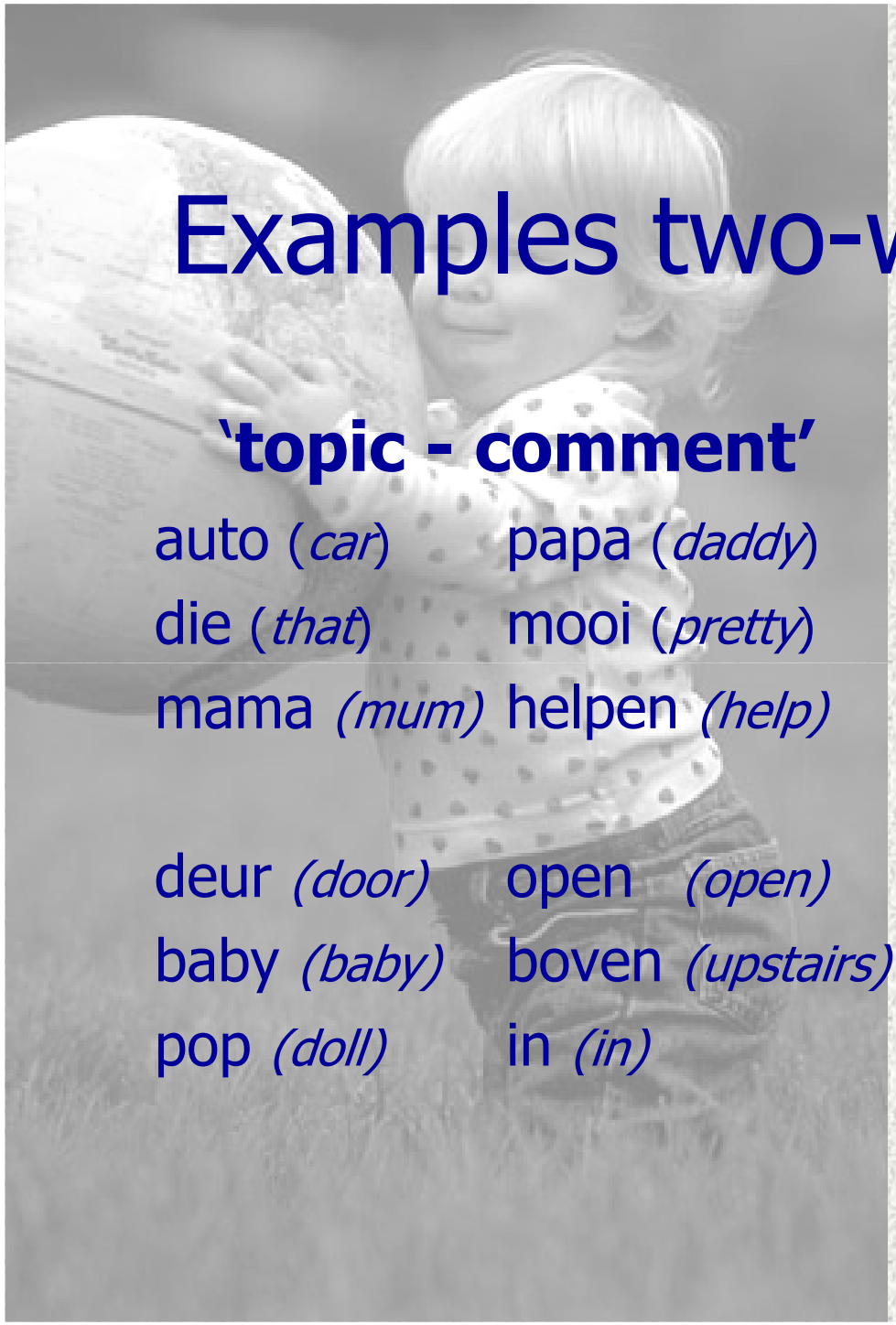
ERP, behavioral tasks, language acquisition, standardized tests reading writing



# Examples Child Language

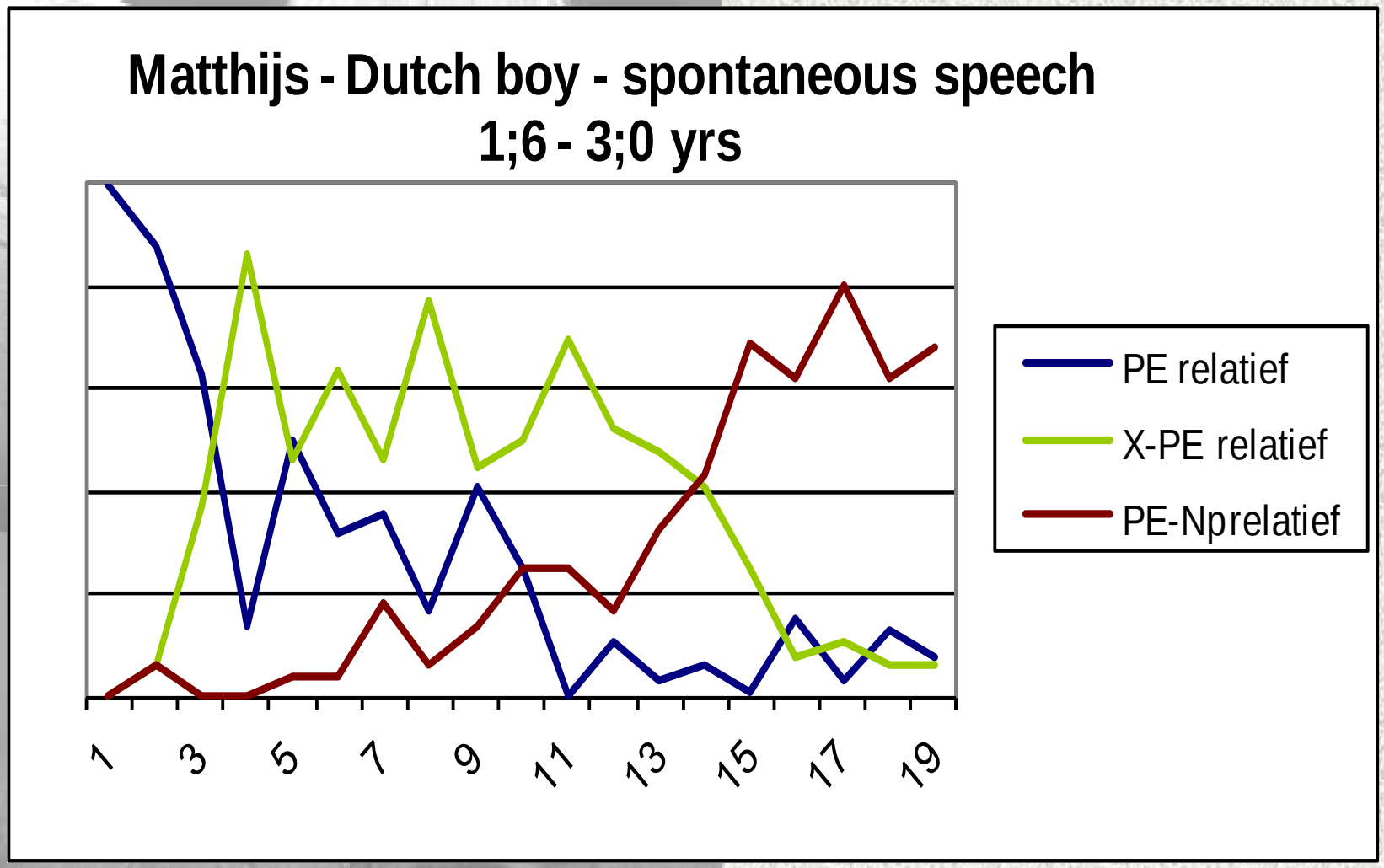
- "In" *(in)*
- "Pop in" *(doll in)*
- "Moet in" *(must in)*
- "In bed" *(in bed)*

- PE-only
- N-PE
- V-PE
- PE-NP (= PP)



# Examples two-word- sentence

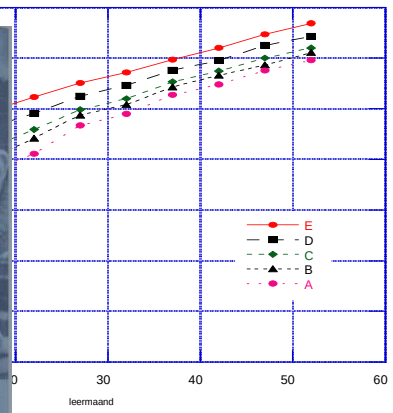
| **'topic - comment'** | | **"X - Y"** |
|---|---|---|
| auto (*car*) | papa (*daddy*) | N - N |
| die (*that*) | mooi (*pretty*) | N – A |
| mama *(mum)* | helpen *(help)* | N - V |
| deur *(door)* | open *(open)* | N - P (Particle-verb) (*do*) |
| baby *(baby)* | boven *(upstairs)* | N - P (Particle-verb) *(go)* |
| pop *(doll)* | in *(in)* | N- PE (Prepositional Element) *(bed)* |


Matthijs - Dutch boy - spontaneous speech
1;6 - 3;0 yrs
1
3
5
7
9
11
13
15
17
19
PE relatief
X-PE relatief
PE-Nprelatief

# Expertisecentrum Nederlands

Raamplan

Tussendoelen

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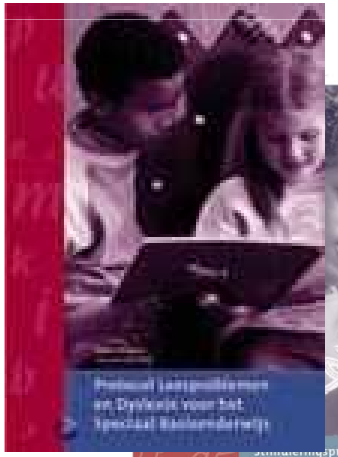

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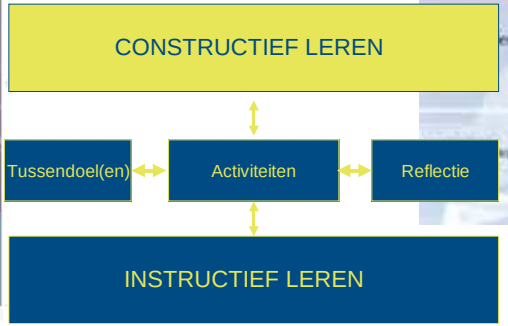


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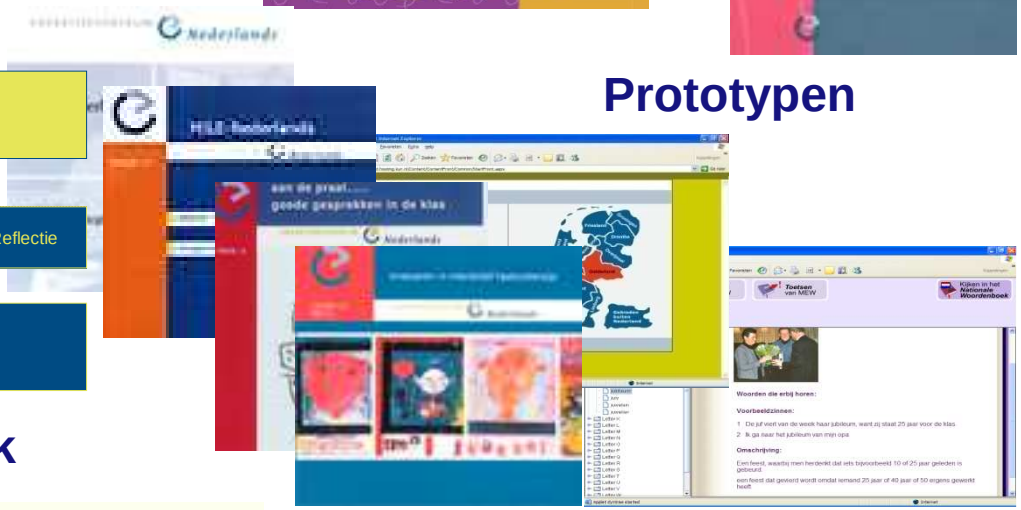


Multimediale leeromgeving

# Dutch School System

| | | |
|---|---|---|
| **Primary School**: | yr 1 = ‘ pre-school’ | 4 yr olds |
| | yr 3 = ‘ first grade’ | 6-7 yr olds |
| | yr 8 = ‘ sixth grade’ | 11-12 yr olds |

Central final test (CITO): in yr 8 for L1, Science, Math

Foreign Language (EN) : in yr7- yr 8 1 lesson/w ‘ obligatory’

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**Secondary School** ages 12 – 16 / 17 / 18 yr olds

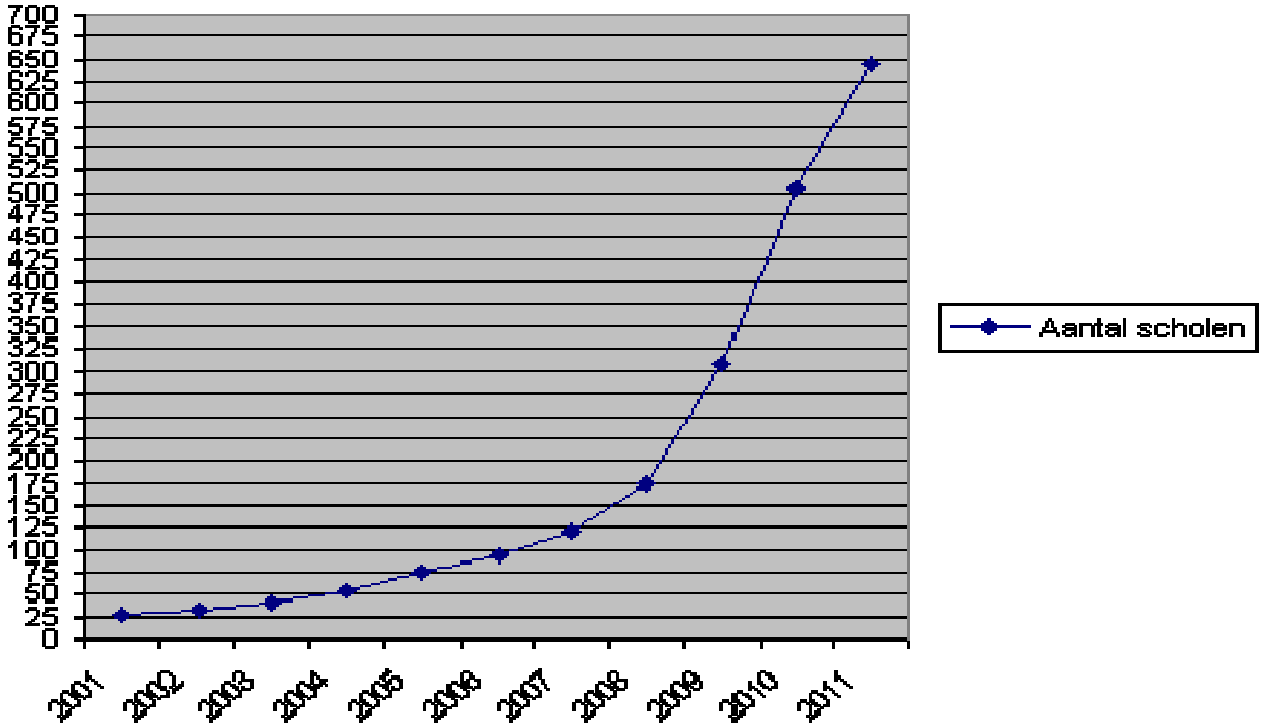
| | |
|---|---|
| yr 1 – 2 – 3 | FL obligatory: EN + FR + GER |
| yr 4 / 5 /6: | at least 1 FL obligatory (EN) |

Central national school tests (CITO) in final year :

8 different school subjects, obligatory: L1, EN, Math

# Number of schools in NL with EFL-EN

10 % of all schools: early start at age 4 - 6
100 % schools: start obligatory at age 10-12



# Core objectives – Final Goals 12 yrs

*To be reached in final year of primary school:*

## Oral education (L1)

1 The pupils learn to acquire information from spoken language. At the same time, they learn to reproduce this information – orally or in writing – in a structured way.

2 The pupils learn to express themselves in a meaningful and engaging manner when giving or requesting information, reporting, giving explanations, instructing, and participating in discussions.

3 The pupils learn to assess information in discussions and in conversations that are informative or opinion forming in nature and learn to respond with arguments.

# ‘Intermediate Goals – Primary School’

- *Tussendoelen Beginnende Geletterdheid (groep 1-3)*
  - **‘Beginning Literacy Skills’ (4-7 yr)**
- *Tussendoelen Gevorderde Geletterdheid (groep 4-8)*
  - **‘Advanced Literacy Skills’ (8-12 yr)**
- *Tussendoelen Mondelinge Communicatie*
  - **‘Oral Communication skills’ (4-12 yr)**

- *Tussendoelen Monitor*
  - ‘Goal Monitor’ – Instrument for self-monitoring / assesssing of teachers in school, how they work and aim at reaching goals

# Overview Intermediate Goals

8 ‘ learning lines’ for Oral Communication

1. Taking part in conversations
2. Interactive learning
3. Language use
4. Vocabulary
5. Comprehensive listening
6. Story telling and presentations
7. Reflection on communication

# Taking part in conversations

*School year 1-4 (ages: 4-8 yr olds):*

1. Children take part in conversations in an active way in small and large groups

*School year 5-6 (ages: 9-10 yr olds)*:

2. Children initiate new conversations in small and large groups

*School year 7-8 (ages: 11-12 yr olds):*

3. Children are able to lead a conversation

# Vocabulary

*School year 1-4 (ages: 4-8 yr olds):*

1. Children have a basic vocabulary
2. They enlarge their vocabulary in a focused way

*School year 5-6 (ages: 9-10 yr olds)*:

3. Children ‘broaden’ and ‘deepen’ their word knowledge
4. They use strategies to retrieve the meaning of new words

*School year 7-8 (ages: 11-12 yr olds):*

5. Children can ‘broaden’ and ‘deepen’ their word knowledge on their own, independently.
6. They can explicitly formulate strategies for retrieving and remembering the meaning of new words

# *Doorlopende leerlijnen PO-VO*

# ‘Continuous learning lines from primary to secondary school’

- ‘Over the thresholds with language and mathematic skills’ (2009)

  (*Committee Meijerink, Dutch Ministery of Education*)
- Reference levels (niveaus) (2010): Final levels for primary (12 yrs)….

- Website ‘Leerlijnen Taal’ – by Expertisecentrum Nederlands
- Practical formulation and translation of new Reference (final) levels

  in order to make the link with existing learning lines and

  intermediate goals / objectives developed by Expertisecentrum

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# What is a ‘learning line’?

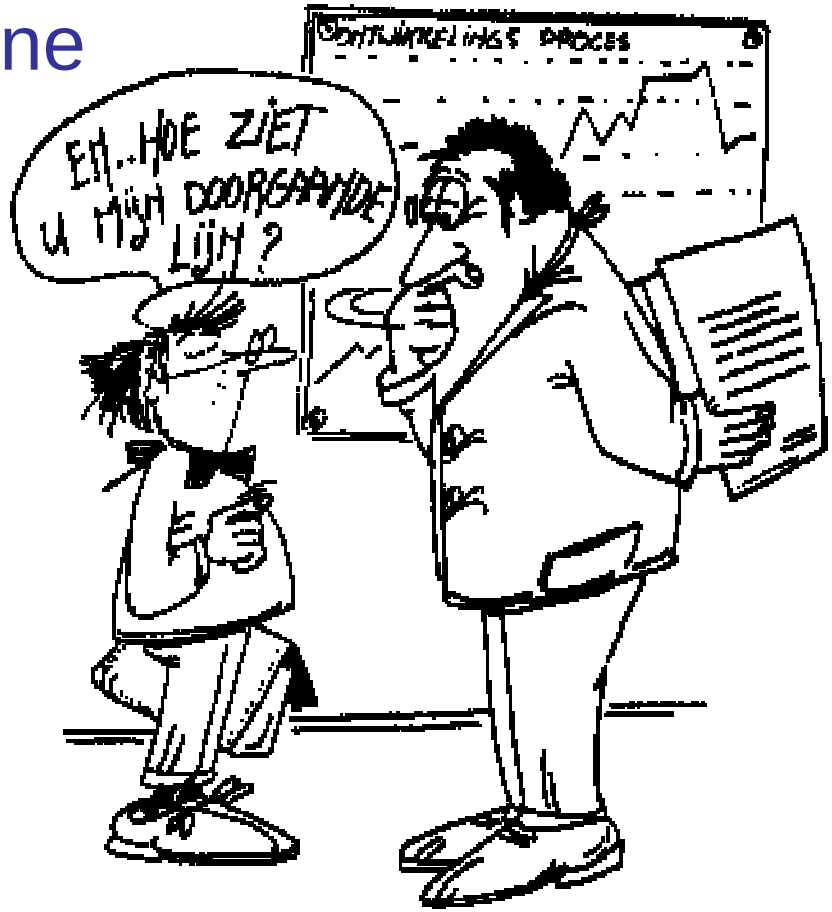
Didactic learning content line

+

Developmental line

=

Learning line



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# Learning content line  Developmental line

Expected behavior and levels for children in certain age groups

Individual developmental processes by consecutive learning experiences by the child

## Learning line

An interaction and interplay between fixed goals and individual aspects and potential skills of pupils
Teacher has role as ‘ regisseur’  / director in the learning environment

## “Intermediate Goals”

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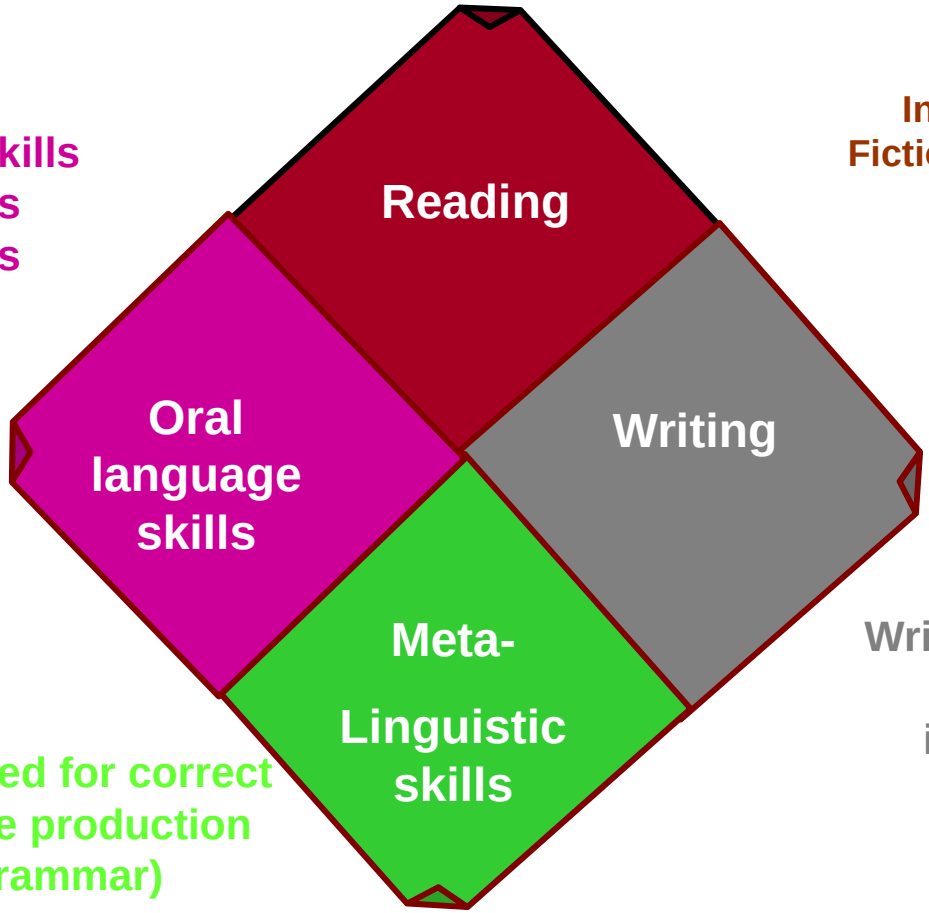
# 4 domains ‘language’

**Conversational skills**
**Listening skills**
**Speaking skills**




**Reading:**
**Informative texts**
**Fictional, narrative and literature texts.**

**Writing: production of creative texts informative texts**

**Skills that are used for correct written language production (spelling, grammar)**

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# Oral language skills

- Pragmatic language abilitiy / skills
- Expressive language ability / skills
- Text ability / skills
- Metalinguistic ability / skills

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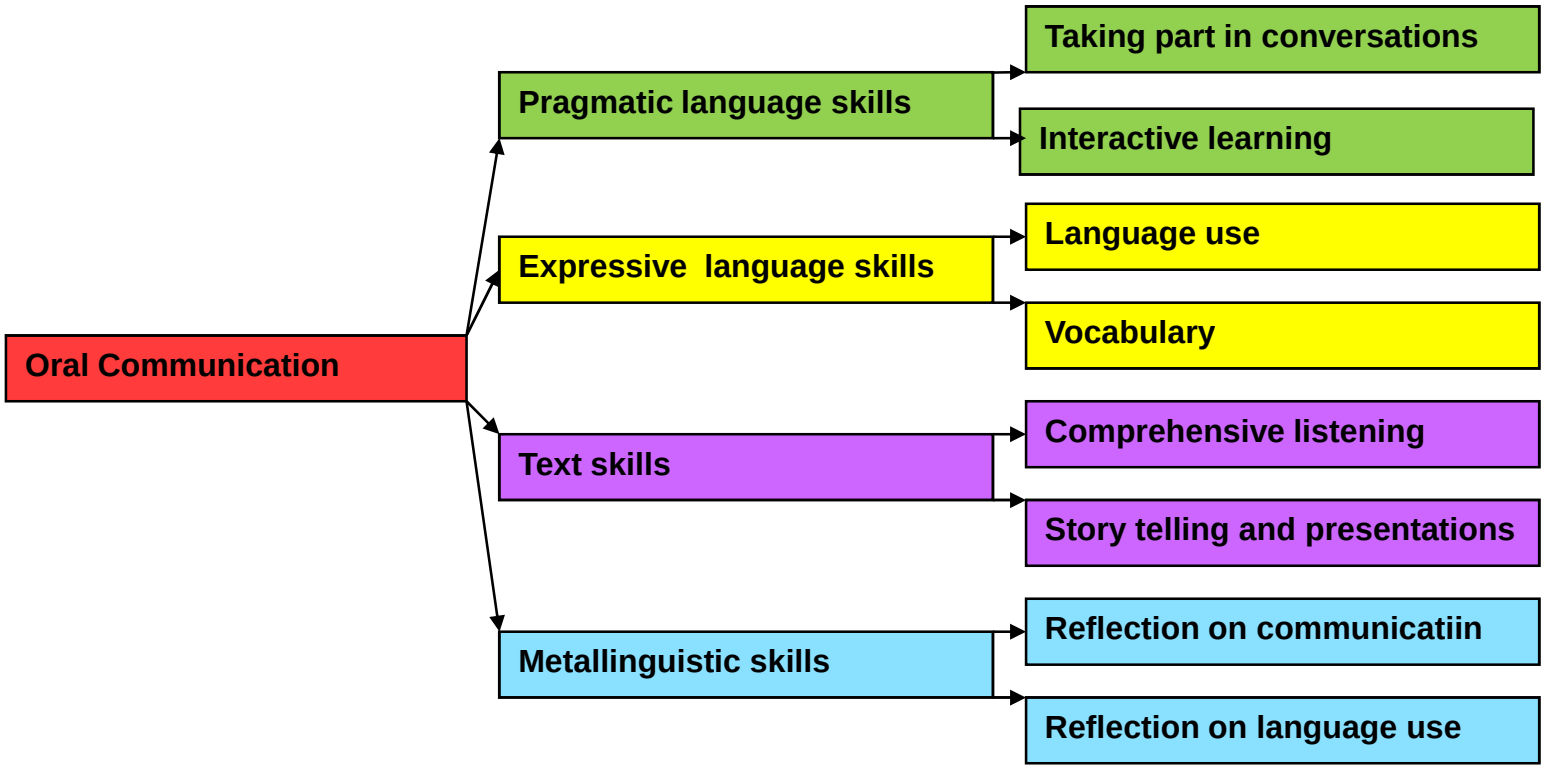
# 8 ‘Learning lines’ oral language skills



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# Why learning lines?

- Detect learning lines and goals in methods (course books)
- Make your own chioice in methods
- Meet educational needs of all children
- Set goals and objectives
- Action and objectives focused working in school

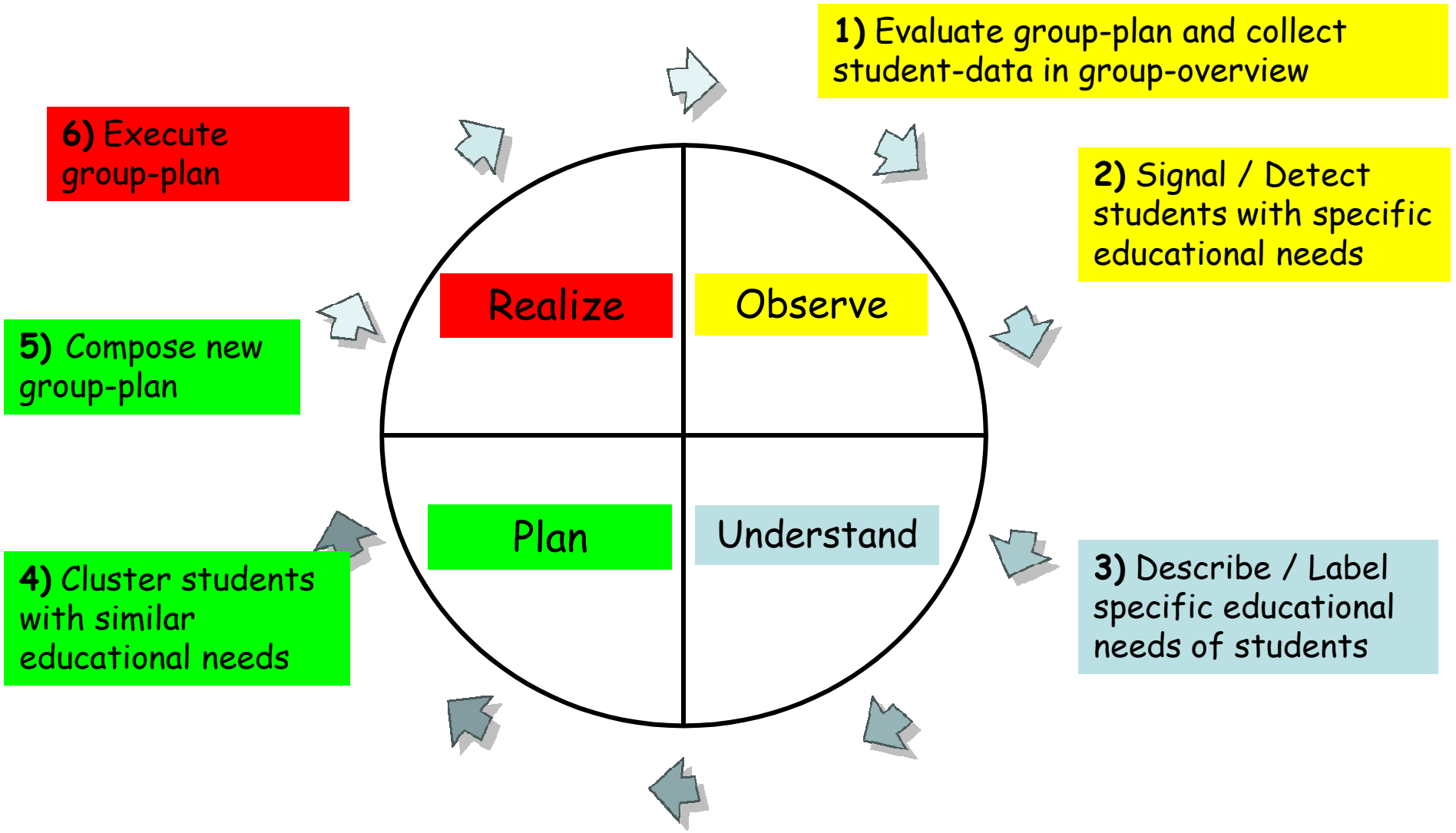
Where do you find learning lines and goals? (in Dutch....)

www.taalenrekenen.nl

http://tule.slo.nl/

www.leerlijnentaal.nl

# Action focused working



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# First phase: observing

Relevant information comes from:

- Not just test results....
- Also: observations in class, conversations with children and parents
- Not ‘testing for testing’, but testing to collect insights in developmental paths of pupils and as a basis for new or adjusted didactic plans

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# The relevance of observing

- Work with Observation List (‘*signaleringslijst*’; key signals list)
- Observations based on use of list: looking for criteria and potentials in pupils

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# Observation list - examples

## 1.Taking part in conversations:

*Check for truth (yes / no) of statements*

- Is happy when taking part in conversations:
  (mimics, body language, asking questions) yes / no
- Reacts in an adequate way to response of listener yes / no

*Developmental line: indicate the level*

Beginner: takes the turn on own initiative in 1-to-1 conversation

Advanced: takes the turn on own initiative in groups

Very advanced: takes the turn on own initiative in conversation with strangers

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# Students with learning delays:

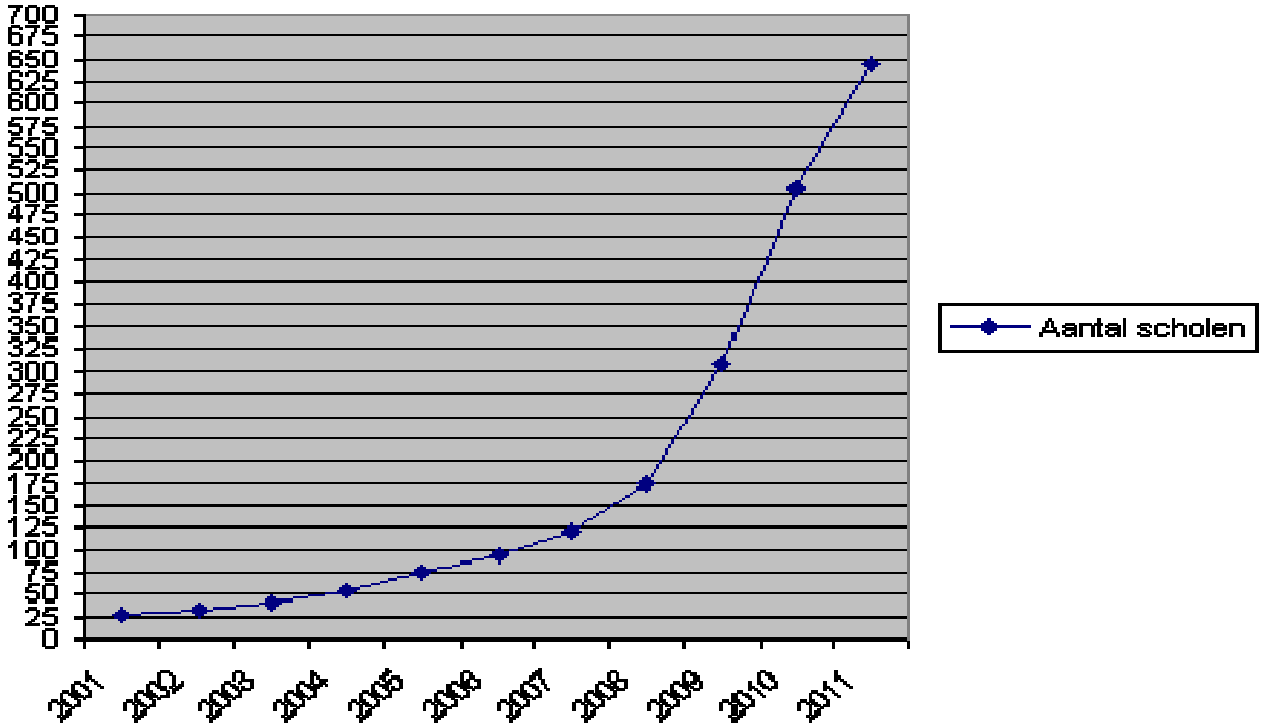
Stimulation – elicitation
of oral production

Handpuppets

With young children

# Number of schools in NL with EFL-EN

10 % of all schools: early start at age 4
100 % schools: start obligatory at age 10-12



# Core Objectives – English 12yrs

*To be reached in final year primary school (not tested for)*

13 The pupils learn to acquire information from simple spoken and written English texts.

14 The pupils learn to ask and give information in English about simple subjects while developing a confident attitude in expressing themselves in that language.

15 The pupils learn the spelling of a number of simple words about everyday subjects.

16 The pupils learn to look up the meanings and spelling of English words using a dictionary.

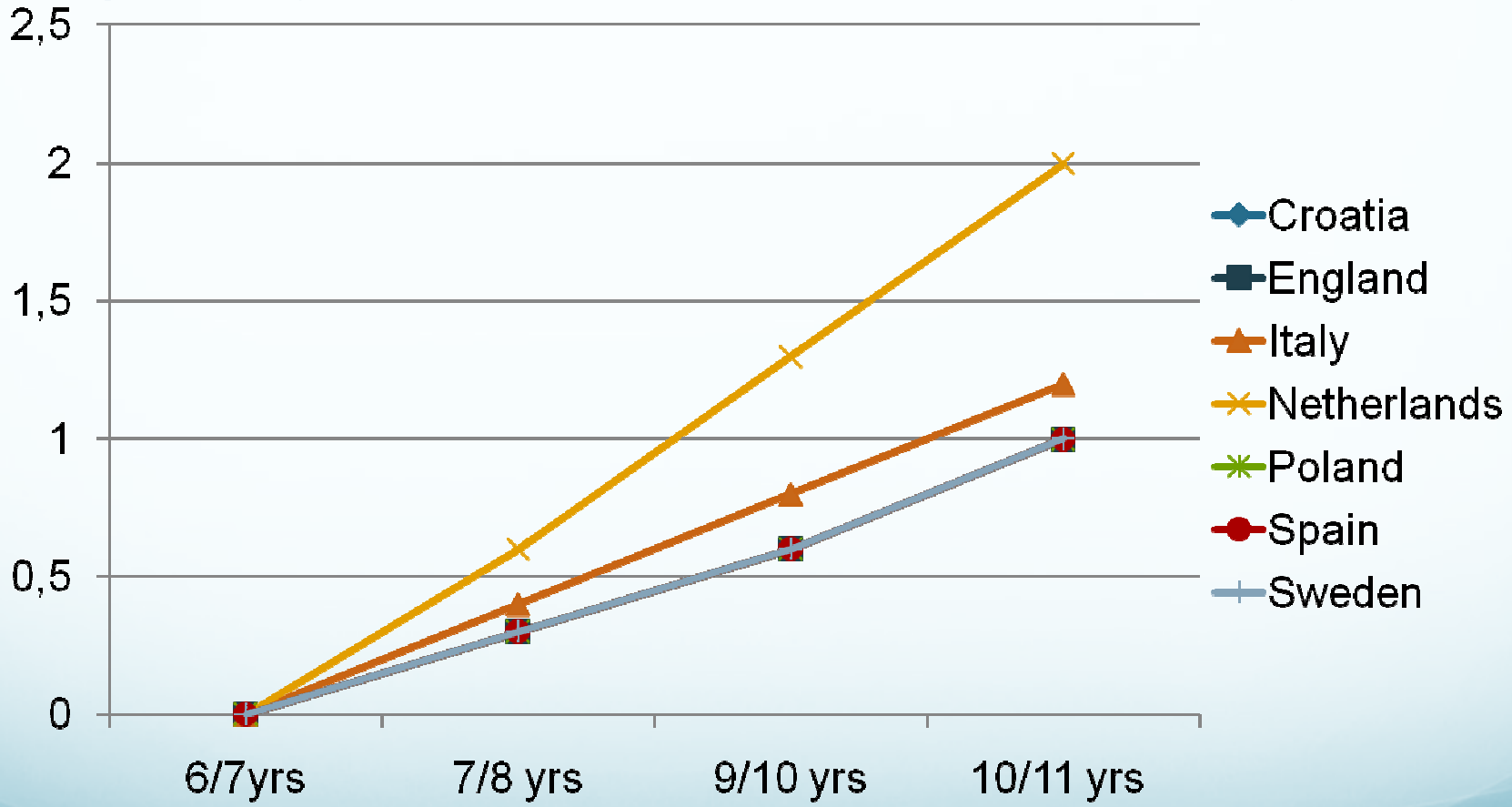
# Speaking: expected outcomes

| | AGE | | CEFR level |
|---|---|---|---|
| EN | By 11 yrs | Converse briefly, without prompts | A1 |
| IT | By 11 yrs | Can exchange personal information about familiar topics | A1+ |
| NL | By 12 yrs | Can ask, or orally provide information and express themselves without anxiety | A1 + |
| PL | By 10 yrs | Asks/answers learnt questions, names objects and describes them. Takes part in drama/role play | A1 |
| ES | By 11 yrs | Interact in simple, familiar oral situations | A1 |
| SE | By 11 yrs | Say something simple about themselves. Contribute to simple discussions on everyday topics | A1 |
| HR | By 10 yrs | Develop sensitivity for another language code, based on multisensory and holistic approach and grounded in situation-based oral communication | Not known |

# Primary languages curriculum

## Expected learning outcomes at 10/11 years

## Expecting A2 in near future in NL with early start?



ELLiE

Early Language Learning in Europe

# A transnational longitudinal study

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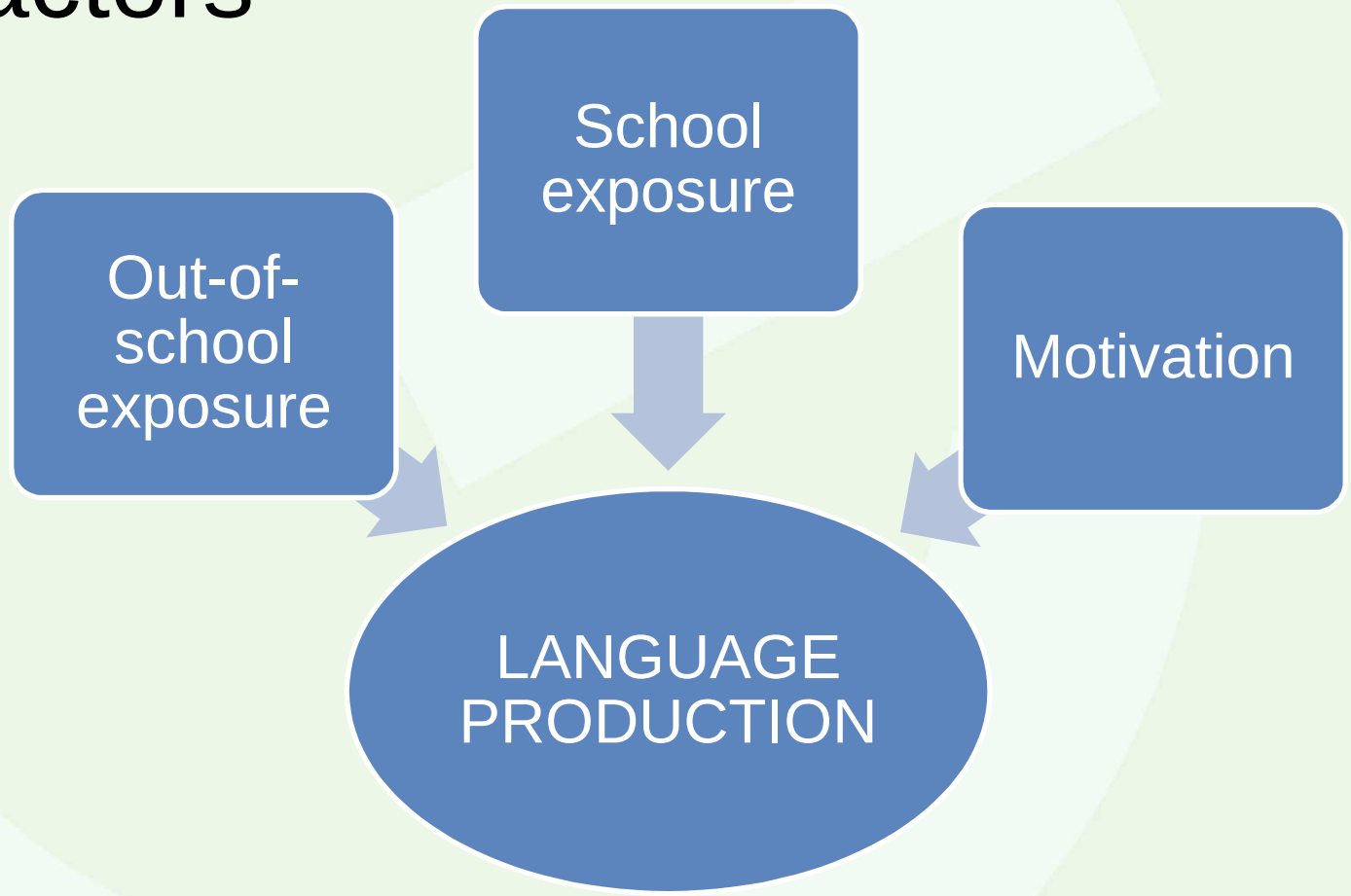
# Factors


School exposure
Out-of-school exposure
Motivation
LANGUAGE PRODUCTION

# Oral production

## “The Restaurant Task”

- authentic situation fit for all country contexts
- production, not comprehension
- guided through prompts
- spontaneous language
- children can deploy communication strategies
- open task to be used longitudinally

# Children's productions

Example from student 6740:

1. where is the toilet?
2. I wanna order a pizza
3. water and bread
4. sit down
5. it's cold
6. the food was very good
7. we want four apples
8. thank you

# Example Learner 3203 (f), NLgr5

1. [Wure]** is the [toilet]*
2. for me mother [raist, slè]** for me sister [slè]** for me a pizza

   I'm drinking [voor ons drieën limonade]*
3. Where [blijft ons brood]* and [wèter]**
4. [Ga]* please [zitten]*
5. [Waarom]** is me pizza [koud]*, cold
6. Thank you very much, I very good the pizza.
7. Where [zijn de drie]* apples.
8. Thank you

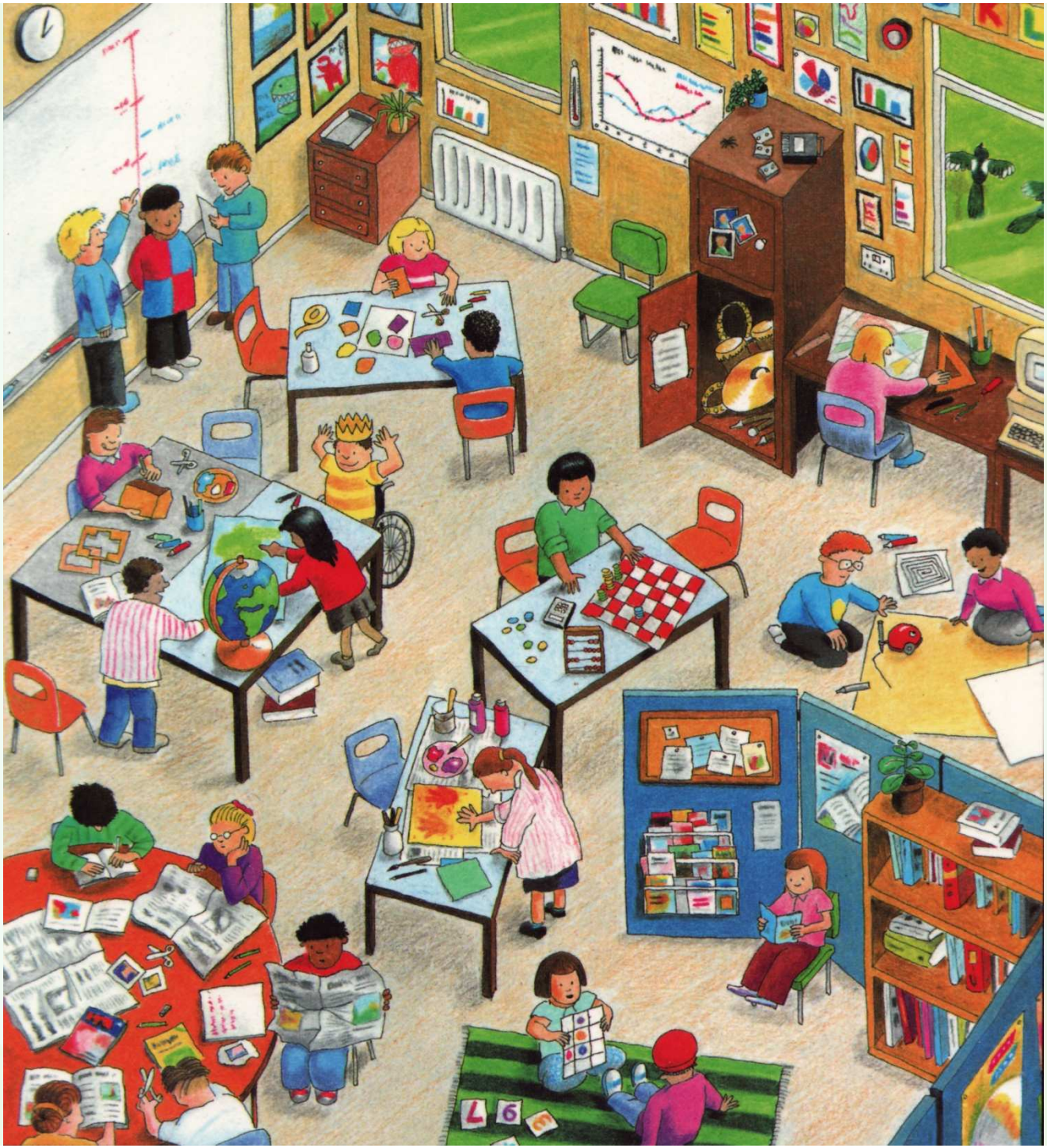
# Example Learner 3215 (m) NLgr5

1. Can you tell me where the toilet is, please?
2. We want to eat like a chicken, spare ribs and [als]* after the dinner strawberries
3. Where is our bread and water?
4. Go sit on your chair please
5. I can not eat this, [want]* it's cold.
6. The taste is perfect.
7. Where is the last [appel]*?
8. Thanks

# Interactive task – gr 6 (9-10 yrs)

- Introducing yourself (*warming up*)
- Question and Answer Game (*Guess who?)*
- Interview on friends, family, hobbies, activities in spare time, like sports etc.

Try out…..



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# Examples NL students gr6

3120 (m)

- Is it a boy or girl?
- Is he little [of] big?
- Sit the person on a chair?

- 62 utterances
  - 3 completely NL
  - 54 completely EN (3.0)
  - 5 mix EN-NL

3102 (f)

- Is [het een] boy [of een] girl?
- [heeft] he shoes on?
- What's <she's> hair [kleur]?
- I think that she is [li:sing] a book

- 84 utterances
  - 8 completely NL
  - 47 completely EN (4.1)
  - 29 mix EN-NL

# Dutch Dyslexia Project

## Nationwide Longitudinal Study

Visual-Auditory-Linguistic Precursors & Predictors

**Subjects**

345: 225 Risk, 120 Control

**Lab visits**

0 - 10 yrs (every 6m)

at 9 yrs – dyslexia diagnosis

**Tasks**

ERP, behavioral tasks, language acquisition, standardized tests reading writing

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"I'm worried he might be dyslexic!"

# First results MMN for BAK-DAK



## Mismatch response is absent in 2-month-old infants at risk for dyslexia

Theo van Leeuwen[a,b], Pieter Been[c,d], Cecile Kuijpers[e], Frans Zwarts[c,d], Ben Maassen[f] and Aryan van der Leij[a]

[a]Department of Special Education, Faculty of Behavioral and Social Sciences, University of Amsterdam, [b]Department of Clinical Neurophysiology, Municipal Hospital Slotervaart, Amsterdam, [c]School for Behavioral and Cognitive Neuroscience, [d]Department of Dutch, University of Groningen, Groningen, [e]Department of Special Education, Radboud University of Nijmegen and [f]Child Neurology Centre, Institute of Medical Psychology, Radboud University Medical Centre Nijmegen, Nijmegen, The Netherlands

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# DDP Longitudinal Study: Language Production

- **Questionnaires:**

  MacArthur Bates Communicative Development Inventory,

  N-CDI (17 – 23 – 29 - 35 months)

  DDP 'Kleuter Inventarisatie Nederlandse Taalontwikkeling' KINT (41 – 47 – 53 - 59 months)

- **Spontaneous Language Production Analyses:**

  Transcripts (Childes) video-audio recordings

  (23 – 29 – 35 – 41 – 47 months)

  Grammaticale Analyse van Taalontwikkeling (GRAMAT)

  (Bol & Kuiken, 1988)

| 3. Voertuigen (echte of speelgoed) | | | | | |
|---|---|---|---|---|---|
| | begrijpen | begrijpen en zeggen | | begrijpen | begrijpen en zeggen |
| vliegtuig | O | O | auto | O | O |
| fiets | O | O | brandweerauto | O | O |
| tram | O | O | trein | O | O |
| kraan (op bouwwerf) | O | O | ziekenauto/ ambulance | O | O |
| slee | O | O | tractor/ trekker | O | O |
| buggy | O | O | bulldozer | O | O |
| boot | O | O | helicopter | O | O |
| bus | O | O | brommer/ bromfiets/ motor | O | O |
| vrachtwagen | O | O | | | |

| 4. Speelgoed | | | | | |
|---|---|---|---|---|---|
| | begrijpen | begrijpen en zeggen | | begrijpen | begrijpen en zeggen |
| bal | O | O | boek | O | O |
| ballon | O | O | pop | O | O |
| pen | O | O | puzzel | O | O |
| speelgoed(je) | O | O | potlood | O | O |
| kralen | O | O | kleurpotloden | O | O |
| klei | O | O | cadeau | O | O |
| spel(letje) | O | O | lijm | O | O |
| verhaal | O | O | blokken | O | O |
| vingerverf | O | O | krijt | O | O |
| schuim/ zeepbellen | O | O | | | |

| 5. Kleding | | | | | |
|---|---|---|---|---|---|
| | begrijpen | begrijpen en zeggen | | begrijpen | begrijpen en zeggen |
| riem | O | O | luier/ pamper | O | O |
| sjaal | O | O | (lange) broek | O | O |
| shirt/ bloes | O | O | kous/ sok | O | O |
| schoen | O | O | maillot | O | O |
| pantoffels/ slofjes | O | O | onderbroek/ slipje | O | O |
| onderhemd(je) | O | O | jurkje | O | O |
| muts | O | O | jas | O | O |
| slabbetje | O | O | hoed | O | O |
| laarsjes | O | O | spijkerbroek | O | O |
| knoop | O | O | ketting | O | O |
| rits/gulp | O | O | T-shirt | O | O |
| fopspeen/speentje | O | O | shorts/ korte broek | O | O |
| pet | O | O | pyjama/ nachthemd | O | O |
| zwembroek/ zwempak | O | O | trui/ sweater | O | O |
| handschoenen/ wanten | O | O | | | |

# N-CDI Vocabulary: Total

**Growth-Curve 17 & 23 months**

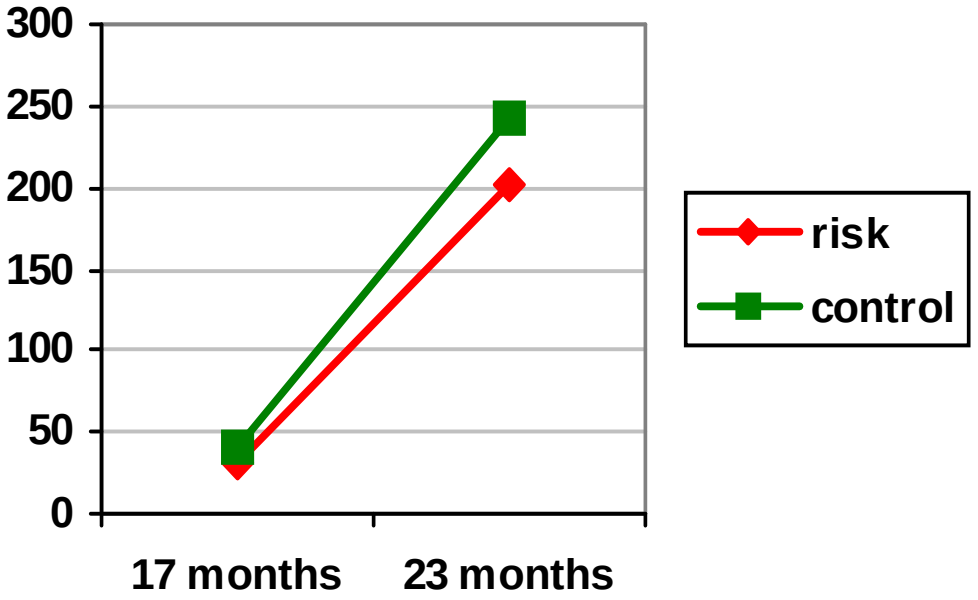
Total: *Significant* difference (**R < C**)

**R-17m: 32 words**

**C-17m: 40 words**

**R-23m: 202 words**

**C-23m: 243 words**

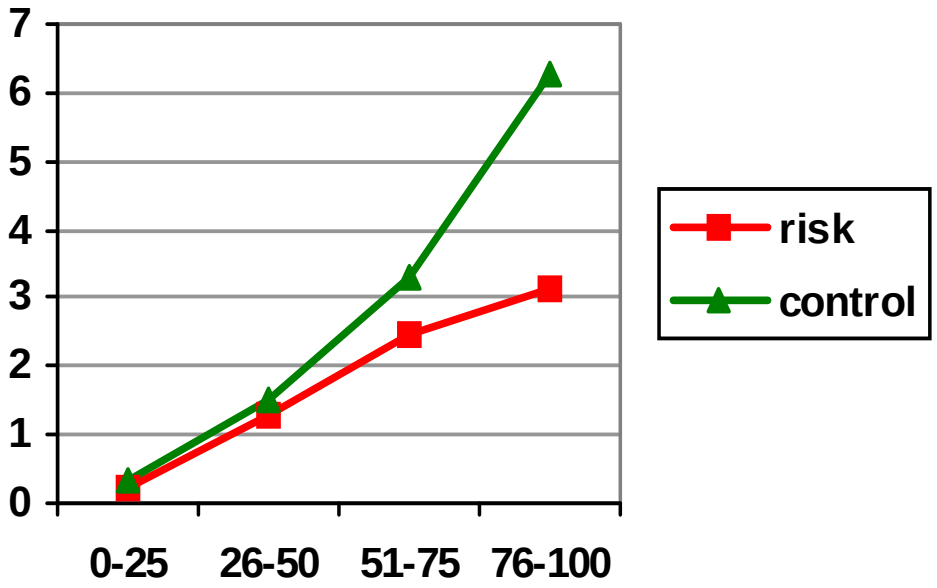


# N-CDI: Verbs – profiles (17m)

*Significant* group difference (**R < C**)

Per lexicon-size:

**Risk group** has fewer verbs

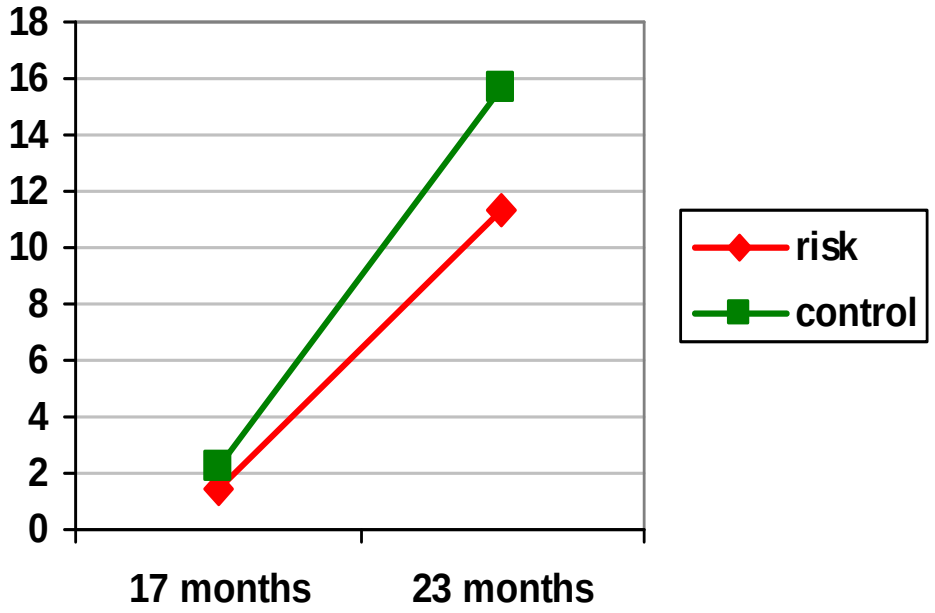


# N-CDI: Function words

**Growth-Curve 17 & 23 months**

Function words: *Significant* difference (**R < C**)

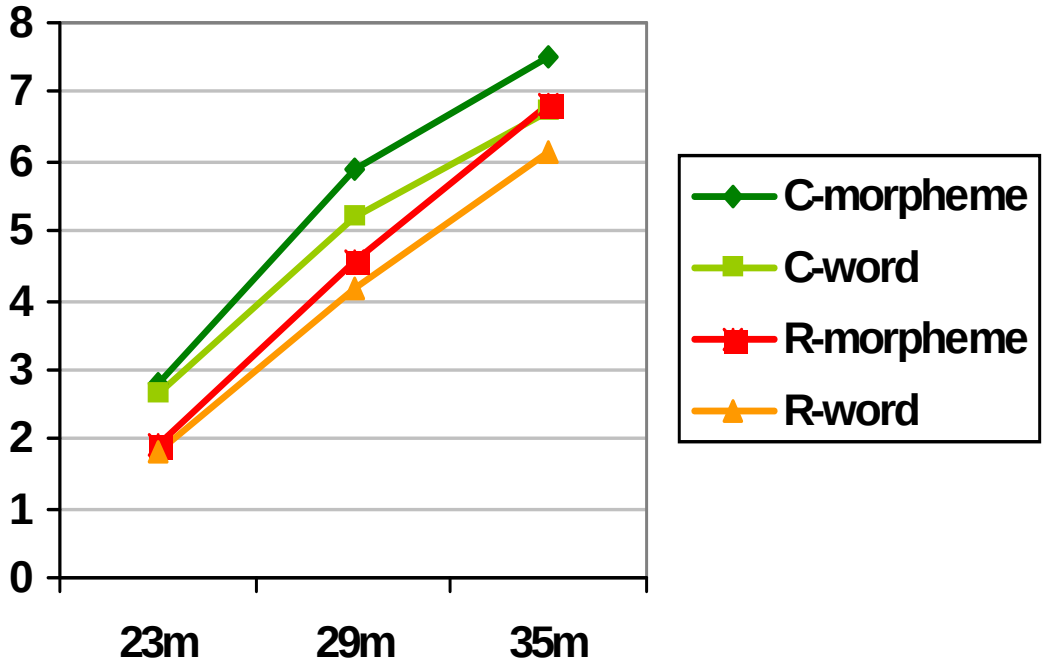
**Risk group** slower in acquisition of function words



# N-CDI Sentences

**Mean Length of Utterance (MLU): 23, 29, 35 months**

Words & Morphemes - all 3 ages (**R < C**)



# Spontanous Language: GRAMAT

**Phases of Language Development**

6 age phases:

/1;6 – 2;0 / 2;0 – 2;6 / 2;6 – 3;0 / 3;0 – 3;6 / 3;6 – 4;0 /

**Morpho-Syntactic Profile**

(*Clause Types*)

(*Phrases*)

(*Morphology*)

**Analysis over 44 children**:

22 Risks (12 at 29m, 10 at 35m)

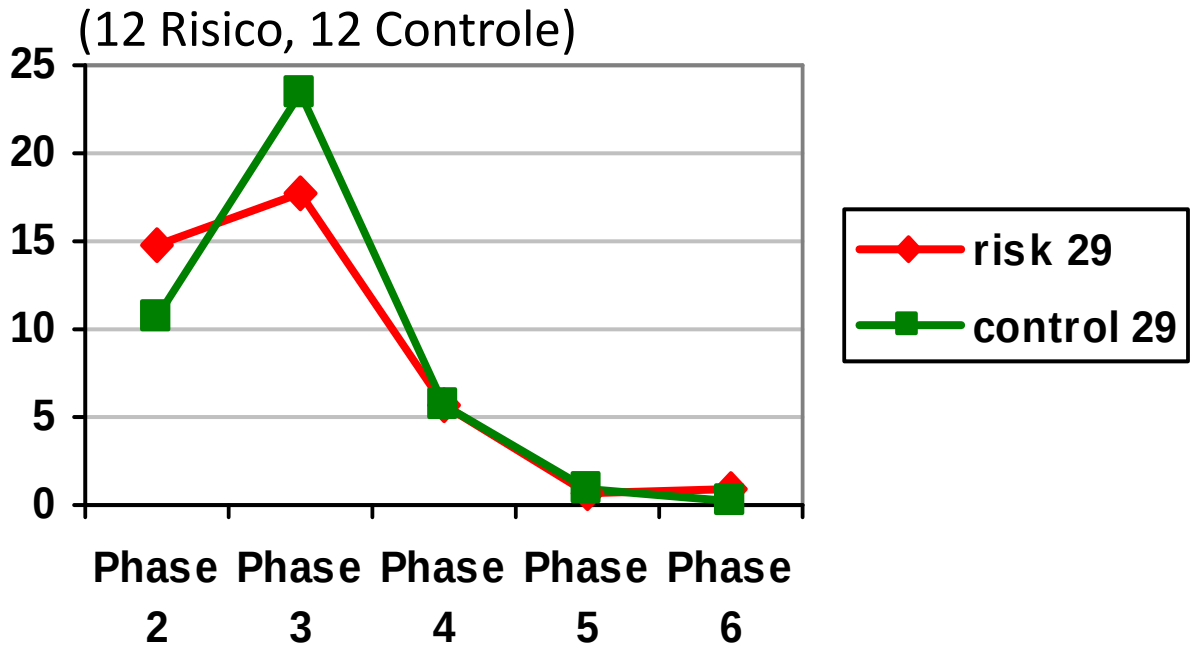
22 Controls (12 at 29m, 10 at 35m)

# GRAMAT: Phases (29m)

**Developmental phase at 29 months = Phase 3**

*Significant* difference: (**R < C**)

**Risico** – more Phase 2 and fewer Phase 3 utterances

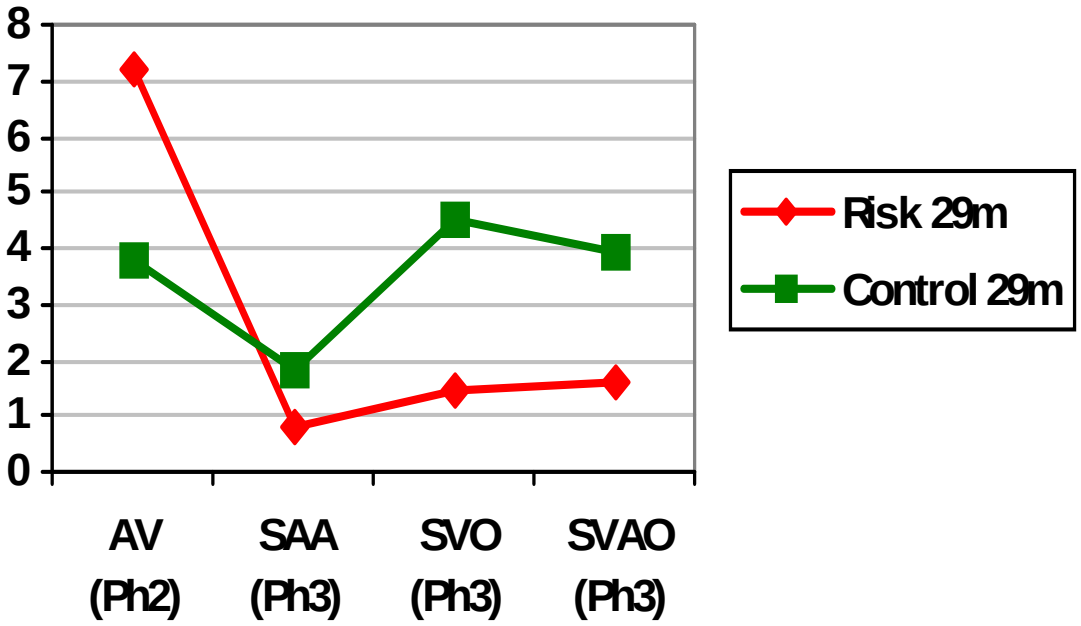


# GRAMAT: Clause Types (29m)

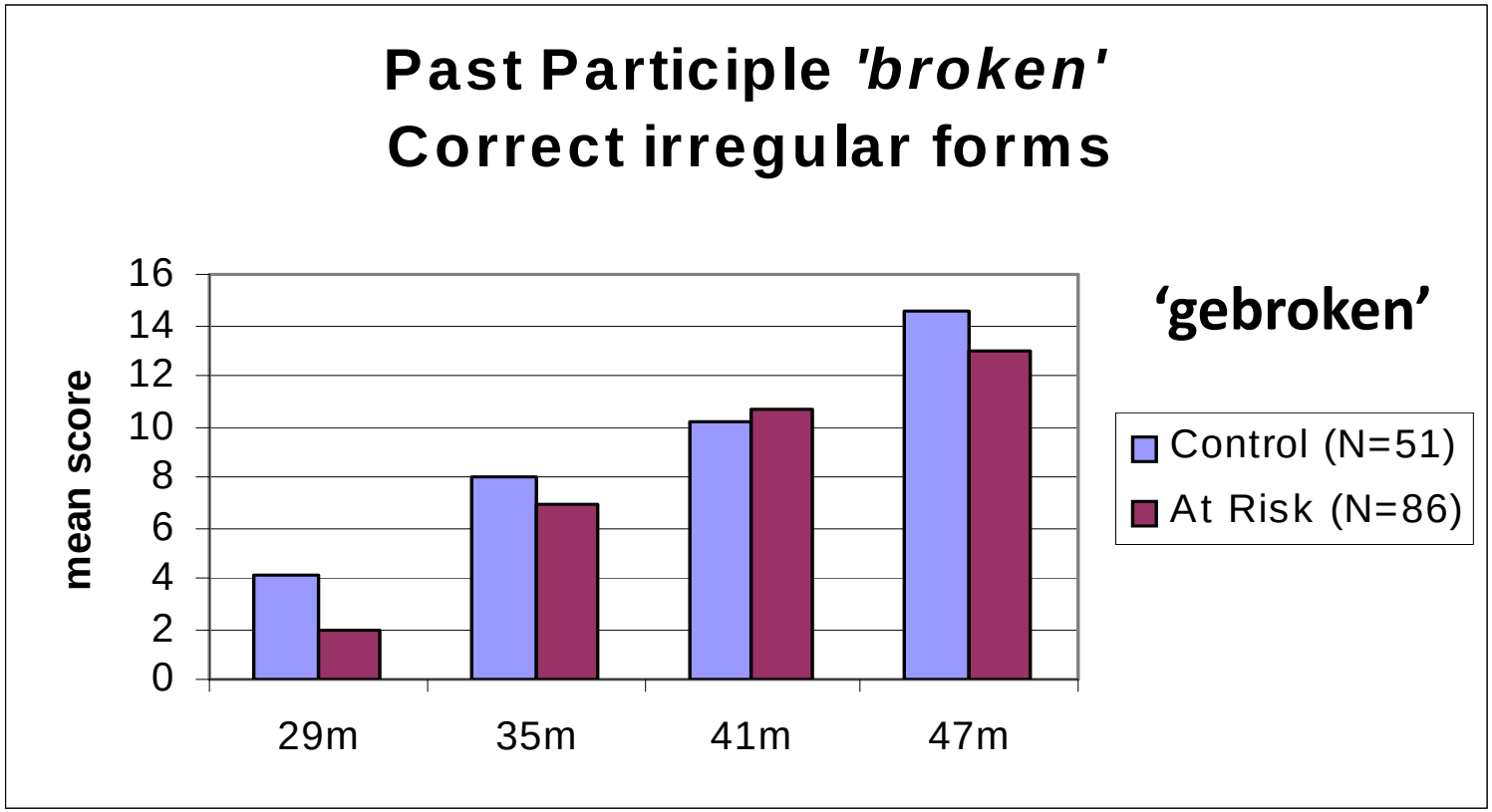
*Significant* differences: (**R < C**)

**Risk**: AV (2 clause elements, Phase 2)

**Controle** SAA, SVO, SVAO (3 & 4 clause el., Phase 3)

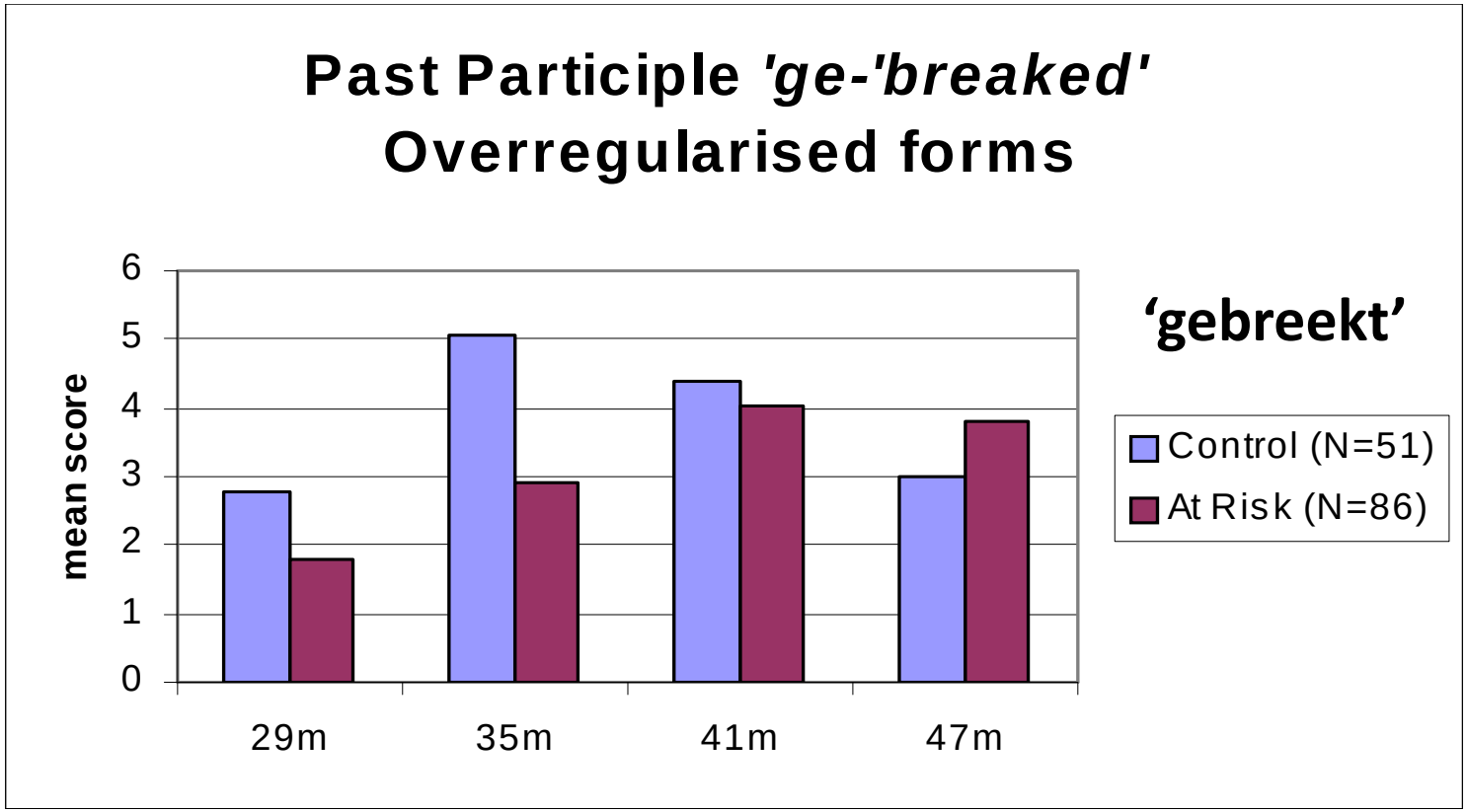


# CDI-KINT: verb forms

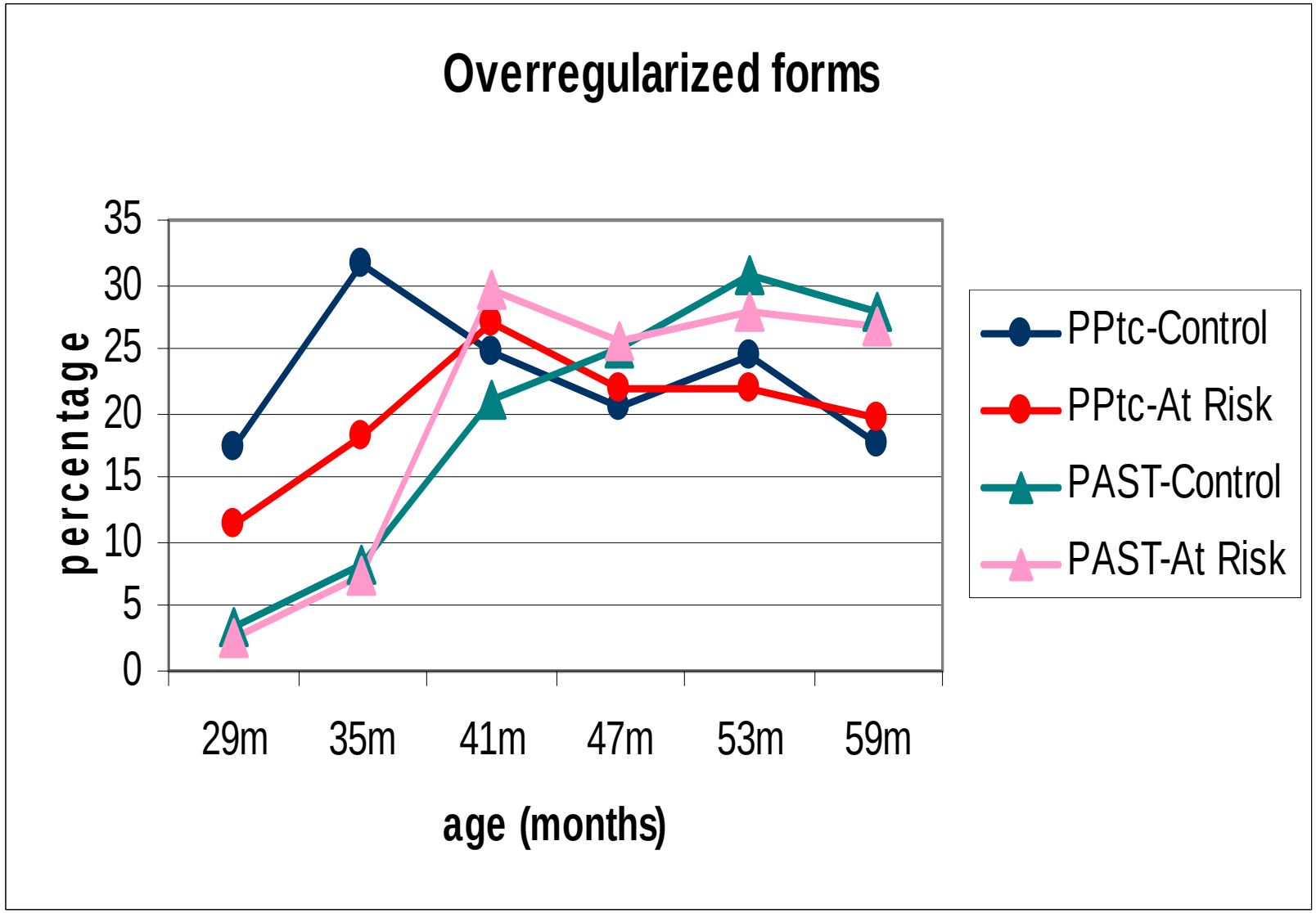



29m: significant difference C>R, p<.05

# CDI-KINT: verb forms




29m and 35m: significant difference C>R, p<.05




Control N = 90, At-Risk N = 158

n.s. developmental curve Past Tense, n.s. both forms above 41m

# EXPERIMENT 5-6 yr olds
# Elicited Production Irregular Verb types

## Past Tenses (15 irregular verbs)

*Examples*

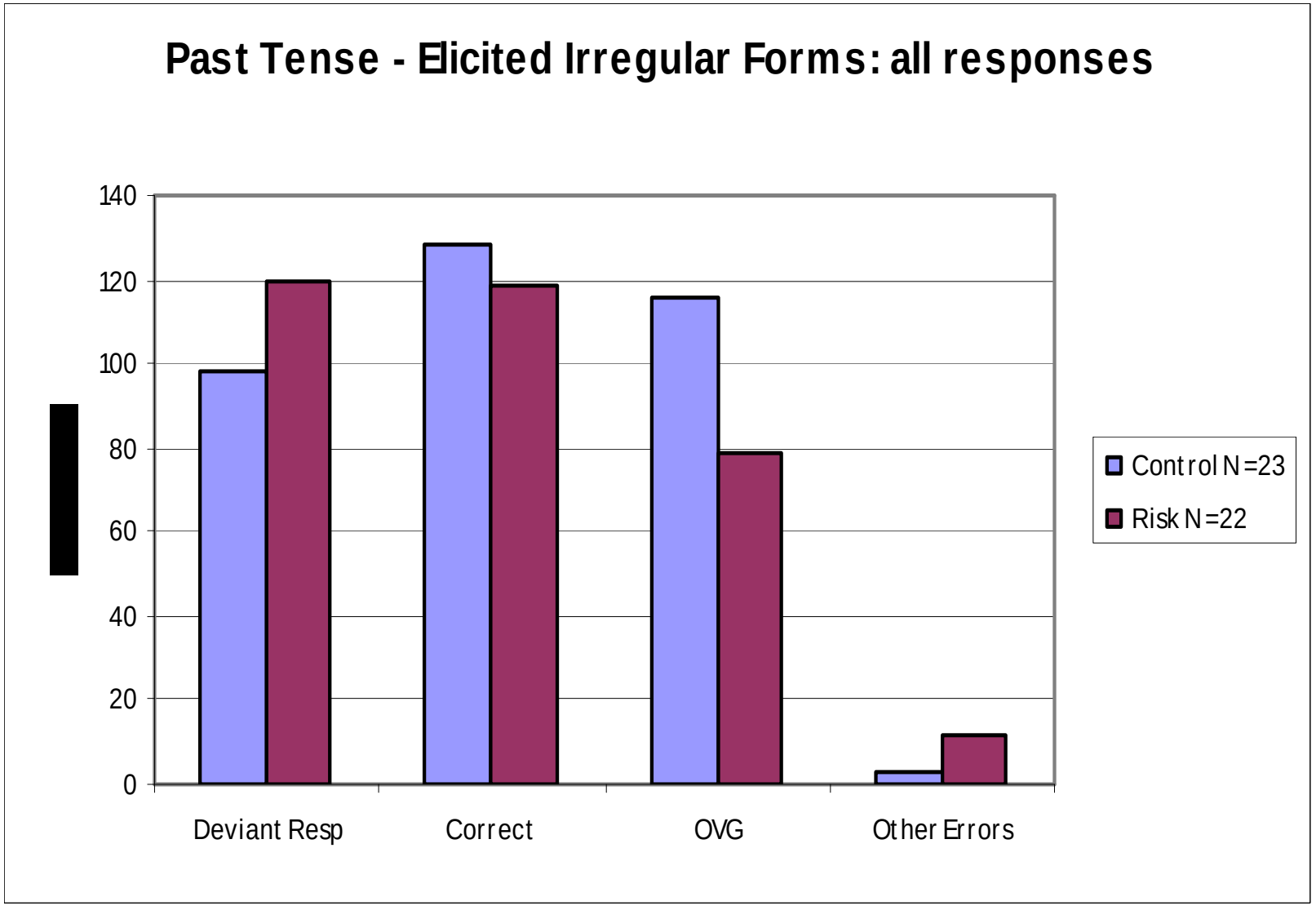
*break:* *breken – brak - gebroken*

*fall:* *vallen – viel – gevallen*

*drink:* *drinken – dronk - gedronken*

Kijk, zij drinkt haar melk

En daar...(*heeft ze haar melk gedronken*)




C: Deviant Resp 96, Correct 128, OVG 116, Other Errors 3, Total 345

R: Deviant Resp 120, Correct 119, OVG 79, Other Errors 12, Total 330

# Conclusion for At-Risks

Dutch children at Risk for Dyslexia are delayed and less successful in detecting morphological patterns and in deducting rule-based formation of verb forms

<u>Due to:</u>

1) **Weak phonological decoding of input**
   sign. worse at phoneme discrimination from 2 months onward (ERP)
2) **Diminished intake (and phonological bootstrapping) of verbs**
   sign. fewer verbs in early productive vocabulary (17 – 29 months)
3) **Weak phonological bootstrapping of sentence-structure**
   sign. fewer closed-class elements in productive vocabulary (17 - 47 months)

# Evidence from use of Irregular Verbs

## a) Delayed appearance of overregularized forms

Past Participles (29 – 41 months)

## b) Flatter U-shaped development with lower peak

Past Participles (41 months)

## c) Fewer overregularized forms

Past Tenses - Elicited Production (age 5-6 yrs)

## d) More Other Errors

Past Tenses qualitative: ‘crazy’ novel irregular forms and voice-clashes

# Elicitation techniques (L1)

Is it possible to use these techniques for eliciting FL production by young learners?

# Elicited Production

Speech production, ‘cued’ by specific materials like

- Pictures (nouns…)
- Movies (verbs…!)
- Comic strips (story telling)

Used for ‘assessing’ developmental level of:

- Story telling (narrative skills)
- Sentences (sentence structures)
- Words (vocabulary size, profile)
- Word forms (morphology)
- Semantics / referential meaning of words and sentences

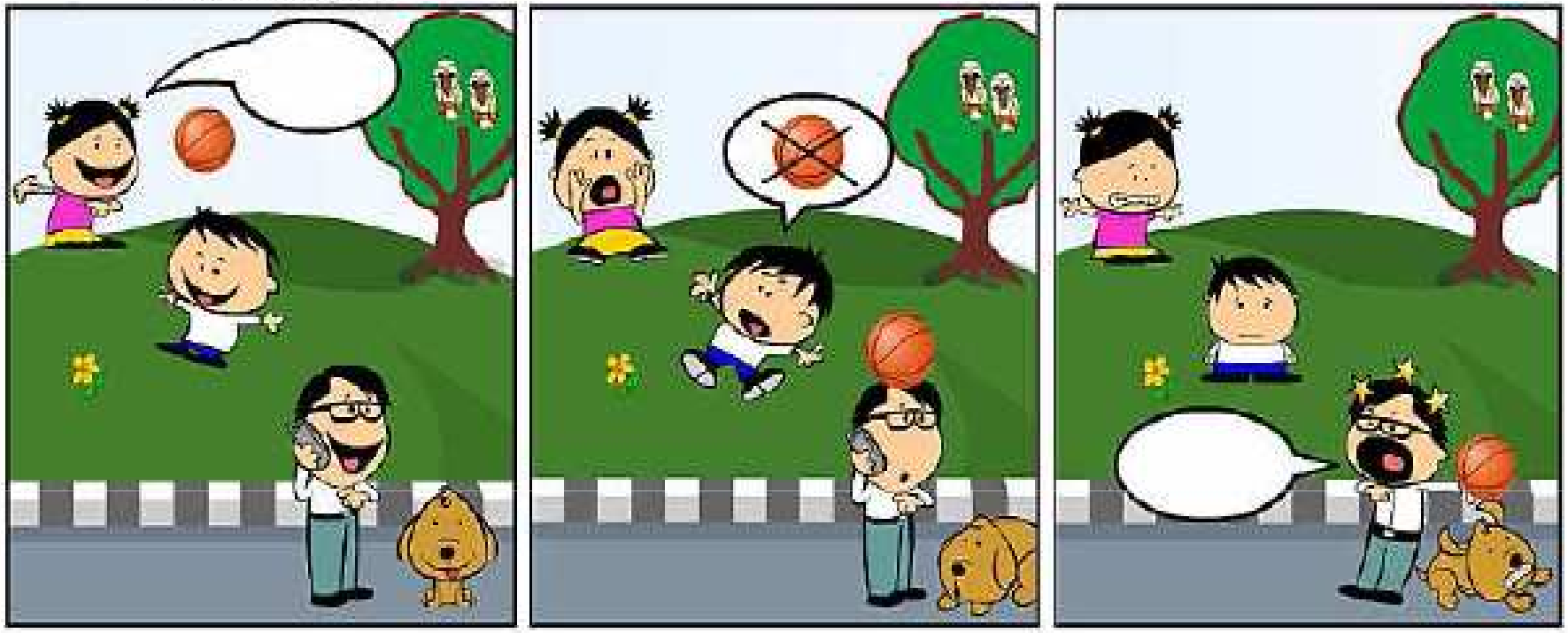
# Narratives

- Comic strips
- Elicit both descriptions AND conversations / direct speech….
- Look for elements of narrative development:

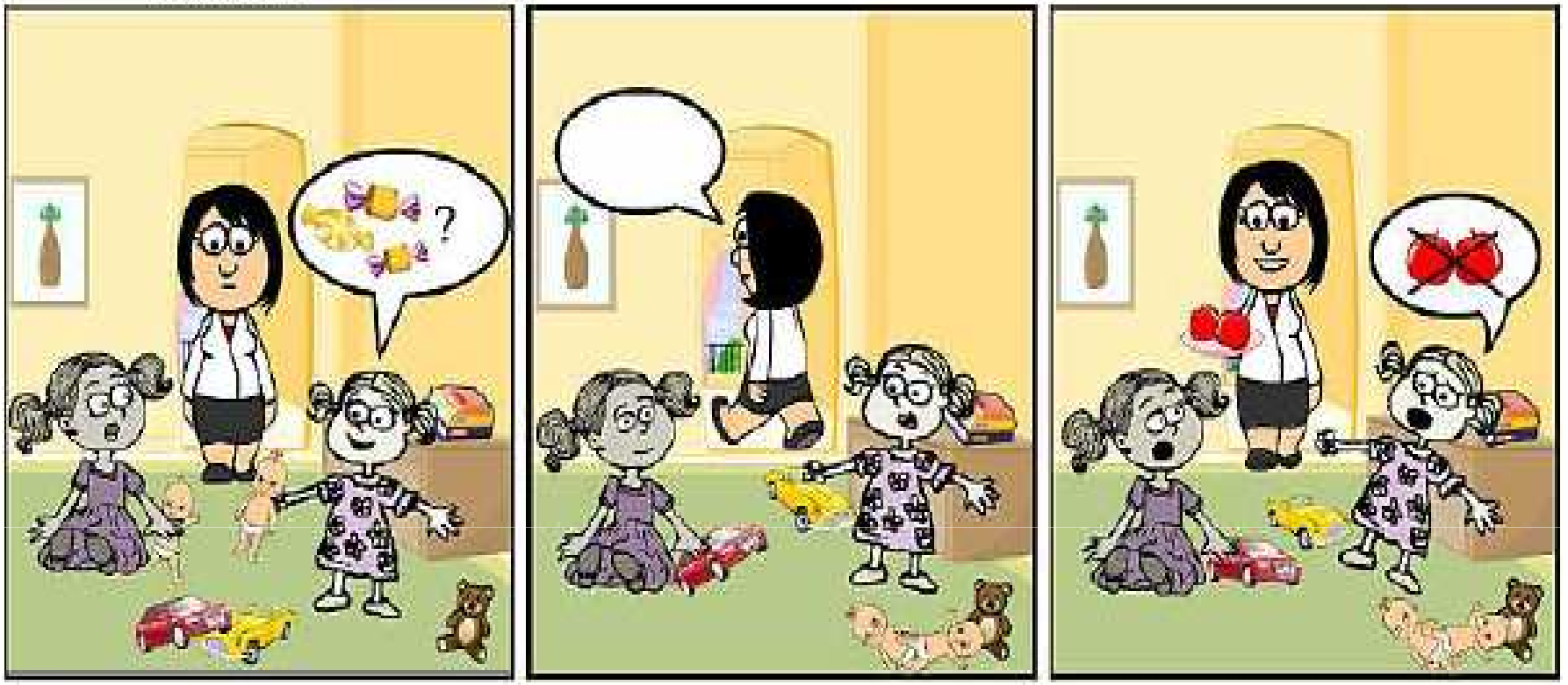
For example:  Introduction new information / new characters:
first indefinite article, after introduction definite article

“Here you see a boy and a girl”
“The boy is playing with a ball”
“The ball is flying high in the sky and hits a man on his head”

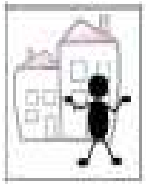
Practice cartoon

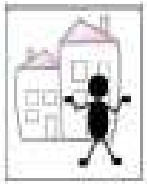


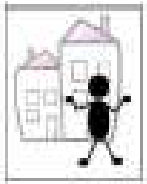
Cartoon 1



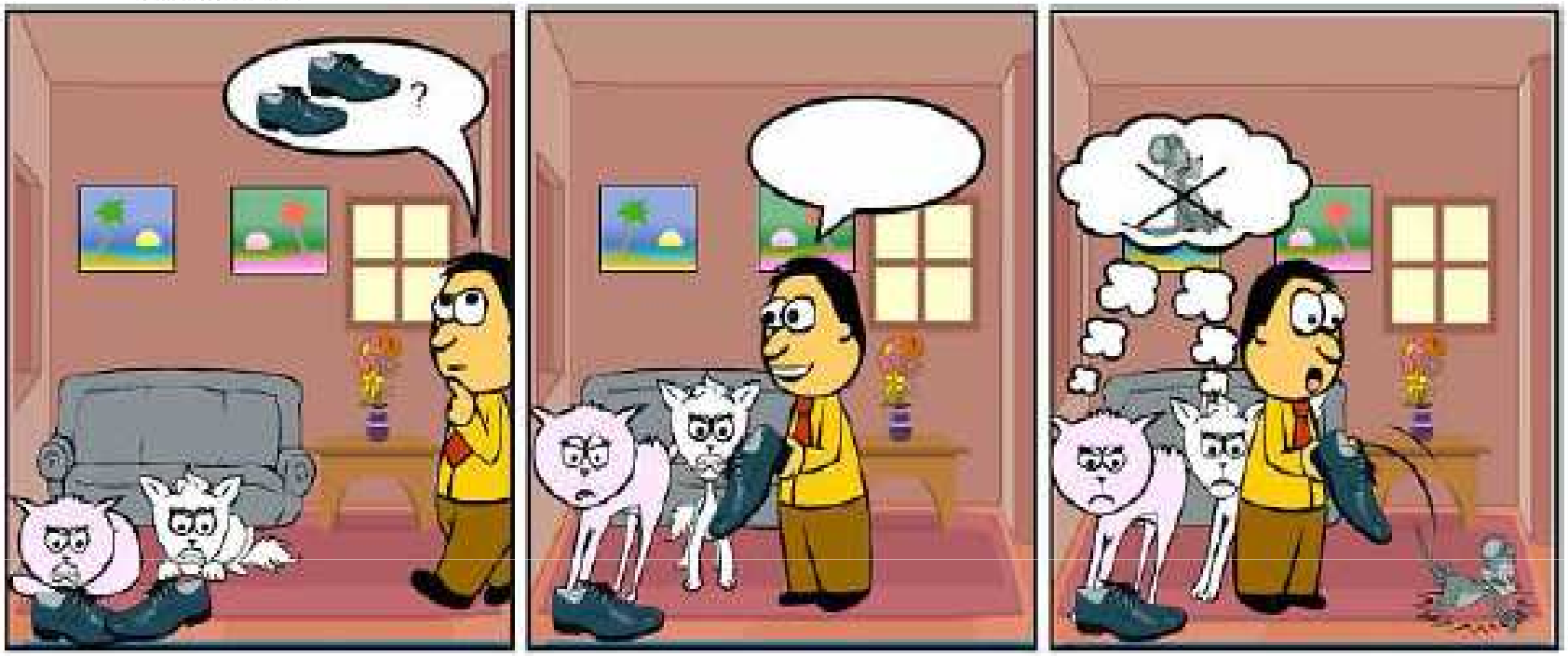
**Cartoon 2**







**Cartoon 3**



# Elicited Imitation

Used for ‘implicit’ assessment of grammatical competence

In contrast with Truth Value Judgement Task (TVJT):

- Yes / no judgment on grammatical correctness
- Assessment of explicit knowledge
- Presumes larger / more developed meta-linguisitic potentials by the child

# TVJT / “TROG”

TVJT = T/F task = “ Test for Reception of Grammar”
Is this sentence correct: yes or no? Why?

Young children: -“yes”-bias… (4-8 yr olds)
- responses based on (unexpected) semantic reasons (L1)

Test sentence: **The witches dance_ on the table**
Correct? **“ No”**
Why? **“ Because witches don’t dance on tables, they fly on their brooms in the sky….”**

In L1 meta-linguistic awareness and ability to comment on own judgments is developing, but for 10-12 yr olds it still is difficult:

“You don’t say it that way!” (“You should say…..” )

Why? “ I can’t explain…..”

# Elicited Imitation

Sometimes children are perfect imitators, but not always…..

Present / already developed linguistic competence implicitly / unknowingly ***overrules*** their attempt for perfect imitation

| **Correct prompt** | **– Incorrect 'imitation'** |
|---|---|
| *The boys are dancing* | *The boys dancing* |
| **Incorrect prompt** | **– Corrected ' imitation'** |
| *The boys is dancing* | *The boys are dancing* |

Evidence that ***language processing*** has taken place, reflecting the level of grammatical competence

Child is often unaware of the difference:

" Did you say exactly the same as the puppet did?" "Yes, I did!"

# Sentence Completion

Elicitation of specific morpho-syntactic constructions, with use of visual stimulus materials, like pictures & props

Example:

- Irregular / overregularized Past Tense forms

# STSA-technique:
# Story Telling & Story Acting

## Vocabulary, narrative and (pre-)literacy skills (L1)

**1**. **Story telling**: Child 'dictates' a story to the Teacher
T writes down literally what child says
(without intervention or correction by T)

**2**. **T reads the story aloud** and asks other children to **act out** the story

**3. Child (story teller) can / will reflect and react on the act out**:

*' but they are doing nothing!'*

*' but they are not doing the right thing!'*

*' the frog should sit ON the dog' etc*

*' that's not what I meant / I forgot to say that they should do…. etc'*

# STSA-technique:
# Story Telling & Story Acting

## Vocabulary, narrative and (pre-)literacy skills (L2?)

Useful for assessment / study linguistic development in foreign language by young learners?

Collect a series of stories told by the YL (and written on paper by the Teacher / Researcher) over a certain period

(in Language Portfolio )

Analyse development of vocabulary and morpho-syntaxsis?

# Discussion

Assessment of oral production in YLs:

- Class room (‘online’ ) observations?
- Observation list (‘check list’)?
- Individual production tasks?
- L1 => L2: interference / mixing / switching
- (high) levels of cognitive and meta-linguistic skills in L1 + limited L2 language proficiency
- What type of data for what type of interpretations? (What do we want to know?)

EXPERTISECENTRUM
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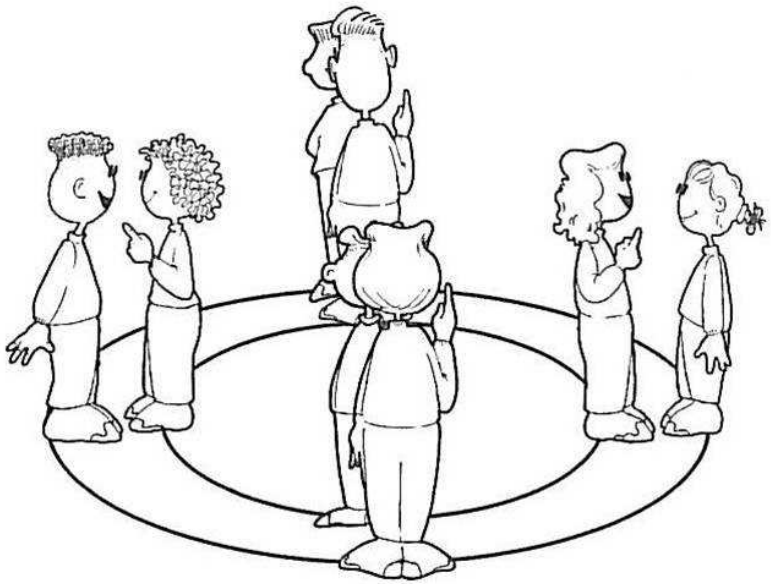
# What do you think?



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