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I am submitting herewith a dissertation written by Norma Diane Robinette entitled "English Language Acquisition of Adopted Children from the Philippines and Latin America." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a major in Curriculum and Instruction.

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ENGLISH LANGUAGE ACQUISITION OF ADOPTED CHILDREN FROM THE PHILIPPINES AND LATIN AMERICA

A Dissertation

Presented for the

Doctor of Education Degree

The University of Tennessee, Knoxville

Norma Diane Robinette

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DEDICATION

This dissertation is dedicated
to my daughter,
Karen Diane Robinette
to her adopted grandparents,
Louis and Mary Charlotte Ball
to my aunt,
Sue Fann
to my cousins,
Lynn Fann
and
Betty and Russ Dunham
For their love, inspiration, and support.

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offer help and encouragement to other parents and their adopted children.

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adoption (Ephesians 1:5) "for from him, and through him, and to him are all things. To him be the glory forever!" (Romans 11:16)

ABSTRACT

The purpose of this study was to examine certain aspects of the process through which internationally-adopted children learn English. The study sought to determine differences in English language acquisition attributable to gender, age on arrival, and region of origin.

The sample for the study consisted of 108 children who were adopted by U.S. citizens from the Philippines and Latin America. Parents provided the data by means of a questionnaire entitled "Language Acquisition of Internationally-Adopted Children." The questionnaire, which included four open-ended and 46 closed-ended questions, was an adaptation of a questionnaire used in a similar study conducted in Belgium. The children in this study were grouped according to their gender, age on arrival (Group I - birth to 17 months, Group II - 18 months to four years, Group III - five years and up), and region of origin (Philippines and Latin America).

The findings of this study were as follows: (1) children from the Philippines tended to suffer from malnutrition, ear infections, and other diseases more than children from Latin America. Children who were 18 months to four years old (Group II) at the time of their adoption tended to suffer from ear infections, and Filipino children who were younger than 18 months (Group I) at the time of their adoption tended to be malnourished. Filipino children in Group I also tended to receive more services from school personnel in addition to the classroom teacher; (2) children adopted prior to 18 months of age did not have difficulty in the process of acquiring English as their

native language; (3) no statistically significant differences were found in the second language acquisition of the children based on region of origin or gender; (4) over one-half of the children in Group II (18 months to four years at the time of their arrival) were as proficient as native speakers at the time of this study, but one-fourth of the children in this group had noticeable difficulties; and (5) about one-third of the children in Group III (five years and older at the time of their arrival) were as proficient as native speakers while over 20% of them continued to have noticeable difficulties.

The major conclusions were as follows: (1) early malnutrition and chronic ear infections had an influence on language acquisition and later academic performance in school; (2) children who were adopted prior to 18 months of age learned English as their native language; (3) children from different language backgrounds learned English as a second language at the same rate and with the same success; (4) children who were adopted often did not go through a silent period that is characteristic of other second language learners; (5) The time required before non-family members understood the adopted child varied from one to six months. Some children mixed English and their first language for up to six months, and others did not; (6) the age on arrival was an important factor in second language acquisition; (7) older children (five years and up) received services from ESL teachers more often than younger children. Internationally adopted children often received services from speech therapists and resource teachers; and (8) they were highly motivated to learn English. With time, most achieved proficiency in spoken

English comparable to that of native speakers, yet many had difficulties in the process of second language acquisition that were long lasting.

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CHAPTER I
INTRODUCTION

INTRODUCTION

There is increasing evidence that strategies for second language acquisition are common to all children (Dulay & Burt, 1974). Research further indicates that second language acquisition in children is a complex process that occurs over an extended period of time (Collier, 1987). That is because children who are acquiring a second language must develop academic language proficiency as well as interpersonal communicative language skills (Cummins, 1981).

Thousands of people immigrate to the United States each year. For the majority of these individuals, English is their second or even third language. It is generally recognized that children who immigrate to this country with their parents benefit from instruction in English as a Second Language or ESL, for these children must often function in their native language in the home environment and in English at school. These children are often proficient and even literate in their first language before they enter public schools. Although a large percentage of these students come from low-income families (according to U.S. standards), many come from a middle or upper-income background and bring strong aspirations of upward mobility to their adopted homeland in the United States. Many of these children come from families that place a high priority on education (Collier, 1987).

The family background and life experiences of children who have been adopted from other countries is often quite different from those who immigrate with their families. Prior to adoption, the children are, for the most part, impoverished and malnourished by American standards. Many arrive with medical problems that need immediate attention (Smith-Garcia & Brown, 1989). In most cases, they have not experienced a continuity in family relationships before they were adopted. When they arrive in the United States, they must adjust to a new culture, a new language, and new relationships. Most are adopted by middle class families who are able to provide for their needs and also give them many advantages in their new country. Many of the older adopted children have experienced much trauma in their young lives, and then suddenly they find themselves in a stable family environment. This necessitates emotional and psychological adjustments (Jones, 1979).

Most of the international children who are adopted by American families are adopted as infants, but a large number of older children also come to the United States to live with adoptive families. Since these children are adopted by families whose first and sometimes only language is English, they are surrounded by English at home and at school. Because they do not acquire two languages simultaneously, these children are not bilingual in the usual sense of the word. They rarely have contact with their native language after their adoption. Thus they leave one native language behind, and then acquire a second native language (Schaerlaekens, Huygelier, & Dondeyne, 1988, p. 248). This study will address

various aspects of English language acquisition of these internationally-adopted children.

STATEMENT OF THE PROBLEM

Since English is the language of the adoptive family, family members and educators often expect adopted children to converse in English and function on grade level soon after their arrival in the United States. These children, however,

> pass through a very distinctive process of language acquisition. Normal linguistic development is out of the question, because the developmental process that had started in one language is very suddenly interrupted and is, as it were, "re-started" in another language. (Schaerlaekens et al., 1988, p. 248)

Children who were adopted as preschoolers may be functioning entirely in English when they enter school. If this is the case, they may not receive services from English as a Second Language (ESL) personnel in the public school system. Some school age children who are adopted are already able to speak, read, and write their first language. Because of cultural, emotional, and psychological adjustments, other school age children may loose their first language quickly and go through a period of time when they are not proficient in any language, so testing these children and evaluating their eligibility for services may present a challenge to school personnel.

Classroom and ESL teachers, as well as family members, may have unrealistic expectations for international children who have been adopted. There are often misconceptions on the part of parents

and educators concerning typical patterns of language acquisition for these children.

PURPOSE OF THE STUDY

The purpose of this study is to examine certain aspects of the process through which internationally-adopted children learn English. The study seeks to determine commonalities and differences in English language acquisition attributable to gender, age on arrival, and region of origin. Studies have shown that students with limited English proficiency (LEP) require from four to eight years to reach national norms on standardized tests (Collier,1987). This study will explore whether or not international children who are adopted into English speaking homes require the same time, relative to their age on arrival, to develop academic language proficiency as children who are from families for whom English is their second language.

SIGNIFICANCE OF THIS STUDY

Since the late 1960s, growing numbers of children from Korea, Vietnam, India, Bangladesh, Latin America and Africa have been adopted by people living in Western industrialized countries (Schaerlaekens et al., 1988). Parents of these adopted children and educators who work with them need to know what to expect in terms of a typical second language learning process.

Studies have been conducted in Belgium and Sweden, but American researchers have not as yet addressed this topic. Too little research has been conducted to permit generalizations about the

second language acquisition process that adopted children experience. The results of studies that have been conducted thus far indicate that children who are older upon their arrival in their adopted homeland often experience lasting linguistic difficulties. This alone should prompt researchers and educators to look more closely at the needs of this group of students (DeGeer, 1992 and Schaerlaekens et al., 1988). Other studies have shown that children who are adopted between the ages of one and one-half and three years may constitute an at-risk group for language learning difficulties. These children have just begun to have some command of their first language, and then they come to the frustrating realization that their first language is now completely ineffective in their adoptive family, and that they cannot achieve anything with it any more. That can be a traumatic experience that has a lasting impact on their language learning. Syntactic, morphological and articulation difficulties have been reported by some parents, while others affirm that their children made smooth and surprisingly quick progress in second language acquisition. Often adopted children go through a silent period for several months after their arrival. Responses from Dutch-speaking adoptive parents indicated that the child's original language disappeared quickly and was actively present for no longer than four months (Schaerlaekens et al., 1988).

These experiences are indeed unique to adopted children. Therefore, the similarities and differences in second language acquisition for adopted children and other LEP children need to be identified. If it is shown that these children do in fact have special

needs, then the families of these children, their teachers, and administrators of ESL programs, need to address the academic challenges that these children face and provide instruction that will enable them to reach their full potential.

ASSUMPTIONS

It is assumed that accurate information about the second language acquisition of adopted children can be obtained from their adoptive parents by means of a questionnaire. It is also assumed that parents will be able to answer the questions accurately regarding their child's language acquisition using written records and their memory of events that transpired in their child's life. Since learning a new language is one of the main adjustments that internationally-adopted children must make in their new home environment, parents usually take careful note of milestones in this process. It is therefore an assumption of this study that these parents will take the time to respond honestly and with sufficient detail to the questionnaire.

An accurate determination of each child's age on arrival in the United States is of utmost importance for this study. Often, medical and dental examinations cast doubt on birth records provided by agencies in the child's country of origin. Yet to the best of their ability, with the available information, families must determine the age of their children.

It is assumed that school age children residing in East Tennessee have taken standardized achievement tests each year. It

is also assumed that parents have access to the TCAP scores that are requested on the questionnaire.

LIMITATIONS

Some children in this study arrived as newborns. Those who were toddlers, children, or adolescents when they arrived had varying degrees of proficiency in their first language.

Many had medical conditions that needed immediate attention upon their arrival. Malnutrition was a factor that impacted the lives of some of these children in various ways.

The children in this study, therefore, may differ in their individual emotional and psychological approach to coping with the cultural and linguistic differences they have encountered. Each acoptive family approaches the challenges of everyday life in unique ways that may impact language learning.

Variation of educational needs is to be expected, and services offered by the schools to these children differ in many respects.

DELIMITATIONS

The sample for this study will be delimited to adopted children who arrived in the United States prior to their 18th birthday. They reside in the East Tennessee area, primarily in Chattanooga, Greenville, Knoxville, and Tri-Cities. Since some studies have shown that people from different language backgrounds acquire English at different rates, this study is further delimited to adopted children from Latin America and the Philippines.

DEFINITION OF TERMS

Adopted Child

An adopted child is one whose birth parents have given legal custody of the child to adoptive parents. The child assumes the family name of the adoptive family. All of the children in this study were born in Latin America or the Philippines, and lived in those countries prior to their adoption.

Adoptive Family

The adoptive family consists of the parents who have adopted a child, the adopted child, and other siblings.

Age on arrival

The age on arrival is the age of the child when s/he is brought to the United States by his/her adoptive parents.

At risk

Studies have shown that certain factors are often present when children experience a given difficulty. When these factors are present, it is said that children are at risk for having that difficulty. In other words, the likelihood of a child's having that problem is increased.

Basic Interpersonal Communicative Skills

Basic Interpersonal Communicative Skills involve those speaking and listening skills necessary for conversation.

Birth Family

A child's birth family consists of the child's biological parents and other children that were born to them.

Cognitive Academic Language Proficiency

Cognitive academic language proficiency is the ability of a student to function in the various subject areas in a given language.

ESL

ESL is an abbreviation for English as a Second Language.

Home Study

A home study is a report written by a social worker about the adoptive family prior to the placement of a child in the home. The couple or individual who wishes to adopt a child from another country must gather documents such as birth certificates, reports from the fire department regarding suitability of the family's housing, reports from the police department stating that the individuals do not have a criminal record, fingerprints, bank statements, income tax records, proof of employment, and health reports. After all the documents have been gathered, the social worker makes several visits to the home. S/he then writes a description of the family and each individual in the family in a report. This report is then sent to the agency that will arrange the adoption. The home study must be translated and sent to the proper officials in the home country of the child who is to be adopted.

L1

L1 refers to the native language or first language that the child heard spoken. Spanish, Portuguese, Guarni, Tagalog, Visayan, Cebuano, and Kiswahili were the first languages of all of the children in this study.

L2

L2 refers to the child's second language. In this study, English is the L2.

LEP

Students who are learning English as a second language may be referred to as students with limited English proficiency.

Successive Language Acquisition

Successive language acquisition is the language learning process that takes place when a person learns two languages - one after the other - in natural settings.

RESEARCH QUESTIONS

1. What was the condition of the health of the adopted children at the time of their arrival in the United States?
2. Did children who were adopted before they were 18 months old appear to have learned English as their second language, or did they acquire English as their first language in the same way a native speaker does?
3. Did children who were adopted before they were 18 months old experience any difficulty in vocabulary development, pronunciation, or grammar?
4. Are children who were adopted before they were 18 months old working on grade level in school?
5. Describe the proficiency in English of children who were adopted before the age of 18 months.

6. Did a majority of the children who were older than 18 months at the time of their adoption go through a silent period?
7. While learning the second language, did the children use a mixture of English and their first language?
8. How long did it take before individuals other than family members understood the children well?
9. Did children who were 18 months or older when they were adopted experience difficulty in vocabulary development, pronunciation, or grammar?
10. Describe the fluency in English of children who were adopted when they were 18 months or older.
11. Are the children who were adopted when they were 18 months or older working on grade level in school?
12. Do the children who were adopted when they were 18 months or older seem to constitute a group that is at risk for language difficulty?
13. Are there common experiences that internationally adopted children share in the language acquisition process, or is this group of children so varied that there are many differences in their language learning experiences?
14. How does the age on arrival influence the rate at which the children acquire basic interpersonal communication skills?
15. How does the age on arrival influence the commmunicative competence of the children?

16. How long does it take for children who have been adopted from Latin American countries and the Philippines to reach state norms on TCAP tests?
17. Based on the literature, does the process of language acquisition for adopted children parallel or differ in some respects from the process that other LEP children experience?

CHAPTER II
REVIEW OF THE LITERATURE

INTRODUCTION

The studies presented in this literature review serve as the basis for a study of second language acquisition in internationally-adopted children. Databases used in the search for material relevant to the topic include Dissertation Abstracts International (1861-1994), Modern Language Association (1965-1995), Education Resources Information Clearinghouse (1965-1995), and Linguistics and Language Behavior Abstracts (1973 - 1995).

This literature review is organized into the following sections: (1) introduction; (2) successive second language acquisition; (3) medical issues related to adoption of children from other countries; (4) psychological and social issues related to the adoption of children with special needs; (5) second language learning strategies; (6) implications for second language acquisition from first language acquisition; (7) second language acquisition and academic achievement; (8) relationship of age to second language acquisition; (9) the affective filter and second language acquisition; and (10) summary.

SUCCESSIVE SECOND LANGUAGE ACQUISITION

Growing numbers of children from Korea, Vietnam, India, Bangladesh, Latin America and Africa have been adopted by people

living in Western industrialized nations since the late 1960s. These children pass through a "very distinct process of language acquisition. Normal linguistic development is out of the question, because the developmental process that had started in one language is very suddenly interrupted, and is, as it were, 'restarted' in another language" (Schaerlaekens et al., 1988, p. 248). McLaughlin (1977) reports that the earliest study of successive acquisition of two languages in natural settings in the literature is the report of Volz (cited in C. Stern & W. Stern, 1907). Volz observed that his son acquired Malaysian first, and then gradually lost his proficiency as he acquired German as his second language. The child had lived for the first three years of his life in Sumatra, during which time he had been exposed almost entirely to Malaysian. From the age of three years one month, he heard only German. His father observed a transition period from three years one month to three years three months when the child used both languages, but did not mix them. After three years three months, Malaysian was used less frequently, and by three years eight months, was almost entirely forgotten. The child experienced a period of relative stagnation between three years six months and three years nine months, attributed by Volz to discouragement due to being frequently misunderstood and not understanding others, and to frustration from unsuccessful attempts to express himself. During this period he was often silent. At three years nine months he began to speak more and tried with considerable effort to express his thoughts accurately. By the time he was four, his expressive and receptive abilities in the German

language began to approximate those of monolingual children his age (McLaughlin, 1977).

DeGeer (1992) and Schaerlaekens et al. (1988) have investigated the process that adopted children go through when they leave one native language behind, and have no more contact with it. Then they acquire a so-called second native language. In their review of existing literature and research, Schaerlaekens et al. cited a book by De Hartog (1968) that is a parents' description of their experiences with two adopted children. In it they state that these children internalized the language so that they appeared to be native speakers. In 1980, Weyer brought together the experiences of a larger number of parents and noted that many of the older children exhibited long term language and learning difficulties (Scaerlaekens et al., 1988). In 1983 Hoksbergen and Walenkam reported that they thought that children between the ages of one and one-half and three years of age upon their arrival constituted a critical age group. These children who had just discovered their native language and begun to have some command of it. "The frustrating realisation that this language is now completely ineffective, that one cannot achieve anything with it anymore, can cause negative behaviour" (Scaerlaekens, et al., 1988, p. 249).

In 1988 Schaerlaekens et al. conducted a study of children of Indian origin adopted by Belgian citizens (46 boys and 70 girls). The numbers in the study corresponded to the ratio of boys to girls in the general population of adopted children in Belgium. The researchers divided the children into five groups based on their age

on arrival: (1) birth to 14 months, (2) 15 months to two years six months, (3) two years six months to five years, (4) five to seven years, and (5) over seven years. The questionnaire that was completed by the parents had four divisions: (1) general information, (2) language learning during the first six months after adoption, (3) further linguistic development, and (4) current linguistic behavior and school careers of the children.

Responses from the questionnaire indicated that the children's original language was actively present for no longer than four months. Thirty-two parents indicated that the children at times responded to the fact that the language that they knew was not effective in the new surroundings and became angry or withdrawn. In addition, a silent period was reported by 27% of the parents. In answer to the question about the length of time before the children understood some of what was said to them by the adoptive parents, 61% reported one week to one month, and 8% reported longer than several months. The other parents surveyed could not answer this question precisely.

Parents whose children arrived between the ages of two years six months to five years reported sentence structure and morphological problems as well as articulation difficulties. For seven-year-old and older arrivals, 56% experienced articulation problems and "laborious syntactic evolution" (Schaerlaekens et al., 1988, p. 259). One-quarter of these children, however made smooth and surprisingly quick progress. The parents reported that formation of sentences for 77 out of 118 children proceeded smoothly. So

"there is evidence of great differentiation within the group" (Schaerlaekens et al., 1988, p. 264).

This study was replicated with Korean and Latin American adoptees into Dutch-speaking homes. There was no significant difference between the findings of the above study with children of Indian descent and those of Korean heritage. Since Belgians speak French as well as Dutch, and since French and Spanish are closely related to one another, the parents who adopted children from Latin America reported that the children had fewer behavioral problems and fewer problems in language adjustment since the parents were able to understand the Spanish that the children spoke at the time of their arrival.

The communicative and linguistic development of internationally-adopted children was studied by DeGeer (1992) in Sweden. All of the children in the study were initially exposed to Spanish and then switched to Swedish when they were adopted. Five children from Colombia were the subjects of the study. One arrived at eight months of age, three arrived at 1.1 years of age, and one arrived at 4.3 years of age. Their development was followed for two years after their arrival in Sweden. At the end of two years, tests of grammar and language comprehension were given to the children. Their spontaneous speech was also analyzed. The results were compared with the development of non-adopted Swedish children of comparable age.

Immediately after their arrival in Sweden, some of the adopted children went through a silent period. Others used their original

language or imitated the new language. After a period of six to 12 months, the adopted children appeared to exhibit communicative behavior that was also characteristic of non-adopted children. The age of the child and acquaintance with the person with whom they were conversing seemed to govern their use of communicative strategies, their degree of responsiveness, and their choice of utterance function.

In the DeGeer (1992) study, slower linguistic development was observed in the oldest child. This child also had a poor linguistic command of Spanish upon arrival. Another child who had experienced traumatic events during infancy also developed linguistic skills slowly, while one other child continued to use his original language after arrival in Sweden. The two other children who were adopted before the age of two reached a more than age-adequate level of Swedish within two years.

How well the child adapts to the new home environment, how quickly bonding takes place, and the child's overall health appear to impact the pace at which the adopted child learns language (Pearson, 1995). Older children adopted from abroad may regress and exhibit behaviors characteristic of much younger children. They may be fascinated with infant toys, and their gross and fine motor skills may be considerably less advanced than American children their same age. Allowing the adopted children to regress and explore avenues that they did not have an opportunity to experience during their infancy and toddler years provides them with valuable learning experiences. They usually progress through these early stages quite

rapidly (Helm & Helm, 1994; Mathwig, 1988). Because the older child is operating at a higher cognitive level and because the child's conceptual development is more advanced when learning the second language, stages of language acquisition may be shorter than stages of first language acquisition (Pearson, 1995).

Miller (1975) suggests that adoptive parents find ways to communicate nonverbally with their adopted child at first, and realize that the child will be confused and frustrated by the new language. The researcher emphasizes the importance of going at the child's pace and allowing time for adjustments. Newly adopted children may be overwhelmed by conversations and frequent attempts to teach new words. Many go through a silent period (Day, 1981). Miller (1975) advises parents and teachers to allow these children to listen and speak when they are ready. Furthermore, adopted children may resent being asked to speak their first language, for they often equate speaking the new language with acceptance by their new family (Miller, 1975).

There is much variation in rate of language acquisition among second language learners in general (Barnes & Wilson, 1989; Ervin-Tripp, 1974; Newport & Newport, 1988; Pearson, 1995). Adopted children also exhibit a variation in language acquisition, and must face additional issues related to health, social and psychological adjustments to an adoptive family, and cultural adjustments in a new country that may impact their second language acquisition (Goodridge, 1975; Miller 1975; Pannor & Nerlove, 1977; Schaerlaekens et al., 1988).

MEDICAL ISSUES RELATED TO THE ADOPTION OF CHILDREN FROM OTHER COUNTRIES

Health risks are inherent in adoption of children from less developed countries (Jenista & Chapman, 1987; Smith-Garcia & Brown, 1989; Winick, Meyer & Harris, 1975). These children are often malnourished and prematurely born, increasing their risk for disease. The means of the birth weights of the infants studied by Smith-Garcia and Brown (1989) were three to four standard deviations below the World Health Organization's (WHO) Growth Chart. WHO maintains that environmental factors such as diet and disease and not ethnicity account for differences in growth rate of children from different countries (Smith-Garcia & Brown, 1989).

These children arrive with a variety of medical problems ranging from acute diseases to chronic conditions. The following medical problems are most prevalent: deficient immunizations, developmental delays, compromised growth, feeding problems, visual impairment, hearing impairment, intestinal parasites, anemia, rashes, worms, fungal infections, past hepatitis B, emotional problems, and skin disease (Jenista & Chapman, 1987; Smith-Garcia & Brown, 1989).

Unlike children of immigrants, these children do not arrive with an adult who knows about their family or genetic background or personal health history. The only requirement for a visa is that the child be free of communicable diseases, and have any physical or mental impairments described. The Immigration and Naturalization Service classifies these children into three categories: Class C

children are considered healthy; Class B children have inactive tuberculosis or a handicapping condition that may prevent them from becoming independent adults; and Class A children have severe handicaps (Jenista & Chapman, 1987; Smith-Garcia & Brown, 1989).

Malnutrition, along with socioeconomic deprivation during the first two years of life, is associated with retarded mental development that may persist into adult life. "What is not clear is the contribution of the malnutrition relative to that of the other social and cultural deprivations" (Winick et al., 1975, p. 1173). Jenista and Chapman (1987) noted that within two years of adoption, both weight for age and weight for height improved greatly for children adopted from Korea, India, Colombia, Guatemala, Brazil, Chile, El Salvador, and Vietnam. A study of the health, growth, nutrition, family socioeconomic background of the adoptive families, and standardized test scores of foreign-born adopted children grouped by their status of health at their arrival in the United States (malnourished, moderately malnourished, and well nourished) revealed that all the groups reached or exceeded mean values of American children on IQ and achievement tests. Statistically significant differences were found between the previously malnourished and well-nourished children in IQ and achievement scores.

> It should be noted, however, that the initially well-nourished children attained a mean IQ and achievement score higher than that of middle-class American children. It may be that these attainments (and those of the other two groups as well) reflect the select character of

adoptive parents and of the environment they provide to their adopted children. (Winick et al., 1975, p. 1175)

PSYCHOLOGICAL AND SOCIAL ISSUES RELATED TO THE ADOPTION OF CHILDREN WITH SPECIAL NEEDS

School-age children, children of minority races, sibling groups, and handicapped children have special needs and are considered hard-to-place in adoptive homes. Before the 1960s, children over the age of two were rarely adopted, but now, with a decrease in the number of infants available for adoption, that has changed (Goodridge, 1979; Jarret, 1980; Jones, 1979).

It is often helpful for individuals and couples contemplating adopting children with special needs to attend group meetings with other adoptive parents to discuss topics such as: deciding to adopt; the child's family and cultural background; preparing for placement; adjustment problems; identity crises; dealing with conflicts; and financial and legal aspects of adoption (Goodridge, 1975; Jarrett, 1980; Pannor & Nerlove, 1977). Parents are encouraged to contact doctors and other community services that they anticipate they will need in order to meet the child's needs. Crisis intervention, parent support groups, counseling, and other supportive services are available even after the adoption has been legally finalized (Tremitière, 1979).

Preparing the child for adoption is also of utmost importance. The first step is helping the child deal with termination with the natural family. The child needs to be told that 1) the parents are unable to care for him/her; 2) the parents can't overcome their

problem; and 3) it is not the child's fault. Factual information should be offered to support these statements. These children have often lived through abuse, neglect, and many changes in foster families. "It is crucial that they be given the facts necessary to achieve resolution of their feelings of guilt, desertion, and grief" (Jones, 1979, p. 29). It is normal that they go through stages of denial, anger, bargaining, depression, and acceptance in the resolution of their grief. "Ultimately, children understand commitment only through experiencing it, and testing a family's willingness to work through problems" (Jones, 1979, p. 31).

Schwartz (1975) noted from his research with adoptive families that during middle childhood, the child may want to know what the biological parents looked like. During adolescence, the adoptee may be interested in the education, vocation, talents, and personality of the birth parents. In later years, adoptees often have a desire to contact their birth parents. Motivation for this search involves a need for identity and a need to know family medical histories (Sachdev, 1992; Schwartz, 1975).

Schwartz (1975) addressed the question of whether or not adopted children are more prone to developing psychiatric and social problems than children growing up with their biological parents. He noted that adoption-related problems are remarkably consistent in theme, but if parents avail themselves of some early and brief intervention in the form of educational and supportive counseling, many problems associated with adoption may be prevented. In his experience, Schwartz has noticed that "the great majority [of adopted

children] have demonstrated emotional resilience, healthy relationships, and adaptive responses within the family and community settings" (p. 991).

SECOND LANGUAGE LEARNING STRATEGIES

While adopted children face many unique challenges, much can be learned about their linguistic development by a study of second language acquisition in general. Most children are quite successful in acquiring their native language. Even wide variations in learners' intelligence have relatively little effect on most aspects of first language acquisition by young children (Long, 1990). Children's language development is strikingly regular in both course, rate, and ultimate success, but comprehensibility and opportunities to negotiate meaning are very important to the second language learner (Farhaday, 1982; Long, 1990; Walburg, Hase, & Pinzue-Rasher, 1978). Second language processes and sequences are fairly regular for the adult learner also, but individual differences affect second language acquisition. Thus learning rate and ultimate second language attainment are highly variable (Hansen-Strain, 1989; Long, 1990).

An examination of the literature relating to second language learning strategies reveals that children acquire their second language in much the same sequence (Dulay & Burt, 1974; Savignon, 1991). Results of studies that focus on the sequence of acquisition of the various parts of speech suggest that it is the second language (L2) system rather than the first language (L1) system that guides the language acquisition process. Research conducted by Dulay and

Burt (1974) has shown that children with Spanish, Chinese, Japanese, and Norwegian backgrounds make errors when learning English that are quite similar. These authors refer to this similarity as "creative construction," which they define as,

> the process in which children gradually reconstruct rules for speech they hear, guided by universal innate mechanisms which cause them to formulate certain types of hypotheses about the language system being acquired, until the mismatch between what they are exposed to and what they produce is resolved. (Dulay & Burt, 1974, p. 37)

Dulay and Burt (1974) used the Bilingual Syntax Measure to illicit natural speech from 60 Spanish-speaking children and 55 Chinese-speaking children in New York. The following functions of grammar for each utterance were scored: pronoun case, articles, singular copulas, progressive tense, plurals, singular auxiliary, regular past tense, irregular past tense, possessives, and third person singular. The results showed that the sequences of acquisition of the 11 grammatical functions were virtually the same for the Chinese and the Spanish children (Dulay & Burt, 1974).

In another study Dulay and Burt (1972) analyzed the "goofs" that children made while learning a second language. [They define a "goof" as a "productive error made during the language learning process"] (p. 235). Four types of goofs were identified: interference-like goofs, L1 developmental goofs, ambiguous goofs, and unique goofs. Children who are learning a second language typically make errors involving syntactic simplification, rule overgeneralization, and the reduction of syntactic redundancies. These same errors are made by children learning their first language. Because of the kinds of

errors made by child and adult second language learners, we surmise that they both deal with the target language directly and use what they know about the target language in new situations.

The first language acquisition process cannot be repeated in second language learning, but care must be taken not to attribute too much influence to the processes of transfer and interference. Dulay and Burt (1974) state that there is strong evidence that "1) while *some* second language learner errors appear to exhibit native language transfer, many do not, and 2) many second language errors are both systematic and similar for learners with diverse linguistic backgrounds" (Dulay & Burt, 1974, p. 30). At times, errors that appear to be caused by transfer or interference of the first language really turn out to be overgeneralizations and rule simplifications. Native language should be viewed as,

> a reference point - a linguistic system which the student has no alternative but to use when he wishes to say something in the target language for which he is linguistically unprepared and when he has no other meaningful linguistic category in the target language on which to rely. (Dulay & Burt, 1974, p. 31)

If parents and educators accept this view of the role of the native language in second language acquisition, they can still agree that language acquisition involves creativity, conceptualization, and coping directly with the target language, at the same time that we account for interference-type errors." (Dulay & Burt, 1974, p. 31)

Interlanguages involve production of nontargetlike forms that have never been modeled for the learner. These are systematic and variable, and appear to be rule governed (Long, 1990). Theories of

second language acquisition have focused on grammar, syntax, and phonetics, but Gassin (1992) proposed to expand the theory of interlanguage to include acquisition of kinesic and prosodic system of language. Kinesic behavior involves body movements that occur during communication. Gestures, postures, stances, eye contact, facial expressions, gaze, and proxemics are included in kinesic behavior. Prosody refers to "accent (articulatory force, emphasis, stress, pitch prominence), intonation (tune, melody, pitch contour, pitch direction), and rhythm (speed, duration, pause, tempo)" (Gassin, 1992, p. 99). Gassin speculated that a possible source of fatigue for students, teachers, and parents in language learning may be the adjustment to new rhythmic patterns in the target language, since learning new speech and body rhythms is an immensely complex task.

There is also a contrast between pragmatic and syntactic modes of communication (Givon, 1979; Hesler, 1987). In the pragmatic mode, social interaction and the participation of the hearer in a mutual negotiation of meaning are most important, while in the syntactic mode, social action is minimized, and grammar is the primary vehicle of communication through the use of "precise and varied lexical items and explicit syntactic structures" (Hansen-Strain, 1989, p. 473).

> Orality/literacy research suggests that discourse strategies associated with oral tradition place emphasis on shared knowledge and on the interpersonal relationship between communicator and audience. Literate

> tradition, on the other hand, emphasizes the communicative function of language: that is, the use of words to convey information or content. (Hansen-Strain, 1989, p. 472)

Therefore, parents and teachers need to be aware that there may be significant differences in modes of communication for individuals from different cultural backgrounds.

IMPLICATIONS FOR SECOND LANGUAGE ACQUISITION FROM FIRST LANGUAGE ACQUISITION

"Children in all nations seem to learn their native languages in much the same way. Despite the diversity of tongues, there are linguistic universals that seem to rest upon the developmental universals of the human mind" (Slobin, 1972, p. 71). Chomsky, Lenneberg, and McNeill are noted for their argument that "language-learning is easy for children because the human being is biologically well-prepared to learn languages" (Ervin-Tripp, 1974, p. 112). Child language acquisition has been studied extensively in 18 languages (Italian, Spanish, French, Romanian, English, Dutch, German, Danish, Swedish, Norwegian, Russian, Polish, Czech, Slovenian, Serbo-Croation, Bulgarian, and Latvian), and research has been started on 12 more languages (Hebrew, Arabic, Finnish, Hungarian, Turkish, Georgian, Luo, Korean, Japanese, Mandarin, Garo, Samoan, and Tzeltal). The underlying principles of language learning emerge regularly and uniformly across diverse languages (Slobin, 1972).

It is also important to note that children do not simply imitate adult speech. Instead, children structure language and create rules of their own that are simpler than adult rules. "In time, the

'mismatch' between the child's developing forms and the developed forms of adult grammar diminishes and disappears, without the help of explicit instruction, positive reinforcement of correct structures, or correction of incorrect structures" (Dulay & Burt, 1974, p. 129). "It seems that children have a built-in drive to learn their native language until it matches the language of those around them" (Washburn, 1991, p.1).

Ervin-Tripp points out that "if the human brain is especially competent to deal with language learning, there is no reason to suppose this ability would confine itself to the first language" (Ervin-Tripp, 1974, p. 112). She further states that both first and second language learners use previously acquired knowledge, skills and tactics. In her research, she found many similarities between the sentence forms produced and understood by children learning their first language and children learning a second language. "We might expect, on the transfer hypothesis, that English-speaking children learning French would simply interpret the sentences as if they were English. But they don't" (Ervin-Tripp, 1974, p. 118).

Ervin-Tripp goes on to ask, "If it is the case that second language learners recapitulate mother tongue acquisition, why do we have the impression that the second language learner is severely handicapped by the first language interference" (Ervin-Tripp, 1974, p. 121)? There is only partial evidence of word-for-word translations in the tape recordings made by Hatch and Ervin-Tripp. Therefore, it is suggested "that the simpler the semantic task, and the simpler the relation between meaning and form (e.g., description vs.

inference), the less the likelihood the speaker will have recourse to other-tongue formations" (Ervin-Tripp, 1974, p. 121).

The findings of Hansen-Strain suggest that the kinds of "first-language discourse L2 learners have experienced also may influence their discourse strengths and preferences for second language learning" (Hansen-Strain, 1989, p. 490).

> The learning of a second language is not just the learning of grammar - or even of 'language' - but rather is the acquisition of these discourse conventions which, to varying degrees - depending upon first and second languages involved - differ from conventions in the native culture. An important source of first-language group differences in interlanguage lies in the interaction of L1 and L2 discourse practices in second-language acquisition. (Hansen-Strain, 1989, p. 471)

Research by Dulay and Burt (1974) has shown that errors children make while learning certain structures of English as a native language are similar to those made by children learning English as a second language. Some have suggested that first language interference is a factor in second language acquisition. If this is true then we would expect a Spanish child to say "He have hunger." Others have suggested that second language learners construct rules similar to first language learners.

In the study conducted by Dulay and Burt in 1974, only 4.7% of the errors made by five- to eight-year-old children learning English as a second language unambiguously reflected native Spanish interference. On the other hand, 87.1% of the errors reflected the same developmental structures used by children learning English as

a first language. The implication therefore, is that the creative construction process account of language acquisition can explain 87.1% of the errors. Some children made errors in English that they would not have made if they had followed Spanish grammatical construction (Dulay & Burt, 1974).

Ervin-Tripp (1974) discovered that "the functions of early sentences, and their form, their semantic redundancy, their reliance on ease of short term memory, their overgeneralization of lexical forms, their use of simple order strategies all were similar to processes we have seen in first language acquisition" (p. 126) If children learn a second language in a natural setting, there is little evidence of interference between language So the conclusion is tenable that first and second language learning is similar in natural situations (Ervin-Tripp, 1974; Mclaughlin, 1977).

SECOND LANGUAGE ACQUISITION AND ACADEMIC ACHIEVEMENT

There is a difference between acquiring basic interpersonal communicative skills and cognitive academic language proficiency in second language acquisition. In face-to-face aural/oral communication, there are many paralinguistic and situational clues. Also, meaning can be negotiated, whereas the reader or listener must rely mainly on linguistic information to be successful in most academic areas (Collier, 1987). Cummins (1981) observed that students may master basic interpersonal communicative skills in two years, but children who have not had formal schooling in their first language

may take five to seven years to reach the level of native speakers in cognitive academic language proficiency (Collier, 1987).

Because of malnutrition, adopted children may be smaller than American children their age. Furthermore, it is often difficult to ascertain the correct age of a child if there is some doubt about the accuracy of birth records obtained from their country of origin. Often, school personnel will recommend that a child repeat a grade in school, so proper placement of a child is an important issue (Davis, 1989; Heim & Heim, 1994; Mathwig, 1988; Newport & Newport, 1988).

In order to prevent discrimination, most states have laws that prohibit placement of children for whom English is their second language in resource classes. When children are suspected of having handicapping conditions that would qualify them for special education classes, they must be tested, but often the tests that are required are language based, and therefore inappropriate (Mathwig, 1988; Newport & Newport, 1988).

Farhaday (1982) noted that the diversity of students' backgrounds makes proficiency testing a difficult task. Most ESL tests do not include learner variables in the data analysis and interpretation of the scores. Consequently, students may be misplaced in ESL classes . He suggests that "there should be a direct relationship between the student, the test, and the instructional objectives" (Farhaday, 1982, p. 56).

Adopted children, for whom English is a second language, may progress through screening tests without anyone detecting they were

not originally English speakers. "Just because an ESL student can appear to communicate effectively on a social oral level does not in any way indicate that the child has completed the task of learning English" (Okin, 1992, p. 37). Having completed a Limited English Proficiency program, which focuses on oral language skills, does not mean that a student is able to handle the highly cognitive academic tasks demanded in the higher elementary grades. Most teachers are unaware of the scope of the problem. These children may become confused; they may exhibit a lack of self esteem; and these difficulties may be "misdiagnosed as behavior problems" (Okin, 1992, p. 38). Following is a list of difficulties that ESL learners often experience:

> -Difficulty grasping new material and concepts.
> -Difficulty in doing phonics.
> -Difficulty in following during others' oral reading and knowing where in the text the reading ended.
> -Difficulty in understanding what math calculations mean even though the child has the skills to do the computations.
> -Difficulty staying on task.
> -Inability to ask for needed help.
> -Difficulty in processing written instruction. (Okin, 1992, p. 38)

On the other hand, some students progress rapidly and with relative ease. Barnes and Wilson (1989) reported that one student progressed from kindergarten skills to the third grade level in just one year. The next year the same student earned A's and B's on all of his work in fourth grade. So there is much variation in academic performance among these students.

Krashen and Terrell (1983) state that second language learners understand language that contains structures that they have not yet

acquired through context and extra linguistic information. Cummins (1984) takes a similar position in the assertion that the more context-embedded the input in the target language, the more comprehensible it is likely to be; there are considerably more clues to meaning in face-to-face context-embedded situations than in context-reduced academic tasks. Background knowledge, information understood from prior discourse, and non-verbal information may be a part of the context (Mohan & Helmer, 1988). Gestures are a part of the non-verbal information, and second language learners use their knowledge of the meaning of gestures to aid them in their understanding of language. Mohan and Helmer (1988) discovered a developmental pattern in the acquisition of an understanding of gestures. They also noted a significant difference between native speakers and ESL learners in their gesture comprehension.

Collier (1987) undertook a study to determine the length of time that it took for ESL students to become proficient in English for academic purposes. The following research questions were considered.

> 1. How many years of schooling all in English are required for LEP [Limited English Proficient] students' achievement in reading, language arts, social studies, science, and mathematics to reach national average scores of native English speakers at each grade level?
> 2. How strongly does age on arrival of LEP students influence the rate of acquisition of cognitive academic second language proficiency and content-area achievement? (Collier, 1987, p. 622)

The results of a study of 1548 students from 75 language backgrounds suggest that a student's proficiency in his/her first language is transferred to proficiency in his/her second language provided that a minimal literacy level has been achieved in his first language. This threshold seems to be a minimum of two years of schooling in the student's first language. These positive effects tend to diminish after five years. So there may be a critical age on arrival of about 12, after which time, it becomes increasingly difficult for students to catch up to national or local norms. The fastest attainment of second language skills occurs for children whose age on arrival is eight to 11 years. It may take ESL students longer than four or five years to reach national norms on standardized tests.

RELATIONSHIP OF AGE TO SECOND LANGUAGE ACQUISITION

Research reveals three generalizations concerning age, rate, and eventual attainment in second language acquisition.

1. Initially adults acquire syntactic and morphological aspects of a second language faster than children.

2. Older children acquire these language competencies faster than younger children.

3. Learners who begin natural exposure to a second language during childhood generally achieve higher proficiency in their second language than those who begin as adults (Ervin-Tripp, 1974; Krashen, Long, & Scarcella, 1979; Pearson, 1995; Snow & Hoefnagel-Hohle, 1978).

If children come to the task with some knowledge already available, there may be very accelerated progress in some respects, so that the rate of development will not be the same for all language aspects. Furthermore, results of a study by Ervin-Tripp (1974) showed that the eight- and nine-year-olds learned phonology faster than the younger children. In the area of morphology and syntax, older children learned number and gender more quickly than the younger ones. In every respect, the study showed that in the age range of four through nine, the older children learned faster.

Short term studies varying from 25 minutes by Asher and Price (1969) to one year by Snow and Hoefnagel-Hohle (1978) show that adults may be superior to children in their rate of learning. Ervin-Tripp (1974) and Fathman (1975) reported that older children acquire syntax and morphology faster than younger children regardless of whether they learn the language in a natural or formal setting. However, it may take quite a while for younger children to catch up to the syntactic level attained by older children.

Phonological competence, however, may be achieved quite early, as Snow and Hoefnagel-Hohle (1978) noted. Results obtained by Asher and Garcia contradict this, showing that acquisition of phonologyy may take somewhat longer. Thus, more research is needed in this area (Krashen et al., 1979).

"Contrary to the commonly held view that a child has mastered the structures of his native language by the time he reaches the age of six" (Chomsky, 1969, p. 12), Chomsky found that active syntactic acquisition takes place up to and even beyond the age of nine. There

is considerable variation in the age of acquisition, but there is a predictable order of acquisition.

> The critical period hypothesis (CPH) as proposed by Lenneberg in 1967 contends that primary language acquisition must occur during a critical period which ends at about the age of puberty with the establishment of cerebral lateralization of function. A strong implication of this hypothesis is that the processes involved in any language acquisition which takes place after the age of puberty will be qualitatively different from those involved in first language acquisition. (Snow & Hoefnagel-Hohle, 1978, p. 1114)

Research on this hypothesis may be conducted by comparing first and second language acquisition or by studying second language acquisition across a wide age range.

Snow and Hoefnagel-Hohle (1978) undertook a study that revealed that "the age differences favored the older subjects over the younger ones. For all tests except pronunciation, the order of the groups, from proficient to poor, was: 12-15, adult, 8-10, 6-7, 3-5. Scores within families also showed that younger children were not more proficient than adults in second language learning. Thus the results of the study do not support the CPH (Snow & Hoefnagel-Hohle, 1978, p. 1122). "The ability to acquire a second language does not disappear at puberty nor is it seriously damaged, rather, the necessary input is often blocked and therefore is less available for acquisition" (Krashen & Terrell, 1983, p. 47).

THE AFFECTIVE FILTER AND SECOND LANGUAGE ACQUISITION

The strength of the affective filter has a direct impact on the rate and extent of second language acquisition (Krashen & Terrell, 1983). Positive affective variables are necessary to acquire native speaker competence, and these variables function independently of aptitude and intelligence. "It seems likely that affective psychological variables may constitute the major reason why adults are not always as successful as children in language acquisition" (Nida, 1956-57, p. 34).

Motivation is a key ingredient in second language acquisition. Some of the major motivating factors to human communication are: control over our environment, making wishes known, and receiving answers to questions. Children who have lived in orphanages or foster homes in other countries prior to their adoption by American families, may not have experienced the prompt attention of a caregiver in tending to their needs. These children who have experienced this deprivation may see no reason to devote the considerable cognitive effort necessary for language development because they have not experienced this power to control their caregivers and make their wishes known. Similarly, if children have not been provided the dyadic, turn-taking experience of communicating with an adult, the lack of necessary social skills in the areas of listening, taking the conversational turn, and joint reference may impede their language production (Tomasello & Todd, 1983).

Kapelski (1991) noted that language acquisition is interactive in nature and occurs in dynamic social situations. He found that a relationship between early socialization patterns and subsequent language acquisition exists. Socialization is the goal, and language acquisition is the means to that end. An individual's understanding and ability to use the rules relating to eye contact, facial expression, gestures, and turn-taking in a given culture contribute to one's communicative competence in the language. The ideal time to intervene to remediate those deficits is before the child has experienced frequent miscommunication and failed messages. The best time for language intervention is during the preverbal stage of language development with the focus being communicative competence rather than language production.

Results of a survey conducted by Spolsky (1970) indicate that "a person learns a language better when he wants to be a member of the group speaking that language" (p. 281). There are two basic types of motivation for language learning: the desire to communicate, and a sensitivity to the out-group. The desire to communicate is not the same as talkativeness or an out-going personality. Nida notes that it is "quite common for a nonconformist in the in-group to be very sensitive (and hence a conformist) as far as the out-group is concerned" (1956-57, p. 15). Understanding another person always requires an effort on the part of the listener. How much one wants to understand another is also important. Most of the time, it is easier for a non-standard speaker to understand a standard speaker for two reasons. The former usually has more

experience listening to standard discourse through the media, and s/he is usually more inclined to minimize cultural differences (Hudson, 1980).

Motivation "refers to those affective characteristics orientating the student to try to acquire elements of L2, the desire the student has for achieving such a goal, as well as the amount of effort expended in this direction" (Giles & Coupland, 1991, p. 130). Motivation to learn a second language may be either integrative or instrumental. Integrative motivation involves a desire to know more about the culture and speakers of a language. Instrumental motivation is present when it is necessary to learn a language for one's job. Motivation may be more important than aptitude in successful second language learning (Giles & Coupland, 1991).

A study of linguistics can reveal to the older student the essential features of pattern and structure in human behavior as well as language. "The highly complex patterning (of language) is almost entirely a covert cultural feature; that is to say, it is below the level of general awareness" (Nida, 1957-58, p. 11). Pressure for language conformity during one's early years can affect a person's willingness to utter sounds that seem strange that are part of another language.

Adoption has a unique effect on the affective language filter of a child. Much energy is required to make adjustments to a new family, a new language, and a new culture. At times, this may be overwhelming, and discouragement may affect the child's rate of progress in language aquisition and academic success (Newport & Newport, 1988). Children often equate speaking the new language

with acceptance by their new family. This desire to be accepted as a part of the new adoptive family, and the process of bonding may impact language acquisition in a powerful way (Miller, 1975; Sauber, 1993).

SUMMARY

The articles and books cited in this literature review provide insights into the process of second language acquisition. There is wide variation in the rate of acquistition of language competencies and the ultimate success of second language learners due to factors such as starting age and affective variables. Second language learners bring their cognitive maturity, cultural background, and learning style to the task of language learning.

Studies relating to the sequence of acquisition of certain aspects of grammar, syntax and phonetics reveal an overall universal order of acquisition. Proficiency in the areas of accent, intonation, rhythm, gestures, facial expressions, and kinesic behavior is also necessary in developing communicative competence. It is important to note the difference between acquiring the ability to communicate effectively in social settings and the development of cognitive academic language proficiency that is necessary for completion of academic assignments.

Children who begin learning English as their second language after being adopted face additional adjustments that may impact their language acquisition. How well they adapt to their new cultural and home environment, how quickly bonding takes place, and overall

health may influence the pace at which these children learn a second language.

CHAPTER III
METHODOLOGY

INTRODUCTION

The purpose of this study was to examine the process through which internationally-adopted children learn English. This study involved an analysis of data gathered from a questionnaire completed by parents of 108 internationally-adopted children residing in East Tennessee. The research instrument, which was entitled "Language Acquisition of Internationally-Adopted Children," was adapted from a questionnaire that was first used in Belgium.

Chapter I introduced the study, and Chapter II provided a review of the literature related to second language acquisition and issues related to international adoption. The purpose of Chapter III is to present the methodology used in this study. The information will be presented in four sections: population, instrumentation, procedures, and data analysis.

POPULATION

A list of adoptive parents and their children was obtained from a social worker at the Holston Methodist Home Area Office in Knoxville, Tennessee. Several years ago, Holston Home was the only agency in the East Tennessee area that was approved to write home studies for international adoptions. Other social workers in Chattanooga and the Tri-Cities area, who now work with

international adoptions, were contacted, and they confirmed that the aforementioned list was the most complete, for it had the names and addresses of families who had worked with Holston Home as well as families who had had home studies written by other agencies. Each family was contacted by phone to explain the present research study and verify current addresses. Parents of 101 children agreed to participate in this study during the initial contact by telephone. Therefore, the population of this study was composed of children adopted from the Philippines or Latin America who were residing in the East Tennessee area at the time of this study.

INSTRUMENTATION

The instrument used in this study was initially developed by Dr. A. Schaerlaekens, Dr. N. Huygelier, and Dr. A. Dondeyne at the Catholic University of Louvain in Louvain, Belgium. It was used in three studies involving parents who had adopted children from Latin America, India, and Korea. The original instrument was translated into English at the Catholic University of Louvain, and permission was given to this researcher to adapt it and use it in the United States. Modifications to the questionnaire were made, and approval was received by the Human Subjects Committee at The University of Tennessee for use in this research project. The instrument asks parents to recall the language learning process that their adopted children experienced. There are four open-ended and 46 closed-ended questions in the questionnaire.

PROCEDURES

Each family was contacted by phone to explain the present research study and verify current addresses. At the beginning of the conversation, the principal investigator introduced herself as an adoptive parent of a child from Guatemala. She explained that she is a single parent, and that her daughter was adopted when she was almost four years old. Therefore, she is aware of the difficulties as well as the joys that adoptive parents experience.

The researcher explained that she wanted to investigate what experiences these children had in common with respect to their acquisition of English. She wanted to learn what assistance adopted children needed and what types of assistance they had received during their English language acquisition process.

During the course of the conversations with the adoptive parents, the principal investigator gained insights that assisted her in modifying the research instrument. The adoptive homes that she contacted had from one to six adopted children, thereby necessitating a separate questionnaire to be sent for each child. The families also had from zero to two biological children. The adopted children ranged in age from two weeks to 13 years of age at the time of their adoption. The children's ages at the time of this study ranged from two to 21 years. English was the principal language of all of the adoptive parents. The children adopted from the Philippines spoke four different languages as their native language, and children from Latin America spoke three different languages. A few families indicated that they had adopted children who were siblings. Most of

the families that had adopted more than one child had adopted children who were not siblings by birth. The children in the study attended both public and private schools.

The typical adopted child arrived in the U.S. with medical conditions that needed immediate attention. If the child arrived as an infant, s/he learned English as his/her first language. If s/he arrived between 18 months and four years of age, s/he had some difficulty in the process of second language acquisition. S/he received assistance from school personnel other than the classroom teacher, but not from ESL teachers. In time, s/he developed language skills comparable to those of a native speaker. If the adopted child arrived after the age of five s/he had more difficulties in the area of language acquisition, but in time, s/he too became like a native speaker.

The adoptive parents were most willing to talk about their adopted children. These conversations helped to build a rapport between the principal investigator and the parents prior to the initiation of the study. The study began with the mailing of a letter and the questionnaire to parents in East Tennessee who had adopted children from the Philippines or Latin America. The letter explained the nature and the purpose of the research and asked for the parents' participation. The questionnaire was entitled "Language Acquisition of Internationally-Adopted Children." Returning the questionnaire constituted the parents' consent to participate in the study.

Parents of 101 children had originally agreed to participate in the study. Parents of three (2.5%) of these children withdrew from the study prior to completing the questionnaire. Two (1.7%) of the families who had originally promised to participate in the study did not return the questionnaires. Additional names and addresses were on the list of adoptive parents that had been obtained from Holston Home, but no phone numbers were available for these families. Questionnaires were sent to them, and the families of four of these children returned the questionnaires, but the other eight (6.6%) did not. Responses to a shortened form of the questionnaire were obtained from some families by means of a telephone conversation. There were 121 possible respondents. A total of 108 responses were received giving a response rate of 89.3%.

DATA ANALYSIS

Data analysis began with the reading of the questionnaires when they were returned. Frequency distributions and percentages were calculated for the closed-ended questions. Comments related to the closed-ended questions and answers to the open-ended questions were analyzed qualitatively. The children were placed into five groups based on their age on arrival in the United States. Since it is necessary for there to be five or more responses to each possble answer to a given question in order for a Chi-square analysis to be valid, it was necessary to collapse the five groups into three. This permitted comparisons between groups.

Parent responses were analyzed to ascertain if a child's gender or age upon arrival influenced the rate and success of his/her

language acquisition. Also, responses from parents who adopted Filipino children were compared with responses from parents who adopted children from Latin America to ascertain if there were any differences in the language learning process that children from different language backgrounds went through as they acquired English. Descriptive statistics such as frequencies and percentages were used to analyze the responses to the closed-ended questions. Chi-square analyses were made for the questions when responses to each item for a given question totaled more than five.

CHAPTER IV
ANALYSIS AND RESULTS

INTRODUCTION

The purpose of this study was to examine the process through which internationally-adopted children learn English. The study sought to determine the commonalities and differences in English language acquisition attributable to gender, age on arrival, and region of origin. Responses to a questionnaire were obtained from parents regarding their child's language acquisition. Parents of 101 children agreed to participate in this study during an initial contact by telephone. Parents of three (2.5%) of these children withdrew from the study prior to completing the questionnaire. Two (1.7%) of the families who had originally promised to participate in the study did not return the questionnaires. Additional names and addresses were on the list of adoptive parents, but no phone numbers were available for these families. Questionnaires were sent to them, and the families of four of these children returned the questionnaires, but the other eight (6.6%) did not. Therefore there were 121 possible respondents. A total of 108 questionnaires were received giving a response rate of 89.3%.

This chapter presents the results of a statistical analysis of the data obtained from the questionnaires. The children were grouped according to their age on arrival in the United States (Group I, II, and III), region of origin (the Philippines or Latin America), and their

gender. Findings are presented in frequencies and percentages. Chi-square values are presented when responses to each item for a given question totaled more than five. The Chi-square values show relationships between groups based on age on arrival (Group), region of origin, and gender. The null hypothesis for each chi-square analysis was that there was no relationship between the variables. A 0.05 level of significance was used.

This chapter follows the organization of the questionnaire, and sequentially presents the data and the data analysis for each question. At the end of the chapter, an overview of the relationships between the data and research questions is presented.

GENERAL INFORMATION

Section I of the questionnaire dealt with general information regarding the child and his/her adoptive family. Tables 1, 2, and 3 present a profile of the adopted children whose parents responded to the questionnaire. A total of 108 responses were received. Question 1 of Section I asked that parents indicate the gender of their adopted child. There were 41 females and 65 males in the study. Two respondants did not indicate the gender of their child (Table 1).

Question 2 of the questionnaire asked for information about each child's age on arrival. The children were grouped into three groups according to their age on arrival in the United States. Table 2 shows the number of children in each age group and the country of origin of the children in each group. Group I (50.9%) consists of 55 children who arrived between the time of their birth and 17 months

Table 1

Frequencies and Percentages of Responses to Section I, Question 1

Gender							
Response		Region of Origin		Age Group			Total
		Phil.	L.A.	I 0-17mo	II 18mo-4yr	III 5yr&up	
Female	n	17	26	23	9	11	41
	%	15.7	24	21.3	8.3	10.2	38
Male	n	28	37	32	20	13	65
	%	26	34.3	30	18.5	12	60.2
no response		0	2	1	1	0	2
		0	1.9	0.9	0.9	0	1.9

Table 2

Frequencies and Percentages of Responses to Section I, Questions 2

Age of child on arrival in the United States					
Response		Philippines	Latin America	Total	Group
birth - 17 months	n	17	38	55	I
	%	15.7	35.2	50.9	
1 year 6 months - 4 years	n	18	11	29	II
	%	16.7	10.2	26.9	
5 years and older	n	6	18	24	III
	%	5.6	16.7	22.2	

Table 3

Frequencies and Percentages of Responses to Section I, Question 3

Birthdate				
Response		Region of Origin		
		Philippines	Latin America	Total
1975	n	1	1	2
	%	0.9	0.9	1.9
1976	n	1	0	1
	%	0.9	0	0.9
1977	n	1	1	2
	%	0.9	0.9	1.9
1978	n	2	0	2
	%	1.9	0	1.9
1979	n	4	6	10
	%	3.7	5.6	9.3
1980	n	3	9	12
	%	2.3	8.3	11.1
1981	n	2	2	4
	%	1.9	1.9	3.7
1982	n	6	3	9
	%	5.6	2.8	8.3
1983	n	4	1	5
	%	3.7	0.9	4.6
1984	n	4	6	10
	%	3.7	5.6	9.3
1985	n	1	4	5
	%	0.9	3.7	4.6
1986	n	2	7	9
	%	1.9	6.5	8.3
1987	n	2	3	5
	%	1.9	2.8	4.6
1988	n	4	3	7
	%	3.7	2.8	6.5

Table 3 (continued)

Frequencies and Percentages of Responses to Section I, Question 3

What grade is your child presently in?				
Response		Region of Origin		
		Philippines	Latin America	Total
1989	n	2	5	7
	%	1.9	4.6	6.5
1990	n	6	3	9
	%	5.6	2.7	8.3
1991	n	0	5	5
	%	0	4.6	4.6
1992	n	0	2	2
	%	0	1.9	1.9
1994	n	0	2	2
	%	0	1.9	1.9

of age. Eighteen of these children were from the Philippines, and 37 were from Latin America. The 29 children in Group II (26.9%) arrived between the age of 18 months and four years of age. Eighteen were Filipino and 11 were Latin American. Of the 24 children in Group III (22.2%) who arrived when they were five years old or older, eight were from the Philippines, and 16 were born in Latin America.

Responses to Question 3 regarding the birthdates of the children are recorded in Table 3. The greatest number of children in this study were born during the years 1980 (12 children), 1979, and 1984 (10 children). All of the children in this study who were born between 1991 and 1994 were from Latin America.

Two respondants indicated that the birthdates of their children were unknown. Therefore, birthdates were assigned to the children by the pediatrician, based on each child's physical maturation at the time of arrival in the United States.

Table 4 presents the responses to Question 4 concerning the countries of origin of the adopted children. Forty-four of the children were born in the Philippines and 64 were from nine Latin American countries. The Latin American countries represented in this study were Brazil (26 children), Guatemala (14 children), Honduras (10 children), Bolivia (5 children), Paraguay (3 children) Peru (2 children), Costa Rica (2 children), Ecuador (1 child), and Colombia (1 child). Therefore, 41% of the children were from the Philippines, while 59% of the children were born in Latin America.

Table 4

Frequencies and Percentages of Responses to Section I, Question 4

Country of Origin		
Response	n	%
Philippines	44	40.7
Brazil	26	24
Guatemala	14	13
Honduras	10	9.3
Bolivia	5	4.6
Paraguay	3	2.8
Peru	2	1.9
Costa Rica	2	1.9
Ecuador	1	0.9
Colombia	1	0.9

Question 5 requested information about the native languages of the children. Tagalog belongs to the Malayo-Polynesian family of languages and is the national language of the Philippines. It is also known as Pilipino. Visayan is a collective term used for three closely-related yet distinct languages. Cebuano is one of these languages. Visayan and Cebuano are both Malayo-Polynesian languages. Kiswahili is a language of East Africa. It is a Bantu language that is a branch of the Niger-Congo family of languages and is closely related to Arabic.

Spanish and Portuguese are both Romance languages that belong to the Indo-European family of languages. Guarani is the native language of Paraguay and is spoken by the majority of the population, despite the fact that Spanish is the official language of the country. Guarani is a member of the Andean Equatorial family of

languages and is the only Native American language to be used widely by all classes of people in a Latin American country.

Table 5 presents information regarding the native language of the children (Question 5). Twenty-three children from the Philippines spoke Tagalog as their native language; six spoke Visayan; five spoke Cebuano; and one spoke Kiswahili. Thirty children from Latin America spoke Spanish; 18 spoke Portuguese; and two spoke Guarani. Due to the fact that many of the children in the sample were infants at the time of their adoption, 23 parents indicated that English was the only language their children had ever learned. One child who was taken care of by Methodist missionaries in the Philippines heard only English from birth. Another child lived in an orphanage where the workers spoke English, but he was exposed to Tagalog as well. A Catholic orphanage provided one child with opportunities to hear English. An American foster family took care of another child in Latin America until the adoptive parents arrived. One child in the study is deaf, and had no language other than gestures at the time of her arrival.

In answer to Question 6, parents rated their child's health upon arrival in the United States as excellent, good, fair, or poor according to American standards. Table 6 shows these responses. A total of 27 (25%) children were judged to be in excellent health. Another 35 children (32.4%) were in good health. The health of 24 (22.2%) was fair, and 20 (18.5%) were in poor health. Two of these were from the Philippines and 25 were from Latin America. Table 7 shows that 18

Table 5

Frequencies and Percentages of Responses to Section I, Question 5.

Native Language		
Response	n	%
Tagalog	23	21.3
Visayan	6	5.6
Cebuano	5	4.6
Kiswahili	1	0.9
Spanish	30	27.8
Portuguese	18	16.7
Guarani	2	1.9
English	23	21.3

Table 6

Frequencies and Percentages of Responses to Section I, Question 6.

According to American standards, how was your child's state of health at the first doctor's visit after his/her arrival in the United States?				
Response		Philippines	Latin America	Total
excellent	n	2	25	27
	%	1.9	23.1	25
good	n	14	21	35
	%	13	19.4	32.4
fair	n	15	9	24
	%	13.9	8.3	22.2
poor	n	11	9	20
	%	10.2	8.3	18.5
no response	n	2	0	2
	%	1.9	0	1.9

Table 7

Frequencies and Percentages of Responses to Section I Question 6.

According to American standards, how was your child's state of health at the first doctor's visit after his/her arrival in the United States?				
Response		Group I 0-17mos	Group II 18mos-4yrs	Group III 5yrs&up
excellent	n	18	4	5
	%	16.7	3.7	4.6
good	n	17	13	5
	%	15.7	12	4.6
fair	n	6	7	11
	%	5.6	6.5	10.2
poor	n	12	5	3
	%	11.1	4.6	2.8
no response	n	2	0	2
	%	1.9	0	1.9

(16.7%) of the children whose health was excellent, were children who were less than 18 months old at the time of their arrival.

The health of 35 children was good at the time of their arrival. This represents 32.4% of the children in the study. Fourteen were Filipinos and 21 were Latin Americans. Over half (13 children out of 29) of the children who arrived between the ages of 18 months and four years were in good health (Table 7). Two children in the study whose health was described as good had minor corrective surgical procedures soon after their arrival.

The health of 15 children who were born in the Philippines and nine children born in Latin America was fair. These totaled 24 or 22.2% of the children in this study. Three children had dental

problems. The health of two children was rated as fair due to malnutrition and TB.

Parents of 18.5% of the children (20 respondants) rated their child's health as poor. The region of origin for 11 was the Philippines, and for nine was Latin America (Table 6). Table 7 shows that about 10% (12 children) of these children were in Group I and about 5% (5 children) were in Group II. One child had parasites and lice, while another had a severe staph infection. The ear drum of another child was perforated. One parent reported that no record of shots was given to the parents at the time the child was adopted. Several children had more than one condition that required medical treatment at the time of their adoption. The reasons that parents gave for the poor health of their children are enumerated in Table 8. The reasons were malnutrition, parasites, ear infections, being underweight, lice, asthma, eczema, bacterial infection, lung problems, rubeola, respiratory infection, and conditions requiring surgery.

Responses to Question 7 are recorded in Table 9. Parents responded to the following question: Did your child suffer from malnutrition? Those responding negatively totaled 69 or 63.9%, while 39 or 36.1% indicated that their child had suffered malnutrition prior to adoption. A Chi-square analysis showed that the responses to Question 7 and group membership were independent variables. There was no statistically significant difference in whether or not the child suffered from malnutrition based on his/her age on arrival, which is reflected in the group to which s/he was assigned. There was, however, a significant

Table 8

Frequencies of Responses to Section I, Question 6, Item d

Medical conditions causing poor health	
Response	n
malnutrition	9
parasites	4
ear infections	2
underweight	2
lice	2
perforated ear drum (surgery required	2
eczema	1
bacterial infection	1
lung problems	1
measles (Rubeola)	1
respiratory infection	1
asthma	1
cleft palate (surgery required)	1
adenoids (surgery required)	1
tonsils (surgery required)	1

Table 9

Frequencies, Percentages and Chi-Square Analysis of Responses to Section I, Question 7

Did your child suffer from malnutrition?					
Response		Age Group			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	38	17	14	69
	%	35.2	15.7	13	63.9
yes	n	17	12	10	39
	%	15.7	11.1	9.3	36.1
Chi-square		1.315			
df		2			

difference (p = 0.01) based on the birth place of the child. What contributed most to this difference was the fact that parents of children from the Philippines tended to say that their child suffered from malnutrition. Thus, the null hypothesis was rejected since region of origin and responses to Question 7 were dependent variables (Table 10). Likewise, response to question 7 and Group I were dependent variables, for there were significant differences (p = 0.03) in responses from parents of children in Group I according to the region of birth of their children. Again, what contributed most to the difference was the response from parents of children from the Philippines that their child had suffered from malnutrition (Table 11).

Two children suffered from malnutrition during the first year of life, but had recovered before being brought to the United States. Malnutrition was a factor in the premature birth of one infant. She was still underweight when she arrived at the age of one year. Another infant, who had an immature digestive system, couldn't digest formula at first, so it was necessary for his adoptive parents to give him a special formula of predigested protein. Parents of another child who suffered from malnutrition for the first year had the opportunity to pay for food during the next six months of the child's life before he arrived in the United States. The parents of two children reported that their children had food in the country where they were born, but it was not sufficient for their needs. Malnutrition caused childhood rheumatoid arthritis in one boy.

Table 10

Frequencies, Percentages and Chi-Square Analysis of Responses to Section I, Question 7

Did your child suffer from malnutrition?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	22	47	69
	%	20.4	43.5	63.9
yes	n	22	17	39
	%	20.4	15.7	36.1
Chi-square		6.208*		
df		1		

*p < 0.05

Table 11

Frequencies, Percentages and Chi-Square Analysis of Responses to Section I, Question 7

Did your child suffer from malnutrition?				
Response		Group I 0-17mos		
		Philippines	Latin America	Total
no	n	9	29	38
	%	8.3	26.9	35.2
yes	n	9	8	17
	%	8.3	7.4	15.7
Chi-square		4.566*		
df		1		

*p < 0.05

The birth weight of one child was six and one-half pounds, but by the time she was four months old, she weighed two pounds. At the time of her adoption, she was suffering form third degree malnutriton and was near death. The parents paid for intervenous feeding and a high intensive nurturing program for three to four months prior to her arrival in the United States.

Question 8 asked whether or not the child suffered from ear infections. Responses reported in Table 12 show that responses to Question 8 and region of origin were dependent variables. A Chi-square analysis showed that there was a statistically significant difference ($p = 0.001$), and what contributed most to that difference was the fact that parents of children from the Philippines indicated that their children tended to have ear infections at the time of their arrival. A Chi-square analysis showed that responses to Question 8 and membership in Group II (children who were 18 months to 4 years old) were dependent variables. Therefore, the null hypothesis was rejected, since there was a significant statistical difference ($p = 0.03$) in responses based on group membership (Table 13). Thus, children from the Philippines and children in Group II showed a tendency to have ear infections at the time of their arrival.

Question 9 asked if the child suffered from any other disease. Tables 14, 15, 16, and 17 show the responses to this question. The responses presented in Table 14 affirm that region of origin and response to Question 9 were dependent variables. The null hypothesis was rejected since there was a statistically significant

Table 12

Frequencies, Percentages and Chi-Square Analysis of Responses to Section I, Question 8

Did your child suffer from ear infections?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	20	50	70
	%	18.5	46.3	64.8
yes	n	24	14	38
	%	22.2	13	35.2
chi square		12.204*		
df		1		

*$p < 0.05$

Table 13

Frequencies, Percentages and Chi-Square Analysis of Responses to Section I, Question 8

Did your child suffer from ear infections?					
Response		Age Group			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	39	13	18	70
	%	36.1	12	16.7	64.8
yes	n	16	16	6	38
	%	14.8	14.8	5.6	35.2
Chi square		7.068*			
df		2			

*$p < 0.05$

Table 14

Frequencies, Percentages, and Chi-Square Analysis of Section I, Question 9

Did your child suffer from any other disease?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	16	39	55
	%	14.8	36.1	50.9
yes	n	28	25	53
	%	25.9	23.1	49.1
chi square		6.300*		
df		1		

*$p < 0.05$

Table 15

Frequencies, Percentages, and Chi-Square Analysis of Section I, Question 9

Did your child suffer from any other disease?					
Response		Age Group			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	30	10	15	55
	%	27.8	9.3	13.9	50.9
yes	n	25	19	9	53
	%	23.1	17.6	8.3	49.1
chi square		4.712			
df		2			

Table 16

Frequencies and Percentages of Positive Responses to Section I, Question 9

What medical conditions did the child have?				
Response		Region of Origin		
		Philippines	Latin America	Total
intestinal disorder	n	9	8	17
	%	8.3	7.4	15.7
skin diseases	n	5	8	13
	%	4.6	7.4	12
lung conditions	n	8	3	11
	%	7.4	2.8	10.2
hematological diseases	n	2	2	4
	%	1.9	1.9	3.7
polio	n	1	0	1
	%	0.9	0	0.9
other	n	13	8	21
	%	12	7.4	19.4

Table 17

Frequencies of Responses to Section I, Question 9, Item f

Other Medical Conditions	
Response	n
boils	1
chronic nose bleeds	1
cirrhosis of the liver	1
cold	1
Duane's Syndrome (neurological disorder)	1
ear infection	1
fistula	1
hepititis A	1
hepititis B	1
hepititis (less common form)	1
malaria	1
nephritis	1
positive TB test	1
scars from untreated sores	1
stroke at birth	1
urinary tract infection	1
conditions that needed surgical intervention:	
cleft palate	1
congenital urethral defect	1
perforated ear drum	1
premature closing of the coronal suture	1
TB of the spine	1
tonsilitis	1
conditions that are ongoing:	
autism	1
deafness	2
hip injury	1
irregular head shape	1

difference (p = 0.01) in responses. What contributed most to the difference was that children from the Philippines tended to have other diseases at the time of their arrival in the United States. Based on the data in Table 15, response and group were independent variables. There was not a statistical relationship between the response to this question and the age on arrival of the child (Group).

Parents who said that their child had another disease indicated the nature of the medical condition. Table 16 shows these responses. A total of 17 respondents indicated that their children had intestinal disorders. Parents of seven of those children reported that the intestinal disorders that their children experienced were caused by parasites. Thirteen children had some type of skin disease. One child had psoriasis, and another had scaves.

Parents' responses indicated that 11 children had lung conditions. Pneumonia, which resulted from a case of the measles, was one of the lung conditions reported. Three children had asthma or asthmatic bronchitis at the time of their arrival. Another child, who was less than two months old when he arrived, had asthma and allergies. Asthmaa was diagnosed less than a year after one child's arrival. A viral lung disorder was the lung condition that another child had when he arrived. Four children (3.7%) had hematalogical diseases. One of these children was anemic at the time of arrival in the United States. One incidence (0.93%) of polio was reported. The parents of 21 children reported additional health conditions.

Other medical conditions are listed in Table 17. Two children in the study were deaf at the time of their arrival in the United States.

Surgery corrected this condition for one child because his deafness was a result of a conductive hearing loss caused by chronic ear infections. The other child has a sensorineural hearing loss that cannot be corrected by surgery. At the time of her arrival at age five, she had no formal language. She used some gestures to communicate. Her adoptive parents know American Sign Language and Signed English, so they use a type of pidgin sign language in the home. The parents modify their vocabulary and sentence length to accommodate their child's growing communication needs.

One child had had a hip injury that was untreated prior to his arrival in the United States. This caused him to limp, but the condition improved with proper nutrition and physical therapy.

An infant, who arrived when she was eight months old, had a large bulge in the cranium. She is now eight years old, and the distortion is becoming less noticable as she grows. This same child was a participant in the Better Baby Program and at nine months of age she was reading words.

All families in the study indicated that English was the primary language spoken in the home. Four of the families indicated that a second language was also spoken frequently in the home: Spanish, Portuguese, Dutch, and Pennsylvania Dutch.

The adopted child who was exposed to Dutch upon his arrival in the United States has learned to speak Dutch as well as English. At first, he would listen to his family members speaking Dutch and would respond in English to questions that had been asked in Dutch.

He waited until he was able to speak Dutch clearly and fluently before he started speaking the language.

Parents of two children from the Philippines noted that they are learning Tagalog and are planning to teach their children their native language. Several parents of Latin American children said that they felt it was important to give their children opportunities to learn Spanish or Portuguese, and to interact with individuals who speak those languages.

The size of families in this study ranged from one to seven children. Seventeen parents indicated that their adopted child was the only child in the family. There were 23 adopted children who had siblings who were also adopted. Fifteen children had siblings who were not adopted. There were 22 children who had adopted siblings as well as siblings who were not adopted.

THE FIRST PERIOD

Part A

The second section of the questionnaire addressed the period of time immediately following the child's adoption. Parents whose children were younger than 15 months at the time of arrival were asked to complete Part A of Section II.

Question 1 in Part A asked parents how long it took before their child responded to what was said to him/her. Fifty-three responses were obtained. Of these responses 58.5% (31 respondents) indicated that their children responded immediately upon arrival. Nineteen children or 35.8% responded in two weeks to two months.

One child was sullen and withdrawn when she first arrived, at the age of eight months, but a month later she was beginning to say her first words. At first the parents were fearful that she might not bond to them, but when she arrived, she clung to them. Three children (5.6%) responded to what was said to them in six months to a year (Table 18).

The question posed in Question 2 concerned whether or not the parents heard the child play with sounds before using words. Almost all of the respondents (91.7%) indicated that they had. Almost one-half of the children (44.8%) were babbling when the parents met them during the introductory period in their home countries or during the trip home. Four (13.8%) respondents said that the babbling began immediately upon arrival. About one-fifth (20.7%) or six respondents said that the babbling began in two weeks or less. A month or more passed before 5 (17.2%) of the children began babbling. Two parents reported their children started babbling at the age infants normally begin babbling. These responses are tabulated in Tables 19 and 20.

Parents were asked to estimate their child's age when s/he started to talk. Table 21 shows that there was a fairly even distribution of responses. Ten (26.3%) of the children began talking between 3 and 6 months; 9 (23.7%) began between 7 and 9 months; 8 (21.1%) began between 10 and 12 months; 4 (10.5%) began between 13 and 17 months; and 7 said their first words between 18 and 24 months.

Table 18

Frequencies and Percentages of Responses to Section II, Part A, Question 1

How long did it take before your child responded to what was said to him/her?				
Response		Region of Origin		
		Philippines	Latin America	Total
immediately	n	9	22	31
	%	17	41.5	58.5
less than two weeks	n	4	4	8
	%	7.5	7.5	15
two weeks to a month	n	1	8	9
	%	1.9	15.1	17
one to two months	n	1	1	2
	%	1.9	1.9	3.8
three to six months	n	2	1	3
	%	3.8	1.9	5.7
six months to a year	n	0	0	0
	%	0	0	0
over a year	n	0	0	0
	%	0	0	0

Table 19

Frequencies and Percentages of Responses to Section II, Part A, Question 2

Did you hear your child play with sounds (babble) before s/he used words?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	3	0	3
	%	8.3	0	8.3
yes	n	10	23	33
	%	27.8	63.9	91.7

Table 20

Frequencies and Percentages of Affirmative Responses to Section II, Part A, Question 2

When did the child begin to babble?				
Response		Region of Origin		
		Philippines	Latin America	Total
during the introductory period before the trip home	n	3	10	13
	%	10.3	34.5	44.8
during the trip home	n	0	0	0
	%	0	0	0
immediately upon arrival	n	3	1	4
	%	10.3	3.4	13.8
two weeks or less	n	3	3	6
	%	10.3	10.3	20.7
a month or less	n	0	1	1
	%	0	3.4	3.4
a month or more	n	1	4	5
	%	3.4	13.8	17.2

Table 21

Frequencies and Percentages of Responses to Section II, Part A, Question 3

How old was the child when s/he said her/his first words?				
Response		Region of Origin		
		Philippines	Latin America	Total
3 to 6 months	n	2	8	10
	%	5.3	21	26.3
7 to 9 months	n	3	6	9
	%	7.9	15.8	23.7
10 to 12 months	n	4	4	8
	%	10.5	10.5	21
13 to 17 months	n	3	1	4
	%	7.9	2.6	10.5
18 to 24 months	n	3	4	7
	%	7.9	10.5	18.4

One parent of a son who arrived at the age of three months indicated that all language milestones were within normal limits for an English-speaking child. Another child whose first language was Kiswahili, spoke two or three one-syllable words at the age of 11 months, but the parents did not know what those words meant.

Two children in the study are basically non-verbal. One of them said six or eight words between six and 10 years of age.

One child experienced a late start in talking (about a year) and walking (about 15 months), but when he did start, his skills developed quickly. The parents later learned that he has a very high I.Q.

Part B

Those parents whose children were older than 17 months at the time of their arrival in the United States skipped Part A and answered questions in Part B. Children in Group II were 18 months to 4 years old, and children in Group III were 5 years old or older.

Question 1 of Part B asked the parents to estimate how much time elapsed before their child understood something of that was said to him/her in English. These responses are recorded in Table 22. One-fourth (25.9%) responded immediately upon their arrival. Almost all of the children (81%) were beginning to respond to English within a month.

Almost three-fourths (71.4%) of the children who arrived between the ages of 18 months and four years were beginning to understand some English within two weeks of their arrival. Half (54.2%) of the children who arrived after the age of five were beginning to understand English within two weeks. Within a month of their arrival 85.7% of Group II and 83.3% of Group III had comparable comprehension skills (Table 23).

One parent reported that siblings who were three and five years old responded to their names immediately upon arrival, but it took a long time before they understood what was said to them. One child picked up the language from his brother and learned quickly and effortlessly.

Responses to Question 2 show that most (71.9%) of the children in Groups II and III did use words from their native language after their arrival in the United States. This was true regardless of the

Table 22

Frequencies and Percentages of Responses to Section II, Part B, Question 1

How long did it take before your child understood something of what was said to him/her in English?				
Response		Region of Origin		
		Philippines	Latin America	Total
immediately	n	10	5	15
	%	17.2	8.6	25.9
less than two weeks	n	9	11	20
	%	15.5	19	34.5
two weeks to a month	n	5	7	12
	%	8.6	12	20.7
one to two months	n	1	3	4
	%	1.7	5.2	6.9
three to six months	n	1	4	5
	%	1.7	6.9	8.6
six months to a year	n	0	1	1
	%	0	1.7	1.7
over a year	n	1	0	1
	%	1.7	0	1.7

Table 23

Frequencies and Percentages of Responses to Section II, Part B, Question 1

How long did it take before your child understood something of what was said to him/her in English?				
Response		Group I 0-17mos	Group II 18mo-4yrs	Total
immediately	n	10	4	14
	%	35.7	16.7	26.9
less than two weeks	n	10	9	19
	%	35.7	37.5	36.5
two weeks to a month	n	4	7	11
	%	14.3	29.2	21.2
one to two months	n	2	2	4
	%	7.1	8.3	7.7
three to six months	n	1	2	3
	%	3.6	8.3	5.8
six months to a year	n	1	0	0
	%	3.6	0	0
over a year	n	0	0	0
	%	0	0	0

child's region of origin or gender. A Chi-square analysis of these responses revealed that region and response as well as gender and response were independent variables (Tables 24 and 25).

Over one-fourth (29.3%) of the children who spoke their native language after arriving in the United States did so in continuous talking and in naming objects, as evidenced by the responses to Question 3 that are shown in Table 26. Parents who adopted siblings or two children from the same country at the same time, indicated that the brothers and sisters continued to talk to one another in their native language for a period of time. This occurred in seven families in this study. In two families, the parents noted that the adopted child talked continuously, yet the child's speech was unintelligible, even to those who spoke the child's native language. One child from Latin America who was one year and five months at the time of her arrival, was saying two words: "no" and "Mama," which are the same in Spanish and English. One Filipino child and two Latin American children continued to use their native language to request food or drink.

The next question on the questionnaire (Question 4) dealt with how long the children continued to use their native language after their adoption. Table 27 shows that over one-third (34%) of those who responded to this question indicated that their child used words or phrases from his/her first language from three to six months, while eight children (16%) in this study continued to use their native language in all situations for over a year. One parent reported that

Table 24

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 2

Did your child use words from his/her first language?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	10	6	16
	%	17.5	10.5	28.1
yes	n	17	24	41
	%	29.8	42.1	71.9
Chi-square		2.043		
df		1		

Table 25

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 2

Did your child use words from his/her first language?				
Response		Gender		
		Female	Male	Total
no	n	6	10	16
	%	10.71	17.85	28.57
yes	n	16	24	40
	%	28.57	42.85	71.42
Chi-square		.030		
df		1		

Table 26

Frequencies and Percentages of Responses to Section II, Part B, Question 3

Describe the situations in which the child used words from his/her first language.				
Response		Region of Origin		
		Philippines	Latin America	Total
in songs or rhymes	n	9	5	14
	%	11.7	6.5	18.2
continuous talking	n	9	12	21
	%	11.7	15.6	27.3
use of nick names	n	6	1	7
	%	7.8	1.3	9.1
in naming objects	n	12	9	21
		15.6	11.7	27.3
only when s/he was alone in bed	n	1	1	2
	%	1.3	1.3	2.6
in other situations	n	6	6	12
	%	7.8	7.8	15.6

Table 27

Frequencies and Percentages of Responses to Section II, Part B, Question 4

How long did your child use words or phrases from his/her first language?				
Response		Region of Origin		
		Philippines	Latin America	Total
less than 2 weeks	n	7	2	9
	%	14	4	18
2 weeks to 1 month	n	3	0	3
	%	6	0	6
1 to 2 months	n	6	3	9
	%	12	6	18
3 to 6 months	n	4	13	17
	%	8	26	34
6 months to 1 year	n	0	4	4
	%	0	8.00	8.00
over a year	n	3	5	8
	%	6	10	16

his daughter continued to sing a song in her native language for several months after her arrival in the United States. One child who has lived in the United States three years still uses words and phrases from his native language. He was 10 at the time of his arrival. His sibling, who was 13 at the time of arrival, also continues to speak his native language. He has been in the United States for seven years. It should be noted too, that six children in this family were born in Brazil, and their parent understands Portuguese.

Question 5 sought information about whether or not the child went through a period of silence, and if so, how long that period lasted. A Chi-square analysis of the data in Table 28 shows that the

Table 28

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 5

Did your child go through a period of silence after his/her arrival?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	19	25	44
	%	32.8	43.1	75.9
yes	n	8	6	14
	%	13.8	10.3	24.1
Chi square		.832		
df		1		

region and response were independent variables. There was not a statistical relationship between responses and the region of the child's birth. Over three-fourths (75.9%) of the children did not go through a period of silence. For those 14 children in this study who did, the period of time when they did not talk lasted less than two weeks for 10 (71.4%) of them (Table 29). One family noted that their son cried a lot and was silent when he first arrived at the age of three. In answer to this question, another parent responded that his son was never silent, and that he is still very talkative.

The next question (Question 6) asked for information about the child's use of gestures for communication. Table 30 notes that most (72.1%) of those who responded to this question indicated that their child did use gestures to make himself/herself clear during the initial period of time after the adoption. A Chi-square analysis of the data shows that region and response, as well as gender and response, are

Table 29

Frequencies and Percentages of Responses to Section II, Part B, Question 5

How long was the period of silence?				
Response		Region of Origin		
		Philippines	Latin America	Total
less than 2 weeks	n	6	4	10
	%	42.9	28.6	71.4
2 weeks to 1 month	n	0	1	1
	%	0	7.1	7.1
1 to 2 months	n	1	0	1
	%	7.1	0	7.1
longer than 2 months	n	1	1	2
	%	7.1	7.1	14.3

Table 30

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 6

Did your child use gestures to make himself/herself clear during this initial period of time?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	5	7	12
	%	11.6	16.3	27.9
yes	n	17	14	31
	%	39.5	32.6	72.1
Chi-square		0.601		
df		1		

independent variables. Thus, the region of the child's birth did not influence the response. The gender did not either (Table 31). One parent noted that the gestures that her Latin American daughter used were typical of those used by children in her age group in the United States.

Question 7 asked when the adopted child began to imitate English words. Responses are displayed in Table 32. Almost half (41.4%) of the children began to imitate English words in less than two weeks, and after having been in the United States two months, a total of 44 children or 76.8% of the children in Groups II and III were imitating English.

Tables 33 and 34 present the data for Question 8. Almost one-half (46.5%) of the children began using English spontaneously within two months. An additional one-third (30.2%) of the children who were adopted after the age of 17 months began using English spontaneously in three to six months. Almost one-fifth (17.4%) of the children in Group II had begun to use English spontaneously in two weeks compared with 6.3% of the older children in Group III. Within six months, over three-fourths (78.2%) of the children in Group II were using English spontaneously compared with 93.8% of the children in Group III.

Half (50%) of the children in Groups II and III of this study mixed English and their first language when they were learning to speak English, and half of them did not mix the two languages. Chi-Square analyses revealed that region and response were independent variables, as were gender and response. Neither the

Table 31

Frequencies, Percentages and Chi-Square Analysis of Responses to Section II, Part B, Question 6

Did your child use gestures to make himself/herself clear during this initial period of time?				
Response		Gender		
		Female	Male	Total
no	n	5	6	11
	%	11.9	14.3	26.2
yes	n	12	19	31
	%	28.6	45.2	73.8
Chi-square		0.153		
df		1		

Table 32

Frequencies and Percentages of Responses to Section II, Part B, Question 7

When did your child begin to imitate English words?				
Response		Region of Origin		
		Philippines	Latin America	Total
in less than 2 weeks	n	12	12	24
	%	20.7	20.7	41.4
in 2 weeks to 1 month	n	8	4	12
	%	13.8	6.9	20.7
in 1 to 2 months	n	4	4	8
	%	6.9	6.9	13.8
in 3 to 6 months	n	0	8	8
	%	0	13.8	13.8
in 6 months to 1 year	n	1	3	4
	%	1.7	5.2	6.9
after over a year	n	2	0	2
	%	3.4	0	3.4

Table 33

Frequencies and Percentages of Responses to Section II, Part B, Question 8

When did your child begin to use English spontaneously?				
Response		Region of Origin		
		Philippines	Latin America	Total
in less than 2 weeks	n	3	2	5
	%	7	4.7	11.6
in 2 weeks to 1 month	n	6	2	8
	%	14	4.7	18.6
in 1 to 2 months	n	3	4	7
	%	7	9.3	16.3
in 3 to 6 months	n	6	7	13
	%	14	16.3	30.2
in 6 months to 1 year	n	2	5	7
	%	4.7	11.6	16.3
over a year	n	2	1	3
	%	4.7	2.3	7

Table 34

Frequencies and Percentages of Responses to Section II, Part B, Question 8

When did your child begin to use English spontaneously?				
Response		Age Group		
		Group II 0-17mos	Group III 18mos-4yrs	Total
in less than 2 weeks	n	4	1	5
	%	17.4	6.3	12.8
in 2 weeks to 1 month	n	4	4	8
	%	17.4	25	20.5
in 1 to 2 months	n	5	2	7
	%	21.7	12.5	17.9
in 3 to 6 months	n	5	8	13
	%	21.7	50	33.3
in 6 months to 1 year	n	3	1	7
	%	13	6.3	18
over a year	n	2	0	2
	%	8.7	0	5.1

region of their birth nor their gender had a statistically significant influence on the response to this question (Tables 35 and 36). Table 37 shows that of the children who did mix English and their first language, 22.2% of them did so for two weeks to a month, 25.9% did so for one to two months, and 22.2% did so for three to six months. One child who arrived when he was 10 continues to mix English and Portuguese. He was adopted three years ago. One boy, who was three years old at the time of his arrival, rarely mixed English and Cebuano, but he would not speak until he knew he was able to express himself without making a mistake.

Table 35

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 9

When your child first started using English words, was it a mixture of English and the child's first language?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	15	14	29
	%	25.9	24.1	50
yes	n	12	17	29
	%	20.7	29.3	50
Chi-square		0.624		
df		1		

Table 36

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 9

When your child first started using English words, was it a mixture of English and the child's first language?				
Response		Gender		
		Female	Male	Total
no	n	13	16	29
	%	22.8	28.1	50.9
yes	n	9	19	28
	%	15.8	33.3	49.1
Chi-square		0.967		
df		1		

Table 37

Frequencies and Percentages of Responses to Section II, Part B, Question 9

How long did the children mix English and their first language?				
Responses		Region of Origin		
		Philippines	Latin America	Total
for less than 2 weeks	n	1	1	2
	%	3.7	3.7	7.4
for 2 weeks to 1 month	n	6	0	6
	%	22.2	0	22.2
for 1 to 2 months	n	3	4	7
	%	11.1	14.8	25.9
for 3 to 6 months	n	0	6	6
	%	0	22.2	22.2
for 6 months to 1 year	n	0	2	2
	%	0	7.4	7.4
for over a year	n	0	4	4
	%	0	14.8	14.8

Question 10 asked for information relating to the length of time that passed before the adopted child started using simple sentences in English. Table 38 demonstrates that over one-third (35.6%) of the children in Groups II and III began using simple English sentences within a month of their arrival in the United States. An additional 22% began speaking English sentences in one to two months, and 20.3% did so in three to six months of their arrival.

Almost one-fourth (22.2%) of the children in Group II, compared with 4.2% of the children in Group III began using simple sentences in less than two weeks. Within two months, however, almost three-fourths (70.8%) of those who arrived after the age of 5

Table 38

Frequencies and Percentages of Responses to Section II, Part B, Question 10

How long did it take before your child began using simple sentences (2 or 3 words) in English?				
Response		Region of Origin		
		Philippines	Latin America	Total
less than 2 weeks	n	3	4	7
	%	5.1	6.8	11.9
2 weeks to 1 month	n	8	6	14
	%	13.6	10.2	23.7
1 to 2 months	n	9	4	13
	%	15.3	6.8	22
3 to 6 months	n	3	9	12
	%	5.1	15.3	20.3
6 months to 1 year	n	1	5	6
	%	1.7	8.5	10.2
over 1 year	n	3	4	7
	%	5.1	6.8	11.9

(Group III) were using short sentences compared with one-half (59.2%) of the children who were adopted between the ages of 18 months and 4 years (Group II) (Table 39).

One child's speech resembled baby talk for an extended period of time due to perforated ear drums and hearing difficulties. A brother and sister from the Philippines used a type of pidgin English. One child began talking when he was about two and one-half to three years old. Five years elapsed before one Filipino child began using

Table 39

Frequencies and Percentages of Responses to Section II, Part B, Question 10

How long did it take before your child began using simple sentences (2 or 3 words) in English?				
Response		Age groups		
		Group II 0-17mos	Group III 18mos-4yrs	Total
less than 2 weeks	n	6	1	7
	%	22.2	4.2	13.7
2 weeks to 1 month	n	5	8	14
	%	18.5	33.3	27.4
1 to 2 months	n	5	8	13
	%	18.5	33.33	25.5
3 to 6 months	n	5	6	12
	%	18.5	25.00	23.5
6 months to 1 year	n	3	1	6
	%	14.3	4.2	11.8
over 1 year	n	3	0	7
	%	14.3	0	13.7

simple sentences in English. Two children in the study are non-verbal. One of them is from Latin America and one is from the Philippines.

The data for Question 11 are recorded in Tables 40, 41, and 42. Region of origin and gender did not significantly influence responses to this question. Almost 70% (30 respondents) of the parents indicated that their children had experienced problems in making themselves understood. This happened two to five times a day for one-fourth (25%) of the children. One family noted that at times, even 13 years after her adoption, the parents had problems understanding their daughter. A hearing loss was responsible for

Table 40

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 11

Were there times when your child had problems making himself/herself understood?				
Response		Region of Origin		
		Philippines	Latin America	Total
no	n	9	5	14
	%	20.5	11.4	31.8
yes	n	14	16	30
	%	31.8	36.4	68.2
Chi-square		1.188		
df		1		

Table 41

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section II, Part B, Question 11

Were there time when your child had problems making himself/herself understood?				
Response		Gender		
		Philippines	Latin America	Total
no	n	3	11	14
	%	7	25.6	32.6
yes	n	14	15	29
	%	32.6	34.9	67.4
Chi-square		2.847		
df		1		

Table 42

Frequencies and Percentages of Responses to Section II, Part B, Question 11

If "yes", how often did this happen?				
Response		Region of Origin		
		Philippines	Latin America	Total
more than 10 times a day	n	4	1	5
	%	10	2.5	12.5
6 to 10 times a day	n	2	2	4
	%	5	5	10
2 to 5 times a day	n	4	6	10
	%	10	15	25
once a day	n	0	1	1
	%	0	2.5	2.5
several times a week	n	0	2	2
	%	0	5	5
once a week	n	3	1	4
	%	7.5	2.5	10

communication difficulties for three of the children in the study. No difference in responses based on gender or first language background were noted from Chi-square analyses.

When questioned about how their children reacted when they experienced communication difficulties, the parents responded that less than 10% (6.1%) of the children reverted to their first language. Over one-third (38.8%) used gestures (Table 43). Other reactions included giggling from embarrassment, pointing and vocalizing, and becoming irribable or frustrated. One family reported that their three adopted children would simply repeat the word or phrase until someone understood them. One five-year-old from Latin America would ask his mother to translate for him or explain what he meant to others. In one family, one child frequently told her brother to "speak English." Two families noted that their children figured out how to communicate and kept trying until they were understood in any given situation.

Question 13 focused on the child's motivation to learn English. The data in Table 44 show that almost all (90.7%) of the children were highly motivated.

Table 43

Frequencies and Percentages of Responses to Section II, Part B, Question 12

How did s/he react when the communication problems occurred?				
Response		Region of Origin		
		Philippines	Latin America	Total
s/he reverted to the first language	n	2	1	3
	%	4.1	2	6.1
s/he became angry and threw tantrums	n	2	4	6
	%	4.1	8.2	12.2
s/he became quiet and withdrew	n	5	9	14
	%	10.2	18.4	28.6
s/he used gestures	n	5	14	19
	%	10.2	28.6	38.8
other reactions	n	6	1	7
	%	12.2	2	14.3

Table 44

Frequencies and Percentages of Responses to Section II, Part B, Question 13

Was your child motivated to learn English?				
Response		Region of Origin		
		Philippines	Latin America	Total
highly motivated	n	22	17	39
	%	51.2	39.5	90.7
somewhat motivated	n	0	4	4
	%	0	9.3	9.3
poorly motivated	n	0	0	0
	%	0	0	0

Language Acquisition from Six Months to Two Years After Arrival

In Section III of the questionniare, parents were asked to recall some of their child's language learning experiences between six months and two years after their adoption. As evidenced by the data in Tables 45 and 46, the parents of almost one-half (47.1%) of the children reported that their child had found it very easy to learn new words in English. The greatest number of children in Group I and Group II learned English words very easily, while in Group III, the responses were fairly evenly distributed between very easy, easy, and difficult. One parent noted that she felt her son's language acquisition was a little slow. He arrived from Latin America when he was 18 months old. One child from the Philippines learned to say new words with ease, but understanding the words was more difficult for her. Two children in the study are non-verbal. One child understands some words, but nevertheless has spoken only six or eight words. She did not imitate words, but she made vocal sounds and repeated them as she would have used words. The other child was non-verbal due to autism.

Responses to Question 2 indicated that over one-third of the children were very talkative when categorized by region (37.3%) and gender (36.4%). Parents said that one-half of the children in Group I and one-fourth of the children in Group II were very talkative.

Table 45

Frequencies and Percentages of Responses to Section III, Question 1

Describe the ease with which your child learned new words.				
Response		Region of Origin		
		Philippines	Latin America	Total
very easy	n	14	18	32
	%	20.6	26.5	47.1
easy	n	13	11	24
	%	19.1	16.2	35.3
difficult	n	4	4	8
	%	5.9	5.9	11.8
very difficult	n	2	2	4
	%	2.9	2.9	5.9

Table 46

Frequencies and Percentages of Responses to Section III, Question 1

Describe the ease with which your child learned new words.										
Response		Age Groups								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
very easy	n	7	12	19	5	4	9	2	2	4
	%	10.3	17.6	27.9	7.4	5.9	13.2	2.9	2.9	5.9
easy	n	4	7	11	6	2	8	3	2	5
	%	5.9	10.3	16.2	8.8	2.9	11.8	4.4	2.9	7.4
difficult	n	0	0	0	1	4	5	3	0	3
	%	0	0	0	1.5	5.9	7.4	4.4	0	4.4
very difficult	n	0	2	2	2	0	2	0	0	0
	%	0	2.9	2.9	2.9	0	2.9	0	0	0

Almost one-half of the children in Group II (45.8%) and Group III (45.5%) were considered talkative by their parents (Tables 47 and 48).

The data for Question 3 of Section III are recorded on Tables 49 and 50. Over half (56.6%) of the respondents from both regions indicated that their child had not had difficulty pronouncing certain sounds in English. Most (70%) of the children in Group I had no difficulties, but over half of the children in Group II (55.2%) and Group III (60%) had some difficulties. A statistically significant difference based on first language background or gender was not evident.

One parent said that her child had not had difficulty with individual sounds, but he was slow in beginning to talk. Some difficulty in expressing his needs was reported by one parent. This child and his brother understand Spanish, for it is spoken at home, along with English. The parents reported that they were planning to work more on their children's speaking skills in Spanish soon. These two boys both substitute the Spanish [ll] sound for the English [l] sound.

Question 4 asked parents if their child spoke English with an accent. Most Filipino and Latin American children (77.9%) did not speak English with an accent. This was true of males and females (78.8%) as well. There was no statistically significant difference in responses based on region or gender. Almost all of the children in Group I (93.8%) and Group II (70.8%) did not speak with an accent, however parents reported that 50% of the children in Goup III did

Table 47

Frequencies and Percentages of Responses to Section III, Question 2

Did your child talk much, or was s/he rather silent?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
very talkative	n	9	16	25	8	16	24
	%	13.4	23.9	37.3	12.1	24.2	36.4
talkative	n	15	12	27	14	13	27
	%	22.4	17.9	40.3	21.2	19.7	40.9
somewhat silent	n	8	5	13	2	11	13
	%	11.9	7.5	19.4	3	16.7	19.7
silent	n	1	1	2	1	1	2
	%	1.5	1.5	3	1.5	1.5	3

Table 48

Frequencies and Percentages of Responses to Section III, Question 2

Did your child talk much or was s/he rather silent?										
Response		Age Groups								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
very talkative	n	5	11	16	3	3	6	1	2	3
	%	15.6	34.4	50	12.5	12.5	25	9.1	18.2	27.3
talkative	n	6	5	11	6	5	11	3	2	5
	%	18.8	15.6	34.4	25	20.8	45.8	27.3	18.2	45.5
some-what silent	n	0	4	4	5	1	6	3	0	3
	%	0	12.5	12.5	20,8	4.2	25	27.3	0	27.3
silent	n	1	0	1	0	1	1	0	0	0
	%	3.1	0	3.1	0	4.2	4.2	0	0	0

Table 49

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 3

Did your child have difficulty in pronouncing certain sounds?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	20	36	56	18	38	56
	%	20.2	36.4	56.6	18.4	38.8	57.1
yes	n	22	21	43	17	25	42
	%	22.2	21.2	43.4	17.3	25.5	42.9
Chi-square		2.377			0.726		
df		1			1		

Table 50

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 3

Did your child have difficulty pronouncing certain sounds?										
Response		Age Groups								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
no	n	8	27	35	9	4	13	3	5	8
	%	16	54	70	31	13.8	44.8	15	25	40
yes	n	8	7	15	9	7	16	5	7	12
	%	16	14	30	31	24.1	55.2	25	35	60

speak English with an accent (Tables 51 and 52). One parent noted that her child speaks with a Southern General American accent.

The data for Question 5 are recorded in Tables 53 and 54. This question asked for information regarding the amount of time that passed before a non-family member understood their child well. Roughly one-fourth (23.5%) of the Latin American and Filipino children were understood immediately upon their arrival, yet three to six months lapsed before 28.2% were understood by non-family members. Parents of children in Group I reported that non-family members understood over one-third (35.1%) of the children immediately upon their arrival. Several parents, whose children arrived in the United States before the age of 18 months, noted that their child's language development was comparable to that of native speakers of English. In a month's time, non-family members were understanding almost half (46.4%) of the children in Group II. On the other hand, three to six months passed before 50% of the children in Goup III were understood by non-family members. Roughly one-fourth (23.5%) of the Latin American and Filipino children were understood immediately upon their arrival, yet three to six months lapsed before 28.2% were understood by non-family members.

Parents were asked if their child experienced difficulty in the process of learning English in Question 6. The responses recorded in Tables 55 and 56 indicate that more than one-half (62%) of the children did not have difficulty. A Chi-square analysis reveals that neither the region of their birth nor their gender was a statistically significant factor in response patterns. When comparing responses

Table 51

Frequencies, Percentages and Chi-Square Analysis of Responses to Section III, Question 4

Did your child speak English with an accent?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	23	30	53	17	35	52
	%	33.8	44.1	77.9	25.8	53	78.8
yes	n	10	5	15	7	7	14
	%	14.7	7.4	22.1	10.6	10.6	21.2
Chi-square		2.535			1.428		
df		1			1		

Table 52

Frequencies and Percentages of Responses to Section III, Question 4

Did your child speak English with an accent?										
Response		Age Groups								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
no	n	9	21	30	10	7	17	4	2	6
	%	28.1	65.6	93.8	41.7	29.2	70.8	33.3	16.7	50
yes	n	2	0	2	4	3	7	4	2	6
	%	6.3	0	6.3	16.7	12.5	29.2	33.3	16.7	50

Table 53

Frequencies and Percentages of Responses to Section III, Question 5

How much time passed before a non-family member understood your child well?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Phil.	L.A.	Total
immediately	n	10	10	20	6	13	19
	%	11.8	11.8	23.5	7.1	15.3	22.4
less than 2 weeks	n	1	3	4	1	3	4
	%	1.2	3.5	4.7	1.2	3.5	4.7
2 weeks - 1 month	n	7	3	10	7	3	10
	%	8.2	3.5	11.8	8.2	3.5	11.8
1 - 2 months	n	3	3	6	4	2	6
	%	3.5	3.5	7.1	4.7	2.4	7.1
3 - 6 months	n	11	13	24	8	16	24
	%	12.9	15.3	28.2	9.4	18.8	28.2
6 months - 1 year	n	3	8	11	2	9	11
	%	3.5	9.4	12.9	2.4	10.6	12.9
over 1 year	n	4	6	10	3	7	10
	%	4.7	7.1	11.8	3.5	8.2	11.8

Table 54

Frequencies and Percentages of Responses to Section III, Question 5

How much time passed before a non-family member understood your child well?										
Response		Age Groups								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
immedi-	n	6	7	13	3	3	6	1	0	1
ately	%	16.2	18.9	35.1	10.7	10.7	21.4	5	0	5
less than	n	1	3	4	0	0	0	0	0	0
2 weeks	%	2.7	8.1	10.8	0	0	0	0	0	0
2 weeks -	n	2	0	2	4	3	7	1	0	1
1 month	%	5.4	0	5.4	14.3	10.7	25	5	0	5
1 - 2	n	2	4	6	2	0	2	1	3	4
months	%	5.4	10.8	16.2	7.1	0	7.1	5	15	20
3 - 6	n	0	0	0	5	3	8	4	6	10
months	%	0	0	0	17.9	10.7	28.6	20	30	50
6 months	n	2	5	7	0	0	0	1	3	4
- 1 year	%	5.4	13.5	18.9	0	0	0	5	15	20
over 1	n	1	3	4	3	2	5	0	0	0
uear	%	2.7	8.1	10.8	10.7	7.1	17.9	0	0	0
non-	n	0	1	1	1	0	1	0	0	0
verbal	%	0	2.7	2.7	3.6	0	3.6	0	0	0

Table 55

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 6

Did your child experience difficulty in the process of learning English?								
Response		Category						
		Region of Origin			Gender			
		Phil.	L.A.	Total	Female	Male	Total	
no	n	25	42	67	25	41	66	
	%	23.1	38.9	62	25.8	42.3	68	
yes	n	16	15	31	10	21	31	
	%	14.8	13.9	28.7	10.3	21.6	32	
Chi-square		1.781			0.289			
df		1			1			

Table 56

Frequencies and Percentages of Responses to Section III, Question 6

Did your child experience difficulty in the process of learning English?										
Response		Age Group								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
no	n	12	29	41	10	9	19	3	4	7
	%	24.5	59.2	83.6	35.7	32.1	67.9	15	20	35
yes	n	4	5	9	7	2	9	5	8	13
	%	9.2	10.2	18.4	25	7.1	32.1	25	40	65

based on the age on arrival of the child, one notices that over half (65%) of the children who were five years and older when they were adopted had difficulty in the process of acquiring English, while over half (67.9%) of the children who were 18 months to four years old had no difficulty. Most (83.7%) of the children who were younger than 17 months when they arrived did not have difficulty either.

For the children who did experience some difficulties, the problem areas that parents listed were: vocabulary and syntax, personal pronouns, and placement of direct and indirect objects in a sentence. Other children had difficulty putting thoughts into English words, pronouncing specific sounds, and speaking clearly and smoothly. One child had slurred speech due to a stroke; another stuttered; and another had a writing disability.

One parent commented that she could not identify the gaps, but her child has had more difficulties with written work than with speech. Another concurred that her child, who is in Group III of this study, is very fluent verbally, but has trouble reading. This same child has had difficulty hearing speech sounds and reproducing them.

Four years after her arrival at age 10, one teenager still has difficulties with comprehension of both spoken and written language. Her expressive language is described as "fluent though hesitant." She continues to use words and phrases from her first language occasionally, for her parents understand what she is saying in Spanish.

Possible mild cerebral palsey impacted one child's writing. Because of his poor penmanship, he worked on the computer during

his high school years. This in turn caused him to miss out on some of the skills needed to fine tune his written language, such as punctuation.

One family noted that the difficulties their son experienced with grammar probably did not stem from his heritage. The fact that he is borderline ADD (Attention Deficit Disorder) may have been a factor.

Those children who have difficulty in the process of acquiring English are eligible for special services from the public schools. Half (49.5%) of the students received some services as evidenced by the data reported in Tables 57 and 58. Chi-Square analyses comparing responses based on the region and gender of the child, reveal no differences in responses based on either of these factors. There is, however, a statistically significant relationship ($p = 0.03$) between the region of the child's birth for children in Group I and the response of the parents. The major contributing factor to this difference was the fact that children adopted from the Philippines before they were 18 months old tended to receive services from school personnel in addition to the classroom teacher. None of the children in this group received services from an ESL teacher and less than 10% (7.4%) of the children in Group II received these services, but most (70%) of the children in Group III did receive instruction from ESL teachers. Conversely, speech therapists served 21.6% of the children in Group I, 37% of the children in Group II, but only 15% of the children in Group III (Tables 59, 60, and 61).

Table 57

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 7

Did your child receive services from an ESL teacher, speech therapist, resource teacher, classroom teacher, peer tutor, or other personnel?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	18	32	50	17	23	50
	%	18.2	32.3	50.5	17.3	23.5	51
yes	n	24	25	49	18	30	48
	%	24.2	25.3	49.5	18.4	30.6	49
Chi-square		1.707			0.131		
df		1			1		

Table 58

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 7

Did your child receive services from an ESL teacher, speech therapist, resource teacher, classroom teacher, peer tutor, or other personnel?										
Response		Age Group								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
no	n	8	26	34	8	6	14	2	0	2
	%	15.7	51	66.7	28.6	21.4	50	10	0	10
yes	n	9	8	17	9	5	14	6	12	18
	%	17.6	15.7	33.3	32.1	17.9	50	30	60	90
Chi-square		4.412*			0.150			3.333		
df		1			1			1		

*$p < 0.05$

Table 59

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 7

If yes, which personnel?										
Response		Age Group								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
ESL teacher	n	0	0	0	1	1	2	4	10	14
	%	0	0	0	3.7	3.7	7.4	20	50	70
speech therapist	n	5	6	11	6	4	10	1	2	3
	%	9.8	11.8	21.6	22.2	14.8	37	5	10	15
resource teacher	n	3	2	5	2	2	4	6	1	7
	%	5.9	3.9	9.8	7.4	7.4	14.8	30	5	35
class-room teacher	n	2	1	3	0	2	2	1	0	1
	%	3.9	2	5.9	0	7.4	7.4	5	0	5
peer tutor	n	1	0	1	0	2	2	3	2	5
	%	2	0	2	0	7.4	7.4	15	10	25
other	n	4	2	6	2	2	4	1	5	6
	%	7.8	3.9	11.8	7.4	7.4	14.8	5	25	30

Table 60

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section III, Question 7, Item 1

Did your child receive services from an ESL teacher?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	37	45	82	27	54	81
	%	37.8	45.6	83.7	27.8	55.7	83.5
yes	n	5	11	16	7	9	16
	%	5.1	11.2	16.3	7.2	9.3	16.5
Chi-square		1.052			0.637		
df		1			1		

Table 61

Frequencies and Percentages of Responses to Section III, Question 7, Item 1

Did your child receive services from an ESL teacher?										
Response		Age Group								
		Group I 0-17mos			Group II 18mos-4yrs			Group III 5yrs&up		
		Phil.	L.A.	Total	Phil.	L.A.	Total	Phil.	L.A.	Total
no	n	17	34	51	16	9	25	4	2	6
	%	33.3	66.7	100	59.3	33.3	92.6	20	10	30
yes	n	0	0	0	1	1	2	4	10	14
	%	0	0	0	3.7	3.7	7.4	20	50	70

Seven of those who indicated that their children received speech therapy noted that their children received this instruction when they were in preschool, kindergarten, or first grade. One child, who arrived from Brazil when he was one month old, received speech therapy in grades two through five. The therapist focused on production of the "s" sound and correction of a tongue thrust.

One parent remarked that there was quite a bit of confusion regarding ESL classes for two of the children in the study. They were both adopted from the Philippines when they were four years old. The parents requested some instruction for the boys at the time of their adoption, but were told by the principal of the school that the boys would receive help if they needed it after they started school. The next year the classroom teacher said that the boys needed ESL instruction, so the parents requested an evaluation, but the ESL teacher refused to evaluate them. Parents and school personnel such as a psychologist, a speech therapist, an ESL teacher, and a classroom

teacher met as a multi-disciplinary team (M-team) to discuss the issue. The ESL teacher said that the children did not need ESL instruction, but would not sign the M-team papers to that effect. After mediation by a representative from the state Department of Education, speech therapy was provided for the students. The parents arranged for private tutoring, and the boys finished the eighth grade with a 3.55 and 3.5 grade point average.

Two children from Latin America were in CDC classes (Comprehensive Development Classroom) for a short time, and modifications were made for them in the regular classroom. The purpose of the CDC class is to provide specialized instruction that cannot be provided in the regular classroom. The adopted children were both tested by the county ESL Specialist using the Language Assessment Battery II. One student scored in the 93rd percentile and the other scored below the 40th percentile. Although the second child scored below the 40th percentile, he did not meet the criteria for the ESL Program according to the evaluator, for she stated that "the purpose of ESL is to assist children who do not speak English or whose home language prevents them from communicating in English." Therefore, the child did not receive services from an ESL teacher. He did receive speech therapy and instruction from the resource teacher, however.

Children in this study received additional services from the following professionals and paraprofessionals: an audiologist, a private tutor, a Chapter One reading teacher, an educational therapist, a retired teacher, the developmental lab at a university, a

county developmental center, a summer tutoring program, a parent volunteer, and a classroom aide. Three children in one family were home-schooled. One was home-schooled between the ages of six months and nine years. The other two were home-schooled one or two years during the early years of elementary school.

CURRENT LANGUAGE CHARACTERISTICS

Parents supplied information relating to current characteristics of their child's language on the fourth section of the questionnaire. They gave their child's present grade level in response to Question 1. The 73 responses to Question 1 of Section IV are recorded in Table 62. Five of the children in this study have not yet entered kindergarten, and two have graduated from high school. One student in the study quit school before graduating. Each grade, including special education classes, is represented by at least three children.

Parents described their child's progress in speaking English in response to Question 2 of Section IV. According to the estimation of the parents, more than half (68.5%) of the children in this study are as proficient as native speakers, and an additional 15.7% are proficient despite minor errors in grammar (Tables 63 and 64). Twenty-five out of 41 females and 47 out of 65 males are proficient English speakers. One parent said that her child who was adopted as an infant speaks just as if he was born in the southern part of the United States. Another parent commented that her daughter, who was adopted at the age of one year seven months, is now ten years old. She is proficient now, but this was not true earlier in her life.

Table 62

Frequencies and Percentages of Responses to Section IV, Question 1

What grade is your child presently in?				
Response		Region of Origin		
		Philippines	Latin America	Total
preschool	n	0	5	5
	%	0	6.8	6.8
kindergarten	n	3	3	6
	%	4.1	4.1	82
first grade	n	2	2	4
	%	2.7	2.7	5.5
second grade	n	1	4	5
	%	1.4	5.5	6.8
third grade	n	4	3	7
	%	5.5	4.1	9.6
fourth grade	n	0	5	5
	%	0	6.8	6.8
fifth grade	n	2	1	3
	%	2.7	1.4	4.1
sixth grade	n	1	5	6
	%	1.4	6.8	8.2
seventh grade	n	5	2	7
	%	6.8	2.7	9.6
eighth grade	n	2	2	4
	%	2.7	2.7	5.5
ninth grade	n	3	0	3
	%	4.1	0	4.1
tenth grade	n	3	3	6
	%	4.1	4.1	8.2
eleventh grade	n	1	2	3
	%	1.4	2.7	4.1
twelfth grade	n	3	1	4
	%	4.1	1.4	5.5

Table 62

Frequencies and Percentages of Responses to Section IV, Question 1

What grade is your child presently in?				
Response		Region of Origin		
		Philippines	Latin America	Total
special education	n	2	1	3
	%	2.7	1.4	4.1
graduated from high school	n	1	1	2
	%	1.4	1.4	2.7

Table 63

Frequencies and Percentages of Responses to Section IV, Question 2

Describe his/her progress in speaking English.							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
fluent as a native speaker	n	30	44	74	25	47	72
	%	27.8	40.7	68.5	23.6	44.3	67.9
fluent with minor errors	n	7	10	17	8	9	17
	%	6.5	9.3	15.7	7.5	8.5	16
50% - 75% fluent	n	3	4	7	2	5	7
	%	2.8	3.7	6.5	1.9	4.7	6.6
25% - 50% fluent	n	1	2	3	1	2	3
	%	0.9	1.9	2.8	0.9	1.9	2.8
25% or less mastery	n	1	1	2	1	1	2
	%	0.9	0.9	1.9	0.9	0.9	1.9
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 64

Frequencies and Percentages of Responses to Section IV, Question 2

Describe his/her progress in speaking English.					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
fluent as a native speaker	n	44	20	10	74
	%	40.74	18.51	9.25	68.52
fluent with errors	n	4	5	8	17
	%	3.70	4.62	7.40	15.74
50% - 75% fluent	n	1	3	3	7
	%	0.92	2.77	2.77	6.48
25% - 50% fluent	n	0	0	3	3
	%	0	0	2.77	2.77
25% or less mastery	n	1	1	0	2
	%	0.92	0.92	0	1.85
no response	n	5	0	0	5
	%	4.63	0	0	4.63

Almost all of the children in Group I (44 out of 55) and Group II (20 out of 29) are as proficient as a native speaker in contrast to less than half (10 out of 24) of the children in in Group III. Three children in Groups II and III are 50% to 75% proficient. None of the children in Group III are less than 25% proficient. Two children in the study are non-verbal. One of these children is in Group I and the other is in Group II.

According to responses to Question 3, less than five percent of the children have progressed in their listening skills to the point that they comprehend 90% to 100% of spoken English. Of these, five are females (5 out of 41 females) and one is a male (1 out of 65 males). As evidenced by the data in Tables 65 and 66, almost three-fourths (71.3%) of the children understand 75% to 90%. Eighty percent (33 out of 41) of the females in this study and 72% (47 out of 65) of the males understand 75% to 100% of spoken English.

Most of the children in Group I (48 out of 55) and Group II (20 out of 29) understand 75% or more. This is true for half (14 out of 24) of the children in Group III.

Question 4 asked whether or not the child repeated a grade in school. The null hypothesis was rejected, for region of origin and the response to Question 4 were dependent variables. There was a statistically significant difference ($p = 0.016$) in responses based on region of origin, and what contributed most to that difference was the fact that Filipino children tended to repeat a year in school more than children from Latin America. There was no difference in responses based on gender. This information is presented in Tables

Table 65

Frequencies and Percentages of Responses to Section IV, Question 3

Describe his/her progress in listening skills.							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
understands 90% - 100%	n	1	4	5	4	1	5
	%	0.9	3.7	4.6	3.8	0.9	4.7
understands 75% - 90%	n	31	46	77	29	46	75
	%	28.7	42.6	71.3	27.3	43.4	70.8
understands 50% - 75%	n	4	10	14	3	11	14
	%	3.7	9.3	13	2.8	10.4	13.2
understands 25% - 50%	n	5	4	9	5	4	9
	%	4.6	3.7	8.3	4.7	3.8	8.5
understands less than 25%	n	3	0	3	0	3	3
	%	2.8	0	2.8	0	2.8	2.8

Table 66

Frequencies and Percentages of Responses to Section IV, Question 3

Describe his/her progress in listening skills.					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
understands 90% - 100%	n	4	1	0	5
	%	3.7	0.9	0	4.6
understands 75% - 90%	n	44	19	14	77
	%	40.7	17.6	13	71.3
understands 50% - 75%	n	5	4	5	14
	%	4.6	3.7	4.6	13
understands 25% - 50%	n	2	3	4	9
	%	1.9	2.8	3.7	8.3
understands less than 25%	n	0	2	1	3
	%	0	1.9	0.9	2.8

67 and 68. Only one child in Group I repeated a grade, while eight in Group II and nine in Group III did so. Three children repeated kindergarten. One student did so because parents and teachers deemed that he was not ready to read. Two children went from kindergarten to transition, which is a class between kindergarten and first grade.

Next, parents were asked to describe their child's language proficiency in nine different areas (Question 5). With respect to the number of words that the children know, the parents rated over half of the children (65.7%) as proficient as a native speaker. The vocabulary of over one-half of the girls (23 out of 41) as well as over one-half of the boys (46 out of 65) was comparable to that of a native speaker. A greater number of children in Group III had minor (11 children) or noticable difficulties (5 children) in their knowledge of vocabulary (Tables 69 and 70). One child, whose language was like that of a native speaker, was also quick to correct others, especially her brothers.

In answer to Item b, parents gave similar responses. They said that 65.7% of the children in the study were comparable to native speakers in their understanding of the meaning of words, and only 18.5% had minor difficulties in this area. Over one-half (22 out of 41) of the females and almost three-fourths (47 out of 65) of the males were as proficient as native speakers in this aspect of language skill. Almost half of the children (11 out of 24 children) in Group III had minor difficulties understanding the meaning of words. This is in contrast to five out of 55 in Group I and 4 out of 29 in Group II

Table 67

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section IV, Question 4

Did your child repeat a school year?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	28	51	79	31	46	77
	%	28.9	52.6	81.4	29.2	43.4	72.6
yes	n	12	6	18	5	13	18
	%	12.4	6.2	18.6	4.7	12.3	17
chi-square		5.898*			0.966		
df		1			1		

*$p < 0.05$

Table 68

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section IV, Question 4

Did your child repeat a year in school?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	46	18	15	79
	%	47.4	18.6	15.5	81.4
yes	n	1	8	9	18
	%	1	8.2	9.3	13.9

Table 69

Frequencies and Percentages of Responses to Section IV, Question 5, Item a

How would you describe his/her language fluency in English with respect to the number of words that s/he knows?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	30	41	71	23	46	69
	%	27.8	38	65.7	21.3	43.4	65.1
minor difficulties	n	7	15	22	10	10	22
	%	6.5	13.9	20.4	9.4	9.4	20.8
noticeable difficulties	n	5	5	10	2	8	10
	%	4.6	4.6	9.3	1.9	7.5	9.4
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 70

Frequencies and Percentages of Responses to Section IV, Question 5, Item a

How would you describe his/her language fluency in English with respect to the number of words that s/he knows?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	46	17	8	71
	%	42.6	15.7	7.4	65.7
minor difficulties	n	3	8	11	22
	%	2.8	7.4	10.2	20.4
noticeable difficulties	n	1	4	5	10
	%	0.9	3.7	4.6	9.3

who had minor difficulties. None of the children who were adopted under the age of 17 months (Group I) had noticable difficulties (Tables 71 and 72).

Tables 73 and 74 give information about the use of abstract words by the internationally adopted children. A total of 69 children (63.9%) in the study used abstract words like a native speaker of English. A similar number of males (10 out of 65) and females (5 out of 41) had noticable difficulties using abstract words. Attention Deficit Disorder (ADD), not ESL, was a contributing factor to the noticable difficulties that one child in Group I had with the usage of abstract words. One-half of the children in Group II (13 out of 29) had minor or noticable difficulties. Responses to this question for children in Group III were almost evenly divided. Nine were like a native speaker; eight had minor difficulties; and seven had noticable difficulties.

Table 75 shows that over one-half (63%) of the children were like native speakers in terms of their use of figurative language, and 16.7% had minor difficulties in this area. Slightly more (15.7%) of the children in the study had noticable difficulties with figurative language than with abstract language (13.9%). Responses regarding males and females revealed that over half (21 out of 37 of the females and 45 out of 64 of the males) were proficient in their use of figurative languages. More than one-half of the children in Group II (13 out of 29) and Group III (15 out of 24) had minor or noticable difficulties (Table 76).

Table 71

Frequencies and Percentages of Responses to Section IV, Question 5, Item b

How would you describe his/her language fluency in English with respect to his/her understanding of the meaning of words?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	30	41	71	22	47	69
	%	27.2	38	65.7	20.8	44.3	65.1
minor difficulties	n	6	14	20	12	8	20
	%	5.6	13	18.5	11.3	7.5	18.9
noticeable difficulties	n	6	6	12	3	9	12
	%	5.6	5.6	11.1	2.8	8.5	11.3
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 72

Frequencies and Percentages of Responses to Section IV, Question 5, Item b

How would you describe his/her language fluency in English with respect to his/her understanding of the meaning of words?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	45	18	8	71
	%	41.7	16.7	7.4	65.7
minor difficulties	n	5	4	11	20
	%	4.6	3.7	10.8	18.5
noticeable difficulties	n	0	7	5	12
	%	0	6.5	4.6	11.1
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 73

Frequencies and Percentages of Responses to Section IV, Question 5, Item c

How would you describe his/her language fluency in English with respect to his/her usage of abstract words?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	29	40	69	22	45	67
	%	26.9	37	63.9	20.8	42.5	63.2
minor difficulties	n	5	14	19	10	9	19
	%	4.6	13	17.6	9.4	8.5	17.9
noticeable difficulties	n	8	7	15	5	10	15
	%	7.4	6.5	13.9	4.7	9.4	14.2
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 74

Frequencies and Percentages of Responses to Section IV, Question 5, Item c

How would you describe his/her language fluency in English with respect to his/her usage of abstract words?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	44	16	9	69
	%	40.7	14.8	8.3	63.9
minor difficulties	n	5	6	8	19
	%	4.6	5.6	7.4	17.6
noticeable difficulties	n	1	7	7	15
	%	0.9	6.5	6.5	13.9
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 75

Frequencies and Percentages of Responses to Section IV, Question 5, Item d

How would you describe his/her language fluency in English with respect to his/her use of figurative language?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	29	39	68	21	45	66
	%	26.9	36.1	63	19.8	42.5	62.3
minor difficulties	n	8	10	18	9	9	18
	%	7.4	9.3	16.7	8.5	8.5	17
noticeable difficulties	n	5	12	17	7	10	17
	%	4.6	11.1	15.7	6.6	9.4	16
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 76

Frequencies and Percentages of Responses to Section IV, Question 5, Item d

How would you describe his/her language fluency in English with respect to his/her use of figurative language?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	43	16	9	68
	%	39.8	14.8	8.3	63
minor difficulties	n	6	6	6	18
	%	5.6	5.6	5.6	16.7
noticeable difficulties	n	1	7	9	17
	%	0.9	6.5	8.3	15.7
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 77 demonstrates that 65.7% of the children wre like native speakers in their ability to remember words they wanted to use. Another 15.7% had minor difficulties, and 8.3% had noticable difficulties. Over one-fourth (25.5%) of the children in this study were females who recalled words they wanted to say like a native speaker, and almost one-half (45.3%) of the children in the study were males who functioned in this area of language skill like a native speaker. According to Table 78, 11 out of 24 children in Group III had minor difficulties compared with 4 out of 29 in Group II and 2 out of 55 in Group I. One child continued to repeat part of a sentence, thus giving himself time to think of how to say the rest of the sentence. He would complete the sentence after he had repeated the first part several times.

Most (81.5%) of the children in this study had an accent like that of a native speaker. Five children had noticable difficulties in this area. Two of these were females and three were males. Four out of five of these children are in Group III. Almost all of the children in Group I (46 out of 55) and Group II (27 out of 29) were like native speakers, and half of the children in Goup III (13 out of 29) had an accent like a native speaker (Tables 79 and 80).

Six Filipino children and four Latin American children had noticeable difficulty using correct word order in sentences. Five of these were in Group II and five of them are in Group III. Nevertheless, 67.6% of the total number were like native speakers in this respect. Ten out of 24 children who were adopted after the age

Table 77

Frequencies and Percentages of Responses to Section IV, Question 5, Item e

How would you describe his/her language fluency in English with respect to remembering words that s/he wants to use?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	30	47	77	27	48	75
	%	27.8	43.5	65.7	25.5	45.3	70.8
minor difficulties	n	9	8	17	8	9	17
	%	8.3	7.4	15.7	7.5	8.5	16
noticeable difficulties	n	3	6	9	2	7	9
	%	2.8	5.6	8.3	1.9	6.6	8.5
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.7	0.9	4.7

Table 78

Frequencies and Percentages of Responses to Section IV, Question 5, Item e

How would you describe his/her language fluency in English with respect to remembering words that s/he wants to use?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	46	21	10	77
	%	42.6	19.4	9.3	71.3
minor difficulties	n	2	4	11	17
	%	1.9	3.7	10.2	15.7
noticeable difficulties	n	2	4	3	9
	%	1.9	3.7	2.8	8.3
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 79

Frequencies and Percentages of Responses to Section IV, Question 5, Item f

How would you describe his/her language fluency in English with respect to his/her accent?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	38	50	88	29	57	86
	%	35.2	46.3	81.5	27.4	53.8	81.1
minor difficulties	n	3	4	7	4	3	7
	%	2.8	3.7	6.5	3.7	2.8	6.6
noticeable difficulties	n	0	5	5	2	3	5
	%	0	4.6	4.6	1.9	2.8	4.7
no response	n	3	5	8	6	2	8
	%	2.8	4.6	7.4	5.7	1.9	7.5

Table 80

Frequencies and Percentages of Responses to Section IV, Question 5, Item f

How would you describe his/her language fluency in English with respect to his/her accent					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	48	27	13	88
	%	44.4	25	12	81.5
minor difficulties	n	1	0	6	7
	%	0.9	0	5.6	6.5
noticeable difficulties	n	0	1	4	5
	%	0	0.9	3.7	4.6
no response	n	6	1	1	8
	%	5.6	0.9	0.9	7.4

of five, and over half of the girls (26 out of 41) and boys (45 out of 65) ordered their words in sentences like native speakers (Tables 81 and 82).

Item h requested information concerning the child's use of verbs and verb tenses. Tables 83 and 84 show that 68.5% of the children from the Philippines and Latin America were like native speakers in their use of verbs and verb tenses. Ten children or 18.5% had minor difficulties. Over half of the females (24 out of 41) and males (48 out of 65) used verbs correctly. None of the children in Group I had noticeable difficulties, but seven of them had minor difficulties with verbs. Twenty-one out of 29 in Group II and 10 out of 24 in Group III used verbs as a native speaker would. Nine out of 24 in Group III had minor difficulties in this area.

Parents' evaluations of their child's use of prepositions recorded in Tables 85 and 86 showed that 30 of the Filipino and 48 Latin American children (72.2%) used prepositions like native speakers. Those who had minor difficulties comprised 15.7% of the children in this study. Over half of the females (26 out of 41) and three-fourths of the males (50 out of 65) used prepositions correctly. Almost all (48 out of 55) of the children in Group I and (21 out of 29) Group II spoke like a native speaker with respect to their use of prepositions. Almost one-half (11 out of 24) in Group III had minor difficulties, but over one-third (9 out of 24) were like native speakers.

Table 81

Frequencies and Percentages of Responses to Section IV, Question 5, Item g

How would you describe his/her language fluency in English with respect to his/her usage of correct word order in sentences?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	27	46	63	26	45	71
	%	25	42.6	67.6	24.5	42.5	67
minor difficulties	n	9	11	20	8	12	20
	%	8.3	10.2	18.5	7.5	11.3	18.9
noticeable difficulties	n	6	4	10	3	7	10
	%	5.6	3.7	9.3	2.8	6.6	9.4
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 82

Frequencies and Percentages of Responses to Section IV, Question 5, Item g

How would you describe his/her language fluency in English with respect to his/her usage of correct word order in sentences?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	47	16	10	73
	%	43.5	14.8	9.3	67.6
minor difficulties	n	3	8	9	20
	%	2.8	7.4	8.3	18.5
noticeable difficulties	n	0	5	5	10
	%	0	4.6	4.6	9.3
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 83

Frequencies and Percentages of Responses to Section IV, Question 5, Item h

How would you describe his/her language fluency in English with respect to his/her correct use of verbs and verb tenses?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	28	46	74	24	48	72
	%	25.9	42.6	68.5	22.6	43.3	67.9
minor difficulties	n	10	10	20	9	11	20
	%	9.3	9.3	18.5	8.5	10.4	18.9
noticeable difficulties	n	4	5	9	4	5	9
	%	3.7	4.6	8.3	3.8	4.7	8.5
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 84

Frequencies and Percentages of Responses to Section IV, Question 5, Item h

How would you describe his/her language fluency in English with respect to his/her correct use of verbs and verb tenses?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	43	21	10	74
	%	39.8	19.4	9.3	68.5
minor difficulties	n	7	4	9	20
	%	6.5	3.7	8.3	18.5
noticeable difficulties	n	0	4	5	9
	%	0	3.7	4.6	8.3
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Table 85

Frequencies and Percentages of Responses to Section IV, Question 5, Item i

How would you describe his/her language fluency in English with respect to his/her correct use of prepositions?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
like a native speaker	n	30	48	78	26	50	76
	%	27.8	44.4	72.2	24.5	47.2	71.7
minor difficulties	n	6	11	17	8	9	17
	%	5.6	10.2	15.7	7.5	8.5	16
noticeable difficulties	n	6	2	8	3	5	8
	%	5.6	1.9	7.4	2.8	4.7	7.5
no response	n	2	3	5	4	1	5
	%	1.9	2.8	4.6	3.8	0.9	4.7

Table 86

Frequencies and Percentages of Responses to Section IV, Question 5, Item i

How would you describe his/her language fluency in English with respect to his/her correct use of prepositions?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
like a native speaker	n	48	21	9	78
	%	44.4	19.4	8.3	72.2
minor difficulties	n	2	4	11	17
	%	1.9	3.7	10.2	15.7
noticeable difficulties	n	0	4	4	8
	%	0	3.7	3.7	7.4
no response	n	5	0	0	5
	%	4.6	0	0	4.6

Parents described their child's feelings about talking to adults in response to Question 6. Tables 87 and 88 demonstrate that almost half (41.4%) of the children were enthusiastic about talking to adults and another one-third (34.3%) were comfortable talking with adults. Approximately one-fourth of the girls (11 out of 41) and boys (17 out of 65) were enthusiastic about talking with adults. The greatest number of children who were shy about talking to adults were adopted after the age of five (Group III). One parent noted that her son tried very hard to talk to adults, but communication was hindered by his difficulty in speaking clearly and smoothly. His speech was also very slow.

The next question asked the parents to describe their child's feelings about talking to children. Responses to Question 7 are shown in Tables 89 and 90. None of the children were reticent to talk with other children, and few (9.9%) were shy. Parents who responded to this question indicated that almost two-thirds of the children from the Philippines (20 out of 33) and slightly over half (20 out of 38) of the children from Latin America were enthusiastic about talking to other children. Over half (56.5%) of the males and females were enthusiastic. More children in Group III were comfortable (nine children) than enthusiastic (five children) about talking to other children, but the reverse was true for children in Groups I and II.

Responses to Question 8 are recorded in Tables 91 and 92. These responses indicate that three-fourths (76.9%) of the children in this study were not receiving services from an ESL teacher, a speech therapist, a resource teacher, a classroom teacher (outside of class), a

Table 87

Frequencies and Percentages of Responses to Section IV, Question 6

Describe your child's feelings about talking to adults.							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
enthusiastic	n	15	14	29	11	17	28
	%	21.4	20	41.4	10.4	16	40.6
comfortable	n	13	11	24	9	14	23
	%	18.6	15.7	34.3	13	20.3	33.3
shy	n	4	12	16	6	10	16
	%	5.7	17.1	22.9	8.7	14.5	23.2
reticent	n	0	1	1	0	1	1
	%	0	1.4	1.4	0	1.4	1.4

Table 88

Frequencies and Percentages of Responses to Section IV, Question 6

Describe your child's feelings about talking to adults.					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
enthusiastic	n	16	10	3	29
	%	22.9	14.3	4.3	41.4
comfortable	n	9	9	6	24
	%	12.9	12.9	8.6	34.3
shy	n	4	5	7	16
	%	5.7	7.1	10	22.9
reticent	n	1	0	0	1
	%	1.4	0	0	1.4

Table 89

Frequencies and Percentages of Responses to Section IV, Question 7

Describe your child's feelings about talking to children.							
Response		Category					
		Regionof Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
enthusiastic	n	20	20	40	14	25	39
	%	28.2	28.2	56.3	20.3	36.2	56.5
comfortable	n	13	11	24	10	13	23
	%	18.3	15.5	33.8	14.5	18.8	33.3
shy	n	0	7	7	2	5	7
	%	0	9.9	9.9	2.9	7.2	10.1
reticent	n	0	0	0	0	0	0
	%	0	0	0	0	0	0

Table 90

Frequencies and Percentages of Responses to Section IV, Question 7

Describe your child's feelings about talking to children.					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
enthusiastic	n	21	14	5	40
	%	29.6	19.7	7	56.3
comfortable	n	8	7	9	24
	%	11.3	9.9	12.7	33.8
shy	n	2	3	2	7
	%	2.8	4.2	2.8	9.9
reticent	n	0	0	0	0
	%	0	0	0	0

Table 91

Frequencies, Percentages, and Chi-Square Analysis of Responses to Section IV, Question 8

Is your child currently receiving services from an ESL teacher, a speech therapist, a resource teacher, a classroom teacher (outside of class), a peer tutor, or other personnel?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	33	47	80	30	49	79
	%	31.7	45.2	76.9	29.4	48	77.5
yes	n	9	15	24	9	14	23
	%	8.7	14.4	23.1	8.8	13.7	22.5
Chi-square		0.108			0.010		
df		1			1		

Table 92

Frequencies and Percentages of Responses to Section IV, Question 8

Is your child currently receiving services from an ESL teacher, a speech therapist, a resource teacher, a classroom teacher (outside of class), a peer tutor, or other person nel?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	45	22	13	80
	%	43.3	21.2	12.5	76.9
yes	n	7	6	11	24
	%	6.7	5.8	10.6	23.1
Chi-square		9.753*			
df		2			

*$p < 0.05$

peer tutor, or other personnel at the time this study was conducted. A Chi-square analysis shows no significant statistical difference based on place of birth or gender, but responses do indicate a significant difference (p = 0.008) based on age on arrival of the child, which is reflected in his/her group membership. The null hypothesis was rejected, and it was determined that the factor that contributed most to the difference in responses was the response by parents of children in Group III that their children were receiving services from school personnel other than their classroom teacher. Only 7 out of 52 (13.5% of Group I or 6.7% of the total) students in Group I and 6 out of 28 (21.4% of Group II or 5.8% of the total) students in Group II were receiving any services, while 11 out of 24 (45.8% of Group III or 10.6% of the total) students in Group III were receiving instruction outside the regular classroom.

Tables 93 and 94 list the services the children were receiving at the time this study was conducted. Two of the children who received speech therapy were from the Philippines and two were from Latin America. Likewise, two were girls and two were boys. One Filipino child and three Latin American children were being served by ESL teachers. Three of these children were in Group III and one was in Group II. Resource teachers served the most children in this study. They served three children in Group I and one child in Groups II and III.

A speech/language therapist was working with one child on auditory discrimination. One child in Group I has been identified as gifted. His dad attributed his ability to sound out very difficult

Table 93

Frequencies and Percentages of Responses to Section IV, Question 8

Which services is your child currently receiving?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
ESL teacher	n	1	3	4	1	3	4
	%	1	2.9	3.9	1	3	4
speech	n	2	2	4	2	2	4
therapist	%	1.9	1.9	3.9	2	2	4
resource	n	1	4	5	2	3	5
teacher	%	1	3.9	4.9	2	3	5
classroom	n	0	1	1	0	0	0
teacher	%	0	1	1	0	0	0
peer tutor	n	2	0	2	1	1	2
	%	1.9	0	1.9	1	1	2
other	n	2	5	7	3	4	7
	%	1.9	4.9	6.8	3	4	6.9
no services	n	33	47	80	30	49	79
	%	32	45.6	77.7	29.7	48.5	78.2

Table 94

Frequencies and Percentages of Responses to Section IV, Question 8

Which services is your child receiving?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
ESL teacher	n	0	1	3	4
	%	0	1	2.9	3.9
speech therapist	n	1	3	0	4
	%	1	2.9	0	3.9
resource teacher	n	3	1	1	5
	%	2.9	1	1	4.9
classroom teacher	n	1	0	0	1
	%	1	0	0	1
peer tutor	n	0	0	2	2
	%	0	0	1.9	1.9
other	n	2	0	5	7
	%	1.94	0	4.85	6.79
no services	n	45	22	13	80
	%	43.7	21.4	12.6	77.7

words to his early exposure to phonics. In kindergarten he was working on the fourth grade level in reading and the third grade level in math. Teachers at his elementary school have trained him to work as a peer tutor for some of his classmates. His dad commented that they have to work at keeping him challenged.

Responses to Question 9 are recorded in Tables 95 and 96. One female and four males from Latin America were the only children who continued to use words or phrases from their first language. Two of these children were in Group I, two were in Group II, and one was in Group III. Two of the children only used a few words related to the bathroom, but the other three used their first language to converse with one another in the home. The other 93.2% of the children did not use words or phrases from their first language at the time this study was conducted.

Question 10 asked parents to include TCAP scores with the questionnaire. Scores from 15 children were received. Several other parents sent scores from other standardized tests due to the fact that the school where their child attended did not give the TCAP. The 1996 Normal Curve Equivalents for Total Reading and Total Language Scores of the 15 respondents are listed in Tables 97 and 98. These can be compared with the median NCE scores for students across the state of Tennessee.

All three of the Total Reading scores for second graders were above the Tennessee median. The two children in Group I scored well above (27 points above and 41 points above) the Tennessee

Table 95

Frequencies and Percentages of Responses to Section IV, Question 9

Are there any words or phrases from his/her first language that s/he continues to use?							
Response		Category					
		Region of Origin			Gender		
		Phil.	L.A.	Total	Female	Male	Total
no	n	33	35	68	27	39	66
	%	45.2	47.9	93.2	38	55	92.9
yes	n	0	5	5	1	4	5
	%	0	6.8	6.8	1.4	5.6	7

Table 96

Frequencies and Percentages of Responses to Section IV, Question 9

Are there any words or phrases from his/her first language that s/he continues to use?					
Response		Age Groups			
		I 0-17mos	II 18mos-4yrs	III 5yrs&up	Total
no	n	32	21	15	68
	%	43.8	28.8	20.5	93.2
yes	n	2	2	1	5
	%	2.7	2.7	1.4	6.8

Table 97

Responses to Section IV, Question 10

1996 Normal Curve Equivalent TCAP Scores				
ID Number	Age Group	Region of Origin	Total Reading	Total Language
Second Grade				
1	II	Latin Am.	63	47
69	I	Philippines	87	85
106	I	Philippines	59	99
Tennessee median			51	58
Third Grade				
19	I	Latin Am.	73	62
32	II	Latin Am.	50	60
Tennessee median			55	51
Fourth Grade				
43	I	Philippines	40	47
58	II	Philippines	41	53
Tennessee median			49	56
Fifth Grade				
2	II	Latin Am.	68	71
22	III	Latin Am.	60	44
53	II	Philippines	55	51
75	I	Latin Am.	60	43
Tennessee median			52	55
Sixth Grade				
70	I	Philippines	60	69
74	I	Philippines	56	50
Tennessee median			51	53
Eighth Grade				
45	I	Philippines	97	97
115	I	Philippines	52	98
Tennessee median			53	55

Table 98

Responses to Section IV, Question 10

1996 TCAP Scores					
number of years since child arrived in U.S.	Group	Present Grade in School	Region of Origin	Total Reading Compared to State Median	Total Language Compared to State Median
2	II	1	Phil.	lower	lower
6	II	3	L.A.	lower	higher
6	III	5	L.A.	higher	lower
7	II	2	Phil.	higher	higher
7	II	2	Phil.	higher	higher
7	II	4	Phil.	lower	lower
8	I	4	Phil.	lower	lower
8	I	3	L.A.	lower	lower
8	II	5	L.A.	higher	higher
9	II	5	Phil.	higher	lower
9	II	2	L.A.	higher	lower
10	I	5	L.A.	higher	lower
11	I	6	Phil.	higher	higher
13	I	6	Phil.	higher	lower
13	I	8	Phil.	lower	higher
13	I	8	Phil.	higher	higher

median, and the child from Group II scored 11 points below the median for Total Language.

The third grader from Group II scored 5 points above the state median while the child from Group I scored 18 points above the Total Reading median. Both Total Language scores were also above the median. Both children were born in Latin America.

The two fourth graders were from the Philippines. One arrived in the United States prior to the age of 18 months (Group I), and the other was adopted between the ages of 18 months and four years (Group II). Both scored somewhat lower on both Reading and Language. Their NCE scores were from three to nine points lower than the state medians.

Three of the fifth graders responding were from Latin America and one was from the Philippines. All three age groups were represented by these scores. Six out of eight of the scores were above the state median. All of the Total Reading scores were above the median (3 to 16 points above). The student who arrived in the United States after his fifth birthday scored 12 points above the Tennessee median for Total Reading, but 11 points below for Total Language. One child who arrived from Latin America as an infant scored 12 points lower than the state median for Total Language, but another student who was in Group II scored 16 points above it.

The two sixth graders were born in the Philippines and arrived prior to 18 months of age (Group I). Their Total Reading scores were above the state median (5 to 9 points). One Total Language score

was 16 points above, and the other was three points below the state scores. No 1996 scores were received for seventh graders.

Like the sixth graders, the two eighth graders were Filipino members of Group I. Their NCE scores in Reading ranged from one point below to 44 points above the state median. Their Total Language scores were 42 and 43 points above the Tennessee median.

In summary, six scores for Latin American and nine scores for Filipino children were reported. Nine of these were in Group I, five in Group II, and one was in Group III. There were 19 scores above the state medians, while 11 were below the Tennessee medians for each grade. Three children were exempt from taking the TCAPs because of difficulties related to language or I.Q.

Additional Comments

Several parents took advantage of the opportunity to make additional comments. A summary of these comments follows.

First Child

One parent stressed the fact that the first years of a child's life are extremely important in terms of language development. One of their children was six months older that his siblings when he was adopted, and when he was reintroduced to his first language, he picked it up quickly and spoke it like a native. His pronunciation was excellent and he continued to learn Spanish quickly.

Prior to his adoption, lawyers told the parents that the child was speaking his native language quite proficiently for his age. The parents, however, did not see any evidence of this at the time of his adoption. He seemed to be a classic example of a child with a

language delay. Therefore, he was home-schooled by his mother from age four to eight in an effort to avoid having him labeled by the school system.

His motor skills were delayed as well as his language skills. At first, his parents worked just to get his large muscle movements under control. Fine motor skills were lacking at first. He grabbed the pencil with his fist and wrote only one large letter on each piece of paper. Every plateau was difficult. He didn't make smooth transitions. For example, he choked when transitioning from the bottle to the cup. The parents believe that a change in language can affect motor skills as well. It did in his case, but he was able to play soccer at the time of this study.

After about a year and a half of work there was a break through. He didn't use baby talk. When he got around to talking, he spoke proficiently. He was reading by the end of kindergarten at the age of five. He had the ability, but the parents did not realize that at first. He's going into third grade this year and going to school for the first time. He has read books like The Last of the Mohegans. He overcame the obstacles that were impeding him.

Second Child

The child had been laid in a hammock because the birth mother did not want to make a commitment to him. She just kept him alive until the adoptive parents arrived nine days after his birth. Up until that time, he had never been held.

Third Child

One parent noted that one child, who was five years old at the time of her arrival in the United States, graduated from high school with a "B" average.

Fourth and Fifth Children

The parents of two adopted sons said they felt that their children were a blessing to them, and they did not wish for the children to be labeled. They noted that each child was different and had different needs. One son has been in the hospital eight times in the past two years. One of the boys is talented in the area of music. He plays the trumpet and guitar. The other son likes to draw and write poems. They were both working on their Eagle Scout awards in the Boy Scouts. The parents felt they have wonderful children, and they were very proud of them.

Sixth and Seventh Children

Parents requested assistance from the school with language instruction for their two adopted sons. After being denied services by an ESL teacher, the parents hired a retired teacher as a tutor for their their sons. The boys progressed well, and teachers at the elementary school later trained one of them to work as a peer tutor for some of his classmates. Both boys have now graduated with honors from the eighth grade, and they are doing well in high school. Both are active in sports and church activities. Their dad commented that they have to work at keeping them challenged.

Eighth Child

The birthday of one child is in August. She entered kindergarten when she was five. The next spring the kindergarten teacher said she was academically ready to move on to first grade, but she was too small and immature. Consequently, she went to a transition class. She got more or as much reading, writing, and math instruction in transition class as in first grade. The parents transferred her to another school the next year to avoid a long bus ride. The first week of first grade, the child told the teacher she was bored, so the teacher ordered a set of second grade material for her, and the second grade teacher worked with her. At the end of the year, she was promoted to the third grade. She was still doing well at the time of this study.

Relationships of the Data to Research Questions

This study addressed 17 research questions. The first question inquired about the health of the children when they arrived in the United States. Questions 2 through 5 dealt with the experiences that children who were adopted prior to 18 months of age had in learning English. Questions 6 through 12 focused on the language acquisition experiences of children who were older than 18 months at the time of their adoption. Questions 13 through 17 concerned general language learning experiences and competencies, and sought comparisons with students in the state of Tennessee as well as other children for whom English is their second language.

Research Question One

What was the condition of the health of the adopted children at the time of their arrival in the United States?

Findings and Discussion

Parents rated their child's health upon arrival in the United States as excellent, good, fair, or poor according to American standards. A total of 27 (25%) children were judged to be in excellent health. The health of one-third (32.4%) of the children in the study was good at the time of their arrival. About one-fifth of the respondents rated their child's health as fair (22.2%) or poor (18.5%). Children from the Philippines tended to suffer from malnutrition, ear infections, and other diseases more than children from Latin America. This was especially true for Filipino children who were less than 18 months old at the time of their adoption. Over one-half of the children in the study suffered from malnutrition (63.9%), or ear infections (64.8%). Children who were 18 months to 4 years old at the time of their adoption tended to suffer from ear infections. Over half (55.2%) of the children in Group II had ear infections at the time of their arrival.

Two of the children in the study were deaf, and three other children had other physical and mental handicapping conditions. Medical conditions that were most commonly reported were intestinal disorders (15.7%), skin diseases (12%), and lung conditions (10.19%). Other medical conditions that were reported included lice, state of being underweight, measles, cirrhosis of the liver, Duane's Syndrome (a neurological disorder), hepititis A and B, malaria,

nephritis, stroke, and urinary tract infection. Conditions that needed surgical intervention soon after the child's adoption included a cleft palate, a congenital urethral defect, a perforated ear drum, premature closing of the coronal suture, TB of the spine, a hernia, and tonsilitis. Conditions that are ongoing include autism, deafness, complications from a hip injury, and an irregular head shape.

The medical problems that the children in this study experienced are comparable to those that other adopted children from various parts of the world have faced. The most comprehensive study of the health of internationally-adopted children was completed by Jenista and Chapman (1987). They completed a study of children adopted from Korea, India, Vietnam, Guatemala, Colombia, Brazil, Chile, and El Salvador. The following medical problems were most prevalent: deficient immunizations (36.7%), visual impairment (36.7%), hearing impairment (30%), intestinal parasites (29.3%), past hepatitis B (15.9%), emotional problems (22.4%), and skin disease (15.9%).

Unlike children of immigrants, adopted children do not arrive with an adult who knows anything about their family or genetic background or personal health history. The Immigration and Naturalization Service classifies the children into three categories: Class C children are considered healthy, Class B children have inactive tuberculosis or a handicapping condition that may prevent him or her from becoming an independent adult, and Class A children have severe handicaps. The only requirement for a visa is

that the child be free of communicable diseases and have any physical or mental impairments described.

The high incidence of malnutrition, ear infections, and other medical conditions that children in this present study experienced is not unusual for internationally-adopted children. It is important to realize the significance of the impact that these medical conditions can have on the language learning process of these children.

Research Question Two

Did children who were adopted before they were 18 months old appear to have learned English as their second language, or did they acquire English as their first language in the same way a native speaker does?

Findings and Discussion

In general, parents reported that children who were adopted before they were 18 months acquired English as their first language in the same way a native speaker does. Almost all (91.7%) of the parents reported that they heard their child begin to babble, and that this behavior began within a month (82.8%) of the child's arrival in the United States. According to Vinacke (1968), babbling generally appears during the third to twelfth month. Thus adopted children in Group I began exhibiting this language behavior within the time frame for native speakers of English.

Authorities generally place the appearance of the first words around the end of the first year of age (Vinacke, 1968). Most (71%) of the children in this study in Group I had said their first words by 12 months of age, and an additional 10% of these children had begun

to talk prior to 18 months of age. Again, the findings support the conclusion that these children acquire English at the same rate as native speakers. Several parents noted that their adopted children passed all language developmental milestones within the normal time frame for English speaking children.

Research Question Three

Did children who were adopted before they were 18 months old experience any difficulty in vocabulary development, pronunciation, or grammar?

Findings and Discussion

Descriptive statistics indicate that most (83.7%) of the children in Group I did not experience difficulty in the process of learning English. All of the children in this group, with the exception of the one child who was non-verbal, learned new vocabulary words easily or very easily. Most (70% of the children in Group I) of them did not have difficulty pronouncing certain sounds. Eleven out of 55 of these children did receive speech therapy at one time, and seven of these children were receiving services from a speech therapist at the time of this study. One-third of the children in this group received some type of special services, but none of them received services from an ESL teacher. Almost none (93.8%) of the parents who responded to this question indicated that their child spoke with an accent.

Research Queston Four

Are children who were adopted before they were 18 months old working on grade level in school?

Findings and Discussion

It is not possible to draw a conclusion as to whether or not children in Group I are currently working on grade level based on the responses to the questionnaire, for TCAP scores for only nine students in Group I were received. The Total Reading scores of these nine respondents ranged from nine points below to 44 points above the median Normal Curve Equivalent (NCE) for all Tennessee students. Seven of the nine students had Total Reading scores above the state median score. A comparison of Total Language scores shows that the scores for the adopted children ranged from 12 points below to 42 points above the median NCE of the state. Again, seven of the nine students had scores above the state NCE median.

Research Question Five

Describe the proficiency in English of children who were adopted before the age of 18 months.

Findings and Discussion

Section IV of the questionnaire focused on current language characteristics of the adopted children. Most of the parents of children in this study who arrived in the United States prior to 18 months of age, indicated that their child's language is currently like that of a native speaker in the following respects: number of words that s/he knows (92%); understanding of the meaning of words (90%); usage of abstract words (88%); use of figurative language (86%); remembering words that s/he wants to use (92%); accent (97%); usage of correct word order in sentences (94%); correct use of verbs and verb tenses (86%); and correct use of prepositions (96%).

Responses by their parents indicate that the language acquisition of these internationally-adopted children parallels the language acquisition of children who speak English as a native language.

Research Question Six

Did a majority of the children who were older than 18 months at the time of their adoption go through a silent period?

Findings and Discussion

The silent period is a phenomenon that has been noticed in the language acquisition process of second language learners. It may last up to six months. Reception is the child's initial response to communication events in a language that s/he has not yet acquired. During this reception period, the child may be silent for the most part (Krashen, 1985). Handscombe (1989) has noted that a two-pronged mismatch between the language of the home and the language of the school and between the culture of the home and that of the school, causes many children to be silent during the initial phase of their second language learning experience.

One-fourth (24.1%) of the children in the present study who arrived after they were 18 months old experienced a silent period as a part of the process of second language acquisition. The results of a Chi-square analysis reveal no differences between children adopted from the Philippines and children adopted from Latin America with regard to whether or not the children went through a period of silence following their arrival in the United States. Most (75.9%) of the children in this study did not go through a period of silence.

Research Question Seven

While learning the second language, did the children use a mixture of English and their first language?

Findings and Discussion

Half (50%) of the children in Groups II and III of this study mixed English and their first language when they were learning to speak English, and half of them did not mix the two languages. Chi-square analyses revealed that neither the region of their birth nor their gender had a statistically significant influence on this aspect of language acquisition. Of the children who did mix English and their first language, a little over one-fifth (22.2%) did so for two weeks to a month, one-fourth (25.9%) did so for one to two months, and an additional one-fifth (22.2%) did so for three to six months.

Research Question Eight

How long did it take before individuals other than family members understood the children well?

Findings and Discussion

Parents of children in Group I reported that non-family members understood over one-third (35.1%) of these children immediately upon their arrival. In a month's time non-family members were able to understand almost half (41.4%) of the children in Group II. On the other hand, three to six months passed before 50% of the children in Group III were understood by non-family members. Roughly one-fourth (23.5%) of the children in this study were understood immediately upon their arrival, yet three to six

months lapsed before 28.2% were understood by non-family members.

Research Question Nine

Did children who were 18 months or older when they were adopted experience difficulty in vocabulary development, pronunciation, or grammar?

Findings and Discussion

Some children experienced difficulties in vocabulary development, pronunciation, and grammar, but 70% of the children in Group II (18 months to 4 years old at the time of their adoption) and about three-fourths (74%) of the children in Group III (five years or older at the time of their adoption) learned new words in English with ease or very easily. Therefore, 25% to 30% of the children in the two groups experienced difficulty in vocabulary development.

Over half (55.2%) of the children in Group II and 60% of the children in Group III had difficulty pronouncing certain sounds in English. Chi-square analyses revealed no differences in pronunciation difficulties based on region of origin or gender.

The parents of about one-third (29.2%) of the children in Group II and 50% of the children in Group III indicated that their child spoke English with an accent. The intent of this item on the questionnaire was to inquire about the presence of a foreign accent, but it is possible that parents interpreted this question to mean a regional accent, for several mentioned that their child spoke with a

Southern accent. Thus, it is impossible to ascertain the exact nature of the accent that was indicated by a positive response.

Roughly one-third (32.1%) of the children in Group II and over half (65%) of the children in Group III experienced difficulty in the process of learning English. The areas of difficulty that parents listed were: vocabulary and syntax, personal pronouns, and placement of direct and indirect objects in a sentence. Other children had difficulty putting thoughts into English words.

Research Question 10

Describe the proficiency in English of children who were adopted when they were 18 months or older.

Findings and Discussion

Parents rated their child's proficiency in English in the following areas: number of words that s/he knows, understanding of the meaning of words, usage of abstract words, use of figurative language, remembering words that s/he wants to use, accent, usage of correct word order in sentences, correct use of verbs and verb tenses, and correct use of prepositions. Children in Group II were 18 months to 4 years old at the time of their arrival. Almost all of the children in this group (93.1%) had an accent like a native speaker. Almost three-fourths of the children in Group II (72.4%) were proficient with respect to their remembering words they want to use and their use of verbs and prepositions. Over half of these children were as proficient as native speakers in the following areas: number of words that they knew (58.6%); understanding the meaning of words (62.1%); usage of abstract words (55.2%); use of figurative

language (55.17%); and use of correct word order in sentences (55.2%). About one-fourth of them had minor difficulties with respect to the number of words that they knew (27.6%), and their usage of correct word order in sentences. Likewise, about one-fourth (24.1%) of the children who arrived between the ages of 18 months and four years had noticeable difficulties understanding the meaning of words , and using abstract words and figurative language.

Children in Group III were adopted after their fifth birthday. Almost one-half (41.7%) used correct word order in sentences, remembered the words that they wanted to use, and used verbs with the proficiency of a native speaker. Less than half (45.8%) of these children had any noticeable accent. Over one-third of them spoke like a native speaker of English in terms of the number of words that they knew (33.3%); their understanding of the meaning of words (33.3%); their usage of abstract words (37.5%); figurative language (37.5%); and prepositions (37.5%). It should be noted, however, that almost half of them (45.8%) had minor difficulties in the following areas: number of words that they knew, understanding of the meaning of words, remembering words that they wanted to use, and the correct use of prepositions. Roughly one-third had noticeable difficulties with abstract words (29.2%) and figurative language (37.5%). About 20% of the children in Group III (20.8%) had noticeable difficulties with respect to the number of words that they knew, their understanding of the meaning of words, their use of correct word order in sentences, and the correct use of verbs and verb tenses.

Over half of the children in Group II were as proficient as native speakers in five aspects of language proficiency. On the other hand less than half of the children in Group III were as proficient as native speakers in three of the aspects of language proficiency that were explored in this questionnaire. Understanding the meaning of words and the use of abstract and figurative language seemed to be the greatest challenge for children in both groups. Their areas of greatest proficiency lay in their accent, remembering words that they wanted to use, understanding the meaning of words, and the number of words that they knew.

Research Question 11

Are the children who were adopted when they were 18 months or older working on grade level in school?

Findings and Discussion

It is not possible to ascertain a percentage of children in Groups II and III (18 months or older) who are currently working on grade level. TCAP scores give an indication of whether or not a student is working on grade level, but TCAP scores were received for only six children who were adopted after they were a year and one-half old.

The scores that were received showed that four of these children scored above and two scored below the state median for Total Reading scores. The Normal Curve Equivalent (NCE) scores ranged from 16 points above to eight points below the state medians for the respective grades. The highest Total Reading score was 68 compared to a state NCE median of 52, and the lowest was 41 compared to 49 for the state NCE median.

Two of the Total Language scores were above the state median, and four were below the median for the respective grades. They ranged from 16 points above to 11 points below the NCE median. The highest Total Language score was 71, compared with a median of 55 for that grade, and the lowest Total Language NCE score was 47, compared with a median of 58.

Since less than 15% (13.9%) of the respondents included TCAP scores with their questionnaire, it is impossible to know if these scores that were received are representative of the entire group.

Research Question 12

Do the children who were adopted when they were 18 months or older seem to constitute a group that is at risk for language difficulty?

Findings and Discussion

Based on the responses to the questionnaire, children who were adopted when they were 18 months or older seem to constitute a group that is at risk for language difficulty. This is evidenced by the fact that half (50%) of the children in Group II (18 months to 4 years old) and almost all (90%) of the children in Group III (5 years old and up) received services from school personnel in addition to the instruction they received from their classroom teacher. Speech therapists served over one-third of the children in Group II (18 months to 4 years old), while ESL teachers served 70% of the children in Group III (5 years old and up).

Parents indicated that about one-third (32.1%) of the children in Group II and over half (65%) of the children in Group III

experienced difficulty in the process of learning English. Over half of these children also had difficulty pronouncing certain sounds in English (55.2% of Group II and 60% of Group III). One-fourth (25%) of the children who arrived after their fifth birthday experienced difficulty in acquiring new vocabulary in English, while less than one-fifth (17.2%) of the children in Group II (18 months to 4 years old at the time of adoption) had difficulty in this area.

The results of this present study suport the findings of Scaerlaekens, et al. (1988). In their study they pointed out that internationally-adopted children,

> pass through a very distinctive process of language acquisition. Normal linguistic development is out of the question, because the developmental process that had started in one language is very suddenly interrupted and is, as it were, 're-started' in another language. (Scaerlaekens, et al., 1988, p. 248)

They considered children who were older than three at the time of their adoption into Dutch-speaking homes in Belgium to constitute a group that is at risk for linguistic difficulties. The same seems to be true of children adopted into English-speaking homes in the United States.

Research Question 13

Are there common experiences that internationally-adopted children share in the language acquisition process, or is this group of children so varied that there are many differences in their language learning experiences?

Findings and Discussion

The group of children featured in this study was a diverse group. Nevertheless they did share some common language learning experiences.

The children who were younger than a year and one-half at the time of their adoption appear to have learned English as native speakers do. Almost three-fourths (71%) of them said their first words by the time they were a year old, and another 10% had reached that milestone before they were 18 months old. This is well within normal limits for native speakers. Most (83.7%) of the children in this group did not experience any difficulty in the process of learning English, and none of them received services from an ESL teacher.

Almost three-fourths (71.9%) of the children who were adopted after they were 18 months old, used their first language after their arrival in the United States. The period of silence that is a common occurrence in the language acquisition process of second language learners was experienced by only one-fourth (24.1%) of the children in this study. Three-fourths (73.8%) of them used gestures to make themselves clear during the first few months after their adoption. Almsot half (41.4%) started imitating English words in less than two weeks, and another 20% were doing so within a month. Almost one-third (30.2%) were using English spontaneously within a month of their arrival, yet three to six months passed for 30.2% and six months to a year for 16.3%. Half (50%) of the children mixed English and their first language at first, and half (50%) did not. One-third

(32.6%) of the children had no difficulties making themselves understood, but two-thirds (67.4%) did experience some difficulties. Almost all (90.7%) of the children were highly motivated to learn English.

Almost one-half (47%) of the children in all three groups found it very easy to learn new words in English. More than three-fourths (77.6%) were talkative or very talkative. Children in Groups II (55.2%) and III (60%) often had trouble with pronunciation in English. The time that passed before a non-family member understood them well varied. Within a month, non-family members understood almost half (46.4%) of the children in Group II but only 10% of the children in Group III who arrived after they were five years old. Non-family members understood most of children in Group II (82.1%) and Group III (80%) within six months of their arrival.

Over half of the children in Groups II and III (64%) understood 75% to 90% of what is said to them, while 17% of them understood 50% to 75%. Over half (56.6%)of the children who arrived after they were 18 months old were as proficient as native speakers, and another one-fourth (24.5%) were proficient with some errors. Over half (65%) of the children who were five years and older when they were adopted had difficulty in the process of acquiring English, while over half (67.9%) of the children who were 18 months to four years old had no difficulty. Thus, age on arrival in the United States was a determining factor in some of the language learning experiences that children had.

Research Question 14

How does the age on arrival influence the rate at which the children acquire basic interpersonal communication skills?

Findings and Discussion

Basic interpersonal communication skills involve both listening and speaking skills. Almost three-fourths (71.4%) of the children who arrived between the ages of 18 months and four years were beginning to understand some English within two weeks of their arrival. Half (54.2%) of the children who arrived after the age of five were beginning to understand English within two weeks. Within a month of their arrival 85.7% of Group II and 83.3% of Group III had comparable comprehension skills.

Almost one-fifth (17.4%) of the children in Group II had begun to use English spontaneously in two weeks compared with 6.3% of the older children in Group III. Within six months, over three-fourths (78.2%) of the children in Group II were using English spontaneously compared with 93.8% of the children in Group III.

Almost one-fourth (22.2%) of the children in Group II compared with 4.2% of the children in Group III began using simple sentences in less than two weeks. Within two months, however, almost three-fourths (70.8%) of those who arrived after the age of five were using short sentences compared with 59.2% of the children who were adopted between the ages of 18 months and four years. So it appears that children in Group III got off to a slower start but were able to catch up with those in Group II and even move a bit beyond them in expressive language skills.

Research Question 15

How does the age on arrival influence the communicative competence of the children?

Findings and Discussion

Communicative competence involves skills in reading and writing as well as listening and speaking. The Total Reading TCAP scores that were received show that 11 out of 16 of the children had reading scores that exceed the state median. The Total Language scores give the best indication of writing ability in the TCAP battery of tests. Half of the scores reported in this study were above and half were below the state median. This may indicate that a longer period of time is needed to develop writing skills. Again, the number of scores received was not sufficient to make valid comparisons and draw meaningful conclusions.

Parent responses regarding their child's English language proficiency are indicators of the child's communicative competence in speaking and listening skills. Parents rated over half (65.7%) of the children as proficient as a native speaker with respect to the number of words that they knew. A greater number of children in Group III had minor (11 children) or noticeable difficulties (five children) with respect to their knowledge of vocabulary. Almost half of the children (11 out of 24 children) in Group III had minor difficulties understanding the meaning of words. This is in contrast to five out of 55 in Group I and four out of 29 in Group II who had minor difficulties. None of the children who were adopted under the age of 18 months (Group I) had noticeable difficulties. One-half of the

children in Group II (13 out of 29) had minor or noticeable difficulties understanding the meaning of words. Likewise, over half (62.5%) of the children in Group III had minor or noticeable difficulties in this area.

Slightly more (15.7%) of the children in the study had noticeable difficulties with figurative language than with abstract language (13.9%). More than one-half of the children in Group II (13 out of 29) and Group III (15 out of 24) had minor or noticeable difficulties using figurative language.

Ten out of 24 children who were adopted after the age of five ordered their words in sentences like native speakers. This can be compared with 16 out of 29 children in Group II who were as proficient as native speakers in this respect. Five in each of these groups had noticeable difficulty using correct English word order. In contrast, 47 out of 50 respondents in Group I spoke like native speakers.

In general, children who arrived prior to the age of 18 months were as proficient as native speakers in terms of their speaking and listening skills. Children who were adopted between the ages of 18 months and four years seemed to have some minor difficulties in various areas. Children who arrived after they were five years old tended to have more noticeable difficulties, but the fact that many were like native speakers in some areas would indicate that those who were having some difficulties might achieve competence comparable with native speakers with time.

Research Question 16

How long does it take for children who have been adopted from Latin American countries and the Philippines to reach state norms in all subject areas on TCAP tests?

Findings and Discussion

The data sent by the parents were not sufficient to draw conclusions concerning the amount of time required for adopted children from Latin America and the Philippines to reach state norms in all subject areas on TCAP tests. Total Reading and Total Language scores were available for 16 students for 1996.

One child, who was adopted two years ago, did not reach the state median score in Total Reading or Total Language. Two of the scores reported were for children who were adopted six years ago. One had a Total Reading NCE score and the other had a Total Language NCE score that was above the state median. Three children whose TCAP scores were reported, have lived in the United States seven years. Two of them had Total Reading and Total Language scores that exceeded the state median, and one had scores below the median. Three scores were also available for children who were adopted eight years ago. Two of the scores were above and one was below state Total Reading and Total Language NCE medians. Two children have been here nine years. Their Total Reading scores were above the state median, but their Total Language scores were below the median. The child who arrived 10 years ago had a Total Reading NCE score that was higher than the median and a Total Language NCE score that was lower. Both Total Reading and Total Language scores

were greater than the state median for the child who arrived 11 years ago. Three children whose scores were reported arrived 13 years ago. One had scores that were higher in Reading and Language. The other two each had one score that was higher and one score that was lower than the state NCE median.

Collier (1987) discovered that it often takes ESL students four to seven years to reach the 50th NCE (Normal Curve Equivalent) on the Science Research Associates Achievement Test, which is a national standardized test. It should be noted that all of the students in Collier's study were proficient and literate in their first language. Half (45.6%) of the children in the present study who had been in the United States between two and eight years scored above the state NCE median on either the Total Reading or Total Language batteries of the TCAP. In contrast, all of the children who had been in the United States nine to 13 years scored above the state median in either reading or language. Six out of seven had Total Reading scores above the state median, and three out of seven had Total Language scores above the median for their grade. Seventy percent of the children who scored above the state median for Total Reading had lived in the United States for eight years or more. Over half (57.1%) of the children whose Total Language scores were above the state median were adopted over eight years ago. Although the sample is small and therefore not definitive, the results of the present study seem to agree with the results in Collier's study. It takes many second language learners four to seven years to reach the median on standardized tests.

Research Question 17

Based on the literature, does the process of language acquisition for adopted children parallel or differ in some respects from the process that other LEP children experience?

Findings and Discussion

Internationally-adopted children are unique language learners in that they leave their first language and begin the process of second language acquisition at the time of their adoption. They are not bilingual in the usual sense of the word, for they do not retain their proficiency in their first language (Scaerlaekens, Huygelier, & Dondeyne, 1988). Second language acquisition assumes that the child has acquired the basics of a first language and then embarked on the learning process in a second language (Dulay & Burt, 1972). Scaerlaekens, et al. (1988) point out that some children who are adopted internationally were linguistically deprived in their homeland due to lack of attention in an orphanage or due to frequent moves and emotional adjustments. After their adoption, English becomes the language of the school as well as their home. They are almost all highly motivated to learn English. This is probably due to the fact that English is the language of their adoptive parents.

With respect to the language learning process, the internationally-adopted children are similar to other second language learners. Dulay and Burt (1974) concluded from their study of Chinese and Spanish children that the sequences of acquisition of various aspects of English were the same regardless of the first language background of the child. The same sequence of acquisition

of language aspects was noted for Chinese and Spanish children. Therefore, these results suggest that it is the system of the second language, rather than aspects of the child's first language, that guides the language acquisition process. This suggests that the process of second language learning is the same for adopted children and other children who are learning English as a second language, since the structure of English, rather than the child's first language, is the guiding factor in the language learning process.

The summary, conclusions, implications, and recommendations based on the analysis of the results from this study will appear in Chapter V.

CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

INTRODUCTION

This chapter is organized into four sections. The first section includes a summary of the purpose and procedures and findings of the study. The conclusions drawn from the findings are presented in the second section. The third section presents the implications of the study; recommendations for further research are offered in the fourth section.

SUMMARY

The purpose of this study was to examine the process through which internationally-adopted children learn English. Responses to a questionnaire were obtained from parents regarding their child's language acquisition. Furthermore, an investigation was made to determine the differences in language acquisition that could be attributable to age on arrival in the United States, region of origin, or gender.

The following research questions were addressed by this study:

1. What was the condition of the health of the adopted children at the time of their arrival in the United States?
2. Did children who were adopted before they were 18 months old appear to have learned English as their second language, or did

they acquire English as their first language in the same way a native speaker does?

3. Did children who were adopted before they were 18 months old experience any difficulty in vocabulary development, pronunciation, or grammar?
4. Are children who were adopted before they were 18 months old working on grade level in school?
5. Describe the proficiency in English of children who were adopted before the age of 18 months.
6. Did a majority of the children who were 18 months or older at the time of their adoption go through a silent period?
7. While learning the second language, did the children use a mixture of English and their first language?
8. How long did it take before individuals other than family members could understand the children well?
9. Did children who were 18 months or older when they were adopted experience difficulty in vocabulary development, pronunciation, or grammar?
10. Describe the proficiency in English of children who were adopted when they were 18 months or older.
11. Are the children who were adopted when they were 18 months or older working on grade level in school?
12. Do the children who were adopted when they were 18 months or older seem to constitute a group that is at risk for language difficulty?

13. Are there common experiences that internationally-adopted children share in the language acquisition process, or is this group of children so varied that there are many differences in their language learning experiences?
14. How does the age on arrival influence the rate at which the children acquire basic interpersonal communication skills?
15. How does the age on arrival influence the commmunicative competence of the children?
16. How long does it take for children who have been adopted from Latin American countries and the Philippines to reach state norms in all subject areas on TCAP tests?
17. Based on the literature, does the process of language acquisition for adopted children parallel or differ in some respects from the process that other LEP children experience?

The instrument used in this study was initially developed by Dr. A. Schaerlaekens, Dr. N. Huygelier, and Dr. A. Dondeyne at the Catholic University of Louvain in Louvain, Belgium. The original instrument was modified to include four open-ended and 46 closed-ended questions.

The population of this study consisted of 108 internationally-adopted children residing in East Tennessee. A list of adoptive parents and their children was obtained from the Holston Methodist Home Area Office in Knoxville, Tennessee. Each family was contacted by phone to explain the present research study and verify current addresses. A pilot study was conducted to evaluate the clarity of the instrument.

This study began with the mailing of a letter and the questionnaire to parents in East Tennessee who had adopted children from Latin America and the Philippines. The population consisted of children residing in the East Tennessee area whose parents returned the questionnaire or who responded to a follow-up telephone questionnaire. Data analysis began with the reading of the questionnaires when they were returned. Frequency distributions and percentages were calculated for the closed-ended questions. Chi-square analyses were done when responses to each item for a given question totaled more than five. Comments related to the closed-ended questions and answers to the open-ended questions were analyzed qualitatively. Parent responses were analyzed to ascertain if a child's age on arrival influenced the rate and success of his/her second language acquisition.

FINDINGS

1. Findings of this study indicated that at the 0.05 level of significance, there were significant differences in the health of the adopted children based on their region of birth and their age on arrival. Children from the Philippines tended to suffer from malnutrition, ear infections, and other diseases more than children from Latin America. Children who were 18 months to 4 years old (Group II) at the time of their adoption tended to suffer from ear infections, and Filipino children who were younger than 18 months (Group I) at the time of their arrival tended to be malnourished.

They also tended to receive more services from school personnel in addition to the classroom teacher.

2. Parents whose children were adopted prior to 18 months of age (Group I) indicated that their children had not had difficulty in the process of acquiring English, and that the children were as proficient as native speakers. No statistically significant differences were found in the language development of these children based on region of origin or gender.

3. Because of their age on arrival in the United States, children in Groups II and III had already begun acquiring their first language in the country of their birth. Tagalog, Cebuano, Visayan, and Kiswahili were the first languages of the children from the Philippines; and Spanish, Portuguese, and Guarani were the first languages of the children from Latin America. Responses from parents who adopted Latin American children were compared with responses from parents who adopted Filipino children to ascertain if there was any difference in the language learning process that children from different language backgrounds went through as they acquired English. No significant differences were evident based on the region of origin of the children.

4. Half of the children who arrived after the age of 18 months (Groups II and III) mixed English and their first language when they were learning to speak English.

5. About one-fourth of the children went through a silent period during the process of second language acquisition.

6. Over half of the children in Groups II and III had some difficulties in pronunciation. More of the children in Group III (65%) than Group II (32.1%) experienced difficulty in the process of learning English. Differences in the language learning process based on region of origin or gender were not evident.

At the time of this study, over one-half of the children in Group II (18 months to four years) were as proficient as native speakers in five key aspects of language proficiency (number of words that they knew, understanding the meaning of words, usage of abstract words, use of figurative language, and use of correct word order in sentences). Almost three-fourths of them were proficient with respect to their remembering words they wanted to use and their use of verbs and prepositions. By contrast, one-fourth of them had noticeable difficulties understanding the meaning of words, and using abstract words and figurative language.

About one-third of the children in Group III (five years and older) were as proficient as native speakers. Half of them had minor difficulties, and over 20% of these children had noticeable difficulties with respect to their use of abstract words and figurative language, the number of words that they knew, their understanding of the meaning of words, the use of correct word order in sentences, and the correct use of verbs and verb tenses.

7. Receptive language skills relate to the child's ability to listen and comprehend. Within a month of their arrival, most of the children in Groups II (18 months to 4 years) and III (5 years and older) were beginning to understand some of what was said to them

in English. No differences in receptive language were noted based on region of origin or gender.

8. The time required before non-family members understood the adopted child varied from one to six months.

9. Older children (5 years and up) received services from ESL teachers more often than younger children. Internationally-adopted children often received services from speech therapists and resource teachers. Children who were between the ages of 18 months and four years at the time of their adoption often received services from school personnel in addition to their classroom teacher, but rarely from an ESL teacher.

10. Internationally-adopted children were highly motivated to learn English even though some had difficulties in second language acquisition. English seemed to be the first language for children who arrived before they were 18 months old (Group I). Children in Group II (18 months to 4 years) and III (5 years and older) had begun acquiring their first language prior to their adoption. Thus, some of them experienced minor or noticeable difficulties in the process of acquiring English as their second language.

CONCLUSIONS

Findings from this study pointed to several conclusions. Differences were discerned based on region of origin for health related issues but not for aspects of language acquisition. Age on arrival in the United States (group membership) was the most important factor impacting the language learning process for the

adopted children in this study. The findings of this study support several specific conclusions.

1. The findings of this study support the conclusion that early malnutrition and chronic ear infections appear to have had an influence on language acquisition and later academic performance in school.

2. Children who were adopted prior to 18 months of age appear to have learned English as their native language. They passed all language developmental milestones within the normal time frame for English-speaking children.

3. It appeared that children from different language backgrounds learned English as a second language at the same rate and with the same success. Most of the children in this study from the Philippines spoke a Malayo-Polynesian language as their first language, while most of the children from Latin America spoke an Indo-European language.

4. Neither age on arrival, gender, nor region of origin appeared to have influenced whether or not the child mixed his/her native language with English.

5. Children who were adopted did not necessarily go through a silent period that is characteristic of other second language learners. This may be due to the fact that the second language that the child learned was the language of his/her adoptive home.

6. The age on arrival was an important factor in second language acquisition. Many children who were adopted after the age of 18 months learned English with ease, but as a general rule, the

older children experienced more difficulties in the process of learning English. Children who were older than 18 months at the time of their arrival in the United States constituted a group that was at risk for language difficulty. Understanding the meaning of words, and the use of abstract and figurative language seemed to pose the greatest challenge to second language learners. Areas of greatest proficiency for adopted children were accent, remembering words that they wanted to use, understanding the meaning of words, and the total number of words that they knew.

7. Adopted children began developing receptive language skills in their second language soon after their arrival in the United States.

8. The fact that half of the children in this study mixed English and their first language for up to six months, and half did not may have influenced the amount of time required before non-family members could understand the adopted child.

9. School personnel generally recognized that children who were adopted after the age of five needed instruction by ESL teachers, but they did not provide those services to children who were adopted before they were five.

10. Given that internationally-adopted children were highly motivated to learn English, with time, most achieved proficiency in spoken English comparable to that of native speakers, despite the fact many had difficulties in the process of second language acquisition that were long lasting.

IMPLICATIONS

The conclusions drawn from the findings of this study suggest several implications. Familiarity with these implications may assist parents, school personnel, pediatricians, and social workers as they work with internationally-adopted children.

1. Based on the findings of this study concerning the health of internationally-adopted children, adoptive parents, social workers serving adoption agencies, pediatricians, and school personnel need to be aware of the potential health problems that these children may have when they arrive in the United States. The children in this study had a wide variety of medical conditions that are not frequently experienced by children in North America. Prolonged malnutrition and chronic ear infections during the early months and years of a child's life often negatively impacted the child's language learning process.

2. Since children who are less than 18 months old at the time of their arrival in the United States appeared to learn English as their first language, it is unlikely that they would need to be in an ESL program.

3. Since children from different language backgrounds in this study seemed to go through the same process in their acquisition of English with the same eventual success, the findings of this study imply that the L2 system rather than the L1 system guided the language acquisition process for the internationally adopted children.

4. Since whether or not the child mixed his/her native language with English did not appear to be a consistent factor,

educators may not need to take this factor into account when evaluating a child's acquisition of English.

5. As the adoptive parents met the child's everyday needs, the interaction within the home was a source of rich communication opportunities. Therefore, a silent period was not a necessary part of the language acquisition process for the adopted children.

6. Children who were adopted after the age of five needed more services from school personnel to assist them in their language acquisition.

7. Since the communication environment of the adoptive home gave children opportunities to develop receptive skills in their second language soon after their adoption, it appears that this environment should be emulated for other second language learners.

8. Inasmuch as there was a fairly wide variation in the time required before non-family members began to understand the second language learner, parents need to be aware that patience may be required for this process to develop.

9. Inasmuch as most of the children, who were five years old or older at the time of their adoption, received services from an ESL teacher, it may be implied from the findings of this study that most of them benefited from this instruction. Children who were younger than five at the time of their arrival rarely received these services, but it is possible that they could have benefited from instruction by an ESL teacher since so many of them were served by other school personnel. School officials may not have been aware that the language difficulties these students experienced could have stemmed

from the fact that they were learning English as their second language. Since these children were functioning in English in their adoptive home, they were unlike the children of immigrants who continue to use their first language at home. These adopted children generally lost their proficiency in their first language within six months of their adoption, so school officials might not have regarded English as their second language. Providing ESL services for these adopted children could have assisted them in achieving communicative competence in English.

10. The high degree of motivation exhibited by most adopted children suggests that the acquisition of the language of the adoptive parents is an integral part of the bonding process that takes place between parent and child. Because of the interrelationship between bonding and communication, it was natural for the children to associate the acquisition of English with a relationship with their adoptive parents.

RECOMMENDATIONS

The findings of this study suggest the following recommendations for further research. Such research should contribute to the understanding of the factors that influence the language acquisition of internationally-adopted children.

1. Replication of this study could be conducted on a statewide, regional, and/or national level using a larger sample. This would help to ascertain if the responses received in this study were representative of a larger population. This would also enable the

researcher to use four or more age groups in the data analysis. This might clarify aspects of the language acquisition process that are characteristic for children who are adopted at different ages.

2. Parents of adopted children from areas other than the Philippines and Latin America could be surveyed to determine if there were any differences in responses resulting from region of origin or language background.

3. A longitudinal study of scores on standardized tests for children who were adopted at different ages could show patterns in the process of language acquistion.

4. A longitudinal study of communication and language skills of internationally-adopted children could be done by means of a questionnaire sent to classroom teachers and other school personnel. This could give further insight into the language learning process that these second language learners go through.

5. A study of current characteristics of expressive and receptive language skills of internationally-adopted children based on responses by teachers could provide information that would help parents and school personnel in developing programs of study that would meet the needs of second language learners in adoptive homes.

6. A study of the learning styles of internationally-adopted children might provide insight into instructional techniques that would be effective with these second language learners.

7. This study could be replicated in another country with a language other than English or Dutch as the second language of the

adopted children. Such a study could further validate the conclusion that the structure of the second language is the guiding factor in the language learning process rather than the child's first language.

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APPENDICES

Appendix A. Approval from Human Subjects Committee

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



Office of Research
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
PHONE: (423) 974-3466
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04/02/96

IRB # : 5022 A

Title : Language Acquisition in Internationally Adopted Children

Robinette, Norma Diane
Lang., Comm. Humanities & Ed
115 Lake Forest Circle
Knoxville, TN 37920

Davis-Wiley, Dr. Patricia
Lang., Comm., Humanities & Ed.
5 Claxton Ed. Bldg.
Campus

The project listed above has been reviewed and has been certified as EXEMPT from review by the Institutional Review Board.

Unless there are major changes in the experimental methods or project design, no further reporting to this office is required. The responsibility for oversight of this project becomes that of the Principal Investigator, Student Advisor (if any), and the Departmental Review Committee.

We wish you success in your research endeavors.

Sincerely,

Steven B. Pulik
Coordinator of Compliances

cc: Dr. Patricia Davis-Wiley

Attachment: Form A

Appendix B. Letter to Potential Participants

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

College of Education
Language, Communication & Humanities Education Unit
5 Claxton Addition
Knoxville, Tennessee 37996-3400
(423) 974-2431 Fax (423) 974-4327

June 17, 1996

Dear Parents,

I am a doctoral student at The University of Tennessee, and a single parent of an adopted daughter from Guatemala. The topic of my dissertation is "Language Acquisition in Internationally Adopted Children." The purpose of the study is to determine how, on average, English language learning progresses for Latin American and Filipino children who have been adopted into English speaking homes. The study will also seek to determine if these children experience any long term language learning difficulties. Gathering information through a questionnaire is a partial fulfillment of my dissertation requirements.

I would like to ask for your assistance in this endeavor by filling out the enclosed questionnaire. It will take you about 45 minutes. On page 12-18, I have asked for TCAP scores. You may write these in the blanks or enclose a copy of the test results. You can obtain a copy of these scores from your child's school.

All of your responses will be kept confidential, and the information will only be reported as group data. Participation in the study is completely voluntary, and you may decline to participate or withdraw from the project at any time without any penalty. The return of the questionnaire constitutes your consent to participate. You may return it to me in the enclosed stamped, self addressed envelope.

If you have any questions, please feel free to contact me at the above address or by phone at (423)974-2431. I will be glad to share the results of my research with you when the study is complete. I really enjoyed the opportunity to talk with most of you on the phone during the snow, and I appreciate your willingness to give of your time and share some of the experiences that you have had as an adoptive parent.

Sincerely,

Diane Robinette

Art, English, Foreign Language/ESL Education

Appendix C. Questionnaire Developed by A. Schaerlaekens, N. Huygelier, and A. Dondeyne at the Catholic University of Louvain, Louvain, Belgium

Date :

Christian name of the child :
Male/Female :
Age of the child at his/her arrival :
Age of the child now :
Country of origin :

I. GENERAL INFORMATION

1. Do you have important information about the living circumstances of the child, previous to his/her arrival in Belgium ?
(did the child stay in an orphanage ? if yes, where was this orphanage localized ?)

2. How was your child's state of health when he/she arrived here ?

Did your child suffer from malnutrition ?

Did your child suffer from ear-infections ?

Did your child suffer from any other disease ?

3. How strong did the child react to the long trip and the first introduction to the new environment ?

4. How long did his/her adaptationperiod last ?

5. Was there someone during the first weeks(months) after his/her arrival who could talk to the child in his/her first language ?

   a) another adoptive child

   b) you

   c) another person

6. Which language is spoken in your family ?

   a) ABN (standard Dutch) b) a dialect

   c) another language d) several languages

7. Please write down in the following table all the names and ages of every child in your family and indicate the names of children who were adopted from foreign countries with a cross

Christian name of the child	Age

II. THE FIRST PERIOD

A. Was your child at his/her arrival younger than 15 months : please answer the following three questions. If this was not the case, please answer the questions under B.

1. Did you hear your child play with sounds before he/she used words ? If yes, was this immediately after his/her arrival or did some time pass by before he/she played with sounds ?

2. How long did it take before your child responded to what was said to him/her ?

   a) a few days b) a few weeks

   c) a month d) two or more months

3. When did the child say his/her first words ? Which were they ? How were they pronounced ?

Please go now to point III.

B. When your child was 15 months or older at his/her arrival :

1. Did your child use words from his/her first language ?

2. If yes, can you describe the situations in which these words were used :

   a) in songs or rhymes

   b) continuous talking

   c) use of Christian name or pet names

   d) in naming objects

   e) only when he/she is alone in bed

   f) in other situations

3. How long did your child use these words or sentences from his/her first language ?

4. If your child hasn't used anything from his/her first language since his/her arrival, were there some clues which indicated that your child still knew something from this first language ?

5. Did your child go through a period of silence after his/her arrival ? If yes, for how long ?

6. Did your child use sign language in this first period to make himself/ herself clear ?

7. How long did it take before your child understood something of what was said to him/her ?

8. When did your child begin to imitate and use Dutch words ?

9. Can you describe by the following questions what the language of your child looked like at the moment he/she used Dutch words ?

   a) Was it a mishmash of foreign language and Dutch ?

   b) Were the words correctly pronounced ?
   If no, can you give a few typical prononciation-mistakes ?

   c) How long did it take before your child evolved from separate words to simple sentences ?

10. Were there moments at which the child had problems to make himself/ herself clear ?
    How often did this happen ?

    How did he/she react ?

    a) he/she reverted to the first language

    b) he/she became angry and threw tantrums

    c) he/she became quiet and withdrew

    d) he/she made use of sign language

    e) other reactions

11. Was your child motivated to learn the new language ?

III. FURTHER COURSE OF THE LANGUAGE DEVELOPING PROCESS : FROM 6 MONTHS TO TWO YEARS IN BELGIUM.

1. Was it difficult for your child to learn new words ?

2. Did your child talk much or was he/she rather silent ?

3. Did your child show difficulty in pronouncing certain sounds ?
   If yes, which sounds were they ?

4. Did your child have the correct accent ?

5. How much time passed by before a non-family member understood your child well ?

6. How did the constructing of sentences go ?

7. Did your child express particular difficulty (if yes, please define) with

   a) the usage of the article

   b) the conjugation of verbs

   c) the gender of words

   d) plurals

   e) the personal pronoun

8. Were there other striking difficulties during the learning process of the new language ?
   If yes, which difficulties ?

5. Does your child have striking language difficulties with

   a) the number of words that he/she knows ?

   b) the usage of abstract words ?

   c) not entirely understanding the meaning of words ?

   d) remembering certain words ?

   e) his/her accent ?

   f) the usage of the correct order in sentences ?

   g) the conjugation of verbs ?

   h) the usage of prepositions ?

6. Is your child afraid of talking ?

7. When there are apparent language problems, does your child receive special help for them ?

   a) from a speech therapist

   b) from a special teacher at school ?

   c) from another person ?

8. Is there remaining language from his/her first language, like the sudden appearance of foreign words ?

9. Can you sense in certain things that your child experienced a shortage of a few months/years in the learning process of the Dutch language ?

You may certainly write down any special, fascinating or funny situations, anecdotes, remarks, etc. which occured during your child's language learning process !

Appendix D. Permission to Use the Questionnaire

UNIVERSITAIRE
ZIEKENHUIZEN
LEUVEN

Neus-, Keel- en Oorziekten
Gelaat- en Halschirurgie
Centrum voor Taalverwervingsonderzoek
Prof. A. Schaerlaekens

Reference: letter of permission

Louvain, September 7th 1995

I, Professor A. Schaerlaekens, Catholic University of Louvain, Belgium, officially give permission to Mrs. Diane Robinette to use the questionnaire, used in the article "Language Adjustment in International Adoptions" (Journal of Multilingual and Multicultural Development, 1988, vol. 9, n° 3, p. 247-266), or adapt the questionnaire for use in the United States.

Prof. A. Schaerlaekens

diensthoofd
L. Feenstra

artsen
F. Debruyne, otologie, foniatrie
P. Delaere, gelaat- en halschirurgie
M. Jonssen, rhinologie
J. Leysen, slaaplaboratorium
M. Norré, vestibulogie
F. Ostyn, gelaat- en halschirurgie
Gr. Vantrappen, otologie
W. Wellens, foniatrie

logopedie en audiologie
P. Bastijns, psychologie
E. Manders, logopedie
A. Schaerlaekens, taalverwerving
J. Wouters, fysicus

U.Z. Sint-Rafaël - Kapucijnenvoer 33, 3000 Leuven

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Appendix E. Questionnaire

LANGUAGE ACQUISITION OF INTERNATIONALLY-ADOPTED CHILDREN

DIRECTIONS: Circle the appropriate answer or fill in the blank.

I. GENERAL INFORMATION

1. Male/Female:

2. Age of child on arrival in the United States: _____
   ____ years ____ months

3. Birthdate: _____ month _____ day _____ year

4. Country of origin: _____

5. Native language: _____

6. According to American standards, how was your child's state of health at the first doctor's visit after his/her arrival in the United States?
   a. excellent
   b. good
   c. fair
   d. poor Explain. _____

7. Did your child suffer from malnutrition? yes/no

8. Did your chid suffer from ear infections? yes/no

9. Did your child suffer from any other disease: yes/no

   If "yes", what medical conditions did the child have?
   a. intestinal disorders
   b. skin diseases
   c. lung conditions
   d. hematological diseases
   e. polio
   f. other _____

10. What language is spoken in your family? _____

11. Please write the birthdate of each child in your family and indicate the children who were adopted from other countries with an asterisk (*).

Birthdate	*	Birthdate	*

II. THE FIRST PERIOD

If your child was younger than 15 months when s/he arrived, please answer the following questions in Section A. If s/he was 15 months or older, please answer the questions in Section B.

Part A

1. How long did it take before your child responded to what was said to him/her?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. six months to a year
   g. over a year
2. Did you hear your child play with sounds (babble) before s/he used words? yes/no
   If "yes", when did this begin?
   a. during the introductory period before beginning the trip home
   b. during the trip home
   c. immediately upon arrival
   d. two weeks or less
   e. a month or less
   f. after ___ months

3. How old was the child when s/he said her/his first words? _____

Now please go now to Section III.

Part B

1. How long did it take before your child understood something of what was said to him/her in English?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. six months to a year
   g. over a year

2. Did your child use words from his/her first language?
   yes/no If no, please skip to question 4.

3. If yes, please describe the situations in which these words were used.
   a. in songs or rhymes
   b. continuous talking
   c. use of nicknames
   d. in naming objects
   e. only when s/he was alone in bed
   f. in other situations _____

4. How long did your child use words or phrases from his/her first language?
   a. less than two weeks
   b. two weeks to a month
   c. one to two months
   d. three to six months
   e. six months to a year
   f. over a year

5. Did your child go through a period of silence after his/her arrival? yes/no
   If "yes", for how long?
   a. less than two weeks
   b. two weeks to a month
   c. one to two months
   d. longer than two months

6. Did your child use gestures to make himself/herself clear during this initial period of time? yes/no

7. When did your child begin to imitate English words?
   a. in less than two weeks
   b. in two weeks to a month
   c. in one to two months
   d. in three to six months
   e. in six months to a year
   f. after over a year

8. When did your child begin to use English spontaneously?
   a. in less than two weeks
   b. in two weeks to a month
   c. in one to two months
   d. in three to six months
   e. in six months to a year
   f. after over a year

9. When your child first started using English words, was it a mixture of English and the child's first language?
   yes/no
   If "yes", for how long did this happen?
   a. for less than two weeks
   b. for two weeks to a months
   c. for one to two months
   d. for three to six months
   e. for six months to a year
   f. for over a year

10. How long did it take before your child began using simple sentences (2 or 3 words) in English?
    a. in less than two weeks
    b. in two weeks to a month
    c. in one to two months
    d. in three to six months
    e. in six months to a year
    f. after over a year

11. Were there times when your child had problems making himself/herself understood? yes/no
    If "yes", how often did this happen?
    a. more than 10 times daily
    b. 6 to 10 times a day
    c. 2 to 5 times a day
    d. once a day
    e. several times a week
    f. once a week

12. How did s/he react when the communication problems occurred?
    a. s/he reverted to the first language
    b. s/he became angry and threw tantrums
    c. s/he became quiet and withdrew
    d. s/he used gestures
    e. Other reactions _____

13. Was your child motivated to learn English?
    a. highly motivated
    b. somewhat motivated
    c. poorly motivated

III. Language Acquisition from Six Months to Two Years After Arrival

(If your child has been in the United States less than two years, please go to Section IV.)

1. Describe the ease with which your child learned new words?
    a. very easy
    b. easy
    c. difficult
    d. very difficult

2. Did your child talk much, or was s/he rather silent?
   a. very talkative
   b. talkative
   c. somewhat silent
   d. silent

3. Did your child show difficulty in pronouncing certain sounds? yes/no

4. Did your child speak English with an accent? yes/no

5. How much time passed before a non-family member understood your child well?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. six months to a year

6. Did your child experience difficulty in the process of learning English? (for example: aspects of grammar, proficiency, etc.) yes/no
   If 'yes", please explain. _____

   _____

7. Did your child receive services from any of the following people? yes/no
   If "yes", circle all that apply.
   a. ESL (English as a Secton Language) teacher
   b. speech therapist
   c. resource teacher
   d. classroom teacher (outside of class time)
   e. peer tutor
   f. other (please explain) _____

IV. CURRENT CHARACTERISTICS OF YOUR CHILD'S LANGUAGE

1. What grade is your child presently in? _____

2. Describe his/her progress in speaking English
   a. as proficient as a native speaker of English (90 to 100%fluent)
   b. proficient yet with a few minor grammatical errors (75 to 90% proficient)
   c. 50 to 75% proficient
   d. 25 to 50% proficient
   e. 25% or less mastery of spoken English
3. Describe his/her progress in listening skills.
   a. understands and comprehends 90 to 100%
   b. understands and comprehends 75 to 90%
   c. understands and comprehends 50 to 75%
   d. understands and comprehends 25 to 50%
   e. understands and comprehends less than 25%

4. Did your child repeat a school year? yes/no

5. How would you describe his/her language proficiency in English in the following areas:
   a. the number of words that he/she knows
      1. like a native speaker
      2. has minor difficulties
      3. has noticeable difficulties
   b. understanding the meaning of words
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   c. the usage of abstract words
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   d. the use of figurative language
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties

e. remembering words that s/he wants to use
   1. like a native speaker
   2. minor difficulties
   3 noticeable difficulties
f. his/her accent
   1. like a native speaker
   2. minor difficulties
   3. noticeable difficulties
g. the usage of correct word order in sentences
   1. like a native speaker
   2. minor difficulties
   3. noticeable difficulties
h. the correct use of verbs and verb tenses
   1. like a native speaker
   2. minor difficulties
   3. noticeable difficulties
i. the correct use of prepositions (in, on, under, etc.)
   1. like a native speaker
   2. minor difficulties
   3. noticeable difficulties

6. Describe your child's feelings about talking to adults.
   a. enthusiastic about talking to adults
   b. comfortable talking to adults
   c. shy about talking to adults
   d. reticent to talk to adults

7. Describe your child's feelings about talking to children
   a. enthusiastic about talking to children
   b. comfortable talking to children
   c. shy about talking to children
   d. reticent to talk to children

8. Is your child currently receiving services from any of the following people? yes/no
   If "yes", circle all that apply.
   a. ESL (English as a Second Language) teacher
   b. speech therapist
   c. resource teacher
   d. classroom teacher (outside of class time)
   e. peer tutor
   f. other (Please explain.) _____

9. Are there any words or phrases from his/her first language that s/he continues to use? yes/no
If "yes", please list. _____
_____

10. Please list the TCAP scores or include a copy of those scores with the questionnaire. You may obtain these scores from your child's school.

1995
grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1994

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1993

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1992

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1991

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1990

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1989

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1988

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1987

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1986

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1985

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

1984

grade in school - _____

	SS	NCE	NS	NP
Reading Vocabulary				
Reading Comprehension				
Total Reading				
Language Mechanics				
Language Expression				
Total Language				
Math Computation				
Math Concepts and Application				
Total Mathematics				
Total Battery				
Spelling				
Study Skills				
Science				
Social Studies				

V. Additional Comments

Please reflect on your child's language learning experience, and write down any unique, fascinating, traumatic, or funny situations that occurred that you would like to share. Describe the context of the situation and give direct quotes that you recall. You may write on the back of this sheet or attach another sheet of paper if you wish for these additional comments.

Thank you for your participation in this survey.

Appendix F: Telephone Questionnaire

#____

LANGUAGE ACQUISITION OF INTERNATIONALLY ADOPTED CHILDREN

DIRECTIONS: Circle the appropriate answer or fill in the blank.

I. GENERAL INFORMATION

1. Male/Female:
2. Age of child on arrival in the United States:
   ___ years ___ months
3. Birthdate: ___ month ___ day _____year
4. Country of origin: _____
5. Native language: _____
6. According to American standards, how was your child's state of health at the first doctor's visit after his/her arrival in the United States?
   a. excellent
   b. good
   c. fair
   d. poor Explain. _____
7. Did your child suffer from malnutrition? yes/no
8. Did your chid suffer from ear infections? yes/no
9. Did your child suffer from any other disease: yes/no
   If "yes", what medical conditions did the child have?
   a. intestinal disorders
   b. skin diseases
   c. lung conditions
   d. hematological diseases
   e. polio

II. THE FIRST PERIOD

If your child was younger than 15 months when s/he arrived, please answer the following questions in Section A. If s/he was 15 months or older, please answer the questions in Section B.

Part A

1. How long did it take before your child responded to what was said to him/her?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. six months to a year
   g. over a year
2. How old was the child when s/he said her/his first words?

   _____

Now please go to Section III.

Part B

1. How long did it take before your child understood something of what was said to him/her in English?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. six months to a year
   g. over a year
2. Did your child use words from his/her first language?
   yes/no If no, please skip to question 4.
3. How long did your child use words or phrases from his/her first language?
   a. less than two weeks
   b. two weeks to a month
   c. one to two months
   d. three to six months
   e. six months to a year
   f. over a year
4. Did your child go through a period of silence after his/her arrival? yes/no
   If "yes", for how long?
   a. less than two weeks
   b. two weeks to a month
   c. one to two months
   d. longer than two months

5. When did your child begin to use English spontaneously?
   a. in less than two weeks
   b. in two weeks to a month
   c. in one to two months
   d. in three to six months
   e. in six months to a year
   f. after over a year

6. When your child first started using English words, was it a mixture of English and the child's first language?
   yes/no
   If "yes", for how long did this happen?
   a. for less than two weeks
   b. for two weeks to a month
   c. for one to two months
   d. for three to six months
   e. for six months to a year
   f. for over a year

7. How long did it take before your child began using simple sentences (2 or 3 words) in English?
   a. less than two weeks
   b. two weeks to a month
   c. one to two months
   d. three to six months
   e. six months to a year
   f. over a year

8. How did s/he react when the communication problems occurred?
   a. s/he reverted to the first language
   b. s/he became angry and threw tantrums
   c. s/he became quiet and withdrew
   d. s/he used gestures
   e. Other reactions _____

III. Language Acquisition from Six Months to Two Years After Arrival

(If your child has been in the United States less than two years, please go to Section IV.)

1. Did your child have difficulty in pronouncing certain sounds? yes/no

2. How much time passed before a non-family member understood your child well?
   a. immediately
   b. less than two weeks
   c. two weeks to a month
   d. one to two months
   e. three to six months
   f. one to two months
   g. three to six months
   h. six months to a year
   i. over a year
3. Did your child experience difficulty in the process of learning English? (for example: aspects of grammar, fluency, etc.) yes/no
   If "yes", please explain. _____

   _____
4. Did your child receive services from any of the following people? yes/no
   If "yes", clrcle all that apply
   1. ESL (English as a Second Language) teacher
   2. speech therapist
   3. resource teacher
   4. classroom teacher (outside of class time)
   5. peer tutor
   6. other (please explain) _____

IV. CURRENT CHARACTERISTICS OF YOUR CHILD'S LANGUAGE

1. Describe his/her progress in speaking English.
   1. as fluent as a native speaker of English (90 to 100%fluent)
   2. fluent yet with a few minor grammatical errors (75 to 90% fluent)
   3. 50 to 75% fluent
   4. 25 to 50% fluent
   5. 25% or less mastery of spoken English
2. Describe his/her progress in listening skills.
   1. understands and comprehends 90 to 100%
   2. understands and comprehends 75 to 90%
   3. understands and comprehends 50 to 75%
   4. understands and comprehends 25 to 50%
   5. understands and comprehends less than 25%

3. Did your child repeat a school year? yes/no
4. How would you describe his/her language fluency in English in the following areas:
   a. the number of words that he/she knows
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   b. understanding the meaning of words
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   c. the usage of abstract words
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   d. the use of figurative language
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   e. remembering words that s/he wants to use
      1. like a native speaker
      2. minor difficulties
      3 noticeable difficulties
   f. his/her accent
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   g. the usage of correct word order in sentences
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   h. the correct use of verbs and verb tenses
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties
   i. the correct use of prepositions (in, on, under, etc.)
      1. like a native speaker
      2. minor difficulties
      3. noticeable difficulties

5. Is your child currently receiving services from any of the following people? yes/no
   If "yes", clrcle all that apply.
   1. ESL (English as a Second Language) teacher
   2. speech therapist
   3. resource teacher
   4. classroom teacher (outside of class time)
   5. peer tutor
   6. other (please explain) _____

Thank you for your participation in this survey.

VITA

Norma Diane Robinette was born in Washington, D. C., on January 30, 1951. She attended public schools in Washington, D. C.; Arlington, Virginia; Humboldt, Tennessee; and Nashville, Tennessee. She earned a Bachelor of Science Degree in Elementary Education and a Bachelor of Music Degree from Carson-Newman College in Jefferson City, Tennessee. In 1976, she received a Master of Arts Degree in Education of the Hearing Impaired from Gallaudet University in Washington, D. C.

She served as a church organist for ten years, and her work in the field of education has spaned two decades. As a teacher at Harrison-Chilhowee Baptist Academy in Seymour, Tennessee, she worked with both deaf and hearing students. She has served as a free lance interpreter in the Knoxville area, and is currently employed as an adjunct instructor at Carson-Newman College. At Maryville College, she teaches English as a Second Language at the Center for English Language Learning.

Karen Robinette is her adopted daughter. She was born in Guatemala.