# Long-Term English Learners

Nicole Hilton
Tigard-Tualatin School District

# Who are they?

- The majority (59%) of secondary school English Learners are Long Term English Learners (LTELs) – students who enroll in the primary grades as ELLs and arrive in secondary schools **seven or more years** later without the English skills needed for academic success, and having accumulated major academic deficits along the way (Olsen, 2008).

# LTELs

- Are typically found in grades 6–12.
- Speak different languages.
- Are most often born in the United States.

# LTELs

- Are often orally bilingual and sound like native English speakers. However, they typically have limited literacy skills in their native language, and their academic literacy skills in English are not as well-developed as their oral skills are.

# LTELs

- Perform below grade level in reading and writing and, as a result, struggle in all content areas that require literacy. The overall school performance of LTELs is low, with poor grades, making this population at high risk for dropping out.

# LTELs

- Have different needs from those of newly arrived English language learners, yet language programming at the secondary level is typically intended for new arrivals.

# LTELs

- Are educated by teachers unfamiliar with the specialized needs of this population.

- The majority of LTELs want to go to college, and are unaware that their academic skills, record, and courses are not preparing them to reach that goal.

- Many have developed habits of non-engagement, learned passivity, and invisibility in school (Coleman & Goldenberg, 2010).

# “Reading and writing float on a sea of talk.”

–James Britton (1983)

# How much of ELLs' day is spent engaging in student talk in the classroom?

Only 2% of English Learners' day is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language.

Arreaga-Mayer & Perdomo-Rivera (1996)

# Example

In classrooms with higher numbers of students living in poverty, teachers talk more and students talk less. We also know that English language learners in many classrooms are asked easier questions or no questions at all.

-Guan Eng Ho, 2005, Lingard, Hayes, & Mills, 2003

Most teachers use an “initiate-respond-evaluate” cycle.

# Oracy is the foundation of literacy.

ELs need access to instruction that recognizes the symbiotic relationship among the four domains of language: ***listening, speaking, reading, and writing.***

# So little time…how can we justify devoting a significant amount of time to talk?

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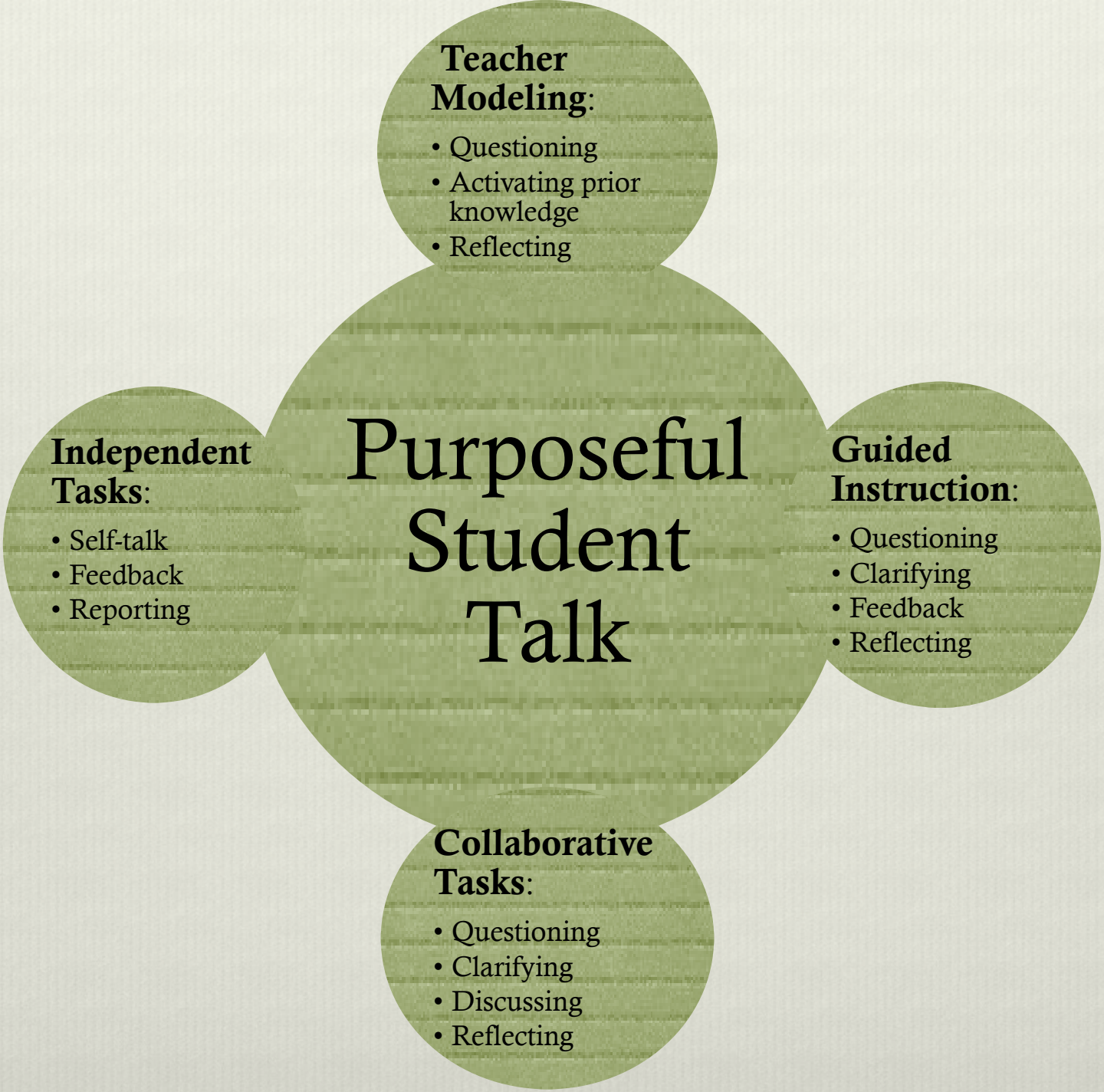
–James Britton (1983)


Teacher Modeling:
• Questioning
• Activating prior knowledge
• Reflecting
Independent Tasks:
• Self-talk
• Feedback
• Reporting
Purposeful Student Talk
Guided Instruction:
• Questioning
• Clarifying
• Feedback
• Reflecting
Collaborative Tasks:
• Questioning
• Clarifying
• Discussing
• Reflecting

# What do the students want?

# Video

How do we honor students' identities and meet their needs?

# References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