English Learners and Academic Achievement:

A developmental perspective on instructional challenges.

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Academic Attainment and Instructional Practices for English Language Learners

Although many effective instructional practices are similar for both ELLs and non ELLs why does instruction tend to be less effective for ELLs?

*Because ELLs face the double challenge of learning academic content **and** the language of instruction simultaneously.*

Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.

Stages of Language Acquisition

Comprehensible input is essential in order to progress through these stages

Pre-Production/Comprehension (*no BICS*)
Sometimes called the silent period, where the individual concentrates completely on figuring out what the new language means, without worrying about production skills. Children typically may delay speech in L2 from one to six weeks or longer.

- *listen, point, match, draw, move, choose, mime, act out*

Early Production (*early BICS*)
Speech begins to emerge naturally but the primary process continues to be the development of listening comprehension. Early speech will contain many errors. Typical examples of progression are:

- *yes/no questions, lists of words, one word answers, two word strings, short phrases*

Speech Emergence (*intermediate BICS*)
Given sufficient input, speech production will continue to improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.

- *three words and short phrases, dialogue, longer phrases*
- *extended discourse, complete sentences where appropriate, narration*

Beginning Fluency

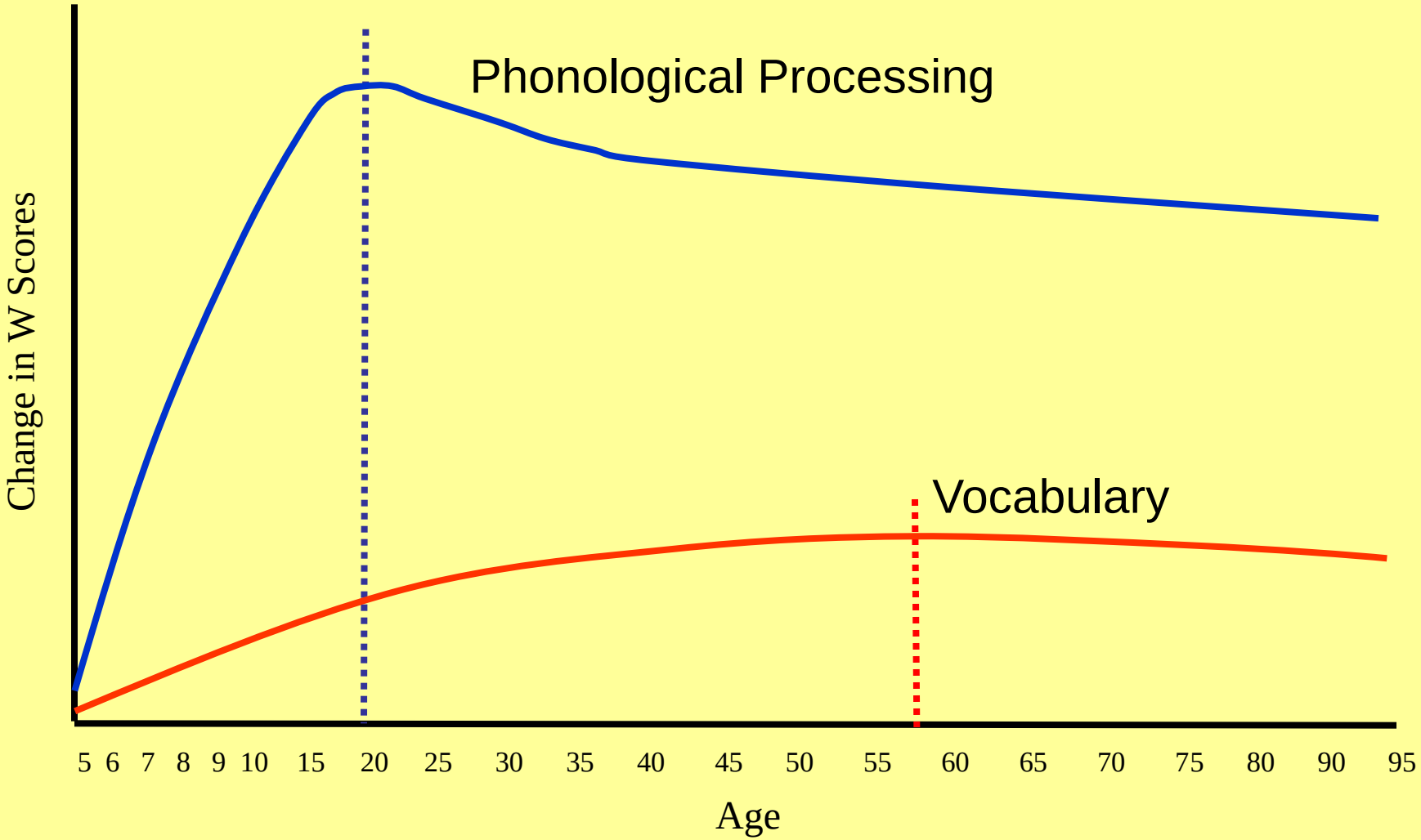
Intermediate Fluency (*advanced BICS/emerging CALP*)
With continued exposure to ***adequate*** language models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will contain even fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden the individual's ability to use the language more fully.

Advanced Fluency

- *give opinions, analyze, defend, create, debate, evaluate, justify, examine*

Source: Krashen, S.D. (l982). *Principles and Practice in second language acquisition.* New York: Pergamon Press.

Language Proficiency vs. Language Development in ELLs



Source: McGrew, K. S. & Woodcock, R. W. (2001). *Woodcock-Johnson III technical manual*. Itasca, IL: Riverside Publishing.

What is Developmental Language Proficiency?

- Example

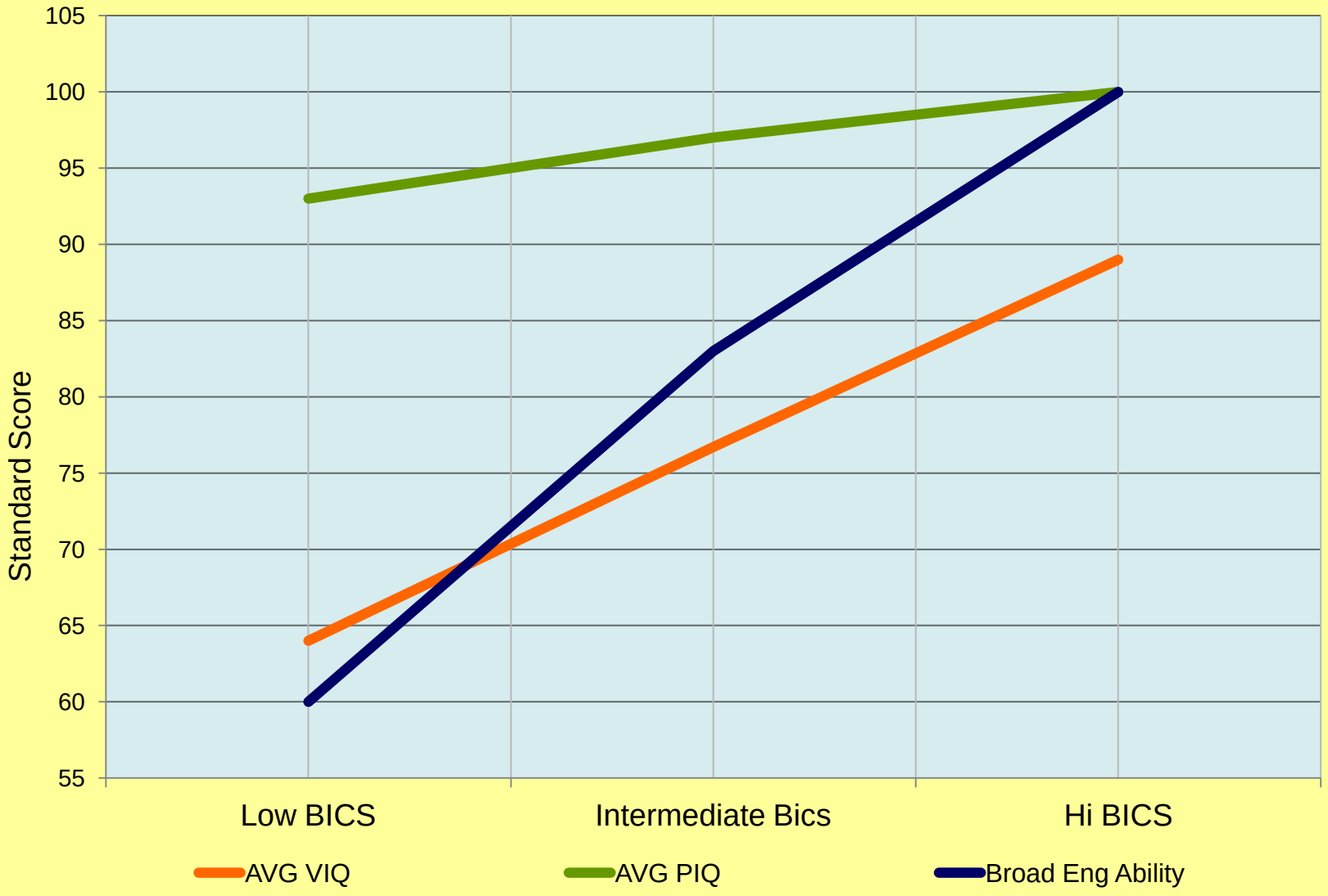
	CALP Level	RPI	SS	PR	CALP
– Letter Word ID	-	100/90	128	97	-
– Dictation	-	94/90	104	59	-
– Picture Vocabulary	-	2/90	47	<.1	-
– Reading-Writing	v. advanced	100/90	123	94	6
– Writing	fluent	94/90	104	61	4
– Broad English Ability	fluent	94/90	104	59	4
– Oral Language	limited	27/90	65	1	3
– Verbal IQ	69				
– Perf. IQ	82				
– FSIQ-4	72				

verbal "thinking" skills continue to lag in development

What is Developmental Language Proficiency?

- Example
  - Can read the following words:
    - Great, become, might, shown, explain, question, special, capture, swallow
  - Cannot name the following pictures:
    - Cat, sock, toothbrush, drum, flashlight, rocking chair
  - Can understand simple grammatical associations:
    - Him is to her, as ___ is to she
  - Cannot express abstract verbal similarities:
    - Red-Blue: “an apple”
    - Circle-Square: “it’s a robot”
    - Plane-Bus: “the plane is white and the bus is orange”
    - Shirt-Jacket: “the shirt is for the people put and the jacket is for the people don’t get cold”

Developmental Language Proficiency and IQ in ELLs



Source: Dynda, A.M., Flanagan, D.P., Chaplin, W., & Pope, A. (2008), unpublished data..

Understanding First and Second Language Acquisition

Basic Interpersonal Communication Skills (BICS)

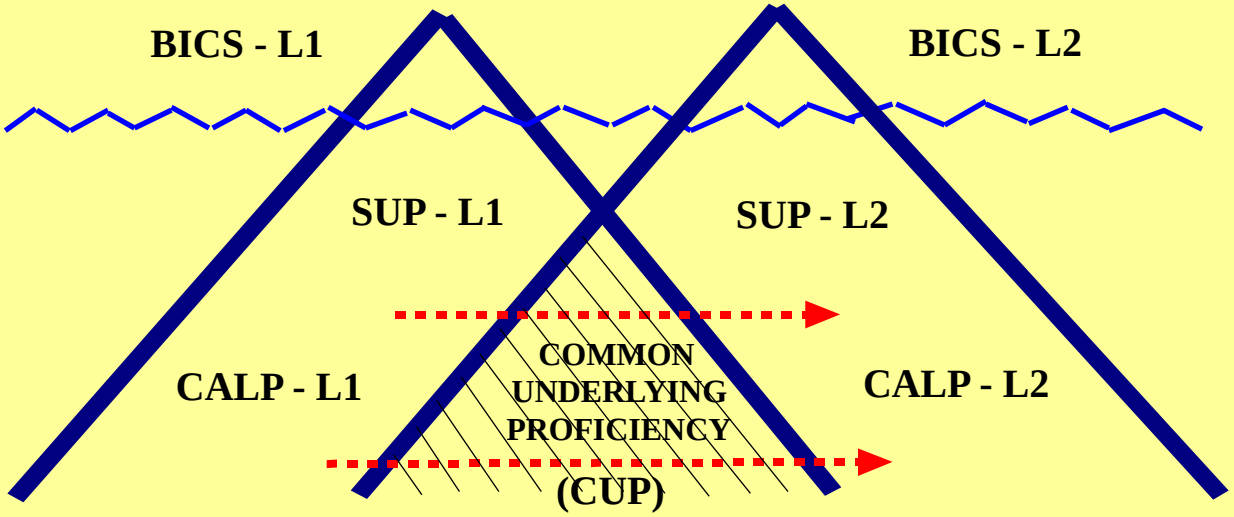
- *ability to communicate basic needs and wants, and ability to carry on basic interpersonal conversations*
- *takes 1 - 3 years to develop and is insufficient to facilitate academic success*

Cognitive Academic Language Proficiency (CALP)

- *ability to communicate thoughts and ideas with clarity and efficiency*
- *ability to carry on advanced interpersonal conversations*
- *takes at least 5-7 years to develop, possibly longer and is required for academic success*

Cummins' Developmental Interdependence Hypothesis ("Iceberg Model")

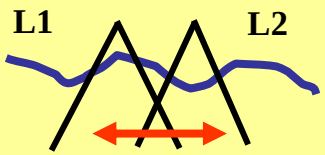
- *BICS is the small visible, surface level of language, CALP is the larger, hidden, deeper structure of language*
- *each language has a unique and Separate Underlying Proficiency (SUP)*
- *proficiency in L1 is required to develop proficiency in L2,*
- *Common Underlying Proficiency (CUP) facilitates transfer of cognitive skills*

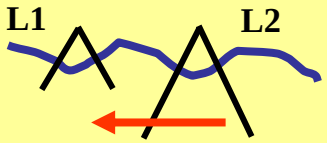


Source: Illustration adapted from Cummins (1984) *Bilingual And Special Education: Issues In Assessment and Pedagogy*.

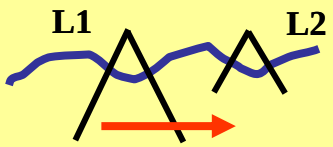
Developmental Implications of Second Language Acquisition

If a second language (L2) is introduced prior to the development of CALP in the native language (L1), and if the L2 effectively replaces the L1 and its role in fostering CALP, academic problems will result. However, the language of instruction, parental education, continued opportunities for L1 development, and the age at which the second language is introduced, are factors that can affect development of the second language and expectations of academic progress in a positive way.





	HIGH L1 (CALP)	LOW L1 (BICS)
HIGH L2 (CALP)	*Type 1.* Equal Proficiency "true bilingual"	*Type 3.* Atypical 2nd Language Learner "acceptable bilingual"
LOW L2 (BICS)	*Type 2.* Typical 2nd Language Learner "high potential"	*Type 4.* At-risk 2nd Language Learner "difference vs. disorder"

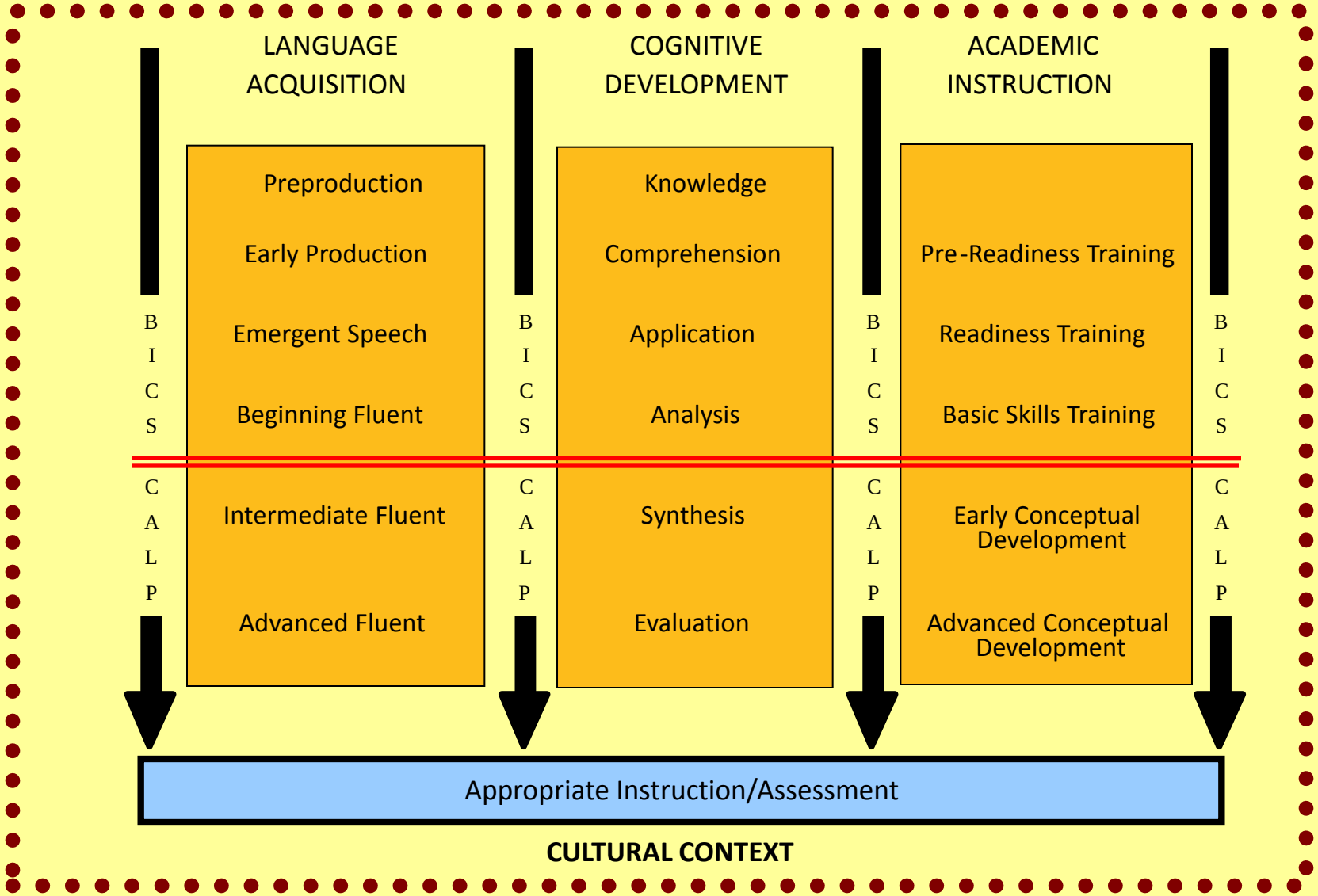


Dimensions of Bilingualism and Relationship to Generations

Type	Stage	Language Use
		FIRST GENERATON – FOREIGN BORN
A	Newly Arrived	Understands little English. Learns a few words and phrases.
Ab	After several years of residence – Type 1	Understands enough English to take care of essential everyday needs. Speaks enough English to make self understood.
Ab	Type 2	Is able to function capably in the work domain where English is required. May still experience frustration in expressing self fully in English. Uses immigrant language in all other contexts where English is not needed.
		SECOND GENERATION – U.S. BORN
Ab	Preschool Age	Acquires immigrant language first. May be spoken to in English by relatives or friends. Will normally be exposed to English-language TV.
Ab	School Age	Acquires English. Uses it increasingly to talk to peers and siblings. Views English-language TV extensively. May be literate only in English if schooled exclusively in this language.
AB	Adulthood – Type 1	At work (in the community) uses language to suit proficiency of other speakers. Senses greater functional ease in his first language in spite of frequent use of second.
A**B**	Adulthood – Type 2	Uses English for most everyday activities. Uses immigrant language to interact with parents or others who do not speak English. Is aware of vocabulary gaps in his first language.
		THIRD GENERATION – U.S. BORN
A**B**	Preschool Age	Acquires both English and immigrant language simultaneously. Hears both in the home although English tends to predominate.
a**B**	School Age	Uses English almost exclusively. Is aware of limitation sin the immigrant language. Uses it only when forced to do so by circumstances. Is literate only in English.
a**B**	Adulthood	Uses English almost exclusively. Has few opportunities for speaking immigrant language. Retains good receptive competence in this language.
		FOURTH GENERATION – U.S. BORN
Ba	Preschool Age	Is spoken to only in English. May hear immigrant language spoken by grandparents and other relatives. Is not expected to understand immigrant language.
Ba	School Age	Uses English exclusively. May have picked up some of the immigrant language from peers. Has limited receptive competence in this language.
B	Adulthood	Is almost totally English monolingual. May retain some receptive competence in some domains.

Source: Adapted from Valdés, G. & Figueroa, R. A. (1994), *Bilingualism and Testing: A special case of bias* (p. 16).

Parallel Processes in Development: Education follows Maturation



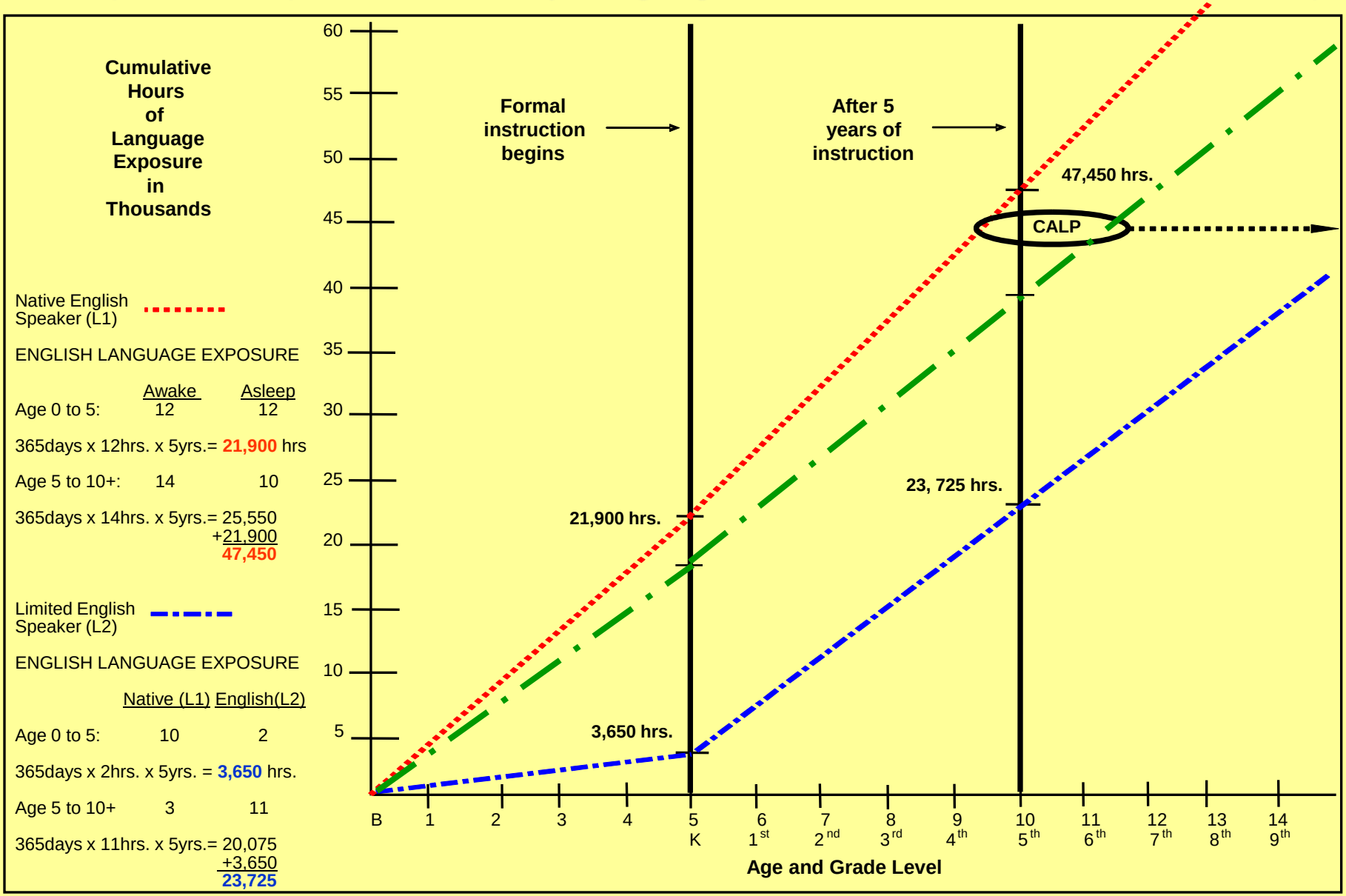
Developmental Implications of Early Language Difference

The 30 Million Word Gap

- *according to research by Betty Hart and Todd Risley (2003), children from privileged (high SES) families have heard 30 million more words than children from underprivileged (low SES) families by the age of 3.*
- *in addition, "follow-up data indicated that the 3-year old measures of accomplishment predicted third grade school achievement."*

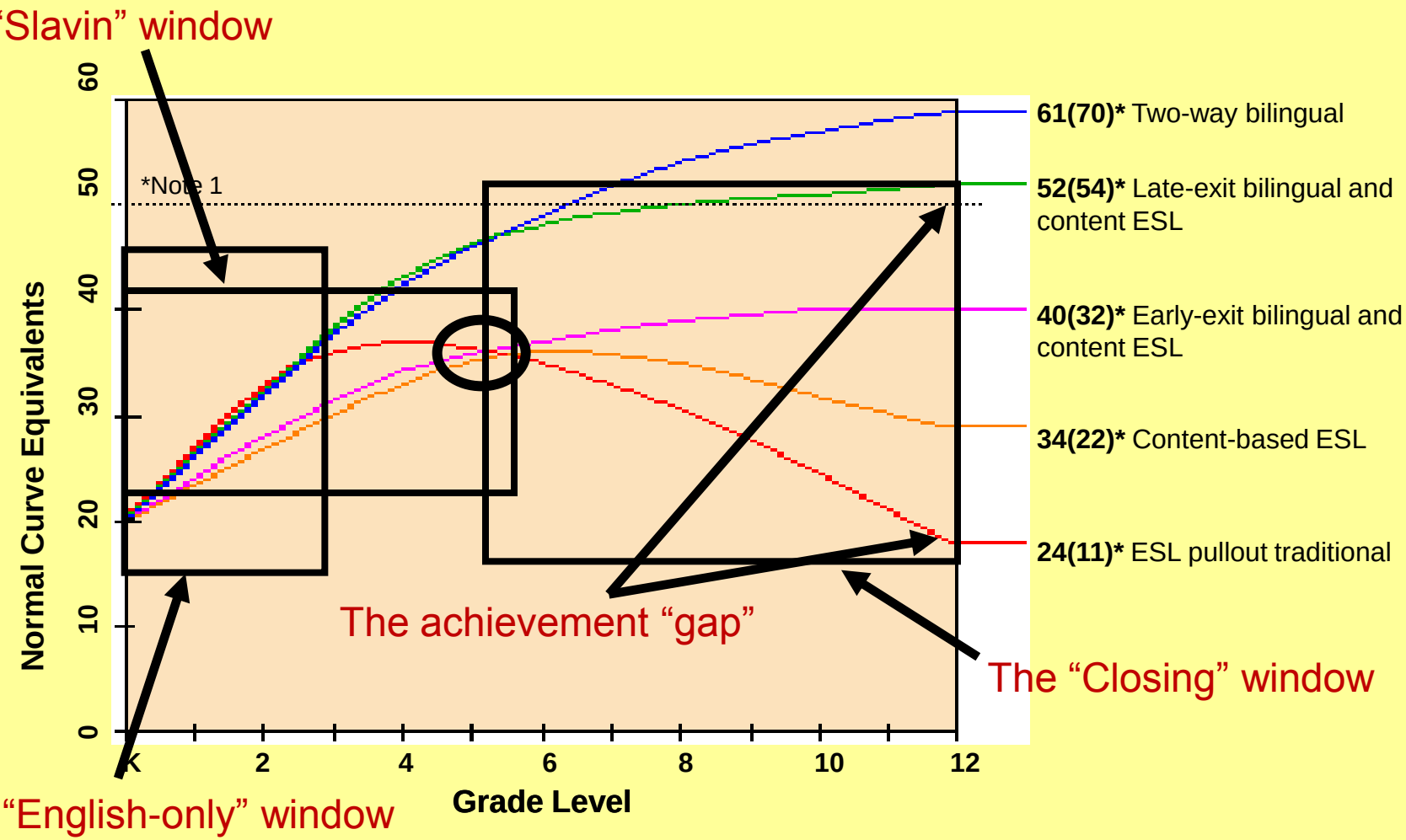
Source: Hart, B. & Risley, T. r. (2003). The Early Catastrophe: The 30 million word gap. American Educator 27(1), 4-9.

Developmental Implications of Early Language Differences: When do ELLs "catch up?"



Achievement Trajectories for ELLs: Native language makes a difference.

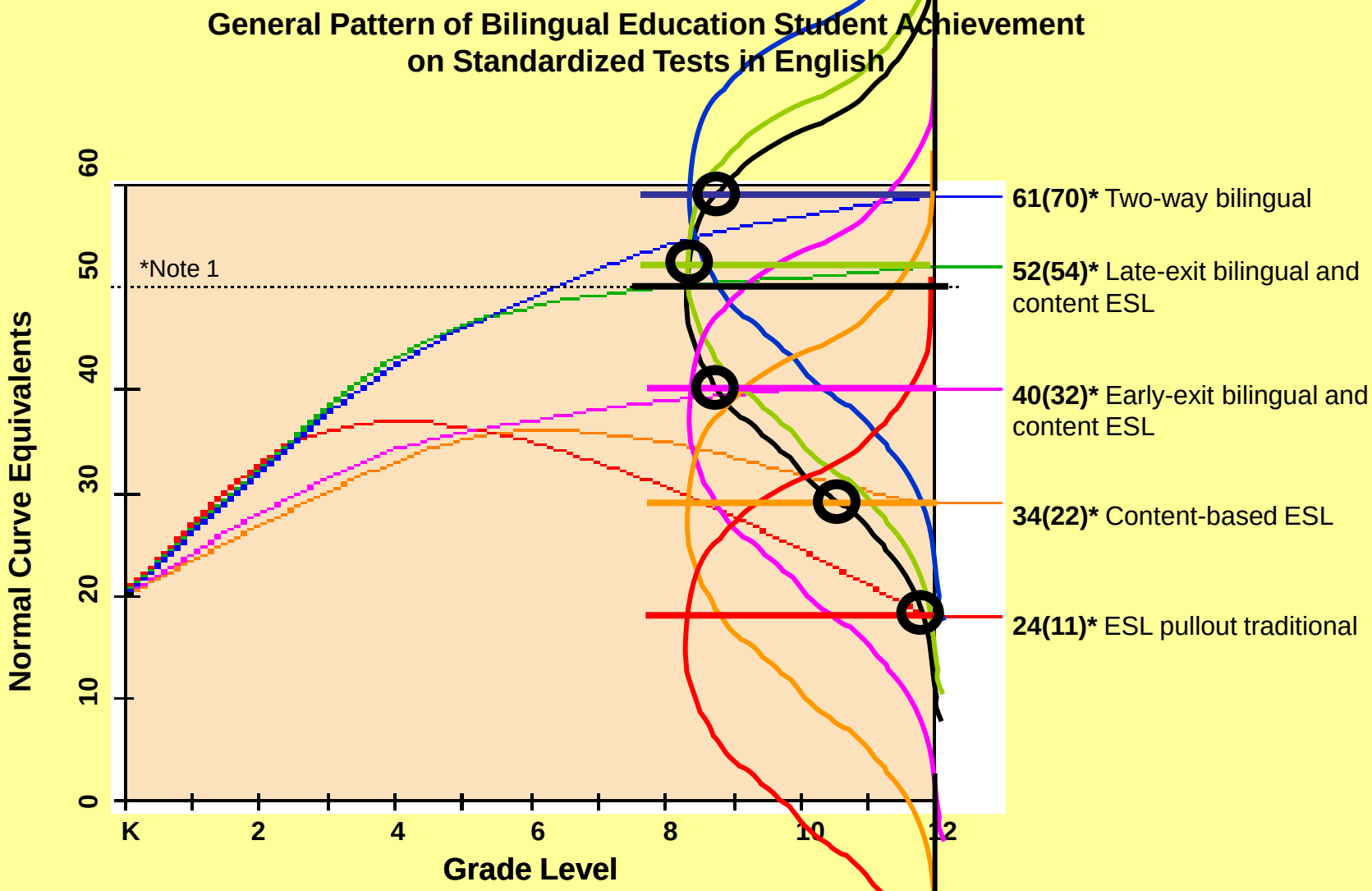
General Pattern of Bilingual Education Student Achievement on Standardized Tests in English



*Note 1: Average performance of native-English speakers making one year's progress in each grade. Scores in parentheses are percentile ranks converted from NCEs.

Adapted from: Thomas, W. & Collier, V. (1997). Language Minority Student Achievement and Program Effectiveness. Washington DC: National Clearinghouse for Bilingual Education.

Achievement Trajectories for ELLs: Students at-risk for failure.



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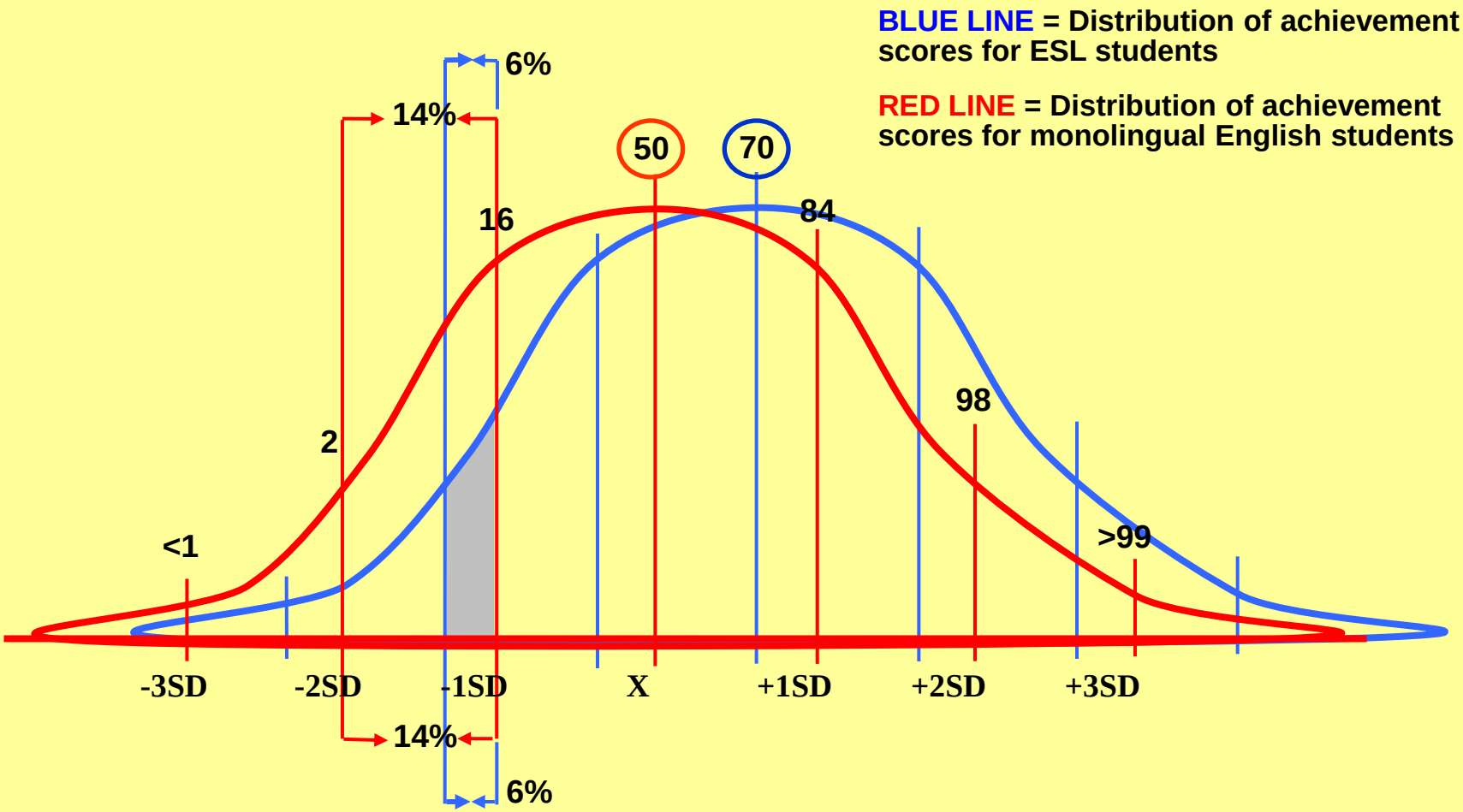
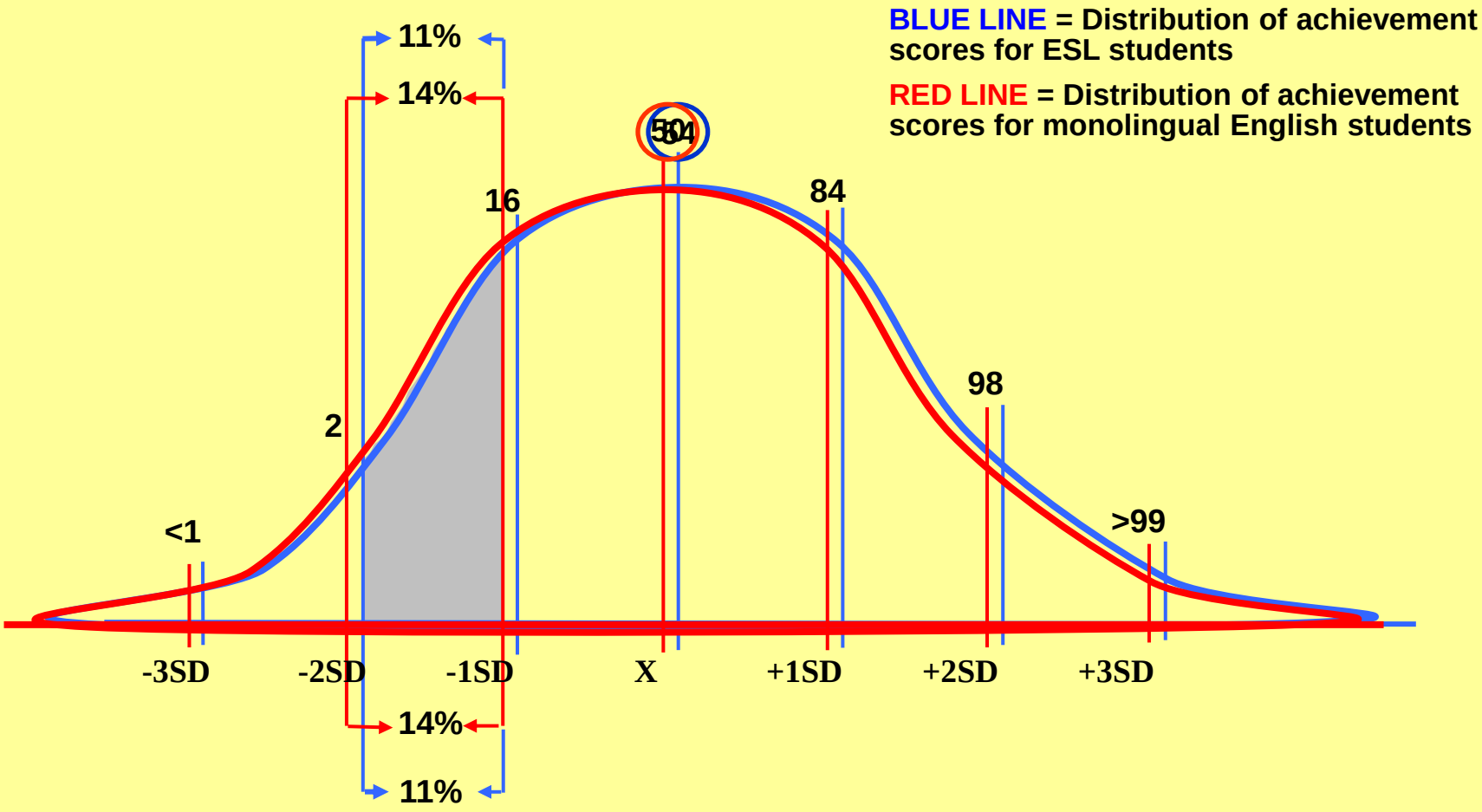
Model Comparison of Percentage of "At-Risk" Second Language Students



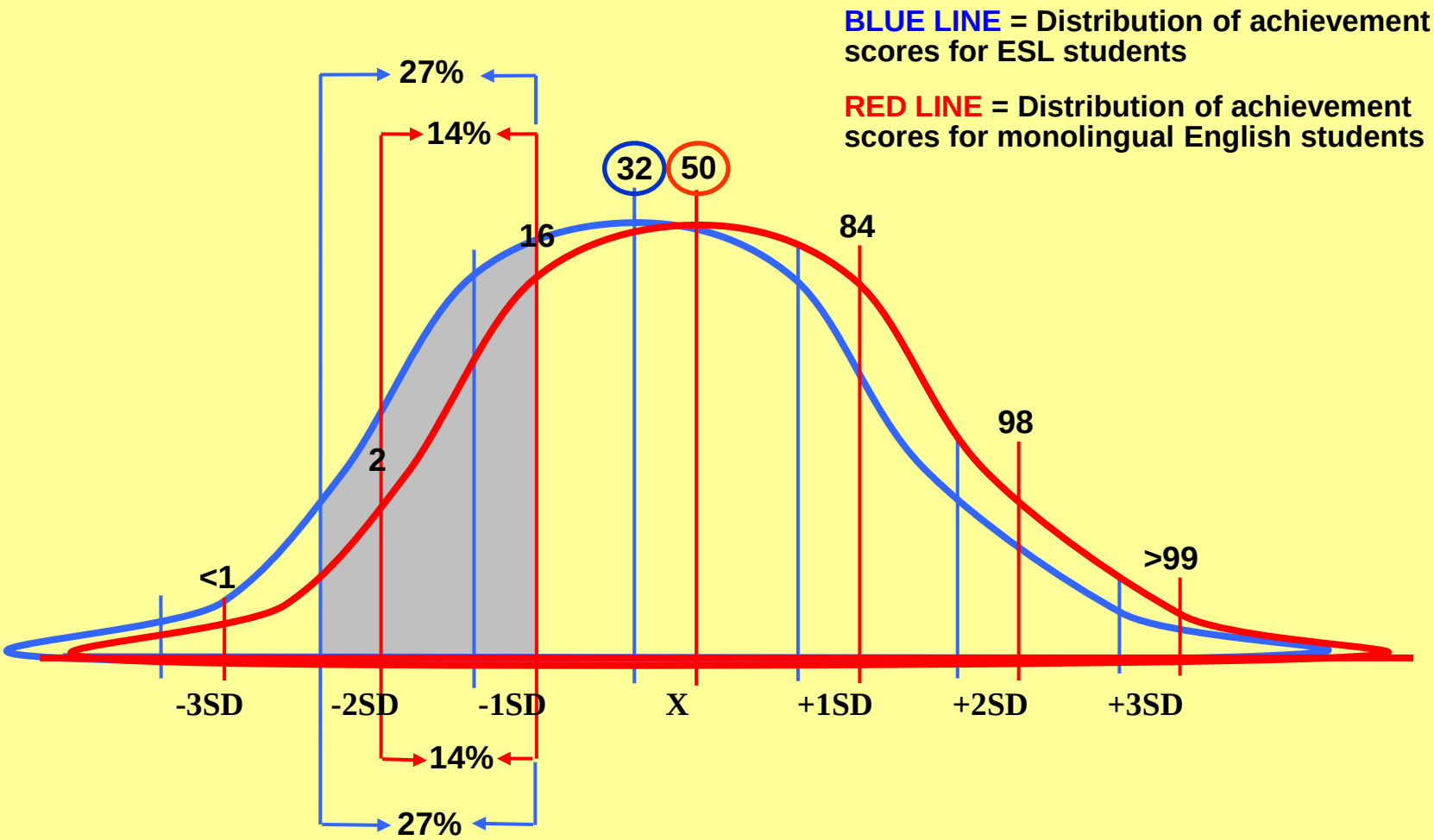
Two way bilingual (dual immersion) – 6% At-Risk

Model Comparison of Percentage of "At-Risk" Second Language Students



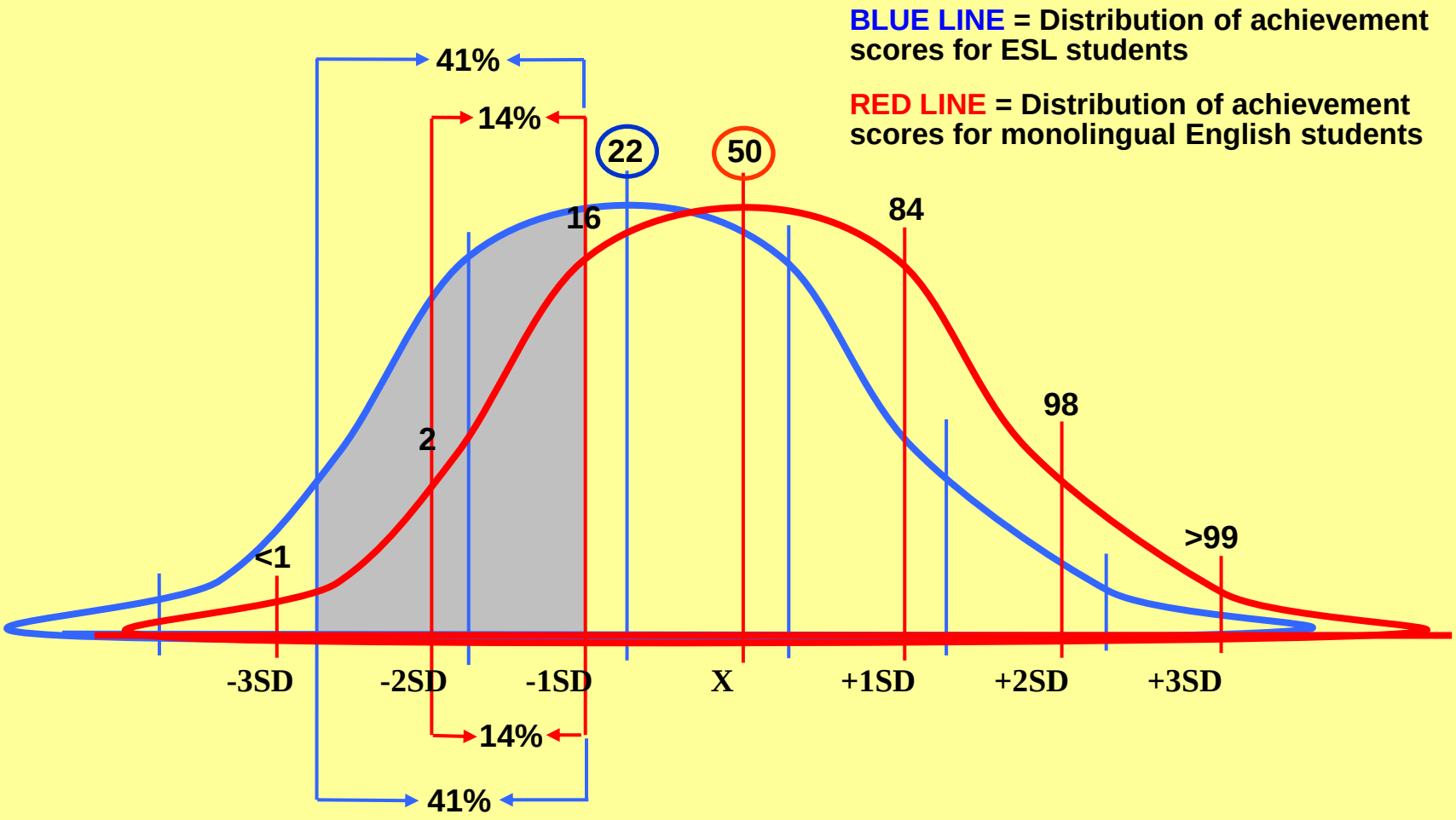
Late exit bilingual and content based ESL – 11% At-Risk

Model Comparison of Percentage of "At-Risk" Second Language Students



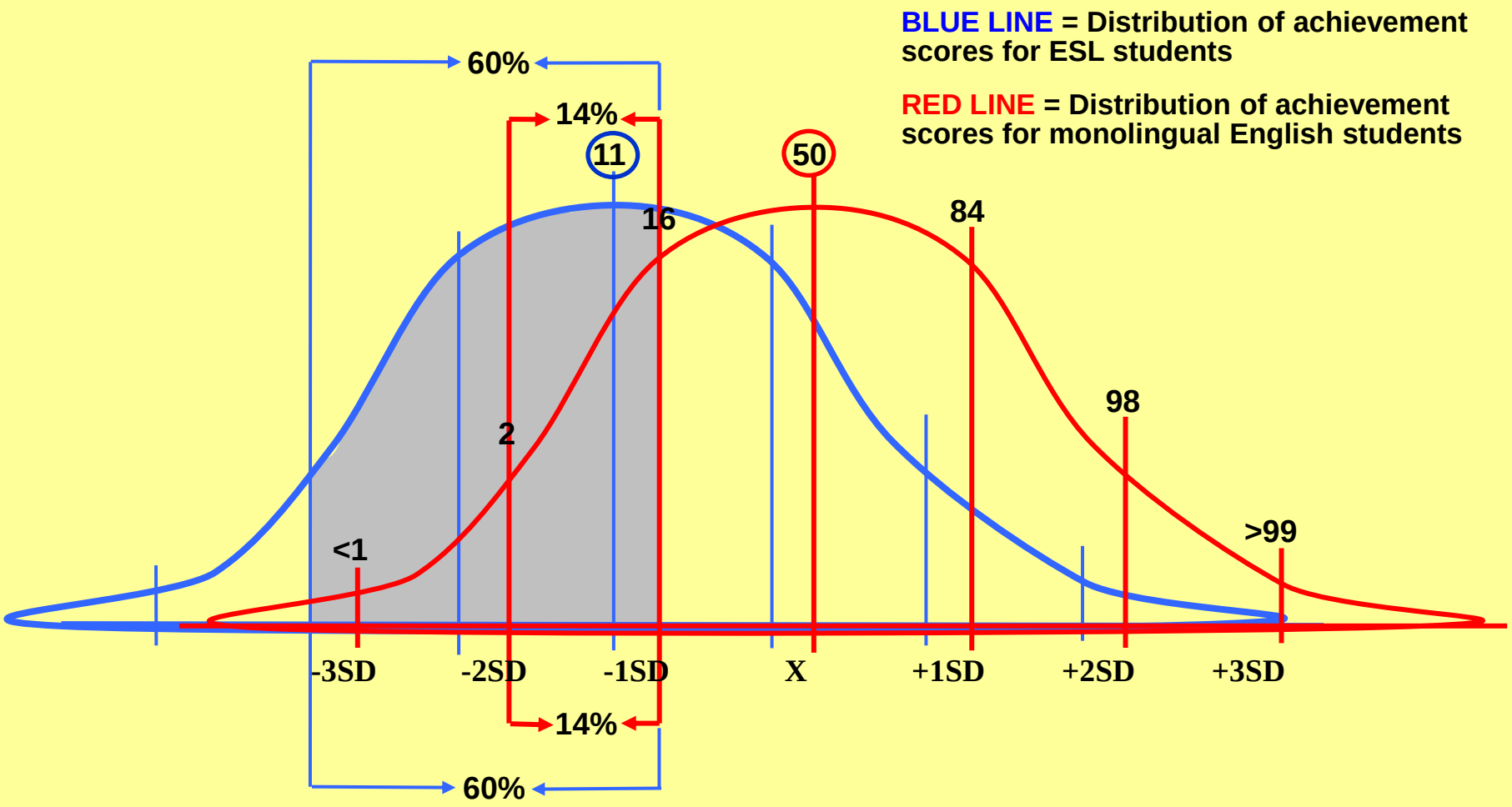
Early exit bilingual program with content ESL – 27% At-Risk

Model Comparison of Percentage of "At-Risk" Second Language Students



Content-based ESL support only – 41% At-Risk

Model Comparison of Percentage of "At-Risk" Second Language Students



Traditional (non-content) ESL pullout support only – 60% At-Risk

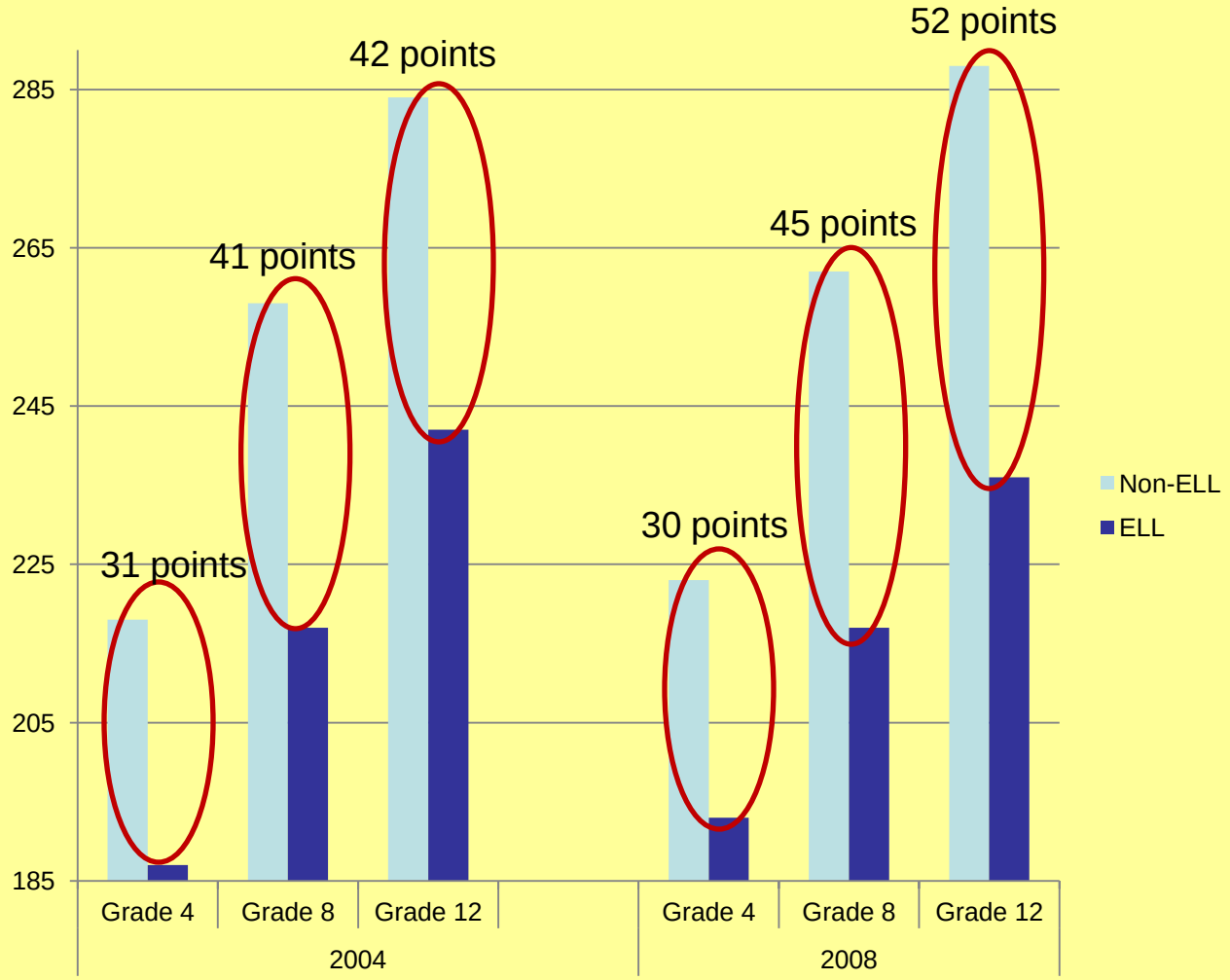
Developmental Implications of Early Language Differences

The ELL Achievement Gap

"On the 2007 National Assessment of Educational Progress, fourth-grade ELLs scored 36 points below non-ELLs in reading and 25 points below non-ELLs in math. The gaps among eighth-graders were even larger—42 points in reading and 37 points in math."

Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.

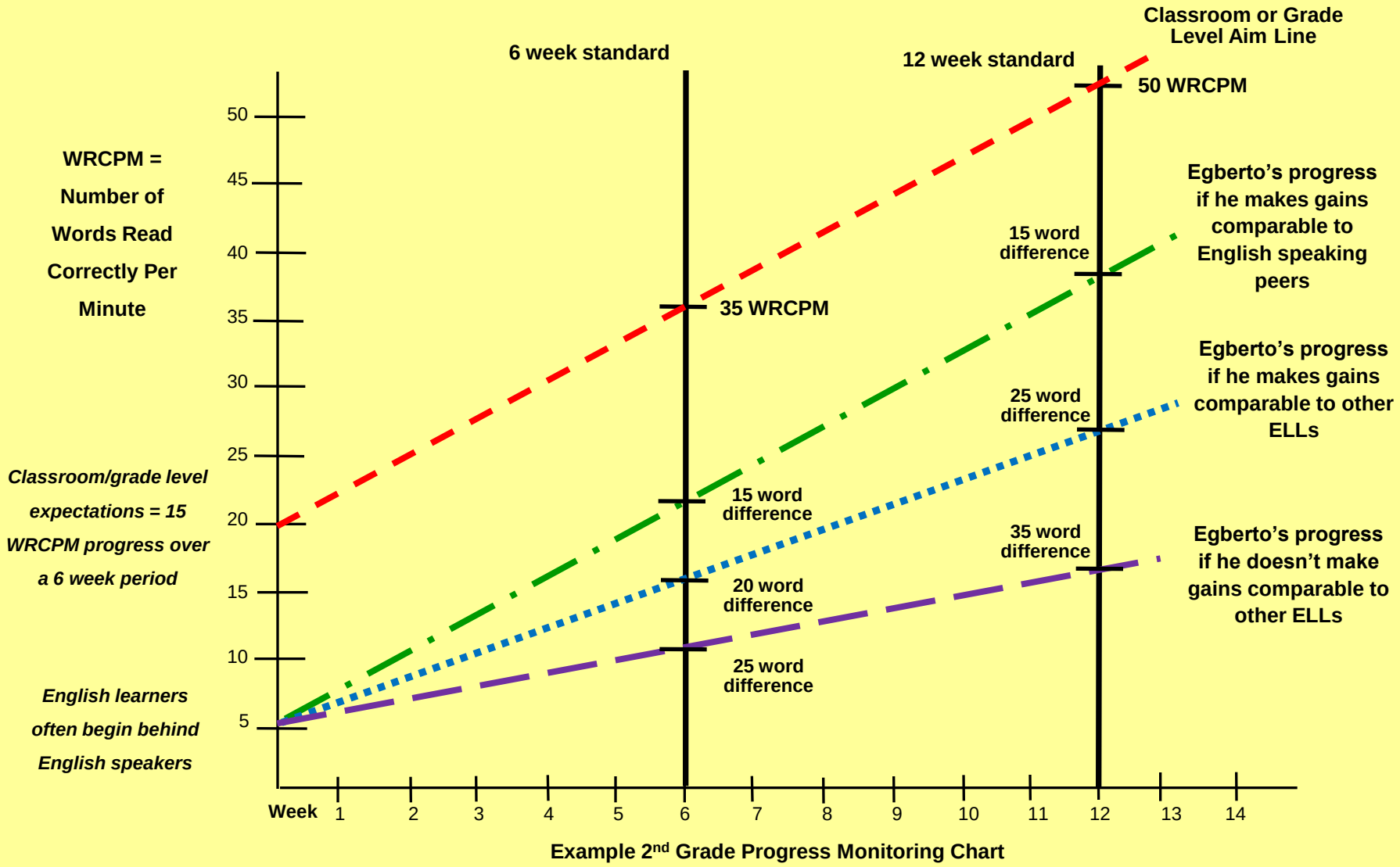
Developmental Implications of Early Language Differences



Results of NAEP Data on Reading Achievement for ELL vs. Non-ELL

Developmental Implications for ELLs:

When does Egberto "catch up?"



Example 2nd Grade Progress Monitoring Chart

**Note: Name of "Egberto" used with apologies to Dan Reschley.*

Effective Instruction for ELLs: What the Research Says

Typical English Learners who begin school 30 NCE's behind their native English speaking peers in achievement, are expected to learn at:

> *"…an average of about one-and-a-half years' progress in the next six consecutive years (for a total of nine years' progress in six years--a 30-NCE gain, from the 20th to the 50th NCE) to reach the same long-term performance level that a typical native-English speaker…staying at the 50th NCE) (p. 46).*

In other words, they must make 15 months of academic progress in each 10 month school year for six straight years—they must learn *1½ times faster* than normal.

Source: Thomas, W. & Collier, V. (1997). Language Minority Student Achievement and Program Effectiveness. Washington DC: NCBE.

Effective Instruction for ELLs: What the Research Says

Of the five major, meta-analyses conducted on the education of ELLs, ALL five came to the very same conclusion:

"Teaching students to read in their first language promotes higher levels of reading achievement in English" (p. 14).

This is true largely because teaching in the native language does not interrupt or inhibit the development that students bring to school.

Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.