

**Bilingualism & Biliteracy:  
Preparing ALL Students for the 21<sup>st</sup>  
Century**

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¡Arriba las maestras!



# ¡Arriba los estudiantes inteligentes y trabajadores!

Name	DRA	DIBELS	CELA	Interim	TCAP-Rdg	TCAP-Wrtg	TCAP-Math
Dora	XX	XX	XX	XX	XX	XX	XX
Betty	XX	XX	XX	XX	XX	XX	XX
Daniel	XX	XX	XX	XX	XX	XX	XX
Jasmin	XX	XX	XX	XX	XX	XX	XX
Alexis	XX	XX	XX	XX	XX	XX	XX
Sandra	XX	XX	XX	XX	XX	XX	XX
Elias	XX	XX	XX	XX	XX	XX	XX
Victoria	XX	XX	XX	XX	XX	XX	XX
Gloria	XX	XX	XX	XX	XX	XX	XX
Marco	XX	XX	XX	XX	XX	XX	XX
Aura	XX	XX	XX	XX	XX	XX	XX
Elisa	XX	XX	XX	XX	XX	XX	XX

# Otra vez ¡Arriba los estudiantes!



# ¡Arriba educación bilingüe!

- **Bilingual and dual language education is NOT a program of the past, it is the ONLY program for the future and here's why:**
  - Monolingualism and monoliteracy is the **illiteracy** of the 21<sup>st</sup> century (Darling-Hammond, 2013).
  - Monoculturalism will **not** prepare our children for the global economy which demands cross-cultural competence in the 21<sup>st</sup> century.
  - **Bilingualism/Biliteracy** is good for the brain (the executive function)
    - Babies
    - Bad drivers
    - Senior citizens
  - The current high-stakes testing, teacher bashing, curriculum narrowing policies will not address **social justice** and will likely not prepare our children for the 21<sup>st</sup> century.
- **We need to define ourselves or be inappropriately defined by others!**

# The need for self-definition

- **Unz initiatives in CA, AZ, MA, and CO. were inappropriately defined as:**
  - English for the children
  - Save our states
- **Education historians have since asked the questions –**
  - English for whose children?
  - Save our states from what?
- **Acuña (2000) – Who are we saving our states from:**
  - The people who explored them
  - The people who named them
  - The people who built their cities, picked their crops
  - Suffered cruel and harsh discrimination over centuries
  - Who now ask only to be allowed to work hard and feed and educate their families
  - **Is this what we are saving our states from?**

# **We must ask the same questions of current ‘reforms’: What are we reforming, for whom and why?**

- **Race to the top**
  - To the top of what?
  - Why are we racing?
  - What will we do if we get there?
- **Need for better testing**
  - If students can’t pass the current high stakes tests, make them harder....why – will this make students study harder?
  - Testing is the BEST way to see if students are learning
  - No other country in the world (especially high performing ones) tests every student every year
- **Teacher evaluation – firing teachers will make schools better**
  - We want to fire our way to Finland
  - Massive demoralization of teachers and this is at an all time high – will this make schools better?
- **Closing schools will make them better and improve communities**
- **WHAT ARE WE REFORMING, FOR WHOM AND WHY?**

**We must define ourselves or others will define us**  
**Chicana vs. Census Taker**  
**(Tafolla, 1992)**





# Preparing students for the 21<sup>st</sup> Century

- If the new Common Core Standards are designed to make “Americans” more competitive in the 21<sup>st</sup> century:
  - Why is there no standard for biliteracy and bilingualism?
  - Why is there no standard for social justice?
  - Why was literature written by Latino@s added **after** the standards were written and published?
  - Why does literature written by/about Latinos constitute only 5% of the Common Core Literature when Latinos are almost 25% of the U.S. K-12 population?
  - Why, in a more diverse world, is there less room for interpretation of text and more focus on narrow comprehension tasks?
  - Why are the “**new**” assessments in English only?

**What are other countries doing to prepare their children for the 21<sup>st</sup> century?**



- What do we know about the international literature on education for the 21<sup>st</sup> century?
- What are the triumphs, struggles, musings of our colleagues not just in Europe but Africa, India, Israel, Asia?
- The rest of the world is preparing a bilingual/biliterate/culturally competent work force. **Are we?**

# Bilingualism/Biliteracy in the World

- In 1999, UNESCO conducted a survey of language policies around the world.
- **261** countries responded to the surveys.
- Only **29** countries were monolingual (**11%**).
- The U.S. responded, “It depends – language policy is state driven and the U.S. has no official language.”
- **32** states in the U.S. have English as their official language.
- Monolingualism is the **exception** in the world **NOT** the norm.
- If our new standards are meant to prepare our children for the 21<sup>st</sup> century, then monolingualism is not enough, we are at risk of being left behind.

## The world at a glance: India



- India
- India has 24 states
- Each state has its own language policy.
- Monolingual Indian states have **lower literacy rates** than bilingual states.
- Children in the bilingual states are **poorer** than children in the monolingual states but outperform them.
- **Is there a lesson for the U.S.?**

## U.S. Student Achievement in the “Monolingual” States (Rumberger & Tran, 2010)

- The achievement gap is **larger** in states with restrictive language policies (AZ, CA, MA) even though the average achievement for the states has remained stable.
- The achievement gap is particularly **high** in Massachusetts despite the state having average test scores that are among the highest in the nation.
- Findings suggest that restrictive language policies (read **more English**) have had a negative impact on the achievement gap.
- ¡Arriba bilingual language policies!

# Rumberger & Tran (2013)

- Bilingual policy is increasingly more salient in **boosting** achievement as the proportion of **Latinos** in a state increases.
- Comparing NAEP 4<sup>th</sup> grade achievement between New Mexico and Arizona:
  - New Mexico = bilingual emphasis, large % Latino
  - Arizona = bilingual restriction, large % Latino
- New Mexico
  - 13 points higher on NAEP reading (.35 SD)
  - 18 points higher on NAEP math (.50 SD)
  - 17 points for higher on NAEP science (.61 SD)

## The world at a glance: Israel



- Israel
- Compulsory bilingualism – all students learn Hebrew plus one other language.
- Arabic, Russian, English
- Bilingualism/biliteracy to form **positive attitudes** about the languages and the people who speak them.
- Language as a geo-political weapon **OR**
- Language as a way to improve inter-cultural communication.
- **What attitudes are we developing about bilingualism in our schools?**

## The world at a glance: Africa



- **Africa**
- Quest for bilingualism/biliteracy generally includes English **BUT**
- **Goal:** Bilingualism for responsible citizenship **NOT** for credentialing or economics or passing tests
- **Struggle:** Separating the learning of English from the culture of ethnocentrism.
- **Is the curriculum in our schools free of ethnocentrism?**



# Why biliteracy? Lessons from the International Community

- Bilingualism/biliteracy for achievement (India)
- Bilingualism/biliteracy for self-determination and definition (Africa)
- Biliteracy for responsible citizenship (Africa/Israel)
- Biliteracy to increase intercultural understanding (Israel)
- Biliteracy to embrace English but not be dominated by hegemonic curriculum (Africa)
- Biliteracy as a means to address issues of social justice.
- **No** language program (even an English only one) should focus on the attainment of linguistic competence and academic language just so that students score well on high stakes tests. **Real education has a higher purpose (SEE ABOVE)**
- Over the next decade the rest of the world will likely have **more** and better programs of bilingual education and dual language and the U.S. will likely have **less**.
- **Does this constitute preparation for the 21<sup>st</sup> century?**

## Research Based Practices and Decision Making?

Monolingual policy = monolingual research

The case of the graduate student and the cockroach



# Examples

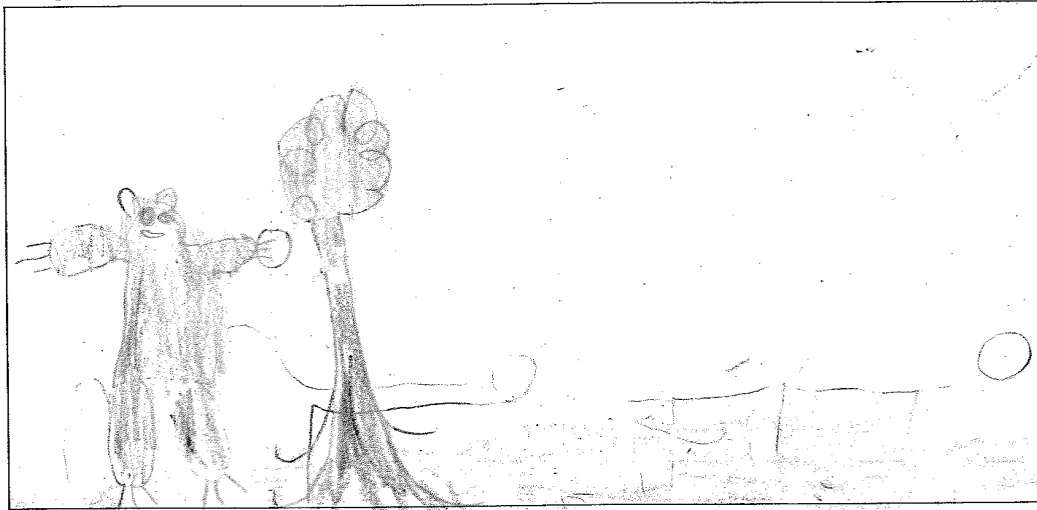
- The number of Emerging Bilinguals have doubled in the last decade and will double again by 2025
  - 77% elementary students are U.S. born
  - 56% secondary students are U.S. born
- There is **little research** on U.S. born Emerging Bilinguals and most of the conventional wisdom is deficit oriented;
- There are **NO** federally funded research projects to create, implement and improve dual language programs and to study biliteracy;
- Goldenberg – **15** books on the topic of ELLs were published in 2010 alone yet,
  - “There is surprisingly little research on common practices or recommendations for practice for ELLs....this dearth of research applies to all content areas and especially to **how to teach ELD.**”
  - **“Most programs teach ELLs as if they were monolingual English students who are struggling readers.”**

# “Bilingual Dyslexia”

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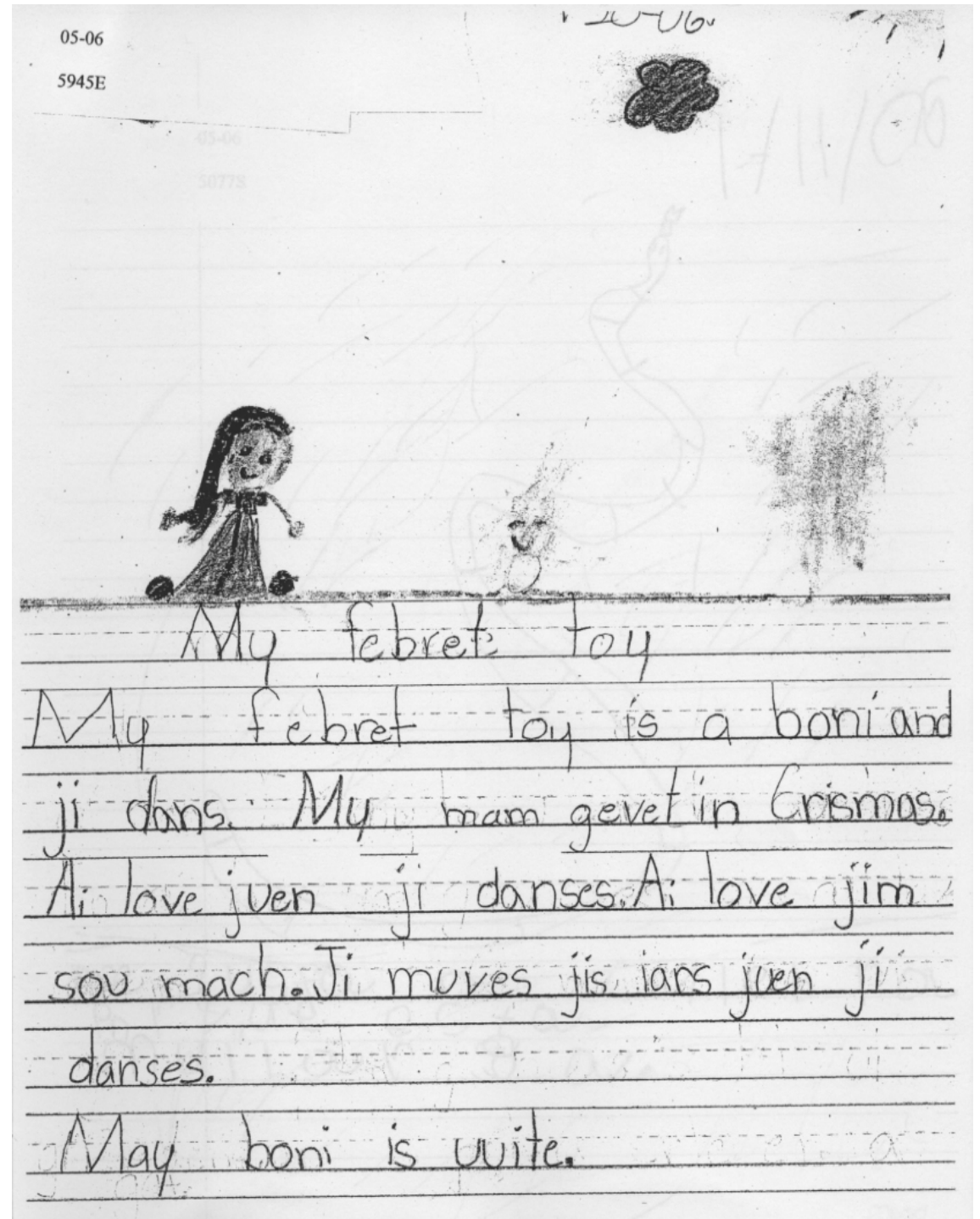
1º grado 2012-2013

Dibuja el animal que más te gusta. Escribe por qué te gusta más.



A mi me gusta los osos porque  
me hacen.

## ¿¿¿Bilingual Dyslexia???



# Institute for Educational Sciences (IES)

- Largest federally funded educational research program and has a target for research on ELLs.
- From 2004-2012 IES has funded **78** projects for research on ELLs (3-5 years; \$500,000 year)
- **What has been funded?**
  - Interventions with a focus on teaching English to ELLs using monolingual English methods = **47**
  - Professional development for mainstream teachers = **11**
  - Evaluation of Programs = **8**
  - Measurement & Assessment Development = **7**
  - Compliance – **2**
  - Programs that include the teaching of Spanish = **3**
  - **Research on Dual Language/Biliteracy Development = 0**

# Monolingual Interpretation = Monolingual Programs

- **Reparable Harm (Olsen, 2010)**
- **Long-term ELLs** – children who had been in CA schools for longer than 6 years and had not met criteria for English proficiency (60% of ELLs in CA – study was conducted Post 227)
- **87%** in programs where English was the sole medium of instruction
- **Stuck** at intermediate levels of proficiency
- **Majority** had English literacy programs and many did not have formal ELD
- **More** English ≠ higher academic performance or faster acquisition of English

# Long-term ELLs and Opportunities to Learn

- **Literacy programs** and assessments designed for monolingual English students
- Multiple **interventions** designed to help them 'catch-up'- interventions created for monolingual English speakers
- **No** science and social studies (interventions took that time)
- **No** access to the the academic genres related to science, social studies and literature (literacy programs were focused on de-coding)
- **Monolingual Interpretation**
  - Students need MORE interventions
  - Students are causing an “Achievement Gap”
- **Multilingual/culturally appropriate interpretation**
  - There was an “**Opportunity Gap**”
  - **Why are we calling these students LONG-TERM ELLs?**
  - **It takes six years to learn English!!!!**



# The prediction....

- It is **likely** that the current monolingual/ monocultural body of research will be used to inform educational policy for the next decade, thereby making it **unlikely** that we will have new initiatives or research that focus on the strengths and potential of our Emerging Bilingual Students despite the rhetoric about the beauty of being bilingual/biliterate.
- **We need to change this!**

# Are Current Reforms Working?

- **NO!!!**
- **Achievement gaps between Latinos and White students were closing faster before NCLB**
- **NAEP Data (1975-1988)**
  - The reading score gap between White and Latino 13 year olds closed by **nine** points (30-21)
  - The reading score gap for 17 year olds closed by nearly 20 points (41-22)
- **NAEP Data (2002-2012)**
  - Between 2002 -2012 the gap for 13 year olds is the **same** as 1988
  - The gap between 17 year olds was one point smaller
- **Differences?**

# Are Current Reforms Working?

- One local school district reported in Aug. 2013 that reforms are working because in 2013:
  - 25% of the Latino students were proficient/advanced on TCAP in writing;
  - 47% were proficient in reading.
- **What does this mean?**
  - 75% of students are **not** proficient in writing
  - 53% of students are **not** proficient in reading
- **Is this acceptable?**

# Researchers have concluded...

- Latinos in general, and particularly Spanish speaking ELLs have been the **most damaged** by:
  - NCLB
  - Language Restrictive Education Policies
  - Current Race to the Top “reforms”
- ELLs are subjected to twice as many assessments (e.g. ACCESS + TCAP + placement + benchmark + BOY + MOY + EOY + WAPT) at **double** the cost.
- More testing = disrupted instruction and a narrowed curriculum.
- Instead of changing policies that have **harmed** the largest growing segment of the U.S. population, the U.S. Department of Education seems committed to **doubling down** on the very policies that have created the harm.
- **We have work to do – beware of the word ‘reform’ and ‘innovation’**

# Let's Get Organized.....

- **Children can teach us to fight tirelessly for something.....**
- Let's fight for our own research agenda
- Let's fight for our own policy agenda
- Let's fight to help our teachers regain the respect they so richly deserve
- Let's fight for **a reasonable and just** assessment system for teachers and children
- Let's keep **social justice** at the center of our work

# Whose National Anthem?



# In Closing.....

- We should want for all children in our state and country what Marcos wanted for himself:

***"Yo quiero triunfar en este país."***

*(I want to triumph in this country.)*