

Long-Term English Learners: A Case Study

Kathy Escamilla

University of Colorado, Boulder

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Manuel

Profile

4th Grader; 2008-2009;
born in the U.S.; attended
same school since
Kindergarten; in and out of
bilingual classrooms.

In 2009, his CELA score was
a 4; Spanish his home language

Spring 2009
EDL= 4
DRA= 12
Low in both Languages

Writing sample = unreadable
(next slide)



School's Assessment

Intervention; intensive
Phonemic awareness,
and phonics site words

Needs help with spelling;
word families, and
phonological awareness

Drop Spanish, it is
interfering with English

Accelerated reading (AR)
-Struggling readers; Sped;
ELL

Writers' Workshop

Intervention

Deficit Orientation

Manuel lacks
“academic language”

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Manuel: Unreadable

person?

I wub be hwah kartos i wud like to be
hem be kuse hes is pofisint imaf I was
mosiy the bumist kib but as the yer went by
I gat smort r naw im ^{pat} the wer i was all ovr
w gen. I rily naytraf be kuse IM rily stupib plus,
I am in parsory pofisit imaf and heranis in
pofisint in math and. I am vha kfor in riting and riding.
hem to but hes a lot smort ven my im stupibist
in the hol intir ~~st~~ ^{school} thats the truth thats wy I
want to be hem this is the truf, I vhir r told en yday

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Manuel's writing: Unreadable or At Promise?

- * Re-read Manuel's writing sample with people around you.
- * Make a two column chart with two columns
- * One one column, list Manuel's strengths
- * On the other column, list his needs
- * Discuss in 5 minutes

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Manuel's School and District

Vernon School

- *420 Children
- *75% Latino
- *70% ELL
- *87% FRL



Downtown Public Schools

- *70,000 students
- *58% Latino
- *40% ELL
- *85% ELL/Spanish
- *75% FRL

School Rating:
* Low for 2008-2009
*Orange
*Celebration-
"we are not red"

ELLs lack of
Academic
Literacy

District Rating:
*1/3 of all unsatisfactory schools
in state are in downtown:
* Annual report:
-Unacceptable
- "we will do better"

Deficit Orientation

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The Standards Based Education Movement (1983)

- * Standards or content of the curriculum (WHAT WE WILL TEACH)
- * Assessments (HOW WE WILL MEASURE WHAT STUDENTS HAVE LEARNED)
 - * Original intent was to have a variety of assessments (portfolio, performance, paper/pencil etc.)
- * Opportunities to Learn (OTL) – the opportunity GAP
 - * Bricks and mortar
 - * Well prepared teachers
 - * Material resources
 - * Equity and cultural responsiveness
- * OTL is the missing link in CCSS and other standards based movements

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4th graders of 2009 are now 8th graders: What has been their opportunity to learn academic language?

Born in U.S.
Inconsistent Ed Program
All English since 4th grade

4th and 5th Grade
Reading intervention
No science or social studies

School and community
socially and linguistically
segregated



Hates school
Frequently absent
No motivation

Manuel lacks
“academic English”

CELA score= 4
Same as 4th grade

Deficit Orientation

Profile fits Urban Institute 2005 and Olsen 2010

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Who are adolescent ELLs?

- * You should not discuss **WHAT** you will teach absent a concomitant discussion of **WHO** you will teach.
- * Long-term ELLs (Olsen, 2010)
- * U.S. born simultaneous bilinguals (Urban Institute, 2005)
 - * 77% of Elementary ELLs (K-5)
 - * 56% of Secondary ELLs (6-12)
- * Sequential bilinguals (in the minority)
 - * New arrivals
 - * With formal schooling in L1
 - * Without formal schooling in L1
- * **Need a better understanding of simultaneous bilinguals that is not deficit oriented – they are not students who have no language or are semilingual!**

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Long-term ELLs and Simultaneous Bilinguals

- * Have most likely been in school programs where English is the **sole medium** of instruction (87% nationally)
- * In CA, 56% of the **total** ELL secondary population is long-term ELL – in larger school districts that number is upwards of **75%**
- * If such students are Spanish speakers, they are likely to reside in segregated communities and go to schools where they are linguistically and socially segregated

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Long-term and Simultaneous ELLs – A System Created Malady

- * Stuck at intermediate levels of English proficiency.
- * May or may not have had ELD.
- * May not understand academic genres and may be weak in basic English syntax, grammar and vocabulary.
- * Possibly have **NEVER** had social studies or science instruction.
- * Likely **DID** have remedial literacy instruction which was designed for native English speaking struggling readers or sped students.
- * Talk to people in your group – how does your school fit the above description?

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Long-term and Simultaneous ELLs

- * Have developed habits of non-engagement.
- * Learned passivity and invisibility in school.
- * They are discouraged.
- * Have not developed behaviors and habits associated with academic success.
- * **HOWEVER**
 - * They want to go to college and are unaware that the courses they are taking, their grades etc. are not preparing them for this goal.
 - * Their parents are also unaware they are in academic jeopardy.
- * **Reminders:**
 - * It takes 5-7 years to learn English or any second language
 - * The problems do not reside in the student
 - * We are ALL long term language learners!

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Beyond Academic Language: What does Manuel and others like him need?

- * **Needs:** ELLs who must acquire a second language in the context of schooling need to develop a full proficiency in all domains (including the structures and semantics of phonetics, phonology, inflectional morphology, syntax, vocabulary, discourse, pragmatics and paralinguistics), and all language skills (listening, speaking, reading and writing, and metalinguistic knowledge of the language), for use in all content areas (Language arts, mathematics, science and social studies) (Collier, 1987, p. 618).
- * There are school-wide and classroom based implications from this definition.
- * **Children like Manuel have had little access to academic literacy and little access to high quality “opportunities to learn.”**

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Universal good teaching principles **MUST** be modified

- * **Some** aspects of effective instruction apply to **all** children, however, literacy instruction **MUST** be modified for ELLs (Goldenberg, 2008; 2013)
- * ELLs have **unique** needs that merit systematic attention in literacy instruction to insure. Balanced literacy needs a different balance for ELLs O' Day (2009)

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Balanced Literacy Study (O' Day, 2009)

- * 3-year Study
- * 3rd – 5th Grade students
- * San Diego, CA
- * Outcome: Reading Comprehension
- * Mixed-methods
 - * Effectiveness of balanced literacy (quantitative)
 - * Documentation of instructional approaches (qualitative)
 - * 2-years; 133 educators

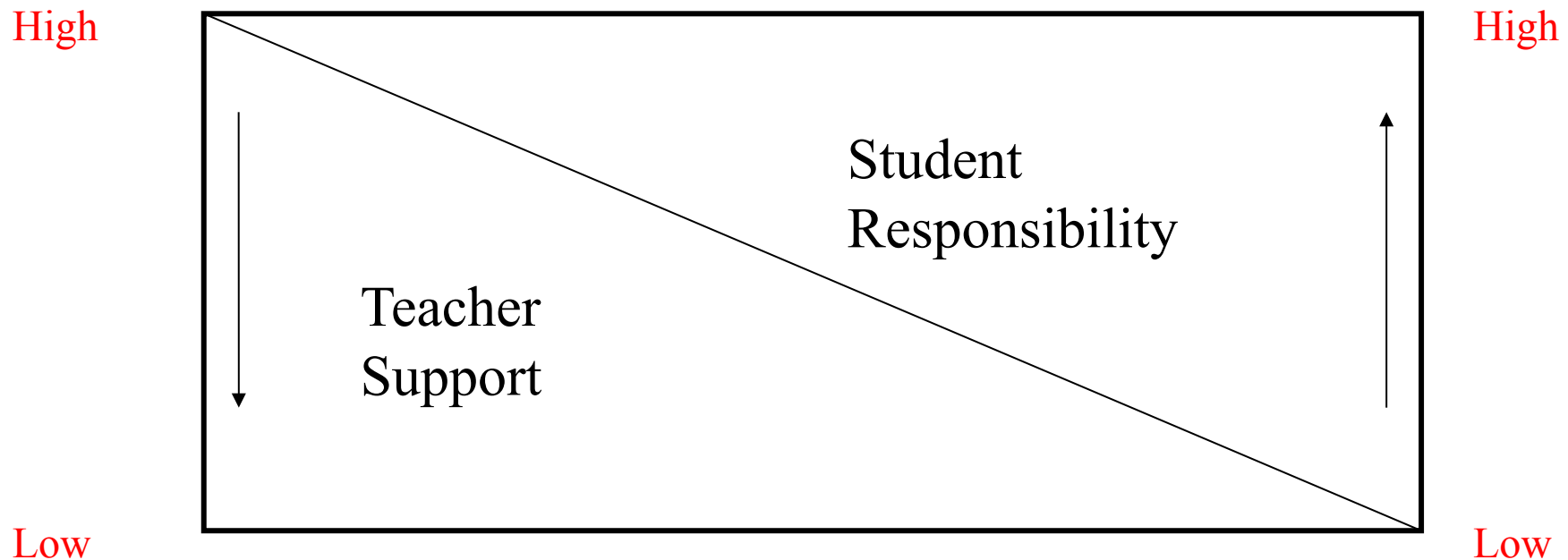


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Balance in Approach & Balance in Language Domain

Speaking, Reading, Writing, Listening, Viewing, Representing



Modeled Shared Guided Collaborative Independent

Explicit - Direct

Process - Workshop

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Balanced Literacy

- * Emphasis on meaning
- * Explicit teaching of literacy skills
- * Differentiation
- * Accountable talk

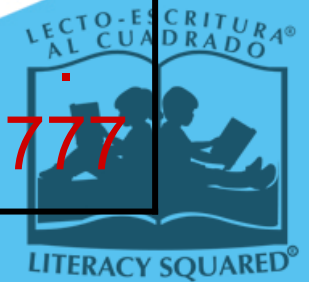
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Note Patterns (combined vs. disaggregated)

	Combined	Non-EL	EL
Higher level questions/meaning of text	1.606*	2.335*	1.2
Writing	1.633*	2.728*	.803
Accountable Talk	1.043*	1.121*	.777

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Elaborated Model – Teacher/Student Interactions

	Non-EL	EL
Telling	-1.438*	1.427*
Discussion/ Conversation	0.576	1.614*
Reading Aloud	0.997	-0.812

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Findings

1. Impact of key instructional strategies shown to be effective for monolingual English speakers may be somewhat attenuated for EBs – although the direction of the influence is generally the same
2. Telling has a positive influence for EBs
3. Opportunities to engage in discussion and conversation benefits EBs (oral language development fostered in meaningful context)

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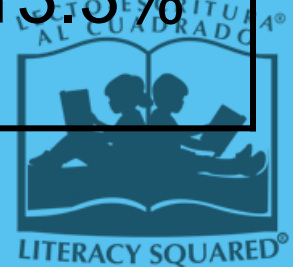


Text Type & Text Coverage by 2,000 Most Frequent Words in English (Nation, 2001)



Levels	Conversation	Fiction	Newspapers	Academic Text
1 st 1,000	84.3%	82.3%	75.6%	73.5%
2 nd 1,000	6%	5.1%	4.7%	4.6%
Academic	1.9%	1.7%	3.9%	8.5%
Other	7.8%	10.9%	15.7%	13.3%

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Toward a Broad Definition of Language Learning

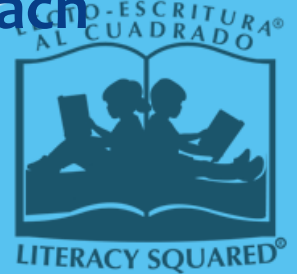
*BICS

- * Easier
 - Faster, comes first
- * Can be done on the play ground or w/ other children
- * Slang- vernacular
- * Does not need to be taught formally
- * Teachers don't use it to teach

* CALP

- * Harder
- * Takes longer
- * Is the language of learning
- * Needs to be formally taught
- * Teachers use it to teach

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QUIZ:

Decide which of these quiz questions represents academic language

- * 1. Show a child a picture of a bald man and ask, “Should he buy shampoo?” Why or why not?
- * 2. Ask the child to name the states of matter.
- * 3. Ask the child if these words are the same or different: “peel/pill” “heel/hill”
- * 4. Ask the child to tell you a riddle or a joke.
- * 5. Ask the child to tell you the difference between day old bread and baked today bread.

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Need to develop language writ large in all languages

- * Social language (the language of big business deals)
- * Academic language
- * Pragmatics
- * Registers
- * Nuance
- * Cultural language and interpretation
- * Receptive and productive

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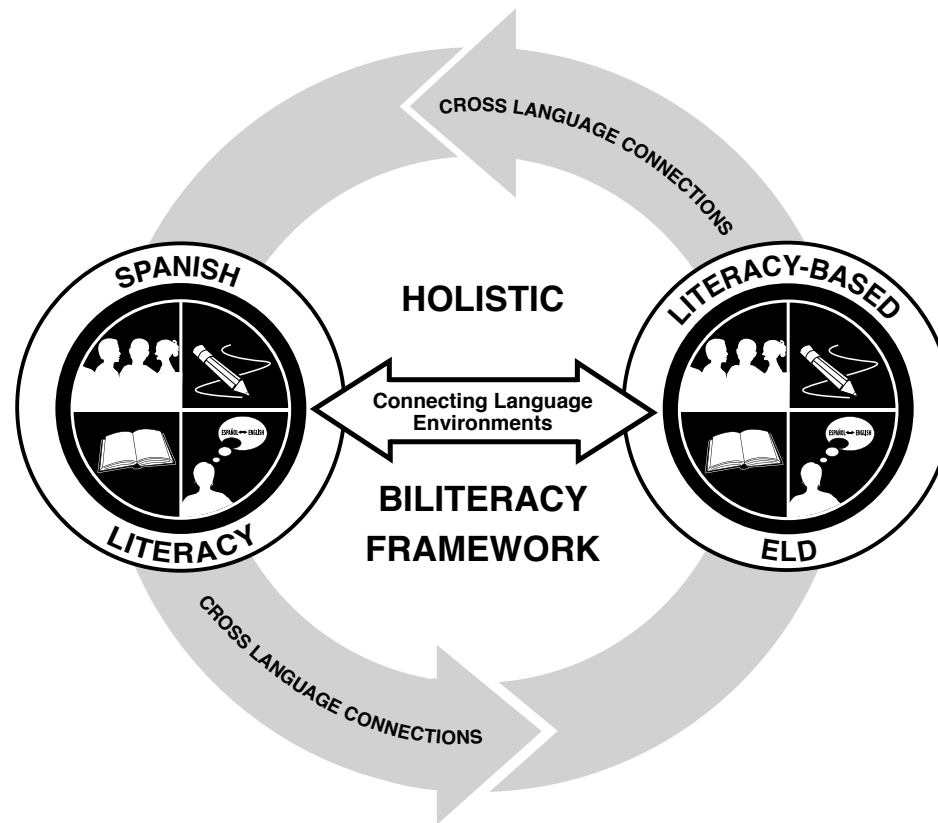


Reducing Deficit Orientations

- * Move away from current focus on academic language as only something that ELLs need
- * Need to separate students' intellectual work from the forms they use (see Manuel) – students can often engage in academic work using forms that are not considered “academic” (Alvarez, 2012).
- * Many non-standard forms that ELLs produce are not interference from L1.

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Oracy & Metalanguage

- * Oracy – focus on connected discourse
 - * Sentence structures
 - * Dialogue
 - * Vocabulary
- * Metalanguage (learning about language)

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If you could change just one thing about the world, what would it be? Write a well-developed paragraph in which you explain the change you would make and why.

Use as many lines as you need.

Global Warming

If I could change anything it would be Global Warming. First of all, it could cause more pollution for the next generation. We would probably have more gasses in the world. Secondly, homes will vanish/disappear. They will get destroyed by the hard wind and snow. Lastly, babies could die by too much air. Life will end if we don't act now. In the end, if I could change anything it would be Global Warming.

Literacy vs. Oracy

“Global warming could cause more pollution for the next generation... homes will vanish/ disappear. They will get destroyed by the hard wind and snow... Life will end if we don't act now.”

* **Literacy Objective:** Cause/Effect

* **Oracy Objective:** Language Structures

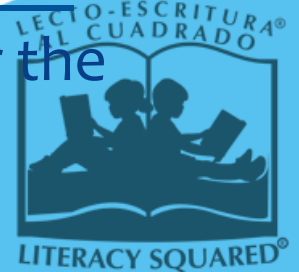
* Pollution **causes** global warming.

* Global warming **causes** hard wind and snow.

* Hard wind and snow **cause** homes to vanish/disappear.

* If we don't act now, global warming will end life for the next generation.

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Nuance: Language Writ Large

- * I would argue that
- * It is a fact that.....
- * Both sentences are important in academic discourse and in life (e.g. learning how to be an informed citizen in a democracy) – what is the difference between the two statements?

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Example

- * It is a fact that 25% of all of the Emerging Bilingual children in the U.S. live in California.
- * It is also a fact that 74% of the Latinos and Emerging Bilingual children in the U.S. live **outside** of states receiving Race to the Top money.
- * I would argue that, for these reasons the the U.S. Department of Education has failed to support Emerging Bilingual Learners.
- * **At your table, create two fact followed by an I would argue statement – share in 5 minutes**

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Register: Expand don't Eradicate

- * Private voice
- * This class sucks.
- * She went nuts.
- * I'm pissed off.

- * Public Voice
- * This class lack personal and academic relevance.
- * She seems to have lost control of her emotions.
- * I am angry.

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Cultural Literacy and Interpretation

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What Every American Needs to Know (Hirsch, 1987)

- * Cultural Literacy is a body of knowledge that all learned 'Americans' need to know related to our Judeo-Christian Heritage
- * Not unlike the CCSS
- * Geography
- * Literature
- * History - Events, People, Politics
- * Rites of Passage
- * On the next page are SOME of the items from Hirsch's book
- * Choose 5 items – discuss what they are
- * Write Yes/No weather it is in the book
- * Which cultural groups do you know more about?

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Curriculum Content: Cultural Literacy Quiz

- * Rosa Parks
- * Lorena Ochoa
- * Treaty of Guadalupe Hidalgo
- * Bar Mitzvah
- * Tiger Woods
- * Dineh
- * Quinceañera
- * New England
- * Dolores Huerta
- * La Llorona
- * César Chávez
- * Spiro Agnew
- * Paul Bunyon

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Broaden DON'T Narrow Language Teaching and Learning

- *Long-term ELLs are long term because:
 - It takes 5-7 years to learn a new language
 - Limited opportunities to learn
- *Language Learning needs to include social, academic, pragmatic, and register
- *Language learning needs to include opportunities to learn both receptive and productive skills

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Buzz

- * 1 thing I learned
- * 1 thing I wanted to know more about
- * 1 question I have

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