

# From English Language Learners to Emergent Bilinguals: Equity Perspectives

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Equity in Education Forum

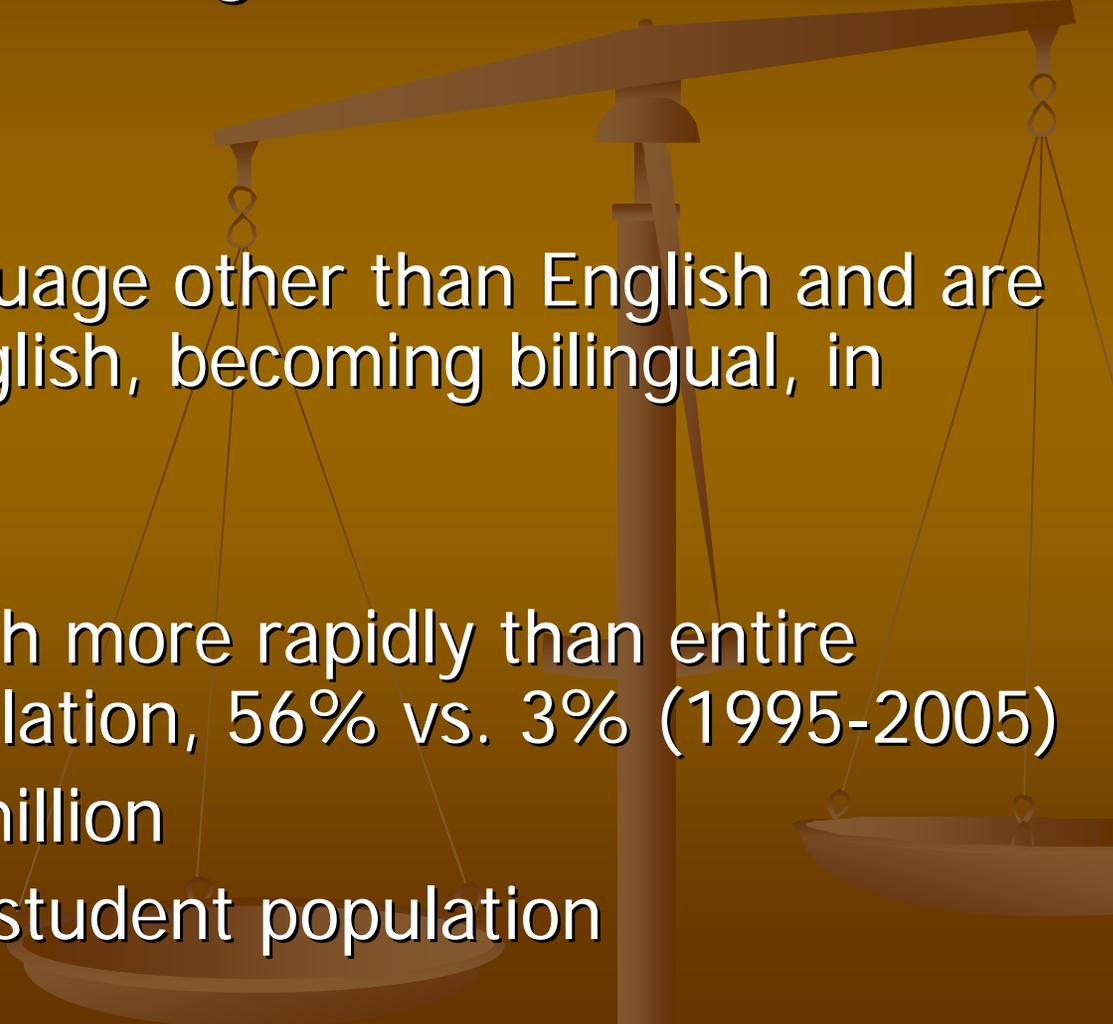
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Teachers College, Columbia U.



# The report

García, Kleifgen & Falchi

## ■ About whom?

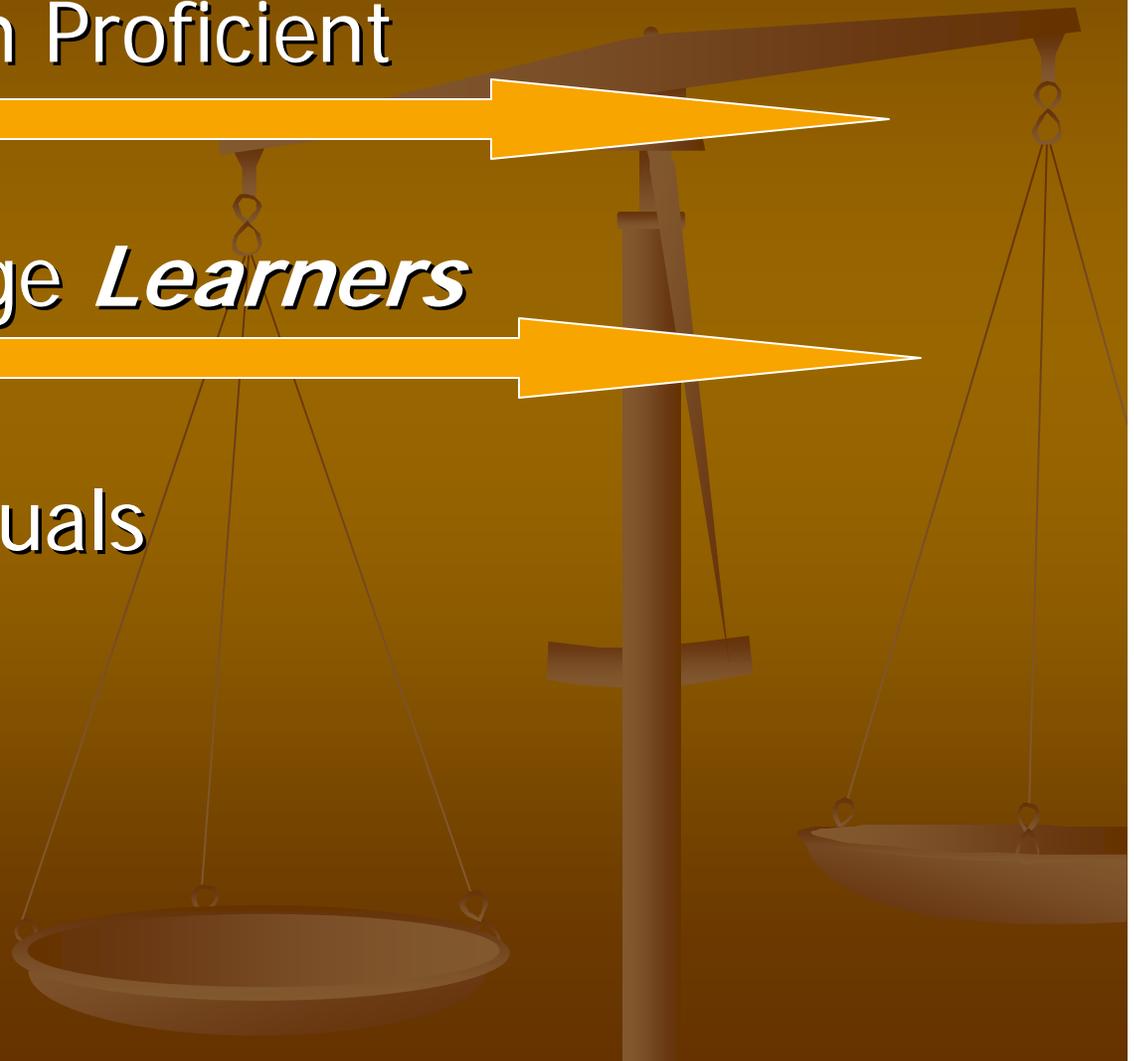
- Speak a language other than English and are acquiring English, becoming bilingual, in schools
  - Growing much more rapidly than entire student population, 56% vs. 3% (1995-2005)
  - Around 4.5 million
  - 11% of U.S. student population
- 

# Naming

- *Limited* English Proficient

- English Language *Learners*

- Emergent Bilinguals



# Parts of the Report

I. Who?

II. History of policies

III. Equity: Research and practices

- Dissonance between research and policy and practices



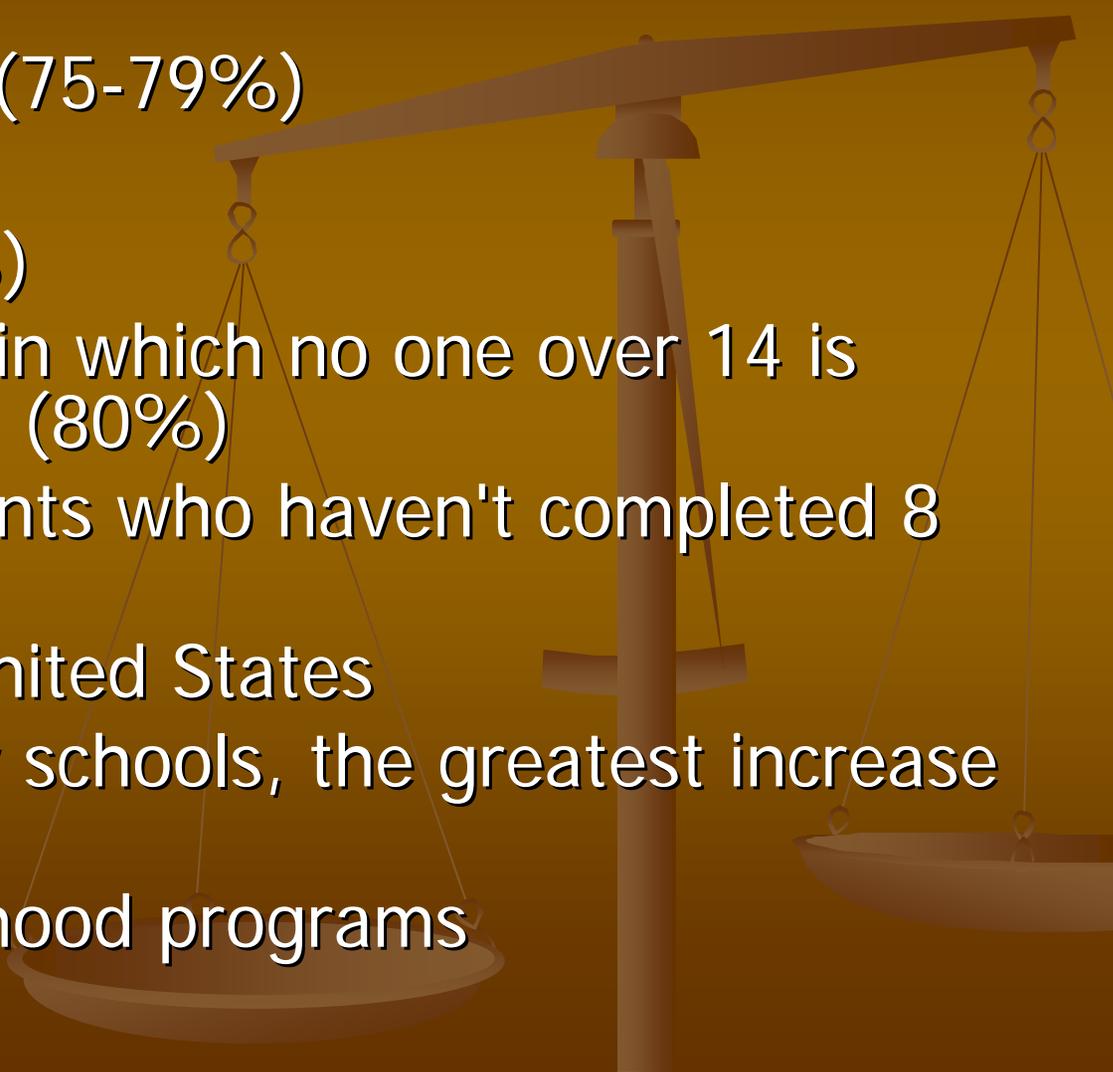
# Inequities

## Research vs. policy & practice

- Educational programs
- Assessment
- Instruction and Resources
- Parents & communities exclusion



# Characteristics of emergent bilinguals

- Spanish speakers (75-79%)
  - Poor (75%)
  - Urban areas (91%)
  - Live in household in which no one over 14 is speaker of English (80%)
  - Half live with parents who haven't completed 8 years of schooling
  - Half born in the United States
  - Half in elementary schools, the greatest increase in high school
  - Few in early childhood programs
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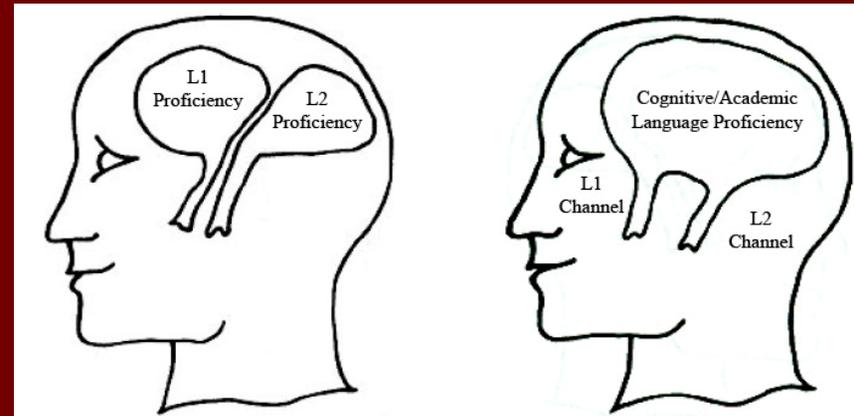
# Research:

## 1. Support for bilingualism

- Greater support for home language
  - higher long-term academic attainment
    - Ramirez et al, 1992
    - Thomas and Collier, 2002
    - Lindholm-Leary, 2001
    - Genesee, Lindholm-Leary, Saunders and Christian, 2006
    - Krashen, Rolstad and MacSwan, 2007
    - National Literacy Panel on Language Minority Children and Youth (August and Shanahan, 2006)
  
- Cognitive benefits of bilingualism
  - Bialystok, 2004

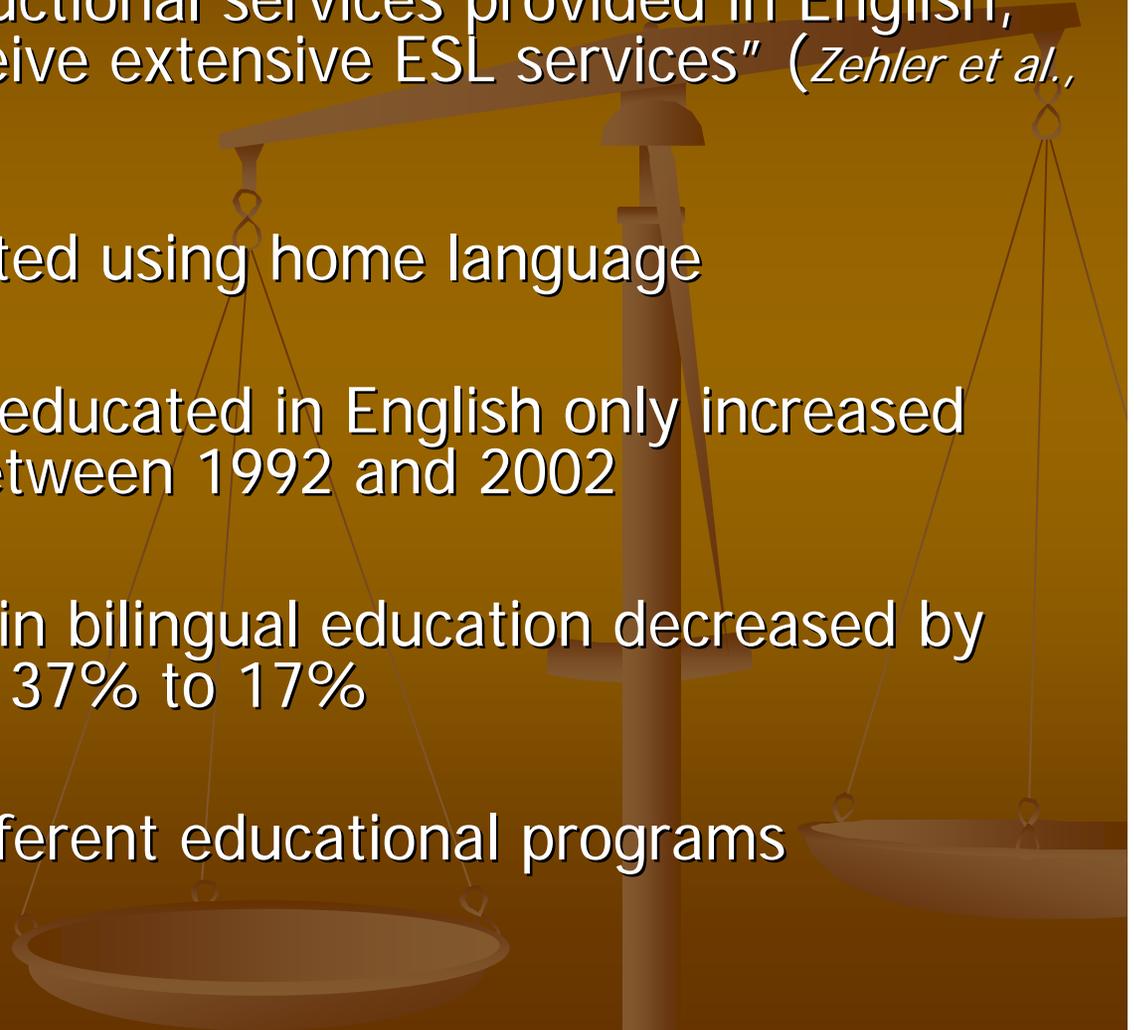
# Linguistic Interdependence

- Interdependence or Common Underlying Proficiency (Jim Cummins)
  - The idea of transfer



# Policy and Practice

- “Compared with prior years, LEP students are now more likely to receive instructional services provided in English, and less likely to receive extensive ESL services” (*Zehler et al., 2003, p. 35*)
- 16-20% being educated using home language
- Percentage students educated in English only increased from 34% to 48% between 1992 and 2002
- Percentage students in bilingual education decreased by more than half, from 37% to 17%
- Only 52% receive different educational programs



# Research:

## 2. Time in Development of bilingualism

- 5 to 7 years for academic proficiency
  - Cummins (1991)
  - Hakuta, Goto Butler and Witt (2000)

# Policy and Practice

- Only one year (California, Arizona, Massachusetts), or 3 years (NY, Washington)
- NCLB tests after one year



# Research:

## 3. Type of Instruction

- Content and Language Integrated Learning (English as a Second Language or bilingual) → higher long-term educational attainment than English as a Second language pull out.



# Policy and Practice

- More English as a Second Language pull-out programs than any other.

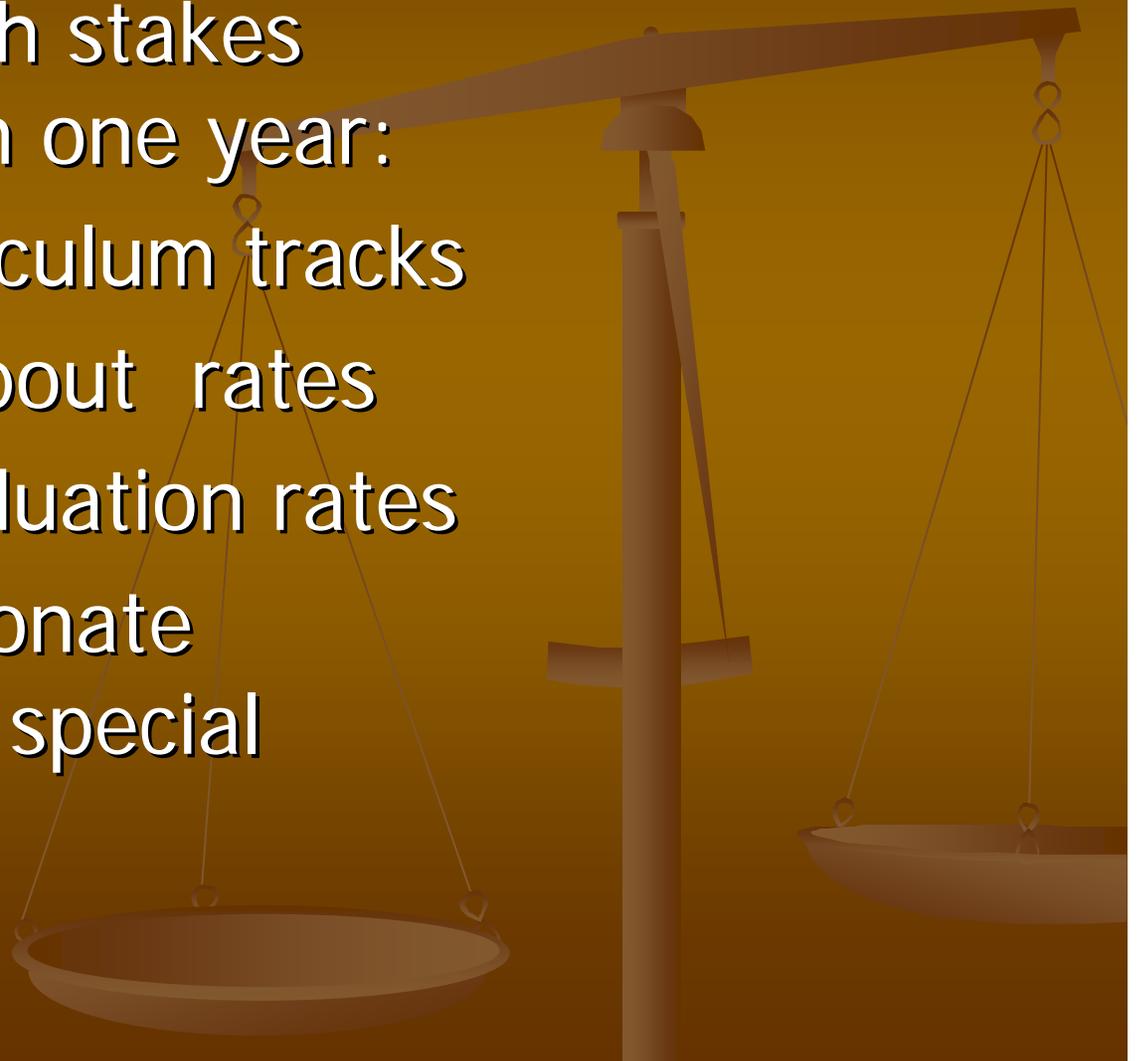




# Policy and Practice

As result of high stakes  
assessment in one year:

- Lower curriculum tracks
- Higher dropout rates
- Poorer graduation rates
- Disproportionate referrals to special education



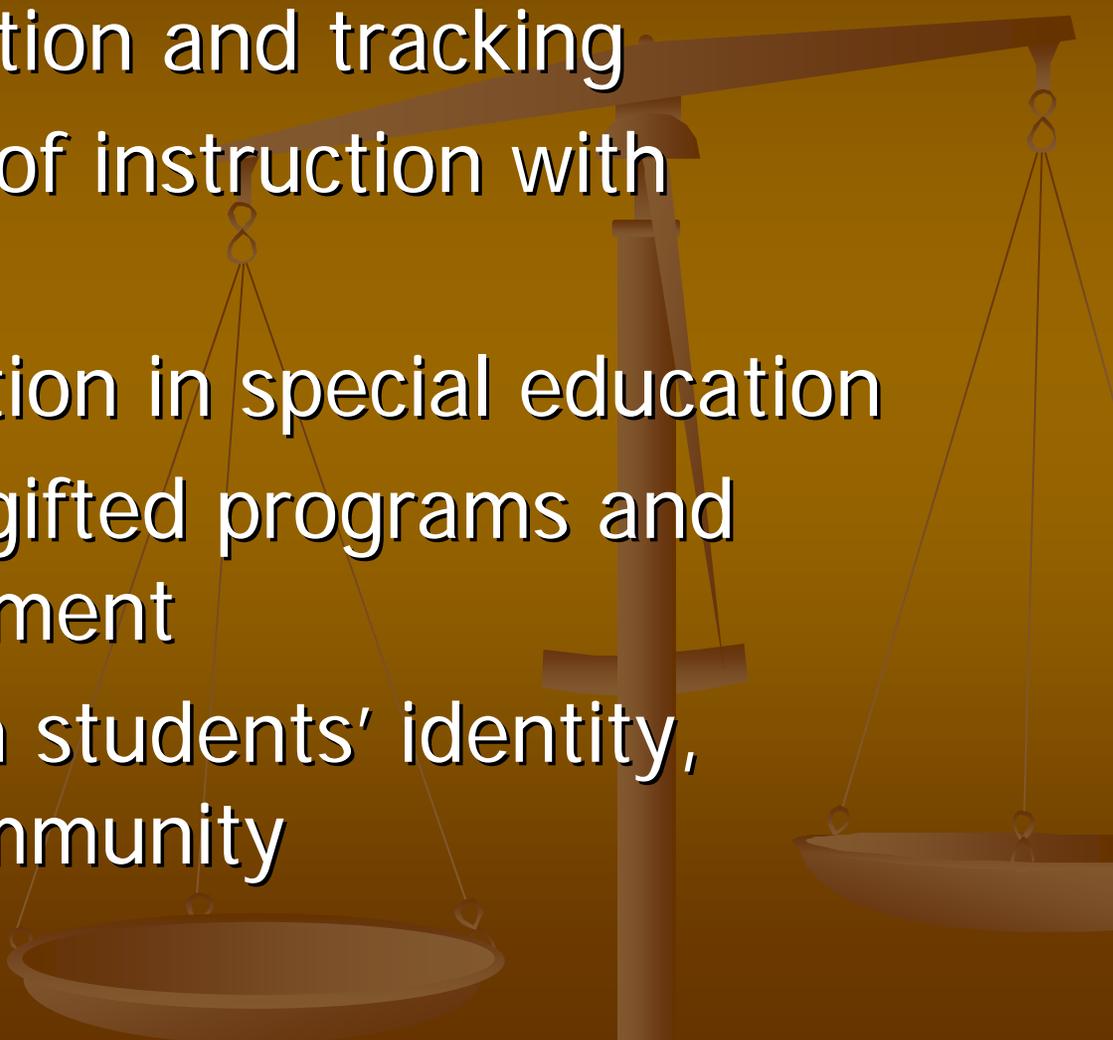
# Research:

## 5. Pedagogy

- Academic rigor and high expectations
- Builds on students' strengths



# Practice

- Remedial education and tracking
  - Poor alignment of instruction with standards
  - Overrepresentation in special education
  - Exclusion from gifted programs and Advanced Placement
  - Disconnect from students' identity, parents and community
- 

# Shifts in Language Education Policy

**1970s and 1980s:**  
**Bilingualism** for  
educational equity



**1990s: English only** for equity



## Education

- ▶ **There is no equality of treatment** merely by providing students with the same facilities, textbooks, teachers and curriculum; for **students who do not understand English are effectively foreclosed from any meaningful education....**

- **Lau vs. Nichols, 1974**

## Assessment

- ▶ Difficulties in speaking, reading, writing, or understanding the English language may be **sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments**

- **No Child Left Behind, 2001**

# Silencing of bilingualism

Office of Bilingual Education and Minority Languages Affairs (OBEMLA) →	Office of <b>English Language Acquisition</b> , Language Enhancement and Academic Achievement for LEP students (OELA)
National Clearinghouse for Bilingual Education (NCBE) →	National Clearinghouse for <b>English Language Acquisition</b> and Language Instruction Educational Programs (NCELA)
Title VII of Elementary and Secondary Education Act: The Bilingual Education Act →	Title III of No Child Left Behind, Public Law 107-110: Language Instruction for Limited English Proficient and Immigrant

# Silencing of bilingual education

- ▶ 1998, California, Proposition 227
- ▶ 2000, Arizona, Proposition 203
- ▶ 2002, Massachusetts, Question 2

# No Child Left Behind

- ▶ By 2014, all **Limited English Proficient** students, regardless of how long they have been in the United States, must be **English Proficient**, according to their state's accountability tests.
- ▶ If not the school is deemed as **failing**.

# Understanding the dissonance

- Why is there a gap between research, policy and practice?

# Faulty Monoglossic Lens

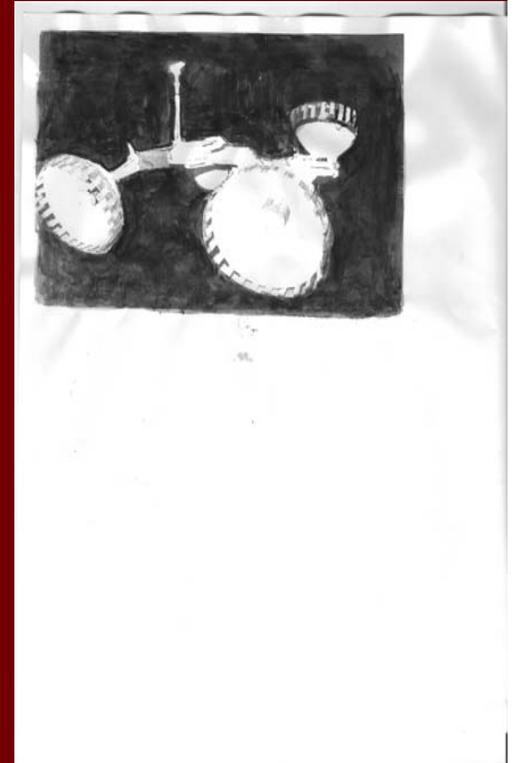
- Monolingual English speakers the goal
- Bilinguals as two monolinguals



# Bilingualism

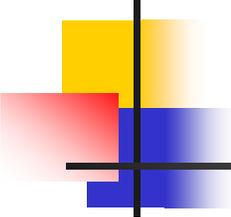
## ALL TERRAIN VEHICLE

- Adapt to ridges and craters



# Faulty monoglossic lens

- Categorizing as Limited English Proficient and English Proficient
- Not “seeing” our bilingualism
- Not recognizing bilingualism as
  - a resource to educate deeply
  - a national resource



# Bilingualism as a resource: Languages spoken at Home

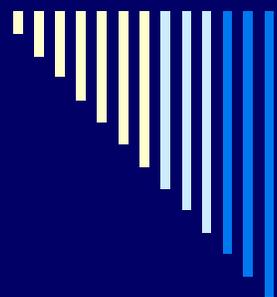
	<b>United States</b>	<b>New York</b>
<b>Only English</b>	80 %	52%
<b>Languages Other than English</b>	20%	48%

# U.S.-NY Multilingualism

(2006 ACS)

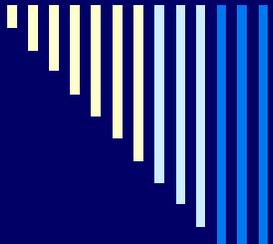


Languages (LOTEs) Spoken at Home				
United States			New York	
1	Spanish	34,044,945	Spanish	1,883,804
2	Chinese	2,492,871	Chinese	381,506
3	Tagalog	1,415,499	Russian	193,563
4	French	1,395,732	Italian	109,817
5	Vietnamese	1,207,721	Fr Creole	88,028
6	German	1,135,999	French	86,112
7	Korean	1,060,631	Korean	82,620
8	Italian	828,524	Yiddish	82,089
9	Russian	823,210	Hebrew	60,069
10	Arabic	732,519	Greek	59,192
11	African lang	696,607	Polish	57,288
12	Portuguese	683,405	Africn lang	55,912
13	Polish	640,265	Tagalog	51,258
14	FrCreole	601,886	Arabic	49,264
15	Hindi	504,607	Urdu	46,904



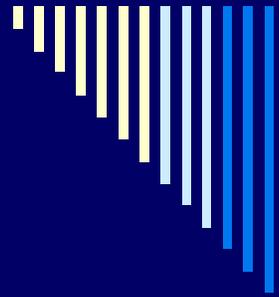
## Recommendations for advocates

- **Educate** through the media about bilingualism and its benefits
- Urge **federal funding** for quality schools, instruction and assessment



## Recommendations for policy makers & school officials

- ❑ Develop **stable definition** across federal and state lines
- ❑ Design **educational policy** based on current theory and research
- ❑ Support and expand **programs of high quality**
- ❑ Support and expand student **access to materials and technologies**
- ❑ Start support early – **bilingual early childhood**
- ❑ Extend support **beyond elementary level**
- ❑ Support the **preparation of teachers and school leaders**
- ❑ Engage **families and communities** and recognize their funds of knowledge



# Recommendation for Researchers

- Develop dynamic **assessments** that separate language from content or that can tap into children's other linguistic knowledge to perform in English
- Conduct multidisciplinary and multimethod **studies** to help educators and school officials.

# Expanding our lens

- Bilingualism as a resource for ALL our children in the 21<sup>st</sup> century