Educating English Language Learners in Public Schools

League of Women Voters of Irving
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Presenter:

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The National Association for Bilingual Education (www.nabe.org) is the only national professional organization devoted to representing Bilingual Learners and Bilingual Education professionals.

NABE’s mission is to advocate for our nations Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.

NABE has affiliates in 22 states which collectively represent a membership that includes Bilingual and English Language Learner (ELL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers.

Bilingualism and Biliteracy should be a goal for every individual. We advocate teaching and learning in English and in the native language of children as much as possible to help reduce the academic achievement gap.
The Growing Numbers of English Learner Students
1997/98 - 2007/08

<table>
<thead>
<tr>
<th>Year</th>
<th>Total PK-12 Enrollment</th>
<th>ELL Population</th>
<th>Total PK-12 Growth</th>
<th>ELL Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>46,023,909</td>
<td>3,270,299</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>1998-99</td>
<td>46,118,200</td>
<td>3,640,873</td>
<td>2.2%</td>
<td>2.9%</td>
</tr>
<tr>
<td>1999-00</td>
<td>47,796,089</td>
<td>4,016,610</td>
<td>2.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>2000-01</td>
<td>47,865,583</td>
<td>4,584,987</td>
<td>2.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>2001-02</td>
<td>48,290,777</td>
<td>4,750,920</td>
<td>4.9%</td>
<td>3.0%</td>
</tr>
<tr>
<td>2002-03</td>
<td>48,788,584</td>
<td>5,044,301</td>
<td>5.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>2003-04</td>
<td>50,618,699</td>
<td>6,014,699</td>
<td>7.8%</td>
<td>4.1%</td>
</tr>
<tr>
<td>2004-05</td>
<td>54,812,209</td>
<td>6,519,601</td>
<td>8.4%</td>
<td>4.7%</td>
</tr>
<tr>
<td>2005-06</td>
<td>56,320,518</td>
<td>6,974,672</td>
<td>7.1%</td>
<td>4.6%</td>
</tr>
<tr>
<td>2006-07</td>
<td>59,669,257</td>
<td>5,216,930</td>
<td>8.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2007-08</td>
<td>60,014,402</td>
<td>4,818,004</td>
<td>8.4%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

ELLs Population National Trend
English Language Learner Students by State, 2007-2008

Number of ELL students (2007-2008)**
- 700,000 or more (ranked)
- 150,000 to 249,999 (ranked)
- 50,000 to 149,999
- 10,000 to 49,999
- Less than 10,000

Notes: *Includes ELLs from Puerto Rico and other outlying territories; ** There were no states with ELL populations between 250,000 and 700,000.
Source: National Clearinghouse for English Language Acquisition, State Title III Information System.
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Number of ELL students in the nation: 5.3 million
States with the Largest and Fastest-Growing ELL Enrollment

- **Dark Blue**: States with 150,000 or more ELL students (2007-2008)
- **Light Blue**: States (ranked) with more than 200 percent ELL growth (1997-1998 to 2007-2008)

Notes: There were no states with the size of ELL population between 250,000 and 700,000.
Source: National Clearinghouse for English Language Acquisition, State Title III Information System.
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States with the Largest and Fastest-Growing Immigrant Populations

- States with 1.7 million or more immigrants (2009)
- States (ranked) with 200 percent or higher growth (1990 to 2009)

Source: 2009 American Community Survey and 1990 Decennial Census.
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In 1974 the Supreme Court ruled a national decision in Lau v. Nichols in which school districts are obligated to take “affirmative steps” to overcome education barriers faced by non-English speaking students.

– “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.”
In 1968 the Title VII Bilingual Education Act passed as an amendment to the Elementary and Secondary Education Act. Ralph Yarborough, a Texas State Senator, rallied in Congress to make this happen.

- The U.S. government provided financial assistance and guidance regarding the education of ELLs through their native language and English.

In 2001 the Title III English Language Acquisition and Academic Enhancement Act passed as part of the No Child Left Behind Act.

- The U. S. government outlined standards, assessments, and adequate yearly progress requirements for ELLs.
Research on the Common Underlying Proficiency

A Theoretical Framework of Bilingualism

Based on Dr. Jim Cummins
Building an Indivisible Nation: Bilingual Education In Context
CUP

- Part of proficiency in a language form an underlying core of skills that can be used in any other language. The concept of common underlying proficiency (CUP) applies to both oral and written language. For example, a student who has learned to read in his native language has many skills that will help him learn to read in English, even if that language is very different from English. He will already know that written text represents meaningful language, that symbols are used to convey language, that there are differences between how symbols are laid out that account for differences in meaning, that writing is read in a certain order and direction, and that there are different purposes for reading and writing.
Program Types Under the Umbrella of Bilingual Education

- **Transitional Bilingual** - for speakers of languages other than English, early exit (subtractive), late exit (additive)

- **Developmental Bilingual** - one way dual language, two way dual language, heritage languages (additive). Dual languages are also called dual language immersion.

- **English as a second language** – for speakers of languages other than English (pull out, content based ESL (subtractive))

- **Immersion** - native English speakers learning in two languages (additive)

- **Submersion** – sink or swim- English only (subtractive)
Research on the Effectiveness of Program Types

(Thomas & Collier, 2002)

= average Reading score of a native English speaker
These researchers conducted the largest longitudinal study on bilingual education.

The researchers studied the performance of more than 40,000 ELL students over 13 years and concluded the following: ELL students who receive English-only instruction take 7-10 years to be on par with their English-speaking peers in all subjects; in contrast, students taught in their native language, with some instruction in English, reach and surpass their peers in all subjects after 4-7 years in a quality bilingual program.
Effects of Program Types

Subtractive
- Deficit models *encourage remediation*;
- Native language not valued and not academically developed;
- No opportunity of transfer from the first language (L1) to the second language (L2);
- Remove L1 as soon as possible and enforce L2 as soon as possible in early transitional bilingual programs.

Additive
- Encourage enrichment, challenging curriculum and high expectations (*no remediation*)
- Children provided opportunity to develop one or more languages at the CALP level
- Child’s L1 is the *target literacy language* while acquiring and academically developing the L2
<table>
<thead>
<tr>
<th>Language goals</th>
<th>Bilingual and biliterate fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture goals</td>
<td>Integrate American culture and targeted language for appreciations and understanding</td>
</tr>
<tr>
<td>Academic goals</td>
<td>District and state goals and standards plus fluency in two languages</td>
</tr>
<tr>
<td>Student characteristics</td>
<td>ELLs of mixed language groups, English only students of mixed ethnic groups.</td>
</tr>
<tr>
<td>Grades and Entry</td>
<td>Entry in K and 1 unless delayed entry</td>
</tr>
<tr>
<td>Length of participation</td>
<td>Preferable at least to 8th grade, better 12th</td>
</tr>
<tr>
<td>Role of Teachers and qualifications</td>
<td>Bilingual and English only teachers must team; state credential and bilingual or EL certification (if only delivering in English)</td>
</tr>
<tr>
<td>Instructional materials</td>
<td>State adopted text in both languages; if not available, need to develop, use of relia, technology tools</td>
</tr>
</tbody>
</table>
Since 1991, the Center for Applied Linguistics has monitored the
growth of two-way immersion (TWI) programs in the United States. This information is published online in the Directory of Two-Way Immersion Programs in the United States (2000), accessible at www.cal.org/twi/directory. In 2005 there were 400 schools with immersion programs in 22 languages in 23 states and the District of Columbia. The directory is part of a research program conducted by the Center for Research on Education, Diversity & Excellence.

A list of Texas schools by region are available at: http://www.texastwoway.org/##
NABE’s Educational Goals for Students

• to become proficient in speaking, reading, writing, and listening in the primary language and in English;

• to preserve their culture and become acculturated in the mainstream culture therefore becoming bilingual, biliterate, and multicultural;

• to master content knowledge to meet the state academic and assessment standards;

• learn in the native language to enhance English development, to keep up with core subject areas, to increase their cognitive and linguistic flexibility;

• learn in the native language to help students preserve their cultural and linguistic identity and communication with their families;

• learn in the native language and English to increase the linguistic resources for our global society and for the workforce.
State of Texas
Percent of Population Growth and Projected Population Growth by Race/Ethnicity, Texas

Source: U.S. Census Counts, and Texas State Data Center 2008 Population Projections, 0.5 Scenario
Texas Education Agency

- The following portal contains assessments, instruction, compliance and accountability and teacher certification, instructional environment, and professional development guidelines.
  http://www.elltx.org

- Video about supporting language acquisition. A high school student explains what helps her learn English.
  http://www.elltx.org/videos_affective_math.html

- What elements are in the classroom that promote academic success and the comprehension of English?
  http://www.elltx.org/videos_affective_math.html
### Number of ELL Students in Texas

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of ELL Students Identified in Texas (17% of total student population)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>570,603</td>
</tr>
<tr>
<td>2001-02</td>
<td>601,791</td>
</tr>
<tr>
<td>2002-03</td>
<td>630,686</td>
</tr>
<tr>
<td>2003-04</td>
<td>660,707</td>
</tr>
<tr>
<td>2004-05</td>
<td>684,583</td>
</tr>
<tr>
<td>2005-06</td>
<td>711,737</td>
</tr>
<tr>
<td>2006-07</td>
<td>732,154</td>
</tr>
<tr>
<td>2007-08</td>
<td>775,645</td>
</tr>
<tr>
<td>2008-09</td>
<td>800,671</td>
</tr>
<tr>
<td>2010-11</td>
<td>831,904</td>
</tr>
</tbody>
</table>
More than 120 languages are spoken by students.

The major language group is Spanish, 744,949 students (91%).

Prominent languages other than Spanish:
- 15,493 Vietnamese (1.90%)
- 4,791 Arabic (0.59%)
- 3,985 Urdu (0.49%)
- 2,906 Korean (>0.36%)

Special Language Programs in Texas:
Total number of ELLs: 831,904
- in Bilingual programs: 469,723
- in ESL programs: 312,406

Source: PEIMS, Spring 2010
Texas Historical Perspective

• 1917 English-only
• 1964 Laredo School District launched 1st bilingual program in Texas
• 1969 Permissive Bilingual Education
• 1969 16 school districts in Texas serve students in bilingual programs
• 1973 Mandated Bilingual Education Grades 1-6
• 1975 Modified Bilingual Law Grades K-3
• 1981 Bilingual Law K-5
• 1981 United States v. Texas – Judge Justice ordered TEA to initiate additional bilingual instruction (equal educational opportunity)
• 1989 Commissioner’s Rules Adopted (Chapter 89)
• 2001 Dual Language Permissive Law
• 2007 Dual Language Rules
• 2009 Under the EEOA, the Fifth Circuit Court ordered Texas to submit a revised monitoring plan and a modified secondary language program.
• 2010 The Fifth Circuit issued its opinion on March 22, 2010,
Texas Legal Requirements

Chapter 89 of the Texas Administrative Code, Texas Bilingual Education and Training Act passed in 1973
• **Districts shall offer the following for students of limited English proficiency:**
  – Bilingual Education in Kindergarten through the elementary grades;
  – Bilingual Education, English as a second language, or other transitional language instruction in post-elementary grades through grade 8;
  – Instruction in English as a second language in grades 9 – 12.
When is a **Bilingual Program** required?

- Each school district which has an enrollment of 20 or more limited English proficient students (LEP) of the same language classification in the same grade level district-wide shall offer a bilingual education program for LEP students in Pre-K to grade 5
- Grade 6 shall be included when clustered with the elementary grades

_Texas Administrative Code (TAC) [§89.1205 (a)]_

When is an **English as a Second Language (ESL) Program** required?

All LEP students for whom a district is not required to offer a Bilingual education program shall be provided an ESL program, regardless of the students’ grade levels and home language, and regardless of the number of students.

_Texas Administrative Code (TAC) [§89.1205 (d)]_
Program Types

• Texas Education Code recognizes these program types:
  – Transitional bilingual/early exit
  – Transitional bilingual/late exit
  – Dual language immersion/two way
  – Dual language immersion/one way
  – English as a second language (Sheltered)

TEC 29.066(1)A,B,C,D
• To enable limited English proficient students to become:
  – competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.

• Such programs shall:
  – emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

  *TAC Chapter 89, Subchapter BB*
Irving ISD

- 102 countries
- 56 languages
- Bilingual Education: PK – 5th grade
  - Spanish (9,173 students)
  - Vietnamese (89 students)
- English as a Second Language: PK – 12th grade
  (PK – 5: 1,467 students; 6 – 12: 3,376 students)
- Denials/English Immersion: 186 students
Conclusion

- There is a direct correlation between the dropout rate, and non-receipt of bilingual education. The average language-minority child who does not participate in bilingual education programs is more likely to be held back one or more years in their elementary school education.

- A student’s success in reading comprehension is highly dependent on their **cultural background**. On the language and cultural content in which classroom materials are both written and spoken, the student’s proficiency in both their first and second language.

- **A student’s attitude and motivation** plays a very important role in their success in learning a second language. Students with more positive attitudes towards the people and the culture they are being integrated into are more successful.