

# Agenda Session 1

EDUC 203

- Course Overview & Introductions (30 min.)
- Who and where are our English Learners (ELs)? (15 min.)
- What are program options for ELs? (15 min.)
- *Activity: English Learner Profiles* (20 min.)
- BREAK (10 min.)
- EL Program Sequences/Valdés notes (20 min.)
- Video (30 min. + 15 min. discussion)
- *Activity: EL Terminology* (15 min.)
- Closure (5 min.)



# Information

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- Name, Address, Mobile
- Placement (grade level, school, # ELL, 1st and 2nd placement)
- Previous teaching experience in ELD
- L2 Background
- Previous linguistics courses, if any.
- Expectations/Burning questions



# Intellectual and Professional Fulfillment

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- *Language*-Learning them, learning about them.
- *Culture*-Endless fascination and opportunities for personal growth
- *Geopolitics*-Migrations are the result of actions large and small
- *Democracy*-Public schools may be our last hope



# General Course Goals

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- \* Identify different types of English learners, their learning needs and programs to meet these needs.
- \* Develop knowledge about language, 2nd language acquisition and how to scaffold language.
- \* Become familiar with ELD standards, how to modify instruction and assess different ELD levels.
- \* Become familiar with Social Science goals, strands, standards and adaptations for ELs.
- \* Identify and use effective ELD & SDAIE strategies



# Acronyms

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CELDT	CA English Lang Development Test
EL(L)	English Learner
<b>ELD</b>	<b>English Language Development</b>
ESL	English as a Second Language
FLES	Foreign Lang in Elem School
FEP/RFEP	Full English Proficient
<b>L1/L2</b>	<b>Native Language/Second Language</b>
LEP	Limited English Proficient
<b>SDAIE</b>	<b>Specially Designed Academic Instruction in English</b>
EB	Emerging Bilingual



# ELL: A Statistical Portrait

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- 5.1 million children enrolled in US schools are ELL (10.5 of all students).
- Approximately 80% of all ELL in the US are native Spanish speakers.
- #2 Vietnamese (2%); #3 Hmong (1.5%); #4 Chinese (Cantonese) #4 Korean, each 1%.
- The remaining languages (e.g., Arabic, Armenian, Chuukese, French, Haitian Creole, Hindi, Japanese, Khmer, Lao, Mandarin, [Bahasa] Malaysia, Navajo, Polish, Portuguese, Punjabi, Russian, Samoan, Serbo-Croatian, Tagalog) (14%).



# More Data

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- California's EL population is 1.6 million—about a third of the national total, and equaling one-fourth of all CA students
- Over 85% of these students speak Spanish as their native language and an equal percentage are economically disadvantaged (Free/Reduced Price Lunch).
- 61% of all ELL attend school in one of six states (listed here in rank order): California, Texas, Florida, New York, Illinois, and Arizona



# Other States

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- In 1995, South Carolina's public schools enrolled approximately 2000 ELL. Ten years later, in 2005, there were nearly 16,000.
- Kentucky saw a 417% increase over the same 10 year period. North Carolina's growth was 370% and the state now enrolls over 70,000 ELL.





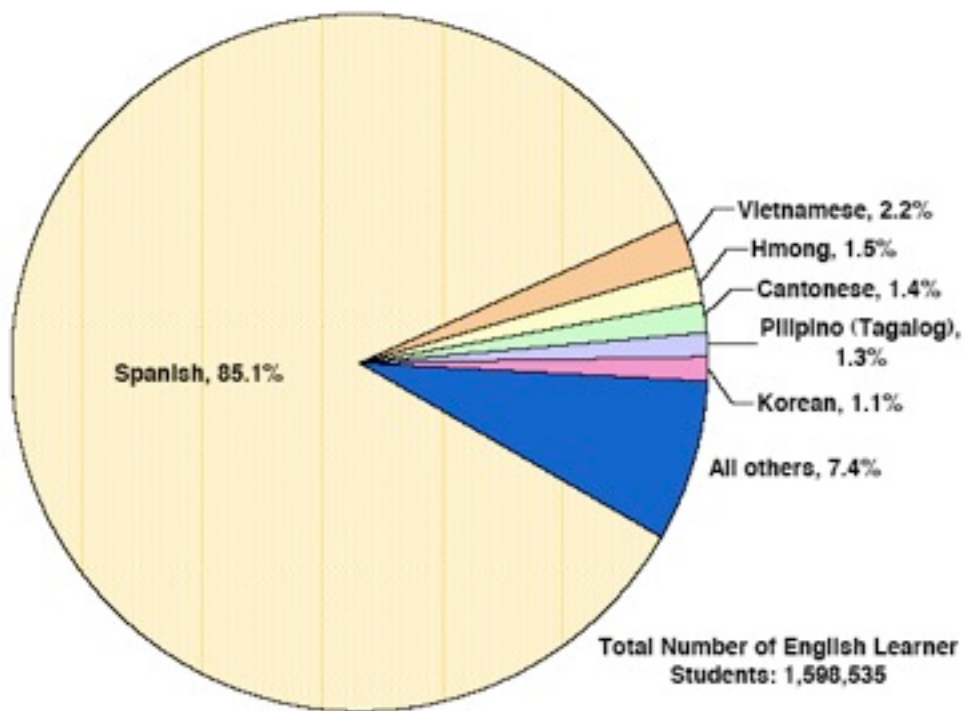
# Growth in Immigrants: A Short Story

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- In 1963, cut-up chicken products amounted to only 15.2% of the total consumer chicken shipments
- By 1997, the cut-up total of the chicken market had grown to 86.9% and over 80% of all meat packing workers in the US were foreign born, up from 15% just 30 years ago.



Exhibit I-6. English Learner Students by Language, 2003-04



Source: California Department of Education, California Basic Educational Data System (CBEDS) and Language Census Data Files (R30-LC).



**figure 6 | In 2006–07 the state's 10 largest districts tend to serve high percentages of English learners, and the ELs speak numerous primary languages**

	Enrollment	Number of English Learners	English Learners as a Percentage of District Enrollment	Number of Languages Spoken*
<b>California</b>	<b>6,286,943</b>	<b>1,568,661</b>	<b>25%</b>	<b>55</b>
Los Angeles USD	707,626	266,088	38%	54
San Diego USD	131,034	37,264	28%	40
Long Beach USD	90,663	20,975	23%	26
Fresno USD	77,555	22,194	29%	31
Elk Grove USD	61,881	10,728	17%	48
San Bernardino City USD	57,397	19,321	34%	38
Santa Ana USD	57,346	31,189	54%	31
San Francisco USD	56,183	15,461	28%	43
Capistrano USD	51,512	5,694	11%	41
Corona-Norco USD	49,865	8,314	17%	37

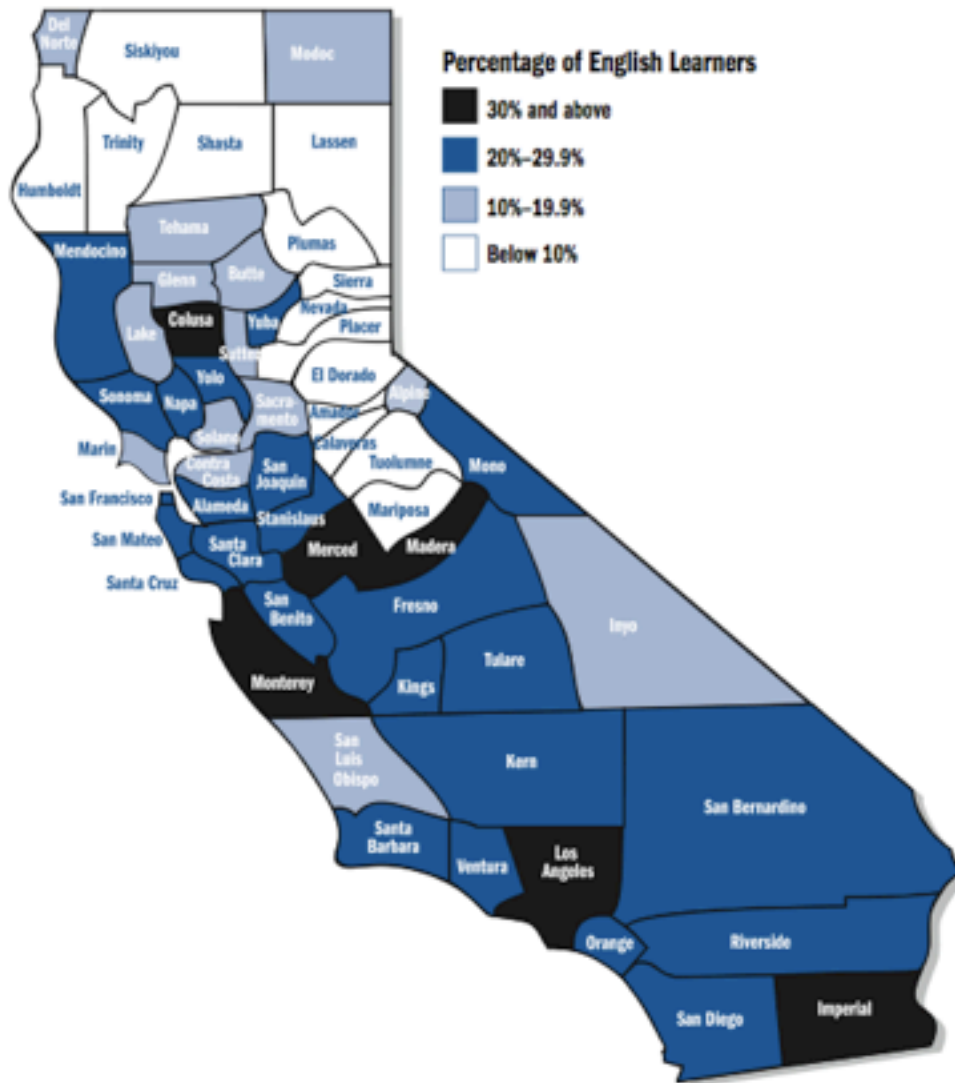
\* This column indicates the number of languages spoken among the 55 languages that California reports on. The California Department of Education combines several additional languages in a 56th category called "all other non-English languages." That category is not part of the figures presented here.

DATA: CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

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figure 4 | California's 58 counties have different concentrations of English learners



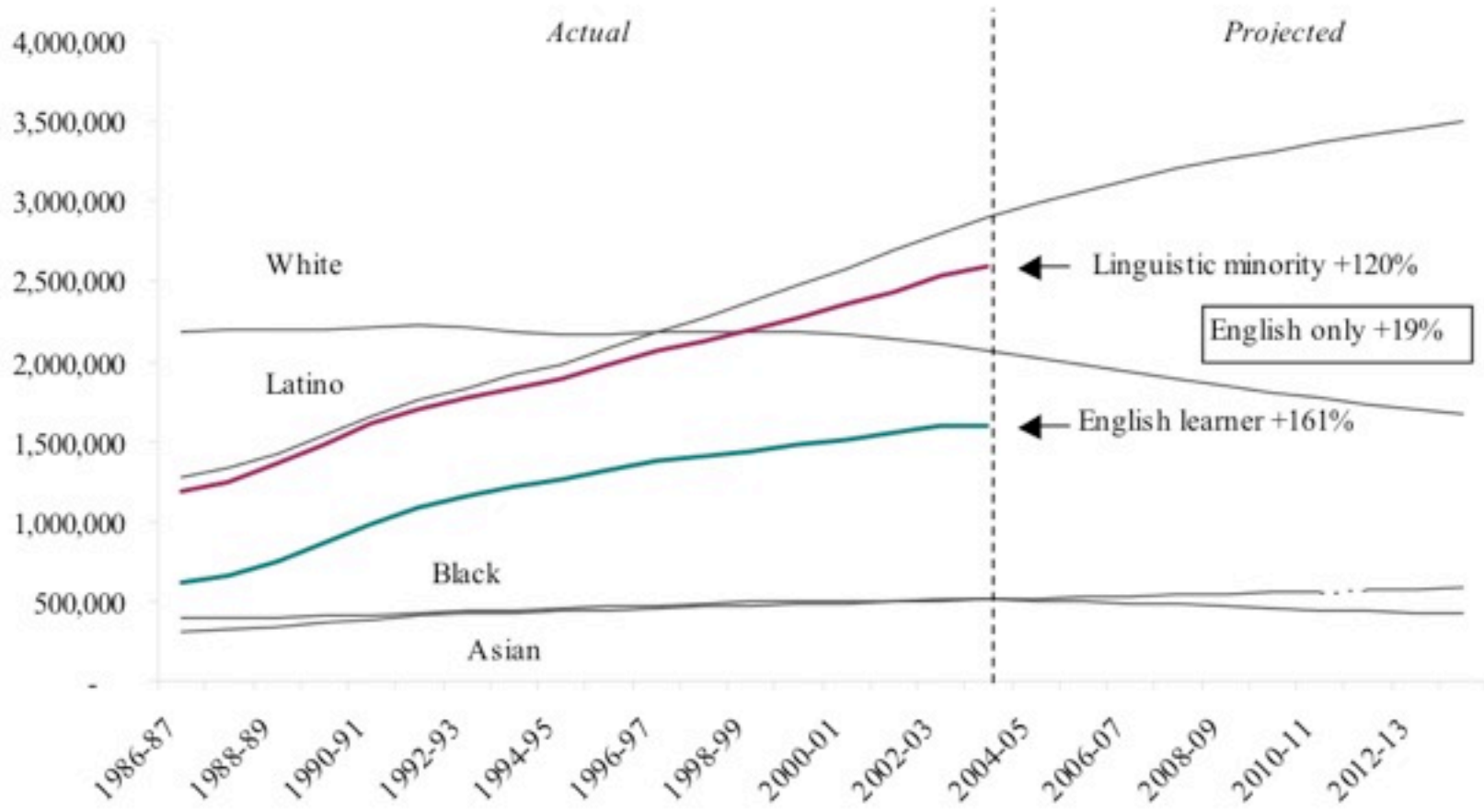
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# California K-12 Public School Enrollment by Language Background, Race, and Ethnicity, 1986-2013



SOURCE: California Department of Finance, *California Public K-12 Enrollment Projections by Ethnicity: 2004 Series*, Retrieved September 29, 2005 from: <http://www.dof.ca.gov/html/Demograp/K12eth.htm>; California Department of Education, *Language Census Report for California Public Schools*, various years and *Dataquest*, Retrieved September 29, 2005 from: <http://data1.cde.ca.gov/dataquest/>.



Martha Gimenez (1997) points out that:

- The mass media and politicians exploit data about the youth, higher fertility, and growth rates of the “Hispanic” population in ways that, ultimately, intensify racists fears among those worried about low white fertility, increase the likelihood of conflict with blacks (who see their communities competing for scarce resources with an ever-growing “minority” group), and strengthen stereotypes about “Hispanic” cultural traits.



# Terms

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- Mexican-American
- Latina/o
- Chicano/a
- Mexican-Descent
- “Hispanic”
- Mexicano/a
- La Raza
- Aztlanista





# Language Use/Bilingualism

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- Valdés: The Big Ideas
  - Additional schooling in US results in loss of L1, in both individuals and families.
  - Many Mexican-Americans speak a dialect of Spanish that we might call working class.
  - Language use and dialects are constantly changing, suiting the cultural needs of speakers



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# Valdés Analysis

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- What is code-switching and why do bilingual speakers use it? Should ELD teachers encourage it?
- What's the difference between diglossia and bilingualism?
- Could the perfectly balanced bilingual speaker exist? Why/why not?



# Language Policy

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- Long history of language education in the US, both effective, widespread E S L and Bilingual Education
- WWI, WWII and the isolationist movement pushed EO classes.
- Desegregation caused friction among various language groups.
- Lau v. Nichols, SFUSD.
- Widespread Bilingual Ed.
- Proposition 227



# Program Models

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- **S.D.A.I.E.—Specially Designed Academic Instruction in English**
- **ELD—English Language Development**
- **Bilingual Models (early exit, late exit)**
- **Two-way Bilingual Education/Dual Immersion**
- **Structured English Immersion SEI (in contrast to Submersion)**



## Descriptive Summary of Instructional/Program Alternatives

	SHELTERED INSTRUCTION in ENGLISH	NEWCOMER PROGRAMS	TRANSITIONAL BILINGUAL	DEVELOPMENTAL BILINGUAL	SL/FL IMMERSION	TWO-WAY IMMERSION
Language Goals	Academic English proficiency	English proficiency	Transition to all-English instruction	Bilingualism	Bilingualism	Bilingualism
Cultural Goals	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Integration into mainstream American culture and maintenance of home/heritage culture	Understanding and appreciation of L2 culture and maintenance of home/mainstream American culture	Maintenance/ integration into mainstream American culture and appreciation of other culture
Academic Goals	Same as district/program goals for all students	Varied	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students
Student Characteristics	Limited or no English; Some programs mix native and non-native English speakers	Limited or no English Low level literacy Recent arrival Variety of language/cultural backgrounds	Limited or no English All students have same L1 Variety of cultural backgrounds	Limited or no English All students have same L1 Variety of culture backgrounds	Speak majority language (English in U.S) May/may not be from majority culture	Native English speakers and students with limited or no English Variety of cultural backgrounds
Grades Served	All grades (during transition to English)	K-12; most prevalent at middle/high school levels	Primary and elementary grades	Elementary grades	Early immersion serves K-8, preferably K-12	K-8, preferably K-12
Entry Grades	Any grade	Most students enter in middle or high school	K, 1, 2	K, 1, 2	K,1	K, 1
Length of Student Participation	Varied: 1- 3 years or as needed	Usually 1 to 3 semesters	2-4 yrs	Usually 6 years (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)	Usually 6 yrs (+K), preferably 12 years (+K)
Participation of Mainstream Teachers	Yes; preferable if mainstream teachers have SI training	Yes; mainstream teachers must have training in SI	Yes; mainstream teachers must have training in SI	No; stand-alone program with its own specially trained teachers	Yes; mainstream teachers teach English curriculum	Yes; mainstream teachers with special training
Teacher Qualifications	Often certified ESL or bilingual teachers and content teachers with SI training Preferably bilingual	Regular certification Training in SI Preferably bilingual	Bilingual certificate	Bilingual-multicultural certificate Bilingual proficiency	Regular certification Training in immersion pedagogy Bilingual proficiency	Bilingual/ immersion certification Bilingual proficiency Multicultural training
Instructional Materials, Texts, Visual Aids	In English with adaptations; visuals; realia; culturally appropriate	In L1 or in English with adaptations	In L1 and English; English materials adapted to students' proficiency levels	In L1 and English; English materials adapted to students' proficiency levels	In L2 (with adaptations as needed), plus English texts, where appropriate	In minority language and English, as required by curriculum of study

# Sheltered Instruction in English (or Structured English Immersion-SEI)

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- *A program option as well as an approach.*
  - ◆ Goals: Academic English proficiency and Integration into Mainstream American culture
  - ◆ EL certified or bilingual teachers.
  - ◆ Instruction and materials “overwhelmingly” in English modified to meet EL needs.
  - ◆ *Integrate language and content instruction.*
  - ◆ Length of time: 1-4 years or as needed.





# Michoacan

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