Agenda Session 1

- 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

- 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

- **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

☆ 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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>CA English Lang Development Test</td>
</tr>
<tr>
<td>EL(L)</td>
<td>English Learner</td>
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<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FLES</td>
<td>Foreign Lang in Elem School</td>
</tr>
<tr>
<td>FEP/RFEP</td>
<td>Full English Proficient</td>
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<tr>
<td>L1/L2</td>
<td>Native Language/Second Language</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
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<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English</td>
</tr>
<tr>
<td>EB</td>
<td>Emerging Bilingual</td>
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</tbody>
</table>
ELL: A Statistical Portrait

- 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

- 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.
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

- 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

Spanish, 85.1%

- Vietnamese, 2.2%
- Hmong, 1.5%
- Cantonese, 1.4%
- Filipino (Tagalog), 1.3%
- Korean, 1.1%
- All others, 7.4%

Total Number of English Learner Students: 1,596,535

Source: California Department of Education, California Basic Educational Data System (CBEDS) and Language Census Data Files (R30-LC).
In 2006–07 the state’s 10 largest districts tend to serve high percentages of English learners, and the ELs speak numerous primary languages.

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

*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)
California’s 58 counties have different concentrations of English learners

Percentage of English Learners
- 30% and above
- 20%-29.9%
- 10%-19.9%
- 10%-
- Below 10%

Data: California Department of Education (CDE)
California K-12 Public School Enrollment by Language Background, Race, and Ethnicity, 1986-2013

**Actual**

- White
- Latino
- Black
- Asian

**Projected**

- Linguistic minority +120%
- English only +19%
- English learner +161%

**SOURCE:**
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

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

- Long history of language education in the US, both effective, widespread ESL 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

Sunday, January 10, 2010
Program Models

- 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

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

- 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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