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Supporting English Language Learners: What We Know from Research

Theresa Deussen

Agenda

1. Where are we, what are the big issues?
2. What approaches make a difference?
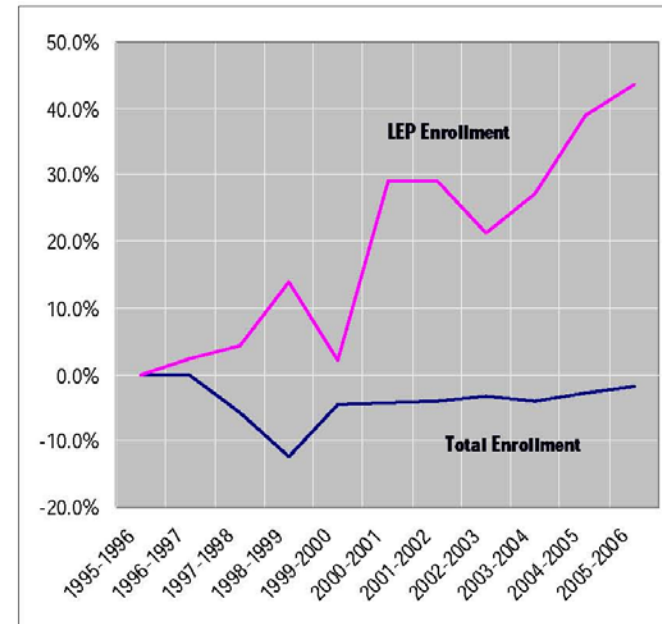3. What resources are available?

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WHERE ARE WE?

WASHINGTON

OFFICE OF ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, and ACADEMIC ACHIEVEMENT for LIMITED ENGLISH PROFICIENT STUDENTS

RATE OF LEP GROWTH 1995/1996-2005/2006

	Total Enrollment	Growth from 95-96	LEP Enrollment	Growth from 95-96
1995-1996	1,050,810	0.0%	54,511	0.0%
1996-1997	1,050,261	-0.1%	55,773	2.3%
1997-1998	991,235	-5.7%	56,921	4.4%
1998-1999	919,616	-12.5%	62,132	14.0%
1999-2000	1,003,714	-4.5%	55,709	2.2%
2000-2001	1,004,770	-4.4%	70,446	29.2%
2001-2002	1,009,626	-3.9%	70,431	29.2%
2002-2003	1,015,968	-3.3%	66,038	21.1%
2003-2004	1,008,449	-4.0%	69,323	27.2%
2004-2005	1,021,502	-2.8%	75,678	38.8%
2005-2006	1,031,985	-1.8%	78,236	43.5%

English Language Learner (ELL) Enrollment Rate, by School District: School Year 2006-07
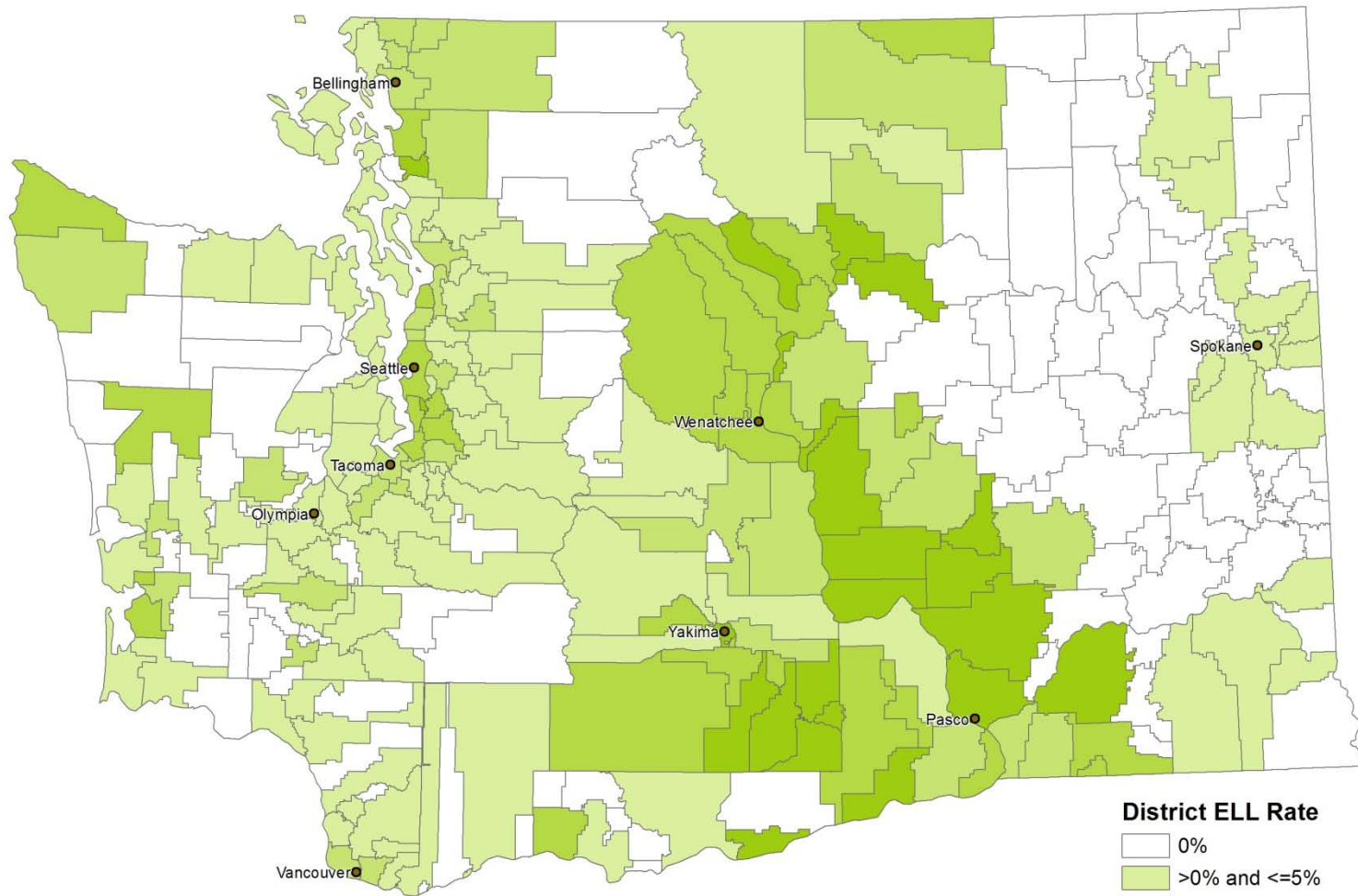
District ELL Rate

- 0%
- >0% and <=5%
- >5% and <=10%
- >10% and <=25%
- >25% and <=75%

Note: District ELL rates based on Transitional Bilingual Instructional Program student counts and total enrollments from the School Year 2006-07 district demographic file posted on OSPI's report cards data download page.

What are the challenges?

English + everything else at the same time

Cultural differences

Schools (often) don't know how to help

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- Language of addition:
  - 4 plus 4 equals eight
  - 4 and 4 is eight
  - 4 added to 4 gives you eight
  - the sum of 4 and 4 is eight
  - BUT NOT: 4 over 4, 4 into 4, or 4 times 4
- Syntax of division:
  - 8 divided by 4 is 2
  - 8 over 4 equals 2
  - 8 fourths is the same as 2
  - BUT NOT: 8 into 4, or 8 by 4

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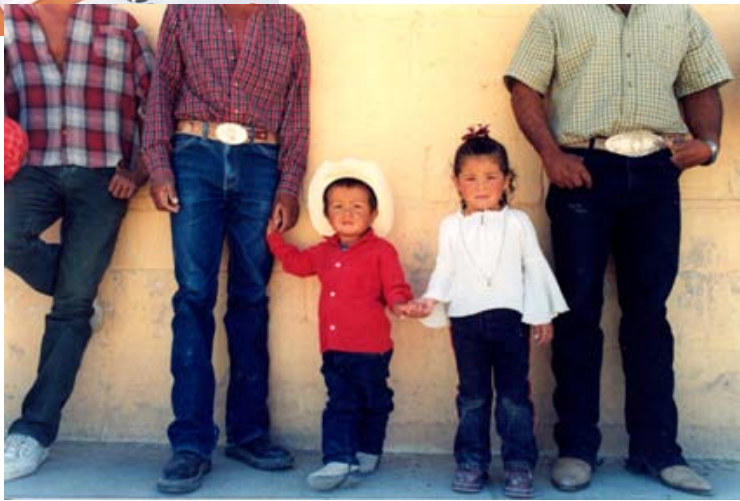education northwest
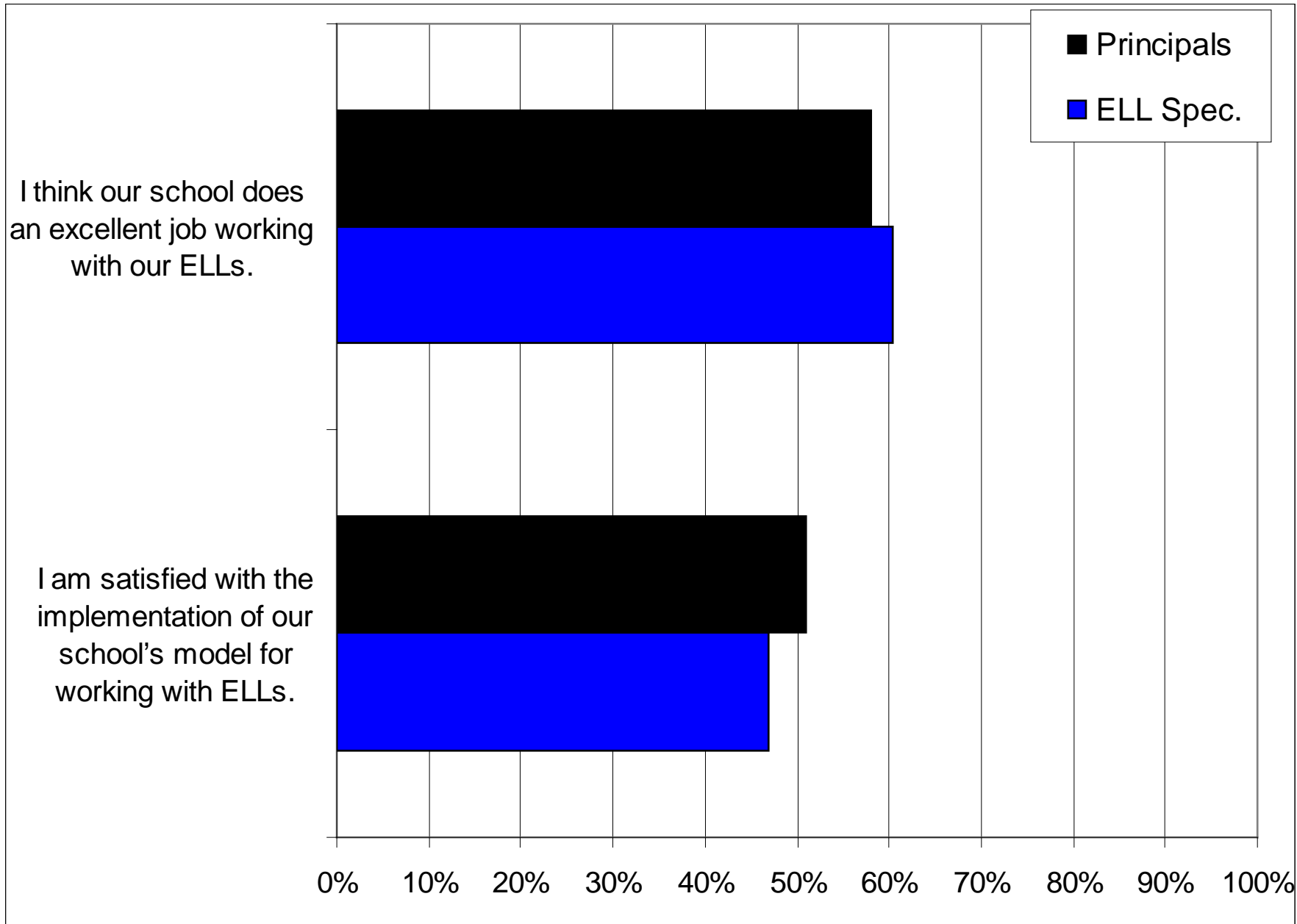
Preparation of Mainstream Classroom Teachers (Perceptions of Principals & ELL/Bilingual Teachers)

What professional development would you like **teachers in your building** to have?

	Percent of Principals	Percent of ELL/Bilingual Teachers
How students acquire English as a second language	53	77
Cultural competence or differences related to education	64	69
Working with newcomer students	54	64
Full multi-day training in sheltered instruction	47	52
Introduction to sheltered instruction	38	45
How to use the WLPT	21	22
Implementing a dual language program	17	6
Other	8	14

Source: Education Northwest survey of principals and Bilingual or ELL specialists, June 2008.

Preparation of ELL/Bilingual Teachers

What professional development have you had related to English language learners over the last five years? What professional development would you like to have for yourself?

	Percent Have Had Over the Past 5 Years	Percent Would Like to Have
Introduction to sheltered instruction	82	15
How to use the WLPT	77	15
How students acquire English as a second language	65	22
Cultural competence or differences related to education	59	36
Full multi-day training in sheltered instruction	54	39
Working with newcomer students	29	53
Other	25	29
Implementing a dual language program	12	14

Source: Bilingual Program Review, Survey of Bilingual or ELL specialists, June 2008.

Preparation of Principals

What professional development have you had related to English language learners over the last five years? What professional development would you like to have for yourself?

	Percent Have Had Over the Past 5 Years	Percent Would Like to Have This
Cultural competence or differences related to education	74	27
Introduction to sheltered instruction	66	23
How to use the WLPT	41	17
Full multi-day training in sheltered instruction	25	31
Working with newcomer students	24	38
Implementing a dual language program	16	19
Other	12	8
How students acquire English as a second language	7	23

Source: Bilingual Program Review, Ssurvey of principals, June 2008.

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Preparation of Teachers in SI Models

88% of ELL students in Washington are enrolled in a sheltered instruction program.
Source: McCold & Malagon (2009)

We asked principals:
About what percentage of your certificated teachers have been trained in SIOP, Project GLAD or a similar approach to sheltered instruction?

	Percent of Principals
All or nearly all.	28
More than half	19
Some of them, less than half	22
One or two of them	19
None	11

* Includes only the 36 schools reporting content ESL or sheltered instruction as their program model.
Source: Bilingual Program Review, survey of principals, June 2008.

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WHAT CAN WE DO?

What makes a difference?

Welcoming students and their families

Ensuring opportunity to learn

Building academic English

Screening for difficulties and monitoring progress

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What makes a difference?

Welcoming students and their families

Ensuring opportunity to learn

Building academic English

Screening for difficulties and monitoring progress

Providing interventions

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Welcome starts at registration

- Front office staff is friendly and knows how to respond to families who do not speak English

- Registration materials are translated into the most common languages

- Front office staff and administrators know naming conventions and proper forms of address for the most common language groups

- District data staff understand naming conventions and ensure that records are accurate

- Full- or part-time family outreach coordinator(s) can communicate in the most common languages

Welcome extends to the classroom culture

- Moderate body of research supporting "culturally compatible instruction":
  - Create opportunities for ELLs to draw upon their home language and culture in the classroom
  - Use culturally relevant or culturally familiar texts
  - Use examples and analogies drawn from the lives of ELLs
  - Incorporating perspectives from multiple cultures

Welcome means the expectations are clearly communicated

- Moderate body of research supporting explicit instruction in the norms and expectations for students
  - Compare and contrast what might be appropriate at home and what is appropriate in the classroom
  - How and when should students participate
- Parents may need an orientation too
  - Governor's Office of the Ombudsman provides workshops for parents on the school system in the US and in Washington
  - Parents need to know the expectations for homework
  - Communication networks need to use the technologies that parents use

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What makes a difference?

Welcoming students and their families

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What is *not* an opportunity to learn…

- Allowing newcomers to look at picture books during reading instruction

- Not calling on ELLs so they won't feel embarrassed to speak English

- Making easier assignments for ELLs

- Placement in less rigorous, non-college-bound courses

What *is* an opportunity to learn…

- Active involvement from Day 1
- Promoting use of primary language to support learning
- Making it emotionally safe to participate
- Scaffolding assignments
- Providing the supports that allow more rigorous course-taking

What makes a difference?

Welcoming students and their families

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Conversational vs Academic English

BICS

Basic Interpersonal Communication Skills

- First type acquired
- Day to day language
- Social interaction; "playground language"
- Face-to-face, contextual clues

CALP

Cognitive Academic Language Proficiency

- Takes longer
- Context-rich discourse
- More specific vocabulary
- Different syntactical forms
- Fewer contextual clues

How should vocabulary be taught? – Part I

Active involvement	Multiple exposures
Instruction in word analysis	Rich language experiences
Word learning strategies	Word consciousness

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How should vocabulary be taught? – Part II

Multiple meanings of words

Additional repetition

Use of visual supports

Shared cognates (cautiously)

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ELL Specialists

Use of passive voice

Complex verb tenses

Subordinate clauses

Mainstream Teachers

How to use quotations

Main and supporting ideas

Formal and informal tone in writing

What makes a difference?

Welcoming students and their families

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	Percent of Teachers Agreeing/Strongly Agreeing
"I receive data about the ELLs in my classroom from the ELL specialist and/or my district."	41
"I understand these data."	39
"These data are in a usable format."	36
"I have all the data I need to provide appropriate instruction to my ELLs."	25

Source: ELL Demonstration Evaluation Report, survey of mainstream classroom teachers from districts in south-central Washington

"Our school monitors the English language development of our ELLs multiple times each year, not only with the WLPT in the spring"

    29.7% Disagree/Strongly disagree
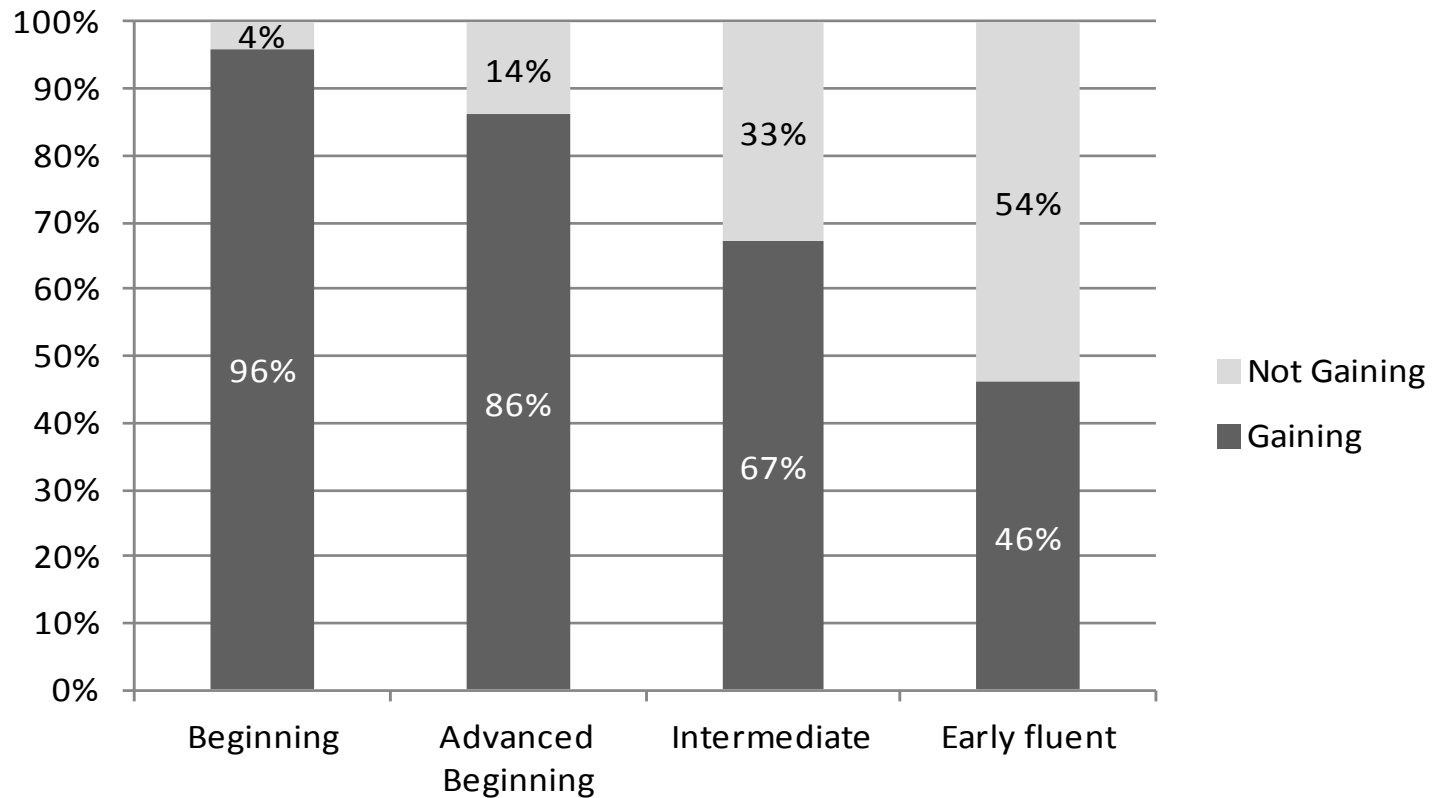   18.8% Neither agree nor disagree
    51.6% Agree/Strongly Agree

Source: Bilingual Program Review, Survey of Bilingual/ELL teachers (2008)

How to monitor progress, Part I

- New assessment tools becoming available
  - LAS Links for English proficiency
  - MAP for academic content

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How to monitor progress, Part II

WELCOME
- Staff knows about the population we serve
- Staff knows how to register and orient new students and families
- Welcome and orientation materials exist in dominant primary languages
- Staff has access to a translator
- Teachers provide culturally compatible instruction

OPPORTUNITY
- Discuss OTL with teachers and staff
- Conduct a self-assessment about OTL in this setting
- Provide professional development on strategies to increase OTL
- Ensure all students have a way to participate
- Encourage primary language responses, especially for newcomers

ACADEMIC ENGLISH
- Teachers and program staff know what academic English is
- Provide professional development in strategies to build academic English
- Incorporate vocabulary building into other program activities

ASSESS
- Adopt and use a monitoring assessment for English language development
- Monitor development of reading skills
- Look at the progress of groups of students over time

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RESOURCES

WHAT TEACHERS SHOULD KNOW ABOUT INSTRUCTION
FOR ENGLISH LANGUAGE LEARNERS
A Report to Washington State

November 2008

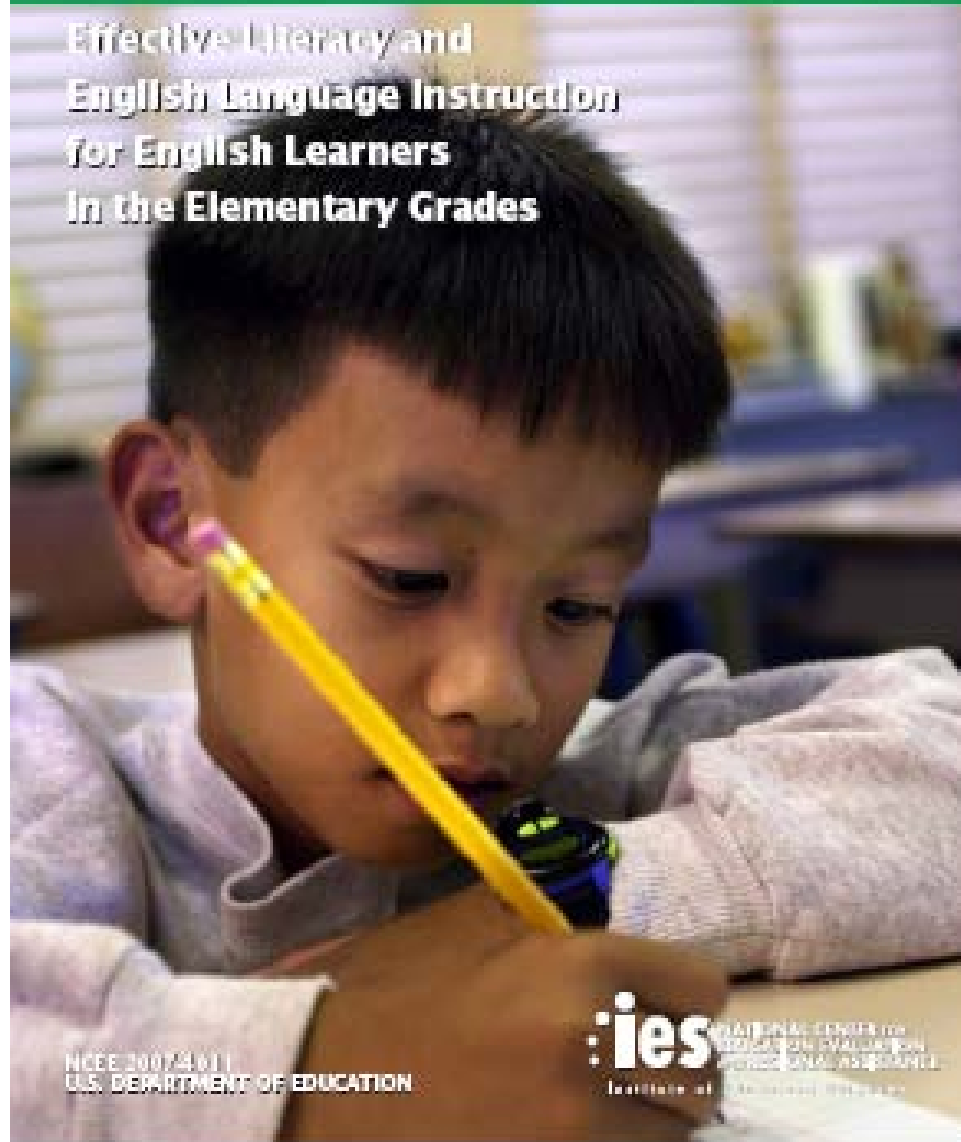101 SW Main Street, Suite 500
Portland, OR 97204
www.nwrel.org

- *Doing What Works*
- Free video clips supporting the IES Practice Guide on Elementary Literacy for ELLS: http://dww.ed.gov/Literacy-in-English-K-5/topic/index.cfm?T_ID=13
- Registering students from other language backgrounds: http://www.doe.virginia.gov/info_management/data_collection/registering_students_other_language_backgrounds.pdf

muchas gracias   谢谢   спасибо

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