Quality schooling for English Language Learners: From Past Experience to Principles for the Future

MULTILITERACY SYMPOSIUM.
OELA, WASHINGTON D.C., MAY 6, 2019

ESTER DE JONG
UNIVERSITY OF FLORIDA
CONTACT: EDEJONG@COE.UFL.EDU
Presentation Outline

A brief historical context

Why support bi/multilingualism?

Principles for Action
Quick Note on Terminology

Bilingual Education

◦ Dual language education
  ◦ Two-Way bilingual education/two-way immersion
  ◦ One-way bilingual education/one-way immersion/maintenance bilingual education/heritage language programs
  ◦ Transitional bilingual education

Program labels matter; what matters more is clarity on the term and what is actually happening.
Teaching speakers of languages other than English through bilingual approaches is **not** a recent discovery in the United States.
de Jong (2011, 2013)
Policy Discourses in the United States


Bilingual education is part of a long American tradition
Modern Times: The Effectiveness Debate
Q. Do students in bilingual education perform better than similar students in English-only instruction?

A. Instruction in student home language can improve achievement in English (in English dominant contexts)

- Slavin, Madden, Calderon, Chamberlain, & Hennessy (2011)
- Padilla, Fan, Xu, & Silva (2013)

Table I: Advantage for Bilingual Education in Five Meta-Analyses

<table>
<thead>
<tr>
<th>Review</th>
<th>Dates</th>
<th>Mean ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rostad et al. (2005)</td>
<td>1985 -</td>
<td>0.23</td>
</tr>
<tr>
<td>Slavin &amp; Cheung (2005)</td>
<td>1971 -</td>
<td>0.33</td>
</tr>
<tr>
<td>Willig (1985)</td>
<td>1971-1980</td>
<td>0.33</td>
</tr>
<tr>
<td>Greene (1997)</td>
<td>1972-1991</td>
<td>0.18</td>
</tr>
<tr>
<td>McField (2002)</td>
<td>1968-1985</td>
<td>0.28</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>0.26</td>
</tr>
</tbody>
</table>

N = number of studies covered. ES = effect size. ES of .20 = small impact; .50 = modest impact; .80 = large impact.

Source: Krashen & McField (2005)
Post-English-Only Policies

Q. Has the move toward more and more strict English-only programs been successful? (Proposition 227; Proposition 203; Question 2)

A. Not really, based on state data

CA: Parrish, Merickel, Perez et al. (2006)
MA: Uriarte, Lavan, Agusti et al. (2009)
AZ: NAEP comparisons

Source: Goldenberg & Wagner (2015)
Tomer’s Perspective

The first time I couldn’t understand what she (teacher) was saying except the word Hebrew, but I think it’s very smart that she said for us to do it in our language because we can’t just sit on our hands doing nothing.
Bilingualism and Schooling

- Maximum cognitive investment
- Maximum learner identity investment
- Learning transfer

Cummins & Early (2011)
Goldenberg (2008)
Research shows that bilingual education is not an unproven experiment.
Multilingualism as an Asset or the Cost of Monolingualism
Olusola, Adesope, Lavin, Thompson, & Ungerleider (2010)
Bialystok (2011)
Educational and Economic Impact of Bilingualism

Graduation

College Attendance

Full-Time Jobs

Earnings

Multilingualism on the Job

Job advertisements aimed at bilingual workers more than doubled between 2010 and 2015.

The portion of online listings targeting bilingual individuals rose by 15.7 percent.

(New American Economy, 2017)
Cultural Importance

“It's good to know both languages, but you know, you gotta remember where you came from.”

“when my grandmother comes or my grandfather comes over or my other family we have to talk to them in Spanish"

Source: Bearse & de Jong (2008)
What is lost when children and parents cannot communicate easily with one another? What is lost is no less than the means by which parents socialize their children: When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understandings, or wisdom about how to cope with their experiences.

(Fillmore, 1991, p.343)
Social Awareness, Empathy, and Intergroup Relations

Bilingual children are more likely to be empathetic and better communicators, even if they aren't fluent in the second language (The Atlantic, 2015).

Wright & Tropp (2005) – positive intergroup relations and attitudes
Call to Action – 4 Principles for the Future

“The United States has great linguistic resources we are not only failing to use – our schools are actually quashing them “ (Goldenberg & Wagner, 2015, p. 10)
Principle -1

Promote additive bilingualism for all students (but especially for those already using languages other than English)

Support funding for dual language/bilingual education programs as they can achieve high levels of bilingualism and biliteracy

Support policies that encourage drawing on students’ linguistic repertoires at all times. Bilingual practices matter – *always*
Principle -2

Prepare all educators to develop a multilingual stance, regardless of the program in which they teach

◦ Prepare more qualified bilingual education teachers and administrators to address the current shortage of teachers and leaders
◦ Ensure that all educators to understand bilingual development and know how to support multilingualism inside the school and in partnership with parents and communities
  ◦ Preservice teacher preparation & Inservice professional development
  ◦ Educational leadership & Teacher leadership
Principle -3

Encourage and incentivize state and local use of bilingual assessments

Allow dual language/bilingual education programs to demonstrate standards-based outcomes in and across the languages of instruction and encourage states to provide access to assessments

Allow schools to use L1 assessment for English language learners to more validly demonstrate their content learning and encourage states to provide access to assessments
Encourage holistic approaches that build expertise related to bilingual learners across the system

- Encourage school-based and district-based collaborative structures
- Ensure ELL-related expertise at all levels of decision-making
- Use multiple funding sources
- Promote an inclusive vision for professional development (Horvitz et al., 2009)