

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

MULTILITERACY SYMPOSIUM.

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# Presentation Outline

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A brief historical context

Why support bi/multilingualism?

Principles for Action

# Quick Note on Terminology

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## 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.

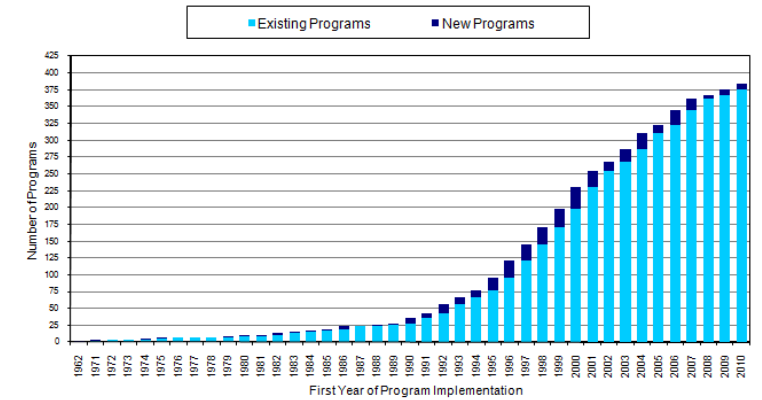


Teaching speakers of languages other than English through bilingual approaches is not a recent discovery in the United States

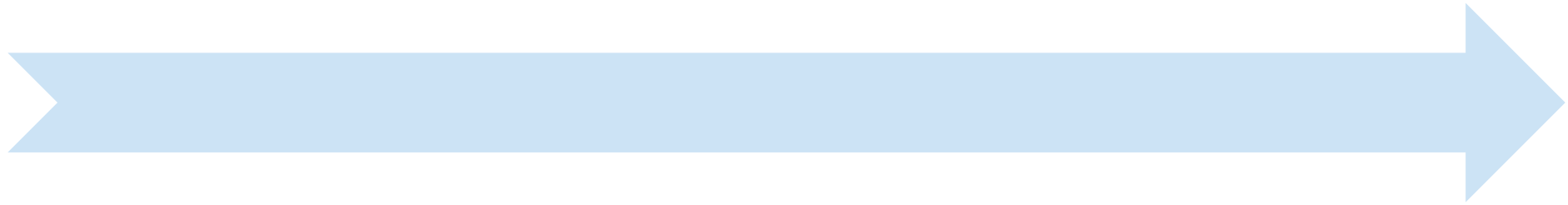
# de Jong (2011, 2013) Policy Discourses in the United States



## Lau v. Nichols (1974)



Source: Directory of Two-Way Immersion Programs in the United States. Available at <http://www.cal.org/tw/directory>.



Precolonial/  
colonial

1880s  
“new Immigrants”

1950s-1970s  
Civil Rights

1980s-2000s  
English-Only

21<sup>st</sup> century  
Globalization

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<sup>3</sup>**

| Review                 | Dates     | Mean ES |
|------------------------|-----------|---------|
| Rolstad et al. (2005)  | 1985 -    | 0.23    |
| Slavin & Cheung (2005) | 1971 -    | 0.33    |
| Willig (1985)          | 1971-1980 | 0.33    |
| Greene (1997)          | 1972-1991 | 0.18    |
| McField (2002)         | 1968-1985 | 0.28    |
| Mean                   |           | 0.26    |

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

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**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

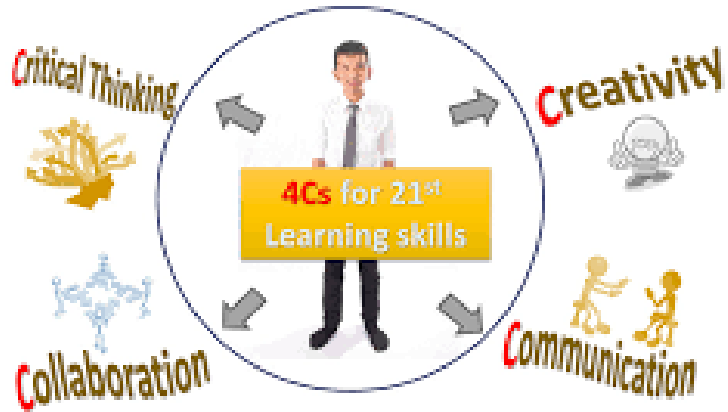
Source: Goldenberg & Wagner (2015)

# How does it work?

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## 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.



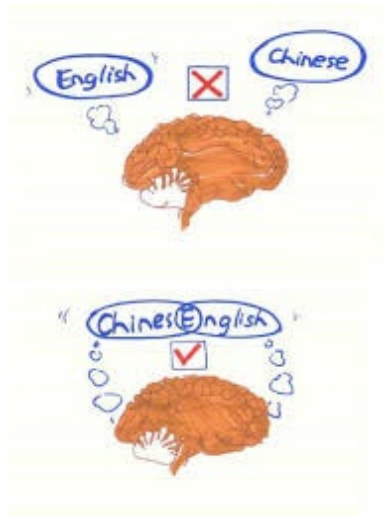
# Bilingualism and Schooling

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Maximum cognitive investment

Maximum learner identity investment

Learning transfer



Cummins & Early (2011)

Goldenberg (2008)

# EXPERIMENT



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Research shows that  
bilingual education is not  
an unproven experiment

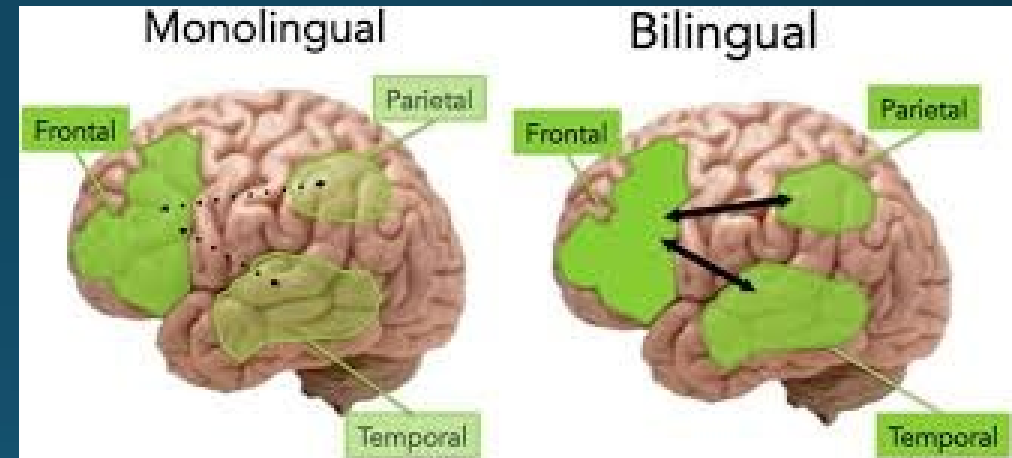
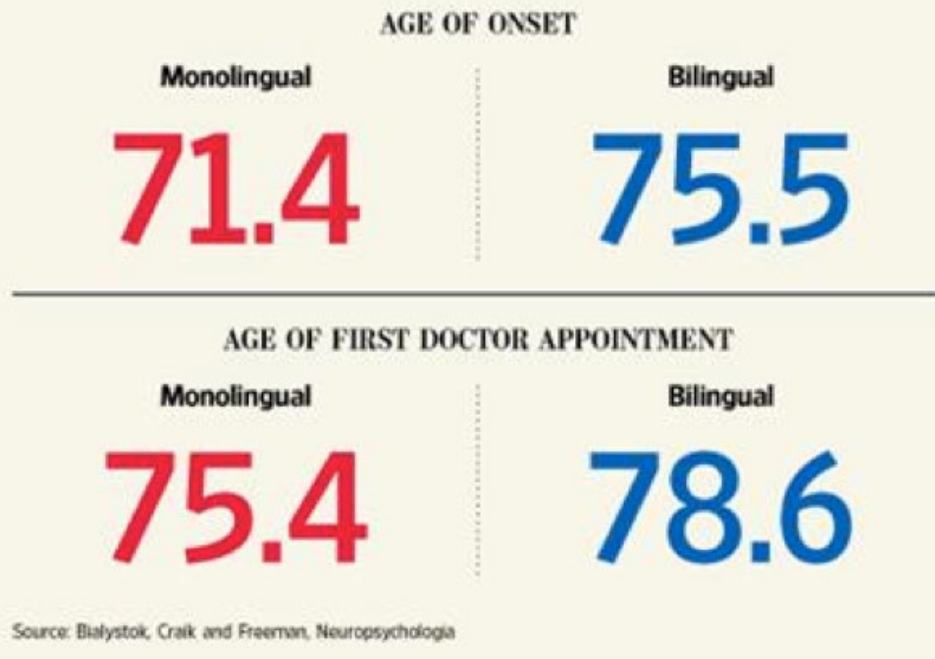


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# Multilingualism as an Asset or the Cost of Monolingualism

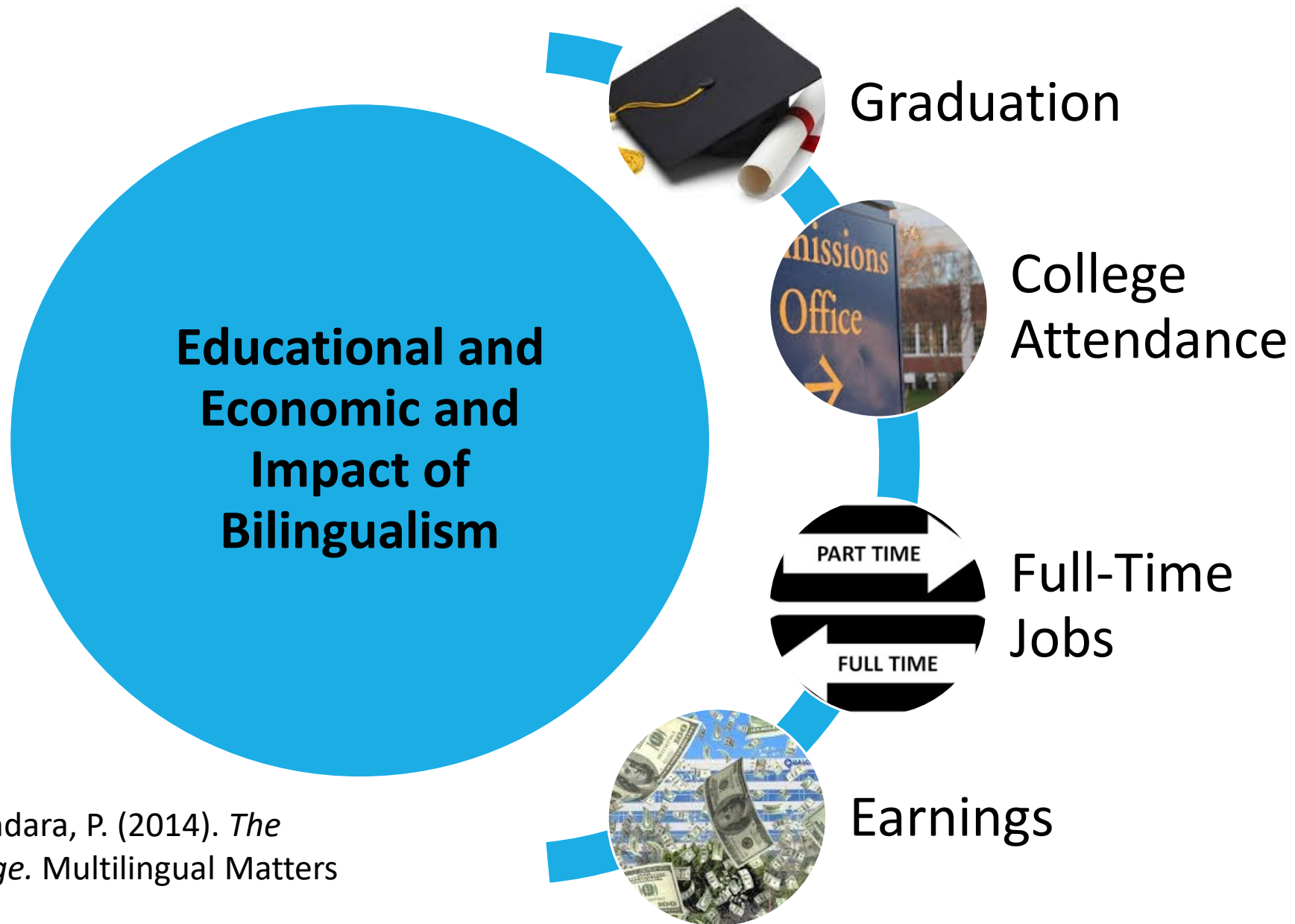
## The Benefits of Being Bilingual

Speakers of more than one language fend off the onset of dementia symptoms for an average of four years longer than monolingual patients, researchers found. They looked at the age of the onset of visible symptoms in men and women, and the age when the subjects' symptoms first necessitated a visit to a doctor.



[https://commons.wikimedia.org/wiki/File:Monolingual vs. bilingual aging brain.jpg](https://commons.wikimedia.org/wiki/File:Monolingual_vs._bilingual_aging_brain.jpg)

Olusola, Adesope, Lavin, Thompson, & Ungerleider (2010)  
Bialystok (2011)



Callahan, R. & Gandara, P. (2014). *The Bilingual Advantage*. Multilingual Matters

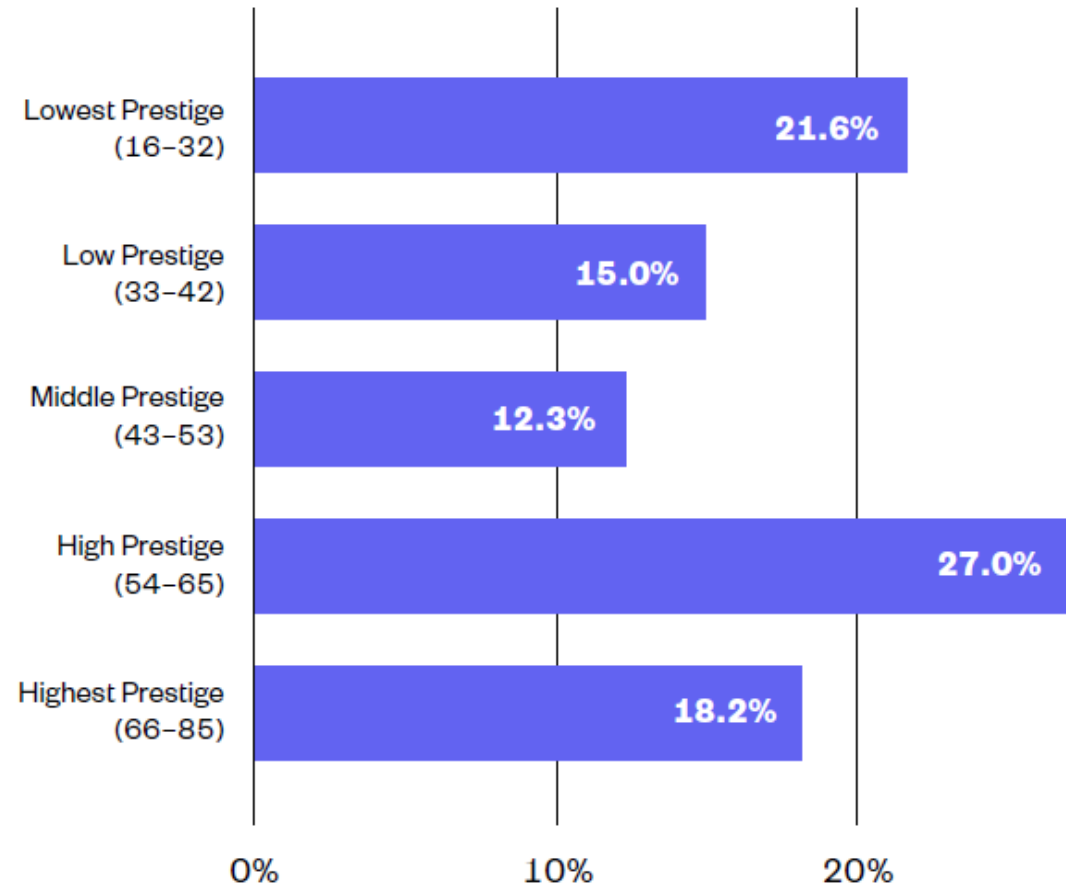
# Multilingualism on the Job

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)

FIGURE 6: CHANGE IN SHARE OF JOBS TARGETING BILINGUAL WORKERS, 2010-2015



Source: Burning Glass Technologies, Labor Insight. Data pulled on April 13, 2016



# Cultural Importance

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“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)

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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)



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## 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

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“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

# Principle -4

## 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)

