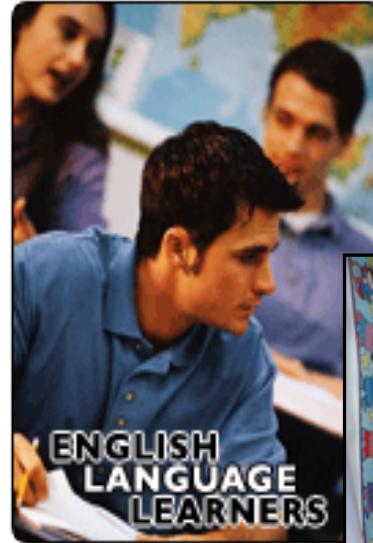


An Introduction to ESOL/ Bilingual Education



Dr. Karie Mize



Terminology

Field

English to Speakers of Other Languages (ESOL)

People

- Non English Proficient (NEP)
- **Limited English Proficient (LEP)**
- Fluent English Proficient (FEP)

- Language minority (vs. language majority)

- **English Language Learners (ELLs)**
- English Learners (ELs)



Programs

- English as a Second Language (ESL)
- English Language Development (ELD)

Diversity within ELL population

- **National origin**
 - Generation, self- identification
 - Language competence (versus use)
- **Social and economic background**
 - Prior education
 - Parental education
- **Social integration**
 - Skin color
 - Segregation in schools
- **Immigration status**
 - NOT ALL ELLs ARE IMMIGRANTS!
 - Refugees (war, politics, economics)
 - “Undocumented” (instead of “illegal”)





Changing Language Use in Oregon

- In 1990-91, there were 7,557 English language learners (ELLs) in Oregon.
- In 2000-01, there were 47,382 ELLs in Oregon. This constitutes a 527% increase.
- Only Georgia (901%), North Carolina (776%), and Nebraska (719%) had a more dramatic increase in that decade.
- In 2009-2010, 65,410 of Oregon students were ELLs.
 - Approximately 1/9th of school age children in OR; 1/6th in TX and 1/4th in CA

Most Common Languages of Origin of Students in Oregon Public Schools (Grades K-12) 2009-2010

Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language That is Not English (Total: 65,410)	Percent of All Students (Total: 561,698)
Spanish	50,954	77.9	9.1
Russian	2,801	4.3	0.5
Vietnamese	2,012	3.1	0.4
Chinese	999	1.5	0.2
Somali	728	1.1	0.1
Ukrainian	718	1.1	0.1
Chuukese	472	0.7	0.1
Korean	461	0.7	0.1
Arabic	452	0.7	0.1
Romanian	412	0.6	0.1
Hmong	376	0.6	0.1
Marshallese	293	0.4	0.1
Japanese	268	0.4	0.0
Tagalog	253	0.4	0.0

•Terms

- L1 or L₁ = First Language
- Home or Heritage Language = HL
- Primary or Native Language
- Mother Tongue
- L2 = English

159 languages are spoken by students in Oregon schools



Bilingualism

- *Most of the world's population is bilingual or multilingual*
- Bilingual - hard to define
 - Oracy (listening/speaking) versus literacy
 - Comprehension/reception versus production
 - Social language versus academic language
 - Native-like fluency versus communicative competence
- In turn, bilingualism is hard to measure
 - Measuring grammatical competence? Pronunciation?
- Bilingual education is also hard to define

“Many Americans have long been of the opinion that bilingualism is ‘a good thing’ if it was acquired via travel (preferably to Paris) or via formal education (preferably at Harvard) but that it is a ‘bad thing’ if it was acquired from one’s immigrant parents or grandparents”

(Fishman, 1966, as cited in Hakuta, 2001)

“Research shows that bilingualism, in the sense of a strong command of two or more languages, is a good thing regardless of whether you are a first-generation or seventh-generation immigrant. But we hold split standards that lead us to value bilingualism for people of privileged backgrounds, but not for people who are recent immigrants.”

(Hakuta, 2001)



Language Discrimination

- **Linguicism** (Phillipson and Skutnabb-Kangas)
 - A form of racism in which groups are defined and discriminated against because of the language they speak or their accent.
 - Coined by linguists
 - First hand stories (Anna Kato, Maria Garcia)
- **Language diversity as a problem or a resource?**
- **Language status**
 - Canada: French and English both have status.
- **Is it the family's responsibility or neglect?**
 - For communities, language planning is needed to help save endangered languages
 - For individuals, language shift and loss

Language Loss

- What are the **consequences** of losing your L1?
- Language is inextricably intertwined with one's **cultural identity** and self-esteem which, in turn, is tied with academic achievement
- May be “counterintuitive” that focusing on L2:
 - Doesn't improve academic achievement
 - “Hidden costs for children”
- Lily Wong Fillmore (1991)
 - **Impact on family relationships** and cultural heritage
- The good news: Language “revitalization” can happen on individual and societal levels

$L1 + L2 =$ Additive

$L2 - L1 =$ Subtractive

- Adding L2 to L1
- Importance of English *in addition to* home language, not *instead of*
- “Acculturation” (C1+C2)
- Multilingual ability (think Europe)
- Social and economic benefits

– Replacing L1 with L2

- Children come to school fluent in their primary language and leave school monolingual in English

– Linguistic and cultural “Assimilation”

– “Home responsibility” to maintain native language

Two “Subtractive” Myths



- **“Interference”**
 - Contrary to popular belief, the body of literature about bilingual education shows that speaking another language does not interfere with academic achievement or SLA (Rivera, 2002)
- **Immigrants do not “resist English”**
 - In general, research studies do not support this claim (Suarez-Orozco, 1995)
 - Long lines for adult ESL classes (Krashen, 2006)
 - More than half of surveyed ESL programs in sixteen states had waiting lists for up to 3 years

Effective Teachers of ESOL

- Knowledge
 - Bilingual politics versus pedagogy
- Skills
 - Sheltered techniques
 - Language and content objective
- Dispositions
 - Culturally competent
 - Advocates for educational equity
 - You do not need to be bilingual to support bilingual education!

