

# UC Berkeley

## Newsletters

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## Post-227 Enrollment in Bilingual Education Continues to Decline

Two years after the passage of Proposition 227, enrollment in bilingual education continues to decline in California. This is one of the findings from an analysis of the 2000 Language Census Survey and prior surveys conducted each spring by the California Department of Education. The following analysis examines trends in the number of English learner (EL) students, Fluent English Proficient (FEP) students, instructional services provided to EL students, and the qualifications of their teachers.

### Enrollment

Enrollment of linguistic minority students in California continues to increase at a faster pace than overall enrollment. In the spring 2000, 1,480,527 English learners were enrolled in California's public schools, an increase of 2.6 percent over the previous year (Table 1). FEP students increased by 4.3 percent to 791,283, while overall enrollment increased by 1.8 percent to 5,951,612.

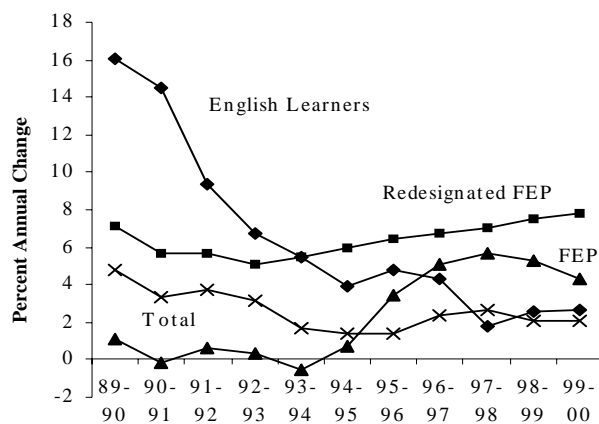
	Number	Percent
Total Enrollment	5,951,612	100.0
English Learners (ELs)	1,480,527	24.9
Fluent English Proficient (FEP)	791,283	13.3

Annual EL enrollment increased at double-digit rates in the late 1980s and early 1990s, reaching a peak of 16 percent per year between 1989 and 1990 (Figure 1). These high growth rates greatly outdistanced the growth in total enrollment, which increased about 3 to 4 percent each year. As a result, the percentage of language minority students in California who need to learn English has mushroomed to 25 percent of the total student population. But the annual growth rate of LEP students has slowed dramatically in recent years and in 1997-98 briefly fell below the overall enrollment growth rate.

While annual growth rates in EL students have slowed dramatically, annual growth rates in the number of Fluent English Proficient

(FEP) students has grown. In the late 1980s and early 1990s, when LEP enrollment was surging, FEP enrollment was hardly changing and actually declined in two different years. But beginning in 1996-97, FEP enrollment growth has increased faster than LEP enrollment. Some of this is due to increasing numbers of EL students who are redesignated as FEP. The percent of EL students who were redesignated as FEP from the previous year has increased steadily since the early 1990's, reaching 7.8 percent in 1999-2000. Thus far, the increase in English instruction brought about by Proposition 227 has not had any discernable impact on overall redesignation rates.

Figure 1—Percent Annual Change in EL, FEP, Redesignated FEP, and Total Enrollment, 1989-90 to 1999-00

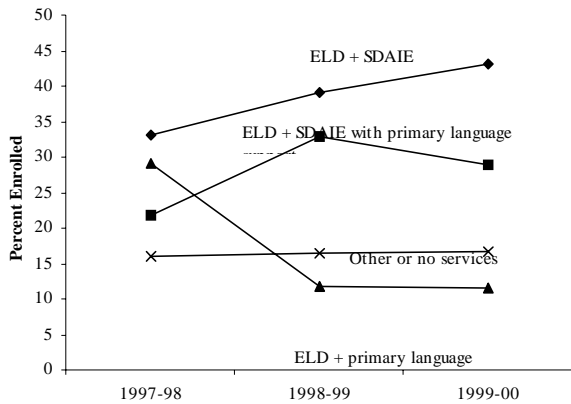


Note: EL=English Learner; FEP=Fluent English Proficient.

### Instructional Services

Proposition 227, passed in June 1998, greatly restricted the use of native language instruction in California. In the spring of 1998, prior to the passage of 227, 29 percent of English learners were receiving bilingual education that included ELD together with at least some academic subjects taught through primary language instruction (Figure 2). By 1999, the year following the passage of 227, that proportion fell to 12 percent and by 2000, it declined to 11 percent. So over

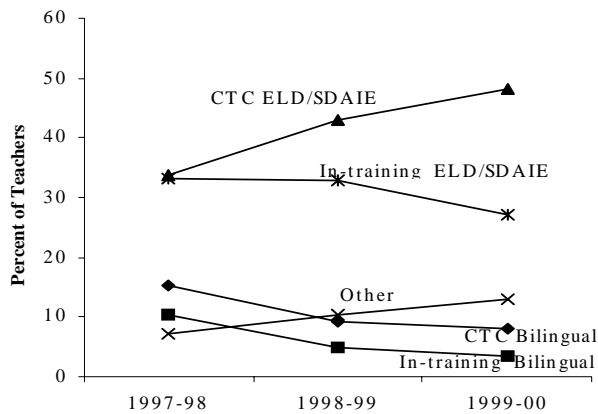
**Figure 2—Instructional Services Provided to EL Students, 1997-98 to 1999-00**



Note: ELD=English Language Development; SDAIE=Specially Designated Academic Instruction in English

the two-year period, 18 percent of all EL students in California changed from a bilingual program to an English-only program. Yet these figures may overstate the changes in instructional services provided to EL students. First, during the same period, the number of EL students receiving English instruction together with primary language support increased from 22 percent to 29 percent. Second, a recent UC LMRI study found substantial variation in actual use of English in many classrooms as teachers and schools interpreted the provision of 227 that classes be taught “overwhelmingly in English.” It is also interesting to note that prior to the passage of 227, the percentage of EL students receiving bilingual educational services had already decreased from 33 percent in 1990 to 29 percent in 1998.

**Figure 3—Certification of Teachers Providing Instructional Services to EL Students, 1997-98 to 1999-00**



Note: CTC teachers are those who hold valid certificates for the designated types of instructional service from California Commission for Teacher Credentialing (CTC). ELD/SDAIE teachers hold certificates to teach English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE). Other teachers hold an SB 1969 certificate or CDE approved district certificate.

**Instructional Staff**

Proposition 227 had a more dramatic effect on the certification of teachers providing services to EL students, yet it did little to address the acute shortage of qualified teachers. Prior to the passage of Prop 227 43 percent of teachers were teaching EL students without appropriate credentials for the instructional program they taught in (Figure 3). After prop 227 this was reduced to 30 percent of teachers without appropriate credentials. A significant portion of this reduction was due to the reduction in bilingual classrooms, and therefore the need for a bilingual credential. However, even with this change in the credential standard, three times the number of ELs have a teacher without an appropriate (or often any) credential as the average student in California. Moreover, a recent evaluation of class-size reduction in California found that this reform increased the disparities in the percentage of qualified teachers between schools with large concentrations of English learners and schools with small concentrations of English learners.

—RUSSELL W. RUMBERGER

**UCSB Research Grant**

The UC LMRI/UCSB faculty advisory committee awarded one UCSB research grant of \$5,000 for 2000-01.

**Comparative Pragmatics: Preschool Girls’ and Boys’ Verbal Conflict Resolution Strategies in Mexico and the U.S.**

Amy Kyratzis, UC Santa Barbara

Researchers examining intercultural communication from a sociolinguistic perspective have claimed that interpretative analysis of discourse in key, naturally organized situations can provide insights into the communicative processes that underlie intergroup stereotyping and access to public societal resources (Gumperz, 1982). Different cultural groups have different “ways with words” (Heath, 1983). For example, oppositional stances are tolerated in talk among Latina girls (Goodwin, 1995) and in Mexicano families (Eisenberg, 1996) but are not in many cultures. Depending on context, in the classroom peer culture, a child’s direct expression of opposition can be viewed as insulting or as part of the verbal enrichment of everyday play routines (Corsaro & Rosier, 1992).

To examine whether oppositional stances are directly expressed in the peer talk of Mexican children, children were audiotaped in a preschool in Juchipila, a small town in the state of Zacatecas, Mexico, playing in their friendship groups. Conflict management strategies will be analyzed in terms of whether they were direct (used polarity markers such as “No!”, aggravated direct commands, insults) or indirect (used justifications, prefaced disagreement with agreement as in “yes, but” statements, etc.). Results will be discussed in terms of prior work with different cultural groups in the United States, including white middle-class children. Do children, particularly girls, use direct conflict strategies in Mexico? Conflict resolution strategies are an important means of incorporation into the classroom peer culture, having implications for the development of play and emergent literacy. An understanding of Mexican and Mexican-descent children’s linguistic strategies and their match to the discursive practices used among peers within preschool and kindergarten classrooms in the U.S. can inform recommendations for classroom practice.

## Dissertation Grant Report

### **Guidance of Latino High School Students in Mathematics and Career Identity Development**

**L**atino high school students are at risk for low achievement in mathematics, which in turn restricts their opportunity for college and careers that require mathematical backgrounds. This study examines two models of guidance, the Assisted Performance model derived from sociocultural theory and the Individuation model, in relation to students' math achievement and career identity development. A sample of 115 Latino high school students completed a questionnaire assessing their experiences with Assisted Performance, Individuation, mathematics, and career identity development. As predicted, higher Assisted Performance was related to higher math grades for those in the college-prep track, but contrary to predictions, Assisted Performance was related to lower math grades for students in the remedial track. Also as predicted, higher Individuation was related to higher Identity Achievement. Overall, although students' experiences of Assisted Performance were positively related to their experiences of Individuation, Assisted Performance only predicted mathematics and Individuation only predicted career identity. This study has implications for students, families, teachers, and programs designed to enhance educational and career opportunities for ethnic minority youth.

—Edward M. Lopez, UCLA

## Small Research Grant Report

### **Does Childhood Language Experience Help Adult Learners**

**T**his project examines whether, and how, various kinds of experience with a language—typically a heritage language—during childhood affect people learn or re-learn that language during adolescence or adulthood. The research assesses: (1) possible long-term and unique benefits of what is learned during childhood, and (2) possible benefits of incomplete language experience. Language abilities of first-time adult/adolescent learners of Spanish are compared to those of re-learners with different kinds of prior experience with Spanish (e.g., overhearing vs. being spoken to vs. speaking briefly; early vs. late exposure). The project can inform us whether it is worthwhile to encourage children to speak their heritage language when they might stop using that language within a few years, and whether language education programs for young children could have lasting benefits. Preliminary findings suggest that such childhood experience with a language can have lasting and measurable benefits for adolescent/adult learners of the language.

—Terry Kit-fong Au, UCLA

## UCSB Grant Report

### **Investigating the Effect of Modifying Stuttering in Bilingual Adult Stutterers**

**T**his is a report on the results of a computer-based stuttering treatment program, known as Modifying Phonation Intervals (MPI), that was employed with five young adults, three of whom were bilingual with English as their second language (ESL). The three subjects were born, respectively, in Korea, Russia, and Germany and lived there throughout their pre-adolescence.

The MPI program trains people who stutter to reduce the frequency of relatively short phonation intervals (PIs) during connected speech. These five young adult male stutterers were treated in this program that employed a programmed training schedule to reduce selected short PIs found to functionally control stuttering. The training was largely self managed. Treatment was based on a performance-contingent schedule of within-clinic speaking tasks (Establishment), beyond-clinic speaking tasks (Transfer), and systematic decreases in assessment occasions (Maintenance). Assessments were made at regular intervals before, during and after treatment. All subjects achieved stutter-free and natural-sounding speech during within- and beyond-clinic speaking tasks at the completion of Maintenance and at 12 months after that phase for four who have been tested. During all phases of this program the 3 ESL subjects were treated and assessed in English, but they received a parallel assessment in their first language (German, Russian, or Korean). The findings were unambiguous and decisive for all three subjects: reductions and variations in stuttering frequency in English also occurred concurrently and concomitantly in the first language.

Survey information revealed that all subjects reported a continued need to monitor their speech, and two reported occasional bouts of mild stuttering that they were able to manage. The findings from this preliminary treatment efficacy study suggest that this procedure may make a significant contribution to stuttering treatment practice and is not restricted by the speaker's language history.

—Roger J. Ingham, UC Santa Barbara

### **UC LMRI 2001 CALL FOR GRANT PROPOSALS**

- Small Research Grants—Due February 1, 2001; October 1, 2001 for UC Researchers
- Dissertation Research Grants—Due February 1, 2001; October 1, 2001 for UC Graduate Students
- Collaborative Research Grants—Due February 1, 2001 for Teams of UC and CSU Researchers
- Teacher Research Grants—Due February 1, 2001 for Teams of UC Researchers & All California School Teachers

Complete grant information and applications can be found on the UC LMRI website at:

<http://lmri.ucsb.edu>

**Announcing**  
**The 2001 UC LMRI Conference**  
**“DEVELOPING (BI)LITERACY”**  
**May 4-5, 2001, UCLA, Los Angeles, California**  
**Details will follow in a forthcoming mailing & UC LMRI Website**

## Publications

### **Two Years of Success: An Analysis of California Test Scores After Proposition 227 (2000)**

**JORGE AMSELLE** and **AMY C. ALLISON**, The READ Intitute—In the spring of 1998 a new statewide assessment exam, the Stanford 9, was implemented in California. Due largely to the efforts of then-Governor Pete Wilson, limited-English-proficient (LEP) students were required to take this test. That summer California voters approved Proposition 227, the “English for the Children” ballot initiative, by an overwhelming 61 percent of the vote. This initiative, led by Ron Unz, reversed more than 20 years of state-mandated bilingual education for LEP children. The initiative replaced failed bilingual programs with structured English immersion for all English learners.

We now have available three years of test scores on the Stanford 9 through California’s Standardized Testing And Reporting system (STAR), available on the internet at <http://star.cde.ca.gov/>. Despite all of the rhetoric decrying how California’s non-English-speaking students would be harmed by the new English-immersion mandate, the end result is good news. After two years of instruction, LEP students were not only not harmed by English immersion; they made significant gains in reading and writing in English as well as math. Not surprisingly, the greatest gains were made in school districts that chose the strictest interpretation of the initiative and implemented the most intensive English-immersion programs. Scores in the bilingual programs that remained largely remained stagnant.

This report summarizes the results of Proposition 227 so far in several school districts, based on the STAR score summary reports for LEP students in reading, math, and language. For the first time this report also analyzes the redesignation rates of students by district.

It is interesting to note that although LEP students in all grade levels showed improvement, there was less improvement for students in latter grades. This suggests that younger students benefited most from English immersion classes while older students, who presumably had ‘benefited’ from bilingual education previously, benefited the least. The most likely conclusion is that English immersion works best for younger students, contrary to the assertion of bilingual advocates that delaying English instruction until a students is older produces better results in terms of English achievement. This paper can be found at the READ Intitute website: <http://www.read-institute.org/227rep.html>.

### **ELL Subcommittee Research Studies Progress Report (2000)**

**NEW YORK CITY BOARD OF EDUCATION**—Posted to their website five studies on Bilingual education:

- Number of Years of Service in Bilingual/ESL Programs
- Profile of Long-Term ELL Students
- Examining the Longitudinal Progress of ELL Students and Their Performance After Exiting from Bilingual/ESL Programs
- Demographic and Performance Profile of English Language Learners on the English Regents Examination in January 1999
- Cohort English Regents Analysis Class of 2000

These reports can be obtained at: [http://www.nycenet.edu/daa/reports/ELL\\_Research\\_Studies.pdf](http://www.nycenet.edu/daa/reports/ELL_Research_Studies.pdf).

### **What Can We Learn About the Impact of Proposition 227 from SAT-9 Scores? An Analysis of Results From 2000**

**JENNIFER EVELYN ORR**, **YUKO GOTO BUTLER**, **MICHELE BOUSQUET** and **KENJI HAKUTA**, *Stanford University*—Statewide scores for LEP student performance on the Stanford 9 (SAT-9) test for the year 2000 were released on August 15. The results are of particular interest to those who have followed the impact of Proposition 227, a ballot initiative spearheaded by Ron Unz and passed by California voters in 1998. Last year’s SAT-9 results enabled a comparison of the results from 1998 and 1999, and were examined to identify the results of Proposition 227. Scrutiny of the year 2000 SAT-9 results for LEP students continues in this webpage. Ron Unz provides a comprehensive list of media coverage on the release of the 2000 scores at <http://www.onenation.org/news.html>.

### **A Developmental Path to Reading**

The Eric Review, Volume 7, Issue 2, Summer 2000. <http://www.accesseric.org/resources/ericreview/vol7no2/reading.pdf>

## Conferences

### **November 2000**

**4-7** "Changing the Landscape of Education: Hispanics in the New Century," sponsored by Hispanic Association of Colleges & Universities (HACU). Albuquerque, New Mexico. Contact <http://www.hacu.com>

**15-19** "10th Anniversary Celebration, 'Real Magic: The Realization of Multicultural Education in the Everyday,'" sponsored by National Association for Multicultural Education. Hyatt Orlando, Kissimmee, Florida. Contact <http://www.inform.umd.edu/NAME/news.html>

### **December 2000**

**13-15** U.S. Department of Education, "7th Annual Regional Conference on Improving Americas Schools." Washington, DC. <http://www.ncebe.gwu.edu/iasconferences/index.htm>

### **January 2001**

**26-28** California Teachers Association. Good Teaching Conferences. Marriott Hotel, San Francisco Airport. <http://www.cta.org/insidecta/training/ipdgoodteach.html>

**31-Feb. 4** Bilingualism Spells Success in Any Language. Sponsored by the California Association for Bilingual Education. Los Angeles Convention Center, Los Angeles, CA. <http://www.bilingualeducation.org>

### **February 2001**

**9-11** California Association of Teachers of English. "Words" CATE 2001, Ontario Convention Center and Doubletree Hotel. <http://www.cateweb.org/cate2001/index.html>

**20-24** National Association for Bilingual Education. "Giving Children the World." Phoenix Convention Center, Phoenix, Arizona. <http://www.nabe.org>

**22-25** Sociology of Education Association (SEA) Annual Conference, "Dangerous Dialogues: Talking Through the Complex Texture of Class, Race, and Gender." Asilomar Conference, Pacific Grove, California. <http://www.lmrinet.ucsb.edu/sociology/sea.html>

**27-March 3** Teachers of English Speakers of Other Languages, Inc. "TESOL 2001: Gateway to the Future" 35th Annual Convention and Exposition. St. Louis, Missouri. <http://www.tesol.edu/convt2001.html>

### **March 2001**

**9-11** California Teachers Association. Good Teaching Conferences. Wyndam Hotel, Los Angeles Airport. <http://www.cta.org/insidecta/training/ipdgoodteach.html>

**18-20** National Center for Family Literacy. 10th Annual Conference on Family Literacy, Dallas, Texas. <http://www.familit.org/conference/conf2001.html>

**28-31** Education Alliance. Professional Development Conference for Teacher Leaders. Sacramento Convention Center. <http://www.edualliance.org/pdc>

**29-April 1** Changing Contexts in Language Learning, sponsored by the Northeast Conference on the Teaching of Foreign Languages. <http://www.nectfl.org>

## Announcements

### **THE ACADEMY OF MIGRATION STUDIES at the CENTER FOR COMPARATIVE IMMIGRATION STUDIES UNIVERSITY OF CALIFORNIA, SAN DIEGO**

The Center for Comparative Immigration Studies (CCIS) at the University of California-San Diego invites applications from undergraduates and graduate students for its newly established Academy of Migration Studies, which will train students to collect and analyze data from recent and prospective migrants to the United States. Academy Scholars will also increase their knowledge of the multidisciplinary literature on international labor migration and refugee flows and the impacts of these population movements on sending and receiving countries. The program will be directed and taught by Wayne Cornelius (Gildred Professor of Political Science and International Relations and Director, CCIS), who has conducted numerous field studies of Mexican migration to the United States, North African migration to Spain, and Pacific Rim migration to Japan over a 25-year period, and Takeyuki Tsuda (Ph.D., anthropology, UC-Berkeley; Associate Director, CCIS), who has done extensive fieldwork on international migration between Brazil and Japan. The Academy of Migration Studies is made possible by grants from the University of California and the William and Flora Hewlett Foundation.

For further information about the Center for Comparative Immigration Studies, please visit our website <[www.ccis-ucsd.org](http://www.ccis-ucsd.org)>. Questions about the Academy of Migration Studies should be directed to: Dr. Takeyuki ("Gaku") Tsuda, Associate Director, Center for Comparative Immigration Studies (tel.: 858-822-0526, e-mail: <[ttsuda@weber.ucsd.edu](mailto:ttsuda@weber.ucsd.edu)>).

### **Profile of Paula Levin, New Member of the UC LMRI Faculty Steering Committee**

**P**aula Levin earned her BA in Psychology from Swarthmore College and her MA and Ph.D. in Anthropology at UCSD. She began her professional career by teaching anthropology first at UCSD and later at Virginia Commonwealth University. Her early research and writings focused on culture, language, and schooling in the South Pacific. For these studies, she conducted ethnographic research in both French Polynesia and Papua New Guinea. In addition, she worked for four years as a member of a curriculum development team to create pre-school programs for native Hawaiian children at the Kamehameha Schools in Honolulu, Hawaii. Twelve years ago, Paula Levin returned to UCSD to direct the then-new MA program in Teaching and Learning, designed to assist experienced teachers in conducting research on curriculum and their own teaching practice. Recently, she led a Ford Foundation-funded ethnographic evaluation of UCSD's Thurgood Marshall College first year course: Dimensions of Culture. In addition, she has just completed work Visualizing Earth, an NSF-funded multi-site, multidisciplinary



(continued from page 5)

research project to study scientific visualization, and to integrate the use of space shuttle images into middle school earth science instruction. In Spring 2000, Paula Levin was named as a recipient of the UCSD's Distinguished Teaching Award.

### UC LMRI Staff Appointments

The UC LMRI is happy to welcome Steve McGhee to our staff.

**STEVE MCGHEE**, our new Systems Administrator, is a Senior Computer Science major at UCSB and expecting to graduate in 2001. He lives in Goleta with friends, likes to swim, surf, and mountain bike. Steve is looking towards a career in IT management or software



systems design. He interned for Sun Microsystems and Texas Instruments and worked for UCSB's Instructional Computing before coming to UC LMRI. While at UC LMRI, he plans on developing new services and optimizing current ones for the staff. Both of his parents are public school teachers in northern California. His mother works in an elementary school in Concord, CA, a community with a high percentage of native Spanish speaking residents, and his father teaches

Spanish and French at the local high school in Moraga, CA.

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### IN THIS ISSUE

- Bilingual Enrollment Declines
- 2001 Call for Proposals
- UCLMRI Conference May 4-5, 2001