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Why ELD Standards Are Needed for English Learners

The California State Board of Education has adopted high-level content standards in a number of subject areas, including English and Language Arts. These standards will be used to measure the educational progress of California's students and to develop instructional strategies to teach them. But these standards are neither sufficient nor appropriate to measure learning among the one-quarter of California's students who are learning English as a second language. To meet the needs of English learners, the State Board has now adopted English Language Development (ELD) standards. Why are these additional standards needed?

There are several reasons why existing content standards are insufficient for English learners. First, English learners come to school with a very different set of language abilities and experiences in comparison to English monolinguals. Research has shown that most five-year old native English speakers enter school with a speaking vocabulary of between 2,000 and 8,000 words. They have also mastered the basic sentence structure of English. And by the age of seven or eight, monolinguals have mastered most of the basic sounds of English. English learners have to master each of these areas in order to simply catch-up. Standards developed for a native speaking population are simply not sensitive enough to capture the initial development of English language learners.

Second, the process and pace of acquisition for English learners differs in significant ways from the experience of monolingual English speakers. One difference is the order of acquisition of grammatical structures. Although a feature such as subject-verb agreement in the third person (for example, "He goes to the store") is learned relatively early by native English speakers, research has demonstrated that it is learned late among English learners. Speakers of English as a second language who come from non-literate communities appear to have still different developmental pathways, particularly in the acquisition of academic language. Finally, the pace of acquisition among English learners also differs by age. English learners progress much more slowly in the pathway to full competence depending on the age of onset of acquisition and on the context in which it takes place. Consequently, ELD standards must be more sensitive than established English standards in order to be able to detect progress toward English acquisition. In recognition of this fact, The American Council of Teachers of Foreign Languages found it necessary to expand their standards in learning a second language in order to capture progress at the very early levels of acquisition.

A third reason for needing standards for English learners is the role that sociocultural factors and the first language of the child play in the development of language and academic success. Many literary activities, such as telling a story, are influenced by cultural conventions unique to different cultural groups. If the cultural conventions of the home differ significantly from those of the school, studies have found that the acquisition of English literacy constitutes a greater challenge for English learners. And languages

which are formally more different than English constitute an even greater challenge. For example, research on the acquisition of English among Asian American students has shown the resistance to learning certain features which are not marked in languages such as Cantonese, such as subject-verb agreement. Even after many years of exposure and high success in standardized multiple choice tests, these students had not mastered key basic features of English syntax. Finally, English learners may have different social conventions for speaking and writing which also make it difficult to learn English as a second language.

English learners must eventually be judged against the performance of native English speakers. But in order to reach that level of performance, it is necessary to employ a comprehensive set of English Language Development standards. These standards should incorporate existing research knowledge on second language acquisition and take into account that English learners come to English through a different experience, at an older age, through the influence of a different home language and culture, and at a different pace. And they need to be as detailed and rigorous as the newly-adopted English Language Arts standards so that their teachers can chart the progress of English learners in all aspects and at all levels of English development. Even with the passage of Proposition 227 and the increased use of English-only instruction, ELD standards are needed. Teaching in English is not the same as teaching English.

The major risk in not establishing standards for English learners lies in the failure to perceive progress when it is occurring and in the failure to measure a real lack of progress. This can lead to other risks, such as inappropriately evaluating teachers who may or may not be making progress with English learners, or establishing programs and schools that fail to address the needs of English learners because the standards used to measure growth fail to take into account the unique situation of second language acquisition.

The State has now taken the first step to improve the academic achievement of English learners in California by adopting comprehensive standards for English Language Development. These standards will now be used to develop a test aligned to these standards. Both should provide teachers and schools with useful tools to better assess the educational progress of English learners. While significant, there is much more that needs to be done in teacher recruitment and training in order to improve the academic success of English learners. As their population of English learners continues to increase, the willingness and ability of the State to improve their performance will increasingly dictate the overall level of educational performance in California.

—**Barbara Merino and Russell Rumberger**

NOTE: This article was derived from a longer rationale prepared for the State Department of Education by Barbara Merino, who was a member of the California English Language Proficiency Assessment Project Advisory Committee.

UC LMRI Awards 1999 Research Grants

The UC LMRI awarded funds in three research grant competitions in the spring of 1999. The first competition was for small research grants. The UC LMRI Faculty Steering Committee awarded a Small Research Grant totaling \$14,996. The second competition was for dissertation research grants. The UC LMRI Faculty Steering Committee awarded two Dissertation Grants totaling \$15,000. The third competition was for a new program that began this year to stimulate research on language minority issues among UC Santa Barbara faculty using funds provided by the UC Vice Chancellor for Research as part of UCSB's support of the UCLMRI. A UCSB faculty advisory committee appointed by the Director reviewed grant proposals for this program and awarded three UCSB Research Grants totaling \$11,266. All grants are for one calendar year beginning July 1, 1999.

- *Small Research Grants - \$14,996*
- *Dissertation Research Grants - \$15,000*
- *UCSB Research Grants - \$11,266*

DISSERTATION RESEARCH GRANTS

The Relationship Between Family Practices and Adolescents' Academic Achievement: Understanding Korean-Americans in California

EUNAI PARK, UCSB

Korean Americans are one of the fastest growing ethnic groups in the U.S. due to immigration. From 1980 to 1990, the population of Korean-Americans increased 123.5%, whereas the average Asian American population grew 95.6% (U.S. Bureau of the Census, 1995). It has been documented that students of Korean descent tend to have high achievement at school (Lee, 1994; Scheneider & Lee, 1990). However, these results can be misleading. There is a large inter-group difference in academic achievement among Koreans in the U.S. (Suzuki, 1989; Yu, 1988). While some Korean Americans achieve high academic success, others under achieve. It is reported that Korean American students who cannot live up to the model minority standards often feel shameful and depressed (Jungangilbo, 1996b). Then their ability and interests are not compatible with the expectations of communities and families, Korean American students try to suppress the pressure or find other outlets to release the severe stress. Some students commit socially delinquent behavior such as joining violent gangs, cheating, or running away from home rather than seeking constructive outlets (Kim, 1993; Jungangilbo, 1996a; Yu, 1988). It is problematic that under achieving Korean American students tend not to get attentions as other ethnic minority groups under the general image of high achieving Korean Americans. The purpose of this study is to provide more accurate descriptions on the reality of high and low achieving Korean American students. This study will examine how parents interact with their children, school, and community and how Korean American students perceive their parents' family practices. Accordingly, the research questions are:

1. What types of interactions do Korean American parents exhibit with their children, community members, and their child's school?
2. How are the interaction patterns of parents of successful and parents of fewer students different?
3. Beyond parent interactions, what are the general similarities and differences between the families of successful students and less successful students?
4. Does SES emerge as a factor influencing parent interaction patterns and student achievement outcomes?

On the Move: Student Mobility as a Contributing Factor in Achievement Stratification Between Mexican-Americans and Non-Latino Whites

ROBERT REAM, UCSB

The majority of U.S. children change schools for reasons other than promotion—a practice referred to as student mobility—and a third change schools at least twice by the eighth grade (NCES, 1995). One recent study found that urban students who change schools frequently perform approximately one year behind their non-mobile peers on 7th grade achievement tests (Reynolds & Temple, 1997). Moreover, students who change high schools are much less likely to graduate than those who remain in the same school for four years (Rumberger & Larson, 1998).

SMALL RESEARCH GRANTS

Continuity and Change in Mexican Immigrant Parents' Beliefs about *Educación* and the Path of Life

CATHERINE COOPER, UCSC

Strengthening family-school partnerships remains an unmet priority of school-based initiatives and academic outreach programs, which address school retention and college attendance among Mexican descent students. Thus far, these partnerships have been hampered by inaccurate or incomplete information about Mexican immigrant parents. The proposed study addresses three research questions: 1) What are the beliefs, goals, and guidance strategies of Mexican immigrant parents about education as their children move into adolescence? 2) How do parents' beliefs, goals and guidance strategies for their two children differ and change over this transition? 3) How do children's academic performance and experiences in and outside school during this transition play a role in changing parents' beliefs, goals, and guidance? In the proposed 2-year longitudinal study, 30 Mexican immigrant parents with at least two children, one in the last year of elementary school and one in junior or senior high, will be interviewed as their younger child is completing elementary school and again after completing the first year of junior high. This longitudinal design spans the years when many Latino students begin to experience academic difficulties. Data analyses that link quantitative and qualitative approaches will be conducted, including longitudinal case studies, prediction analysis, and Qualitative Comparative Analysis. Findings will contribute to research, policy, and practice designed to enhance the inclusiveness of family-school partnerships during the challenging years from childhood to adolescence.

While a growing body of research documents the high incidence and negative consequences of student mobility, it is not known whether and/or how mobility contributes to achievement differences between groups. Theories and research attempting to explain the “achievement gap” are complex, if not politically charged. Some studies focus on socioeconomic factors or immigrant status; others argue from a cultural perspective nuance. What makes such research challenging is that these factors are likely to be inter-related. What makes the research incomplete, is that mobility has been left out of the equation. In light of that oversight, this study investigates mobility among Mexican-Americans and non-Latino Whites, since Mexican-Americans are more mobile (Ream & Rumberger, 1998) and, on the whole, perform at lower level than non-Latino White students as measured by academic achievement and school completion (NCES 1995a). Specifically, this study addresses (a) the incidence, causes, consequences, and policy implications of student mobility; (b) the educational and social experiences unique to mobile students; and (c) how/why mobility leads to educational stratification between Mexican-Americans and non-Latino Whites of differing immigrant and social class backgrounds.

Multiple research methods are employed in this study. The qualitative investigation explores student mobility in a situated context

... recent study found that urban students who change schools frequently perform approximately one year behind their non-mobile peers...

largely inaccessible to positivistic exploration. The quantitative study factor variables from the National Educational Longitudinal Study of 1988 (NELS: 88) into statistical models that include mobility and other variables reflecting themes emerging from the qualitative data. Still other variables are introduced through stratification theories. Since neither analytical method alone sufficiently explains how mobility contributes to stratification, the qualitative findings will inform the quantitative research, and vice versa.

Current proposals for school reform, especially in the growing area of school and student accountability, pay little attention to mobility, fostering a lack of accountability for mobile students in the United States. This study is designed to develop an empirical and theoretical basis for questioning that oversight.

UCSB RESEARCH GRANTS

English Only: An Analysis of the Linguistic Landscape and Changing Perceptions of Ethnolinguistic Vitality

HOWARD GILES, UCSB

This study is the first in a proposed program of research addressing how linguistic minorities are impacted by linguistic majority perceptions of their own and other groups' language vitality. California is in a state of demographic flux whereby the current language majority is in the process of becoming the minority. The social implications are potentially far-reaching not least in the domain of chang-

ing language status. Twenty-three State laws declare English as the official language of government in the United States. This includes California, the state with the highest Hispanic population in the U.S. (approximately four million).

California exhibits a history of state initiatives affecting language minorities in relation to government services and education. These and other California State initiatives appear to embody a pattern of concern among largely white, middle-class voters about their position vis-à-vis other ethnic groups—particularly Latinos. Little or no empirical research documents how support for Official English/English-only relates to concerns among members of the dominant Anglo majority about its status, and how this affects the societal climate for growing minority groups like Latinos.

The aim of the present study is to examine the tendency for insecure language majorities to support moves to limit the use, promotion, and salience of minority languages in institutional settings (schools, government, and in public signs and symbols). This research offers the opportunity to test theoretical constructs (linguistic networks, vitality, and landscape) never previously applied together in the United States. Ethnolinguistic identity theory (ELIT), of which these constructs form part, is also a newly applied theoretical framework here. According to ELIT, language becomes a focal point for dissent when dominant groups feel a sense of insecurity due to growing numbers of language minority members, or increased power and status among other ethnic and social groups. Perceived linguistic vitality of both dominant and subordinate language groups also has a role to play in how each responds to the other.

Of research interest are the relationships between support for English Only (and other quasi-legislative move affecting language minorities) and perceptions of linguistic vitality among the English-speaking majority and the growing Spanish-speaking minority. An additional goal is to measure how perceptions of linguistic vitality are related to language contacts in schools, through the mass media and in the linguistic landscape. Therefore, it is planned to conduct a telephone survey of a representative sample of Anglo-American and Hispanic households in Santa Barbara County.

The survey instrument will contain a battery of questions measuring support for official English/English-only plus support for affirmative action, immigration control, limitation of health, education and welfare services to immigrants forming a socio-economic limitation index. Supplementary indices will measure beliefs in ethnolinguistic vitality, ethnolinguistic identity, and participants' interpersonal networks of linguistic contacts.

Future research will address more specifically how the salience of language and perceptions of language vitality affect language minorities in various domains. Continued support for official English or English only plus recent moves to limit bilingual programs makes education a particularly pressing concern in this context.

SAT Validity for Linguistic Minorities

REBECCA ZWICK, UCSB

The validity of the SAT as a college admissions criterion has been subjected to an unusual amount of scrutiny in California since the passage of Proposition 209. In a recent column in the Los Angeles Times, Kenneth Weiss remarked that “[j]ust when you thought the regents of the University of California had exhausted every hot button issue, they are itching to bring back one of the most conten-

tious: whether to reduce the influence of the SAT, or even throw it out altogether.” Although a great deal of attention has focused on SAT validity for ethnic minorities, little attention has typically been paid to language minority status. A substantial number of Asian American and Latino test-takers, however are non-native English speakers. Both UCSB and Educational Testing Service data sets contain information

SAT validity is ordinarily assessed by determining how well SAT scores, along with high schools grades, can predict first year college grade-point average (CGPA).

about language status that would allow investigation of the validity of the SAT for students who do not consider English their best language, and to determine whether SAT validity for these language minority students differs from the validity for native speakers of English.

SAT validity is ordinarily assessed by determining how well SAT scores, along with high schools grades, can predict first year college grade-point average (CGPA). Therefore, any investigation of SAT validity for language minorities needs to include an analysis of whether prediction of CGPA is as accurate for these students as for native English speakers. An alternative way of assessing SAT validity is to determine how well SAT scores predict college graduation. Some researchers have investigated whether admissions tests are useful in predicting whether or not students graduate within a fixed number of years of entry. A difficulty with this type of analysis is that it does not allow any distinction between a student who drops out and one who will eventually graduate; both will be classified as non-graduates. A more detailed analysis method that does allow such distinctions is called survival analysis. Analyses can be conducted to investigate whether a survival model that includes the SAT as a predictor of graduation fits the data better than a model that does not. Analyses can also show whether the accuracy of prediction is equivalent for language minorities and for native speakers. Survival analyses also yield graphical representations of “survival” in college for various student groups. Application of this type of analysis may be a fruitful direction for SAT research.

Investigating the Effect of Modifying Stuttering in Bilingual Adult Stutterers

by ROGER INGHAM, UCSB

The purpose of this project is to investigate the effect of treating chronic stuttering in bilingual speakers for whom English is a second language. This project extends a current investigation into the effects on stuttering of modifying the frequency of intervals of phonation during speech production. The procedure is known as modifying phonation interval (MPI) treatment (Ingham, Moglia, & Kilgo, 1997). This project currently involves the treatment and evaluation of eight adult English-speaking stutterers. It is proposed to extend that project to include eight Spanish-speaking adult stutterers for whom English is their second language. The specific aim of

this part of the project is to determine if the beneficial effects of stuttering treatment directed toward speech in English will generalize to speech in Spanish. The program requires the independent assessment of the speech performance of these subjects by a trained Spanish-speaking individual. It is anticipated that the findings of the treatment of both groups of subjects will provide the basis for a federal grant proposal designed to investigate additional aspects of this program.

UC LMRI 1999 Annual Conference Highlights



The 12th annual UC LMRI Conference was held May 13-14, 1999 at the DoubleTree Hotel in Sacramento. The conference drew 168 participants from across California and the United States. The conference staff—Heather Morrison and Mónica Figueroa Landeros (UC LMRI) and Vivian Barrera (Program in Latin American and Iberian Studies)—helped insure a successful conference. This year’s conference highlighted research that focused on the initial implementation of

Proposition 227. Because the Proposition was passed and implemented so quickly, there has been considerable uncertainty on how districts, schools, and teachers have responded to the initiative. The conference brought together researchers who were funded by UC LMRI to examine the impacts of 227 along with other researchers who are investigating this issue. Conference highlights included:

- A panel of researchers—Eugene E. García, Julia E. Curry-Rodríguez, Sara Paredes, Betty Pazmino, Tom Stritikus (UC Berkeley), Kris Gutiérrez (UCLA), and Julie Maxwell-Jolly (UC Davis)—who presented comparative case studies that looked at district, school, and classroom responses to Proposition 227 in 16 school districts and 23 schools from throughout the state;
- Presentations on two state-wide surveys on the impacts of 227, one by María Trejo (State Department of Education) and one by Professor David Ramírez (CSU Long Beach);
- A research panel—Reynaldo Macías (UCLA), Cecilia Colombi and Barbara Goldman (UC Davis), and Olga Rubio (CSU Long Beach)—on teacher education issues in response to 227;
- A research panel—Patrick Manyak (USC), Kenji Hakuta (Stanford), and Robert Linqanti (WestED)—that examined how

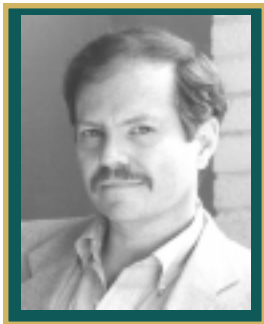


long it takes for English learners to learn English;

- A keynote address by Jim Crawford, image to the right, a noted independent writer and lecturer on the politics of language;

- A research and discussion panel—Terrence Wiley (CSU Long Beach), Melinda Melendez (Office of State Assembly Speaker Viaraigosa), Noni Reese (Pajero Valley Joint Unified School District), and Erminda García (San Francisco Unified School District)—that examined the impact of recent legislation on the education of English learners.

- A dinner for Bilingual Fellowship graduate students and their advisors from three UC campuses—UC Davis, UCLA, and UC Santa Barbara—who were attending the UC LMRI conference, many for the first time.



A complete copy of the conference program is available on the UC LMRI website at: <http://www.lmrinet.ucsb.edu/confs/conference99.html>. UC LMRI will also provide copies of the conference papers and presentations on its website as presenters make them available.

Correction

The lead story in the Winter 1999 newsletter, entitled “Reaction Time Studies of Lexical Processing in Young Second-Language Learners,” was based on a UC LMRI Small Grant report authored by Kathryn J. Kohnert (UC San Diego) and Arturo E. Hernandez (UC Santa Barbara).

UC LMRI Appointments

The UC Linguistic Minority Research Institute would like to welcome **Heather Morrison** as the new Administrative Assistant/Conference Coordinator. Heather, originally from Upland, California, has relocated to Santa Barbara where she graduated with a B.A. in Spanish and Sociology from UCSB.

Much of her course work focused on language, literature, and human interactions. Heather has studied abroad in Seville, Spain and has experience making detailed travel arrangements due to her extensive travels throughout Europe and the United States. We are excited to have Heather with us at UC LMRI and have already had the pleasure of experiencing her creative energy at work.



CONFERENCES

June 27-July 11, 1999--California State University, Stanislaus and the Mexican Secretary of Public Education, IEEPO, Oaxaca present “*The 5th Annual Seminar on Transformative Literacy.*” Contact: Dr. Nancy Jean Smith. Phone: (209) 467-5337. Fax (209) 467-5389. E-mail: njsmith@toto.csu.edu.

July 5-8, 1999-- Two-Way CABE, “*Two-Way Bilingual Immersion Conference.*” Doubletree Hotel, Monterey, CA. Contact: Marsha Vargas, (562) 985-5809 E-mail: mkvargas@aol.com
Web Site: http://psrtec.clmer.csulb.edu/two_way_bilingual/

July 12-16, 1999-- “*Bilingualism & Biliteracy Through Schooling: An International Symposium.*” Brooklyn, NY. Call (718) 488-1010.

July 24-28, 1999-- National Council of La Raza. “*Launching A New Millenium.*” Call (202) 776-1770 or (800) 311-NCLR, ext. 770.
Web Site: <http://www.nclr.org/special/convention/registration.htm>

Sept. 16-17, 1999--National Center for Research on Evaluation, Standards, and Student Testing. “*1999 National CRESST Conference.*” UCLA Campus, Los Angeles, CA. Contact: Ron Dietel, (310) 794-9168 Web Site: <http://www.cse.ucla.edu/>

October 26-29, 1999-- “*Educause Annual Conference.*” Long Beach, CA. Call (303) 449-3340

The California State Department of Education maintains a conference calendar on its website at: <http://www.cde.ca.gov/calendar/calendar.html>

UC LMRI PUBLICATIONS

The following UC LMRI Publications are still available:

Review of Research on the Instruction of Limited English Proficient Students: A Report to the California Legislature, by Patricia Gándara. (1997) Price \$3.00.

Hacia un futuro sin fronteras, editado por Magaly Lavadenz y Carmen Velasco. (1997) Price \$5.00.

Changing Schools for Changing Students: An Anthology of Research on Language Minorities, Schools & Society, edited by Reynaldo F. Macías and Reyna G. García Ramos. (1995) Price \$10.00.

To place orders please call (805) 893-5365. Orders can also be placed on Web at: <http://www.lmrinet.ucsb.edu/redissem.html>

UC LMRI People in the News

Lily Wong Fillmore, Professor at UC Berkeley and member of the UC LMRI Steering Committee, has been appointed to the UC Merced Campus Task Force by the Academic Council. Headed by Fred Spiess of UC San Diego, the group will provide planning advice to the Office of the President and the future Chancellor of UC Merced, which is scheduled to open its doors to students in the fall of 2005.

Russell W. Rumberger, Professor of Education at UC Santa Barbara and Director of the UC LMRI, published a study (with Katherine Larson, Robert Ream, Gregory Palardy), The Educational Consequences of Mobility for California Students and Schools, through Policy Analysis for California Education (PACE) in March. The study found that students in California make more non-promotional school changes than students in other states and that such changes increase the risk of high school dropout. The results of the study were presented to the State Board of Education on May 12.

The Proposition 227 Taskforce was appointed by State Superintendent Delaine Easton in September 1998. The 35-member taskforce included **Kris Gutiérrez** (UCLA and a member of the UC LMRI Faculty Steering Committee), **Kenji Hakuta** (Stanford), **Robert Linquanti** (WestEd), and **Guadalupe Valdés** (Stanford). The taskforce has finalized its report, which provides guidance to the Superintendent on how to implement Proposition 227 in ways that improves the instruction, assessment, support, and achievement of English learners. The report will be available by summer.

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