

*Annette Caldwell Simmons School of
Education and Human Development*



CCCCD

**Center for
Child and
Community
Development**

SOUTHERN METHODIST UNIVERSITY, DALLAS, TEXAS



ELL Newcomer/Recent Immigrant Students (Special Interest Group)

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Who are English Language Learners?

Defined

- **English Language Learner (ELL-LEP)**

- U.S. Department of Education defines ELLs as national-origin minority students who are limited English proficient.

- Subsets of ELLs

- **Long term ELLs** – first generation students who speak English with difficulty. They perform below grade level in reading and writing tests, but tend to achieve adequate grades

- **Former ELLs** – students who have attained sufficient English skills to be placed in a mainstream classroom.

- **Newcomer Adolescent** – students who are currently enrolled in grades 6-12 who have attended an English-speaking school for fewer than two years (e.g. refugees and recent immigrants.)

(Francis, M. Rivera, Lesaux, Kieffer, H. Rivera, 2006)

Types of Entry

- Legal Immigration:
 - Legal permanent residence, option of naturalization and gainfully employed, however, they cannot vote nor can they receive many federal subsidies.
- Refugee:
 - Residing outside of country of nationality and are unable or unwilling to return due to threat of persecution or fear of persecution.
- Illegal or Undocumented:
 - 2 types
 - Enter the U.S. without inspection.
 - Enter U.S. with legal temporary Visa and stay longer than allowed by their Visas.

(Yakushko, and Chronister, 2005)

Mexico, South and Central America

- Civil Wars, civic unrest and high poverty rates bring many immigrants into the U.S. from Mexico, Honduras, El Salvador, Nicaragua and many other countries in Central and South America.
- The trip to the U.S. is often dangerous and arrival on US soil may take several attempts.

(Nazario, 2006; Suarez-Orozco & Suarez-Orozco, 2001)

Immigration from Africa

- Wars, ethnic tensions and political unrest bring many immigrants into the U.S. from Sudan, Tanzania, Ethiopia, Somalia.
- When violence occurs within the nuclear families, the psychological effects on children are extreme.
- Children raised in countries in war may exhibit:
 - Aggression
 - Symptoms of Post Traumatic Syndrome Disorder (PTSD)
 - Withdraw from social interaction and academics
 - Have difficulty forming positive identities, trust and intimacy

(McCloskey & Southwick, 1997; Suarez-Orozco, Suarez-Orozco, 2005; Asner-Self, & Marotta, 2005)

Middle East and Asia

- Violence, ethnic cleansing and political tensions bring many immigrants into the U.S. from Vietnam, Afghanistan, and Burma to name a few.
- Most experience living in:
 - Internment camps
 - Refugee camps
 - Poverty
 - Famine
- Often experience racism and discrimination upon arrival to the U. S.

(Yeh, & Inose, 2002; Ahmed, Reddy, 2007; Fadekm, 2009; Haboush, 2007; Nguyen, 2005; Freeman & Huu, 2003)

National Demographics

- In 1960, 66% of immigrants came from Europe.
- Now, 75% of immigrants come from Mexico, Asia, or other Latin American countries.
- New immigrants are far more likely to be poor compared to what they were two decades ago.
- Enrollment of ELLs in the U.S. schools has grown 200% across 15 states.
- Over 400 different languages are spoken, with Spanish being the most common.
- Nearly 1 million children of immigrants are undocumented.

Immigrants today: Top 5 Countries

Mexico

China

India

Philippines

Vietnam



(Center for Immigration Studies, 2007)

Top 5 Languages



Spanish

Chinese

French

Hindi and related

Vietnamese

(Pew Hispanic Center, 2008)

Immigrants Level of Education

Country	< High School	College or More
Guatemala	64.4%	4.0%
Mexico	60.0%	5.8%
El Salvador	54.7%	7.2%
Honduras	53.8%	7.1%
Dominican Republic	38.0%	10.0%

(J. Ruiz-de-Velasco & M. Fix, 2000 ;Center for Immigration Studies, 2007)

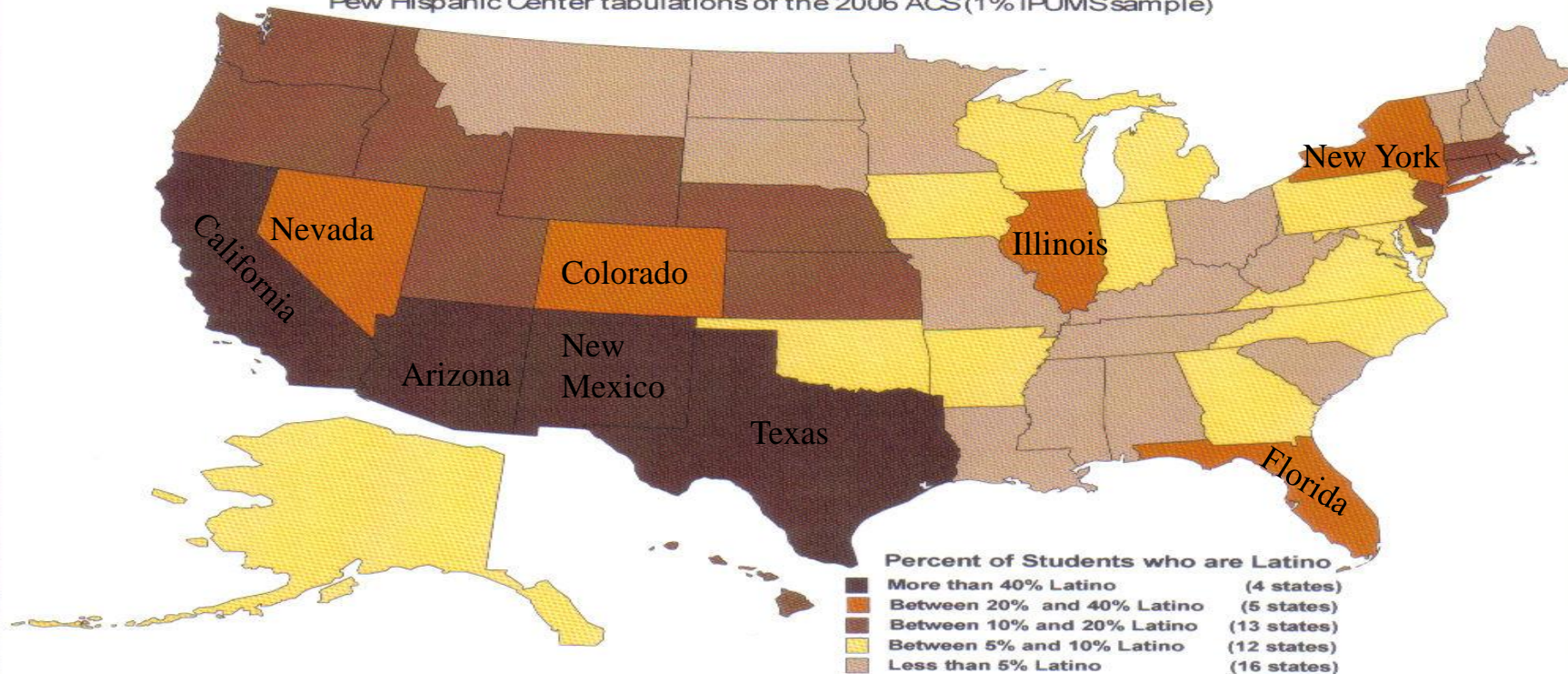
Socioeconomic Status of Immigrants

Country	Live in Poverty	In or Near Poverty
Dominican Republic	27.9%	58.1%
Mexico	22.2%	60.4%
Guatemala	21.3%	59.4%
Honduras	19.6%	50.7%
Jamaica	18.7%	40.0%

(Center for Immigration Studies, 2007)

Hispanic Share of Public School Students, by State

Pew Hispanic Center tabulations of the 2006 ACS (1% IPUMS sample)



- Hispanics makeup 56% of the entire population of immigrant children and they represent 75% of the ELL students.
- By 2015 it is projected that 30% of the school-aged population in the U.S. will be ELLs.

(Francis, M. Rivera, Lesaux, Kieffer, H. Rivera, 2006)



Dr. Hector Rivera

Integrating English Language Learners into our Schools: What do We Need to Know?

- According to the 2002 report by the National Clearinghouse for English Language Acquisition, ELL enrollment grew 200% in at least 15 states in the USA.
- Academically in the USA, while only 36% of all fourth graders score at or above the proficient level on a national assessment of mathematics, within the ELL population only 11% score at or above the proficiency level (Francis, Rivera, Lesaux, Kieffer & Rivera, 2006).
- Research shows that there are multiple factors involved in the academic development of these students. For example, among Newcomer ELLs, one needs to consider amount and degree of formal schooling, level of literacy in the native language, and age of arrival in U.S. schools to name a few (Francis, Rivera, Lesaux, Kieffer & Rivera, 2006).

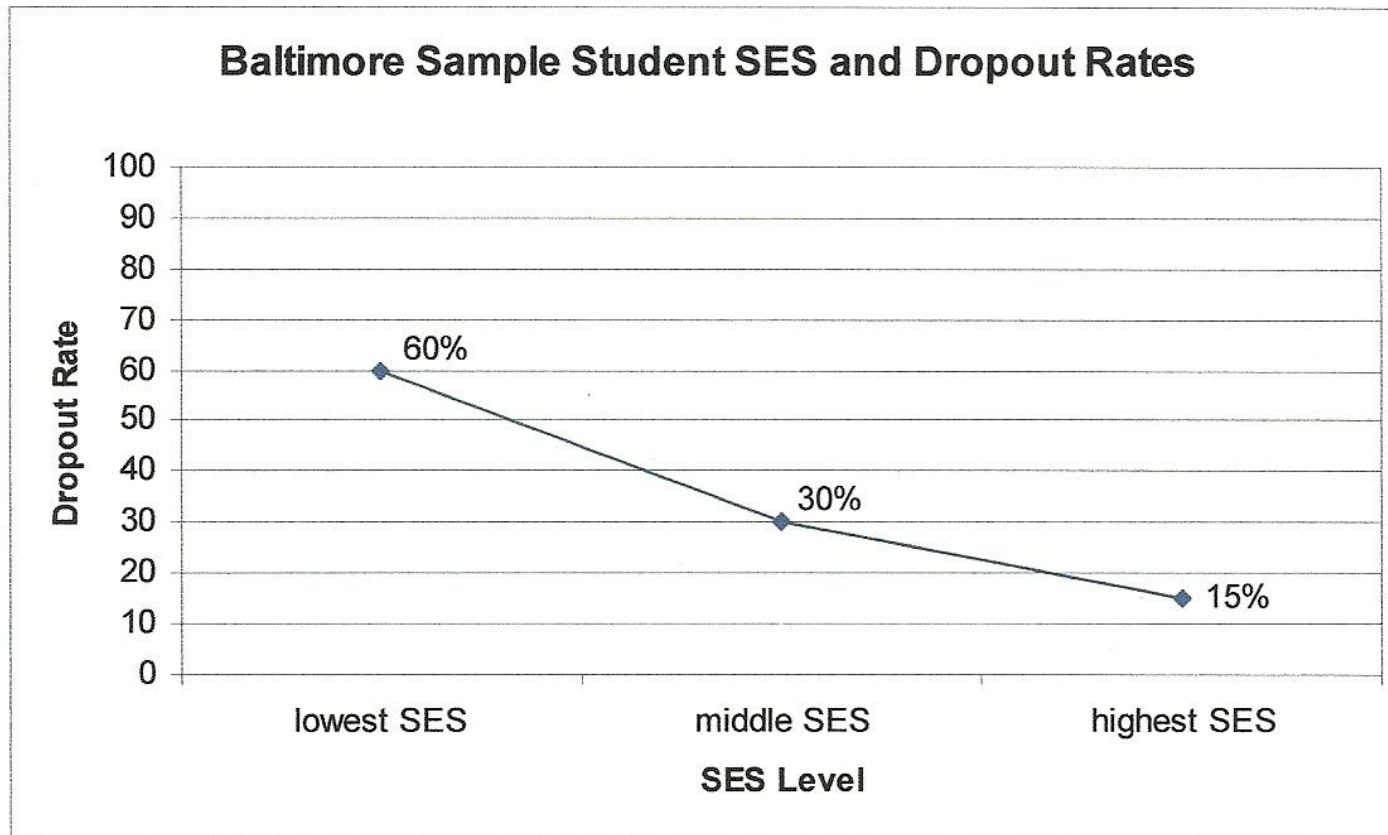
Significant Risk Factors by School Level*

Risk Category and Risk Factor	Elementary School	Middle School	High School
Individual Background Characteristics			
• Has a learning disability or emotional disturbance		✓	✓
Early Adult Responsibilities			
• High number of work hours		✓	✓*
• Parenthood			✓*
Social Attitudes, Values, & Behavior			
• High-risk peer group		✓*	✓
• High-risk social behavior		✓*	✓
• Highly socially active outside of school			✓
School Performance			
• Low achievement	✓*	✓*	✓*
• Retention/over-age for grade	✓*	✓*	✓*
School Engagement			
• Poor attendance	✓*	✓*	✓*
• Low educational expectations		✓*	✓*
• Lack of effort		✓	✓
• Low commitment to school		✓	✓*
• No extracurricular participation		✓	✓*
School Behavior			
• Misbehavior	✓	✓	✓*
• Early aggression	✓	✓	
Family Background Characteristics			
• Low socioeconomic status	✓*	✓*	✓*
• High family mobility		✓*	
• Low education level of parents	✓	✓	✓*
• Large number of siblings	✓		✓
• Not living with both natural parents	✓	✓	✓*
• Family disruption	✓		
Family Engagement/Commitment to Education			
• Low educational expectations		✓*	
• Sibling has dropped out		✓	✓
• Low contact with school		✓*	
• Lack of conversations about school		✓*	✓

Key: ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in one study. ✓ indicates that the risk factor was found to be significantly related to dropout at this school level in two or more studies.

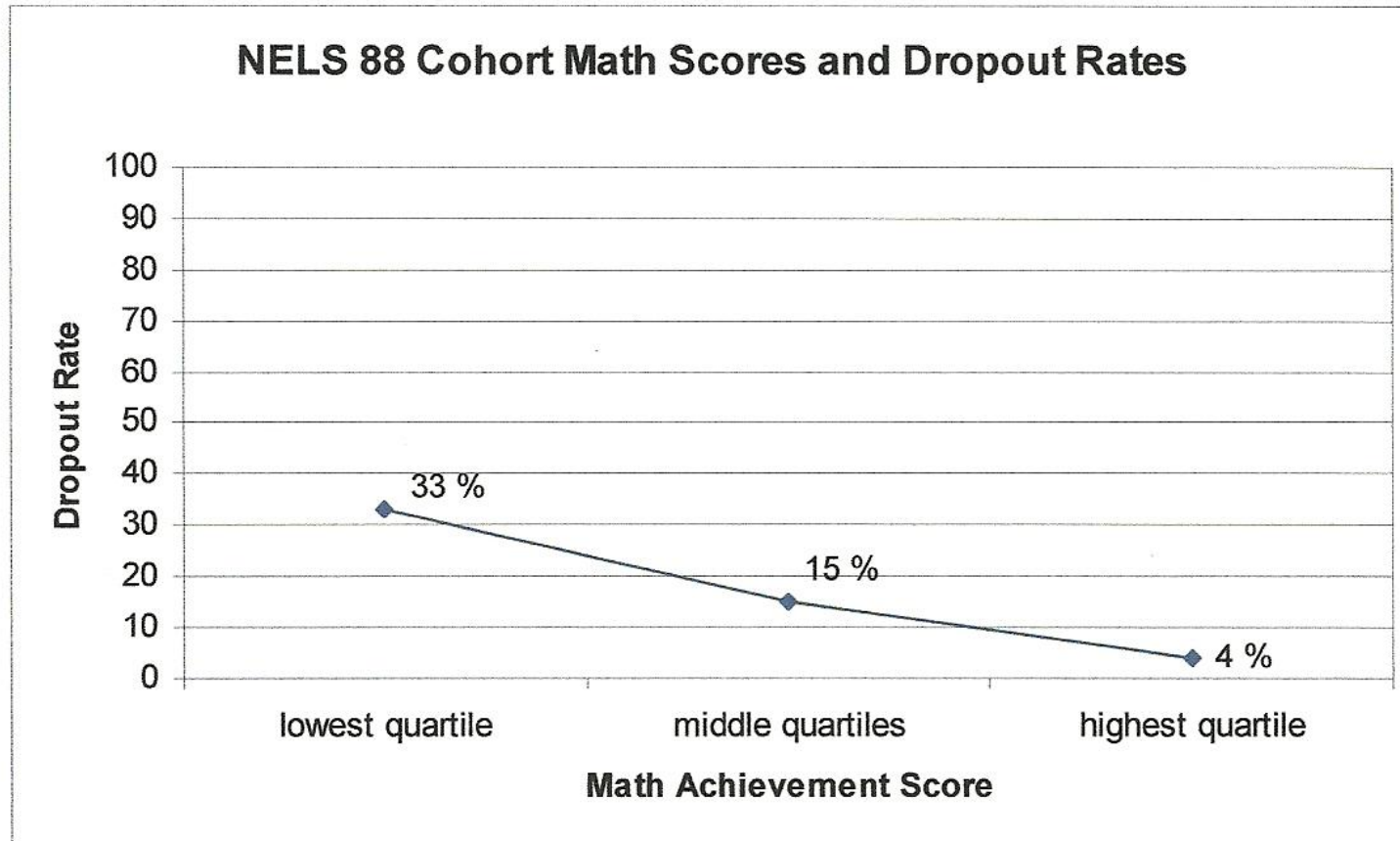
National Dropout Prevention Center/Network, Technical Report, 2007

Example from a Study



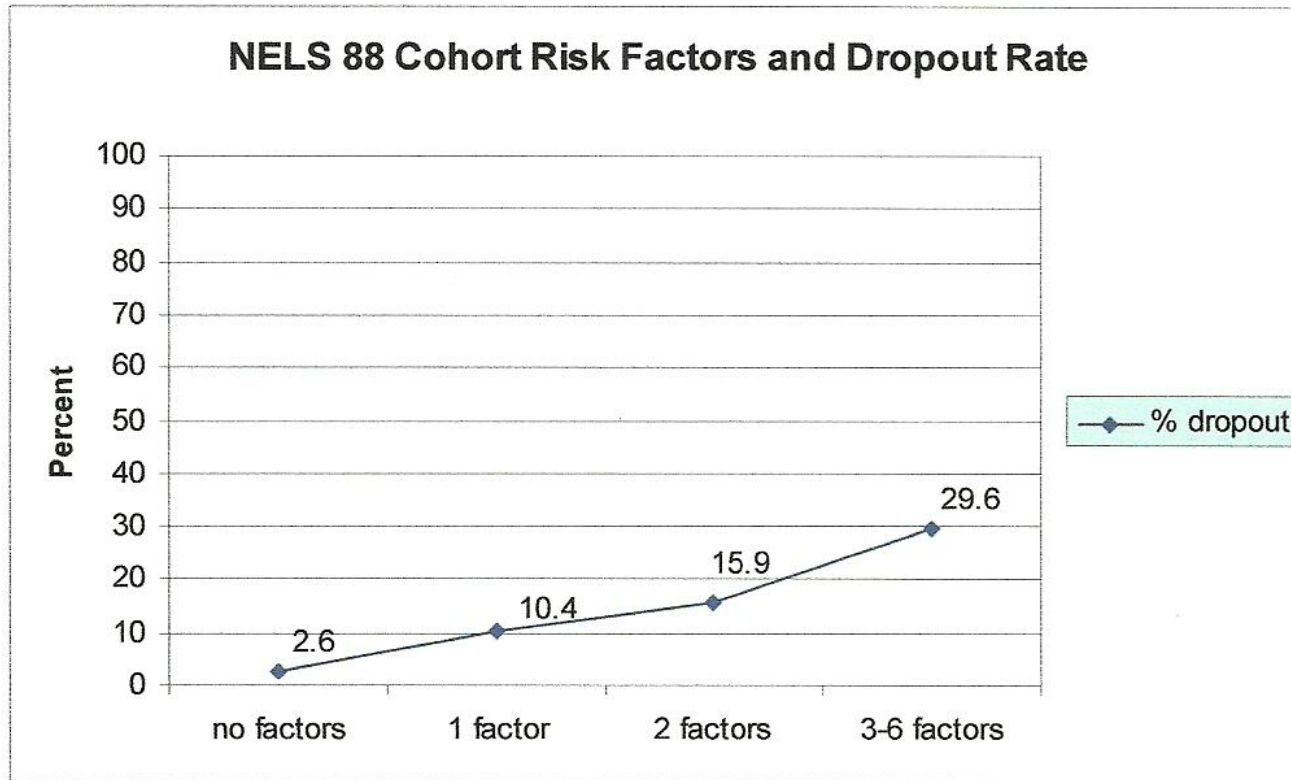
Source: Data from Table 2, p.770, K. L. Alexander, D. R. Entwisle, & N. S. Kabbani, 2001, October, The dropout process in life-course perspective: Early risk factors at home and school, *Teachers College Record*, 103(5), 760-822.

Example from National Data Study



Source: Data from Table 1, p. 15, S. J. Ingels, T. R. Curtin, P. Kaufman, M. N. Alt, & X. Chen, 2002, *Coming of age in the 1990s: The eighth-grade class of 1988 12 years late*, (NCES 2002-321), Washington, DC: National Center for Education Statistics, U.S. Department of Education.

Example from National Data Study



Note: Risk factors include single-parent household, parents without a high school diploma, older sibling dropped out, three or more hours home alone in afternoon after school, limited English proficiency, and low-income family.

Source: S. J. Ingels, T. R. Curtin, P. Kaufman, M. N. Alt, & X. Chen, 2002, *Coming of age in the 1990s: The eighth-grade class of 1988 12 years later*, (NCES 2002-321), Washington, DC: National Center for Education Statistics, U.S. Department of Education.

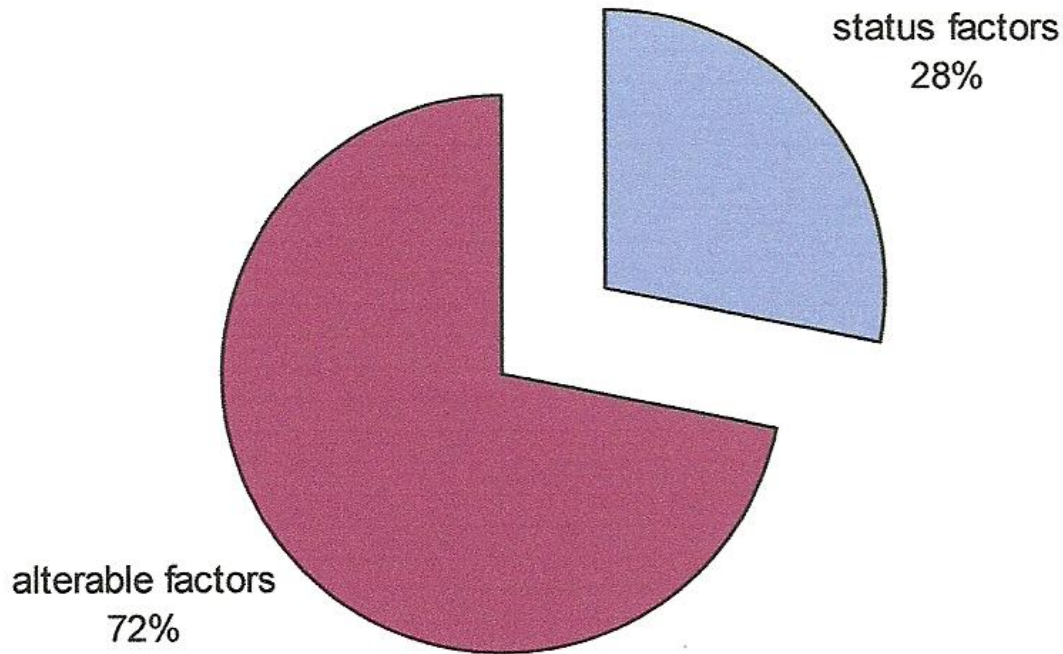
Dropout Patterns from Longitudinal Study

Table 1. Top Five Reasons Given by Dropouts for Leaving School

1980 High School and Beyond 10th grade cohort dropouts (Ekstrom et al., 1986)	1988 National Education Longitudinal Study 8th grade cohort dropouts (Jordan et al., 1994)	2005 Nonrepresentative Sample of Dropouts (Bridgeland et al., 2006)
<ul style="list-style-type: none"> ▪ Didn't like school (33%) 	<ul style="list-style-type: none"> ▪ Didn't like school (51%) 	<ul style="list-style-type: none"> ▪ Classes were not interesting (47%)
<ul style="list-style-type: none"> ▪ Poor grades (33%) 	<ul style="list-style-type: none"> ▪ Were failing school (44%) 	<ul style="list-style-type: none"> ▪ Missed too many days and could not catch up (43%)
<ul style="list-style-type: none"> ▪ Offered job and chose to work (19%) 	<ul style="list-style-type: none"> ▪ Couldn't get along with teachers (34%) 	<ul style="list-style-type: none"> ▪ Spent time with people who were not interested in school (42%)
<ul style="list-style-type: none"> ▪ Getting married (18%) 	<ul style="list-style-type: none"> ▪ Couldn't keep up with schoolwork (31%) 	<ul style="list-style-type: none"> ▪ Had too much freedom and not enough rules in my life (38%)
<ul style="list-style-type: none"> ▪ Could not get along with teachers (15%) 	<ul style="list-style-type: none"> ▪ Felt like they didn't belong at school (25%) 	<ul style="list-style-type: none"> ▪ Was failing in school (35%)

Points of Leverage for Intervention

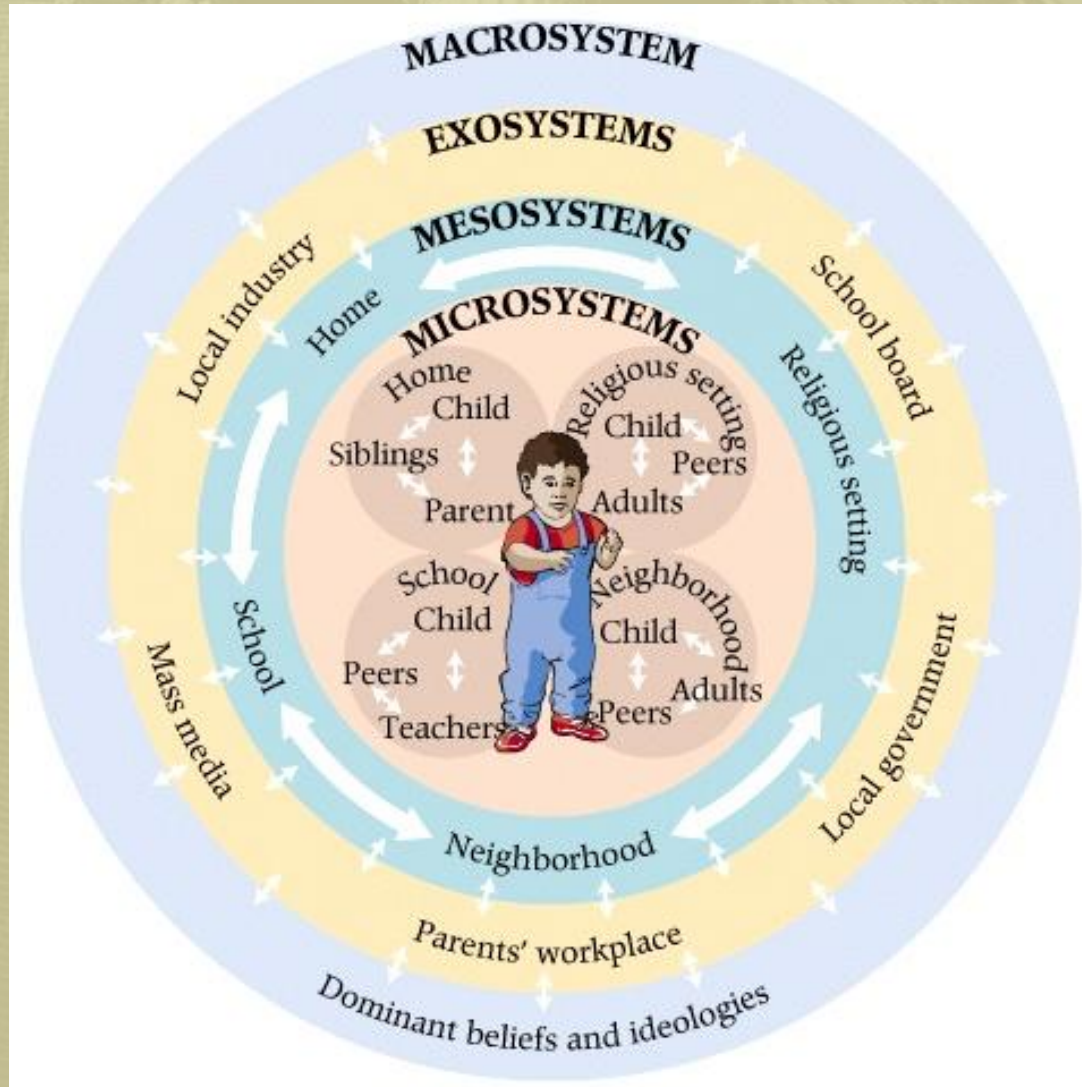
Proportion of Alterable & Status Risk Factors



Source: CIS-NDPC/N study of risk factors for school dropout, 2006.

Research-Based Interventions

The need for programmatic Efforts
Across Time and Across Settings
(Family and Community Involvement)



Programmatic Efforts for Social Development in the School Environment: Two-Sided

Socialization

*Acquire the standards,
values, and knowledge
of society*

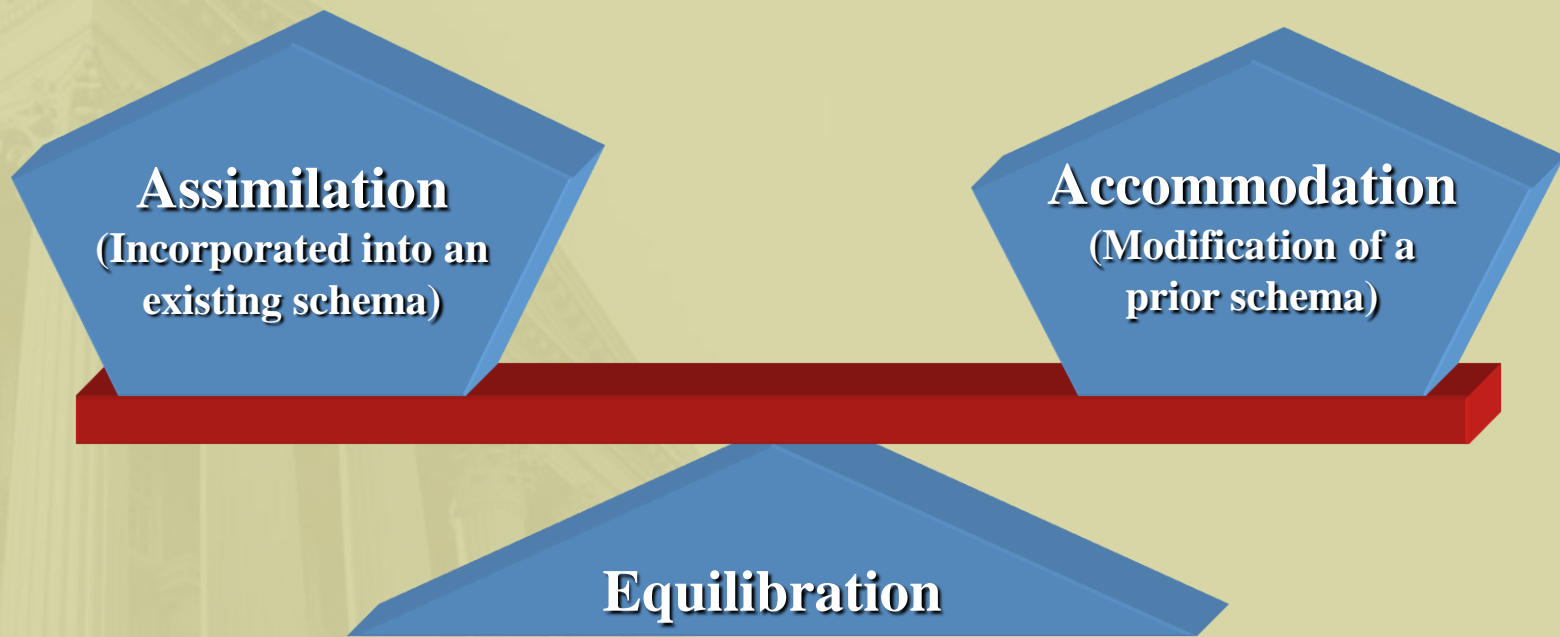
**Integrated into the
larger social
community**

Personality Development

*Develop unique
patterns of feeling,
thinking, and behaving*

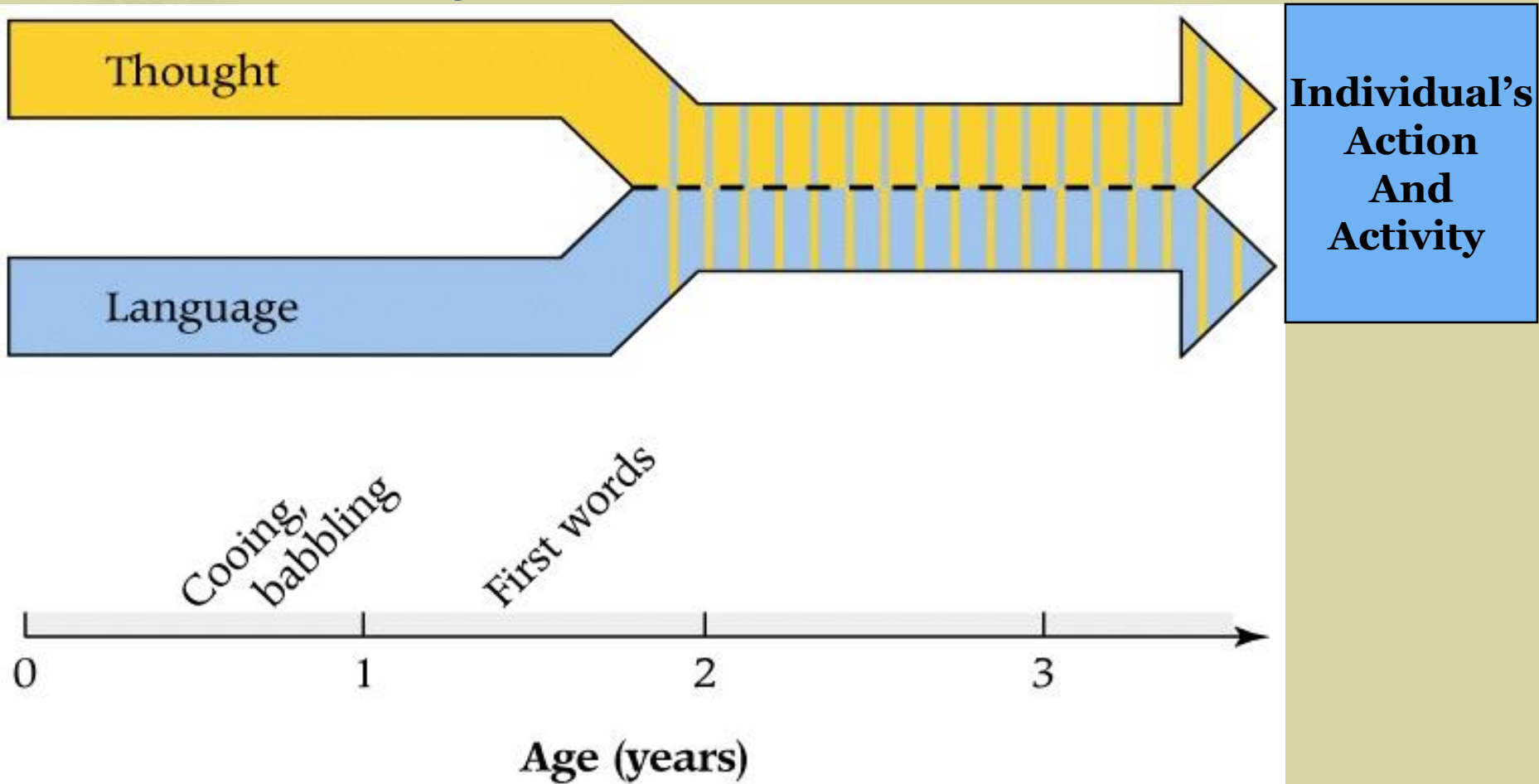
**Differentiated
as distinctive
individuals**

Programmatic Efforts in the Classroom Learning Environment - Piaget's Theory of Developmental Change via Schemas



Leads to developmental stages...

Developing a Common Language
Language becomes an intellectual function,
while thinking becomes verbal



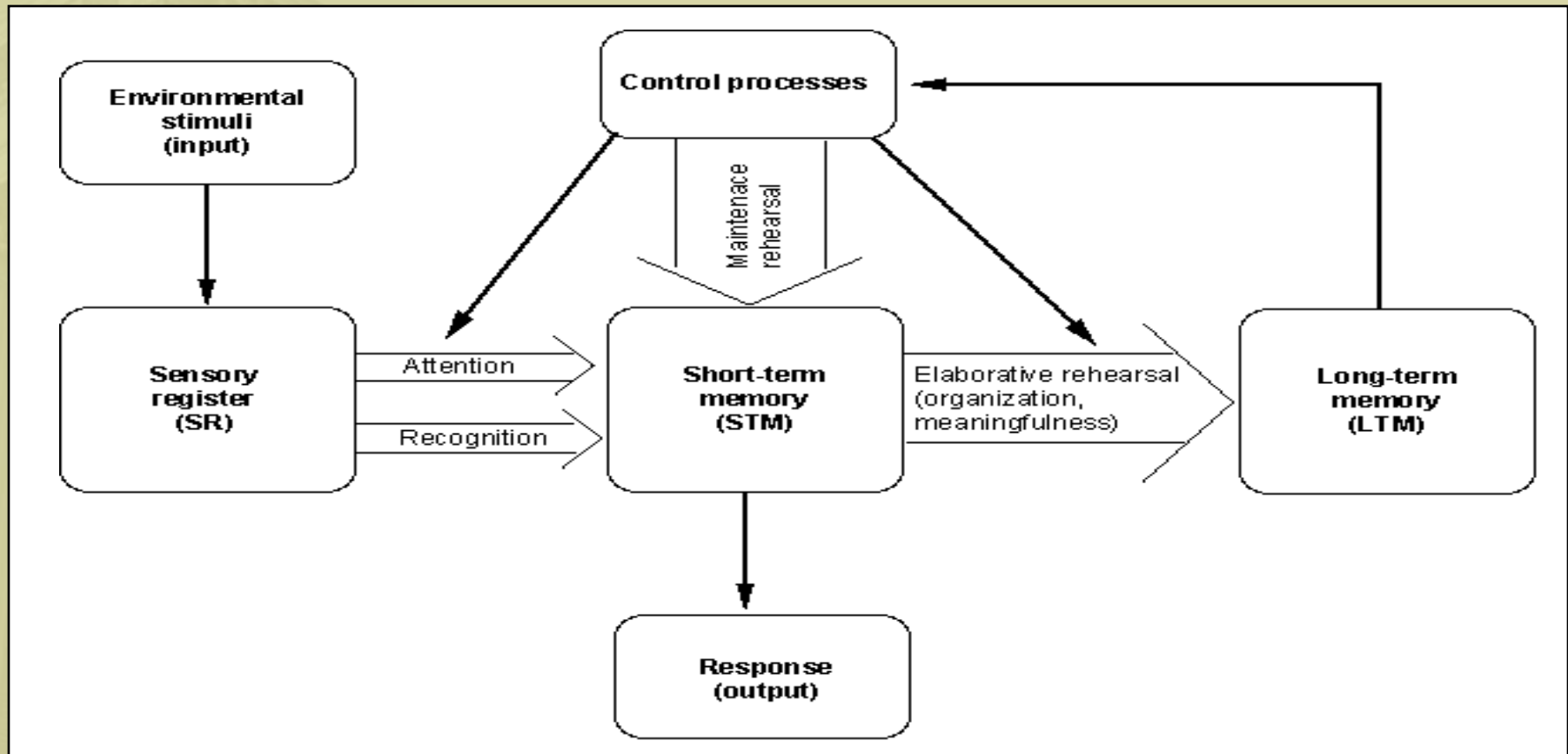
Vygotsky (e.g., Private Speech)

(Cole, Cole & Lightfoot, 2005)

The importance of Connecting, Contextualizing and making instruction Meaningful

A Model of Information Processing

(Atkinson & Shiffrin, 1968; Norman & Rumelhart, 1970; Searleman & Herrman, 1994; Wine, 2001)



Alterable Factor for the Development of Resilience in At-Risk Students

Benard (1997), for example, maintains that there are four attributes or personal characteristics that can be altered or developed for children to become resilient:

- (a) social competence
- (b) problem-solving skills
- (c) autonomy, and
- (d) a sense of purpose

McMillan and Reed (1994) also describe four factors that appear to be related to resiliency:

- (a) individual attributes
- (b) positive use of time
- (c) family, and
- (d) school



Faith Davis Johnson
SMU Newcomer/ESL Certification Program Graduate
Social Studies Teacher
Dallas Independent School District
John B. Hood Middle School
Dallas, Texas

Basis for Research

- Beginning:
 - Awarded a scholarship to participate in the Newcomer/ESL Certification Program at SMU, Fall 2008
 - Immediately began to incorporate newly acquired ESL strategies from SMU coursework in to my daily teaching.
- Outcome 2008-2009:
 - 88% of my students passed the Social Studies TAKS exam
 - 36% of my students received a Commended Performance score (3% higher than the overall school district)



Research Questions

Was the use of the Sheltered Instruction Observation Protocol (SIOP) strategies instrumental in overall performance of my students?

Were the SIOP strategies a factor with the students who received a Commended Performance rating?

Research-Based Strategies:

- Readers who bring “content schema”, or background knowledge, to the reading of text are more successful in comprehending the information:
- Building vocabulary and background knowledge. (Christen, 1991)
- Background knowledge can be directly taught to students. (Stevens, 1982)
- Repetition improves reading comprehension. Replacing low frequency words with high frequency words increases students’ performance on comprehension questions. (Kameenui, 1982)
- Sheltered instruction aids in all students deepening comprehension of content material. (Echevarria, 2008)

Example of the impact of building background:

- Part I

- 25 students were given 10 minutes to write a one paragraph summary of what the phrase, “no taxation without representation” meant.
- Once completed, 90% of the students were unable to describe with some degree of accuracy the meaning of the phrase (concept).

- Part II

- Students received direct instruction to build background knowledge of the subject which includes use of visual aids, film clips and pictures from the era
- Students read a passage regarding British taxation of the original 13 colonies and highlighted cause and effect reactions.
- Students were led through an acting assignment portraying roles as King George III, Parliament, Tax Collectors and Colonists.
- Students were given the same assignment as in Part I.

- Results:

- Approximately 75-80% of the students were able to demonstrate some level of mastery in explaining the “no taxation without representation” phrase.

Graphic Organizer – Vocabulary Builder

Instructions: Write the meanings of as many words as you know in the “Meaning” column. Place an “X” in the A-D category listed below rating your knowledge of the word listed:

WORD	A	B	C	D	MEANING	PAGE NO.
Convention						
Constitution						
Compromise						
Delegate						
James Madison						
George Washington						
Ratify						
Great Compromise						
Three-Fifths Compromise						

- A. I know the meaning, and I use the word.
- B. I know the meaning, but I don't use the word.
- C. I've seen the word before, but I don't really know it.
- D. I've never seen the word before.


Building Vocabulary/Self-Monitoring

- Students will be given:
 - Vocabulary building activity prior to the reading a unit
 - Pre-assessment includes a graphic organizer in which students self-assess individual word knowledge
 - The majority of students were familiar with less than 10% of words listed.
- After the self-assessment:
 - Students receive direct instruction which includes detailed explanations of key vocabulary terms that are introduced
 - Teacher guides students through the reading unit which includes usage of the vocabulary terms.
 - Students take notes using the graphic organizer to include page numbers/paragraphs of words in text.
 - Students are given a formal assessment to measure vocabulary comprehension.
- Results:
 - 50-90% improvement in comprehension
 - By self-monitoring progress, students literally “see” gains made from the beginning of the instruction, i.e. <10% mastery to 50% or greater vocabulary mastery

Next steps: Measuring Growth

- SIOP Model
 - Students will continue to build vocabulary by using:
 - Word study graphic organizers
 - Synonyms and antonyms
 - Visual aids, i.e. pictures, cartoons, film clips, SMART Board Technology and projectors
- Building academic vocabulary
 - Students will strengthen vocabulary, enhance cognitive and critical thinking skills using “Lifeline Dialogue”
 - If students are unsure of responses during verbal questioning, they may respond by:
 - Asking for more time or for more Information

While the research and examination of data is ongoing, there is indication that the use of ESL strategies has an impact on student achievement. Our goal is to continue use of the strategies and focus on the ultimate goal of student growth.



Kimberley Gafney
SMU Newcomer/ESL Certification Program Graduate
AVID Teacher and Coordinator
Dallas Independent School District
John B. Hood Middle School
Dallas, Texas



The Importance of College-Readiness
for the ELL student.

AVID Program

The Road to College: Rigor, Readiness, & Retention





www.avidonline.org



The Research Question:





Will the use of the ESL strategy, the Frayer Model combined with an AVID strategy, Cornell Notes increase the comprehension skills* of my ELL students?

What is AVID?

-  A structured, college preparatory system working directly with schools and districts
-  A direct support structure for first-generation college goers, grades 4-12
-  A school wide approach to curriculum and rigor adopted by more than 4,000 schools in 45 states and 15 countries
-  A professional development program providing training throughout the U.S.

AVID Student Profile:

Students with academic potential:

-  Average to high test scores
-  2.0-3.5 GPA
-  College potential with support
-  Desire and determination

Meets one or more of the following criteria:

-  First to attend college
-  Historically underserved in four-year colleges
-  Low income
-  Special circumstances

The Study:

- Generated two groups of five students.
- Created two lessons.
- Lesson 1 included the Frayer Model (ESL Strategy).
- Lesson 2 included the Frayer Model (ESL Strategy) and Cornell-Notes (AVID Strategy).

Study Procedures, Group 1:

- Words/Definition read aloud by teacher, students repeated
- Students given words and definitions
- Word meaning discussed
- Students re-defined words in their own words
- Students made connections with words and share out with students and teacher (scaffolding)
- Students completed the Frayer Model for each vocabulary word
- Upon completion teacher reviewed Frayer Models with students
- Prior to post-test students were directed to review definitions and Frayer Models in an effort to “quick study”

Vocabulary Definitions:

Words	Definition
Nonagenarian	Person who is between 90-100 years old.
Flaunt	To show off.
Gammon	A pork that has been preserved.
Maelstrom	An energy or power that is unsafe.
Bibelot	A piece of jewelry that is small and decorative.
Abutment	Support at the end of a bridge.
Brackish	Containing salt; distasteful.
Bedlam	A state of confusion.
Jostle	To move through a crowd by pushing.
Quagmire	Soft muddy land; marsh.

Vocabulary Pre and Post Test:


Match the vocabulary word with its correct definition.

Flaunt	Person who is between 90-100 years old.
Nonagenarian	To show off.
Jostle	A pork that has been preserved.
Maelstrom	An energy or power that is unsafe.
Abutment	A piece of jewelry that is small and decorative.
Bibelot	Support at the end of a bridge.
Brackish	Containing salt; distasteful.
Quagmire	A state of confusion.
Gammon	To move through a crowd by pushing.
Bedlam	Soft muddy land; marsh.

Vocabulary Post Test Two:

- Answer, **Why Not?** to the following statements:
 - Don't jump into an **abutment**.
 - Don't drink **brackish** water.
 - Don't try to sleep in **bedlam**.
 - Don't **jostle** a hippopotamus.
 - Don't take a **nonagenarian** on a rollercoaster called "The Heart Stopper".
 - Don't **flaunt** all of your money in front of thieves.
 - Don't eat a handful of **bibelot**.
 - Don't ask a **gammon** to dance.
 - Don't paddle a boat into a **maelstrom**.

Frayer Model:

DEFINITION (In your own words.)	CHARACTERISTICS (# of syllables,. Does it remind you of another word? Identify the root word.)
	
EXAMPLES (synonyms)	NON-EXAMPLES (antonyms)

Cornell Notes Template

TOPIC:	Subject:	Date
		Name
Main Idea/Question:	Notes:	
Summary:		

Student Group 1:

Student	Free Lunch	ELL	EPL Level	Exited LEP	US Born	Spanish home	ESL grades	Reading TAKS score	Sheltered grades
Mandy	✓	✓	3	NA	✓	✓	5-6	2115 (pass)	7-8
Mark	✓	✓	3	✓	✓	✓	NA	2015 (fail)	NA
Matt	✓	✓	3	NA	Mexico	✓	4-5	2001 (fail)	6-8
Mike	✓	✓	3	NA	✓	✓, with Limited English	4-6	1868 (fail)	7-8
Maddie	✓	NA	3	From all BE in 4 th grade	Mexico	✓	NA	2084 (fail)	NA

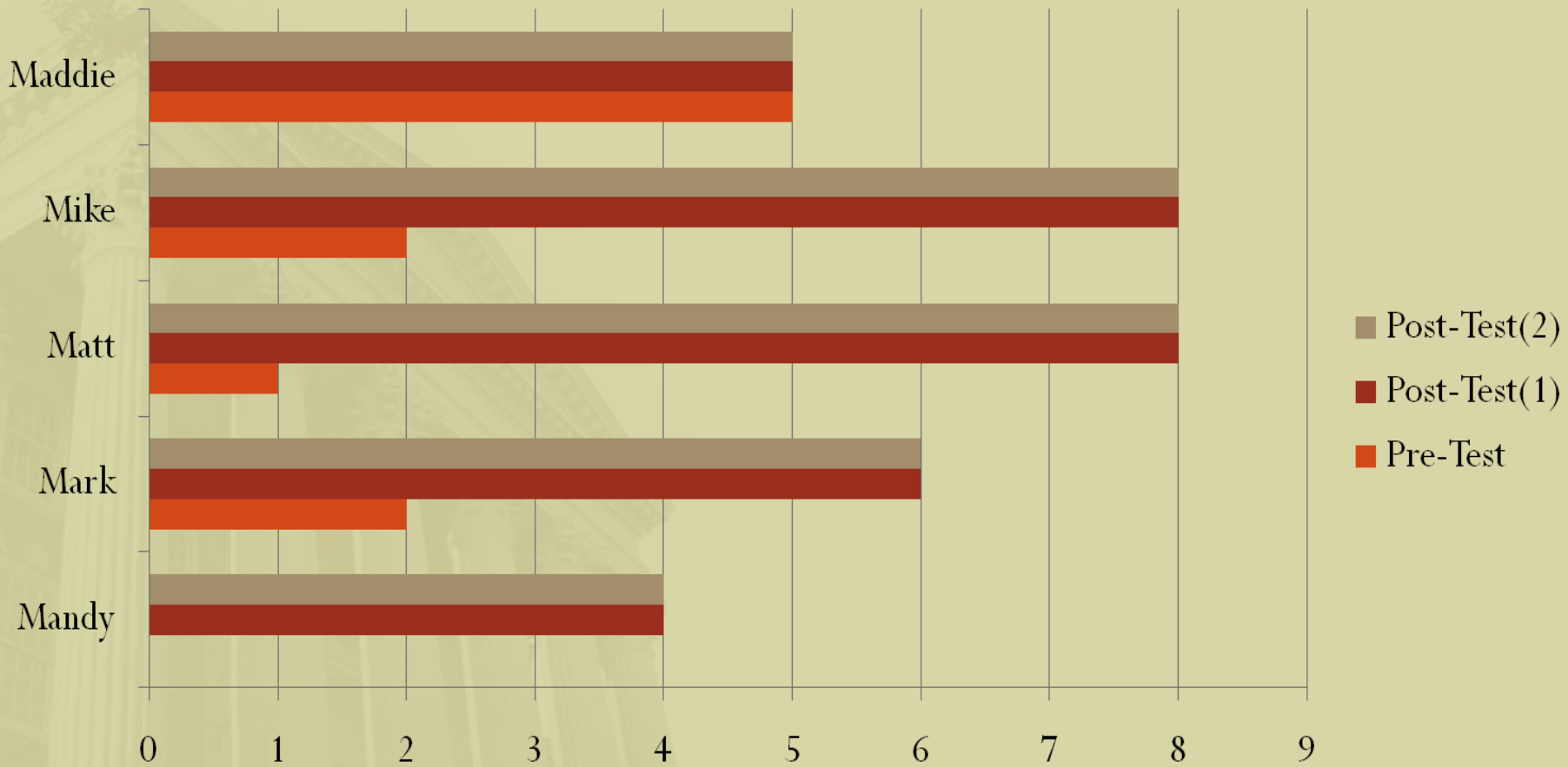
Study Procedures, Group 2:

- Same as Group 1, but included:
 - Students were provided a sheet of Cornell Notes to use during lesson.
 - Word meaning was discussed with students, was teacher led and important information was placed in Cornell Notes.
 - Students were asked to redefine words in their own words and place in their Cornell Notes.
 - Cornell Notes were taken in a small group setting, teacher led, and students notes were identical.
 - Prior to post-test students were directed to review definitions, Cornell Notes and Frayer Models in an effort to “quick study”.

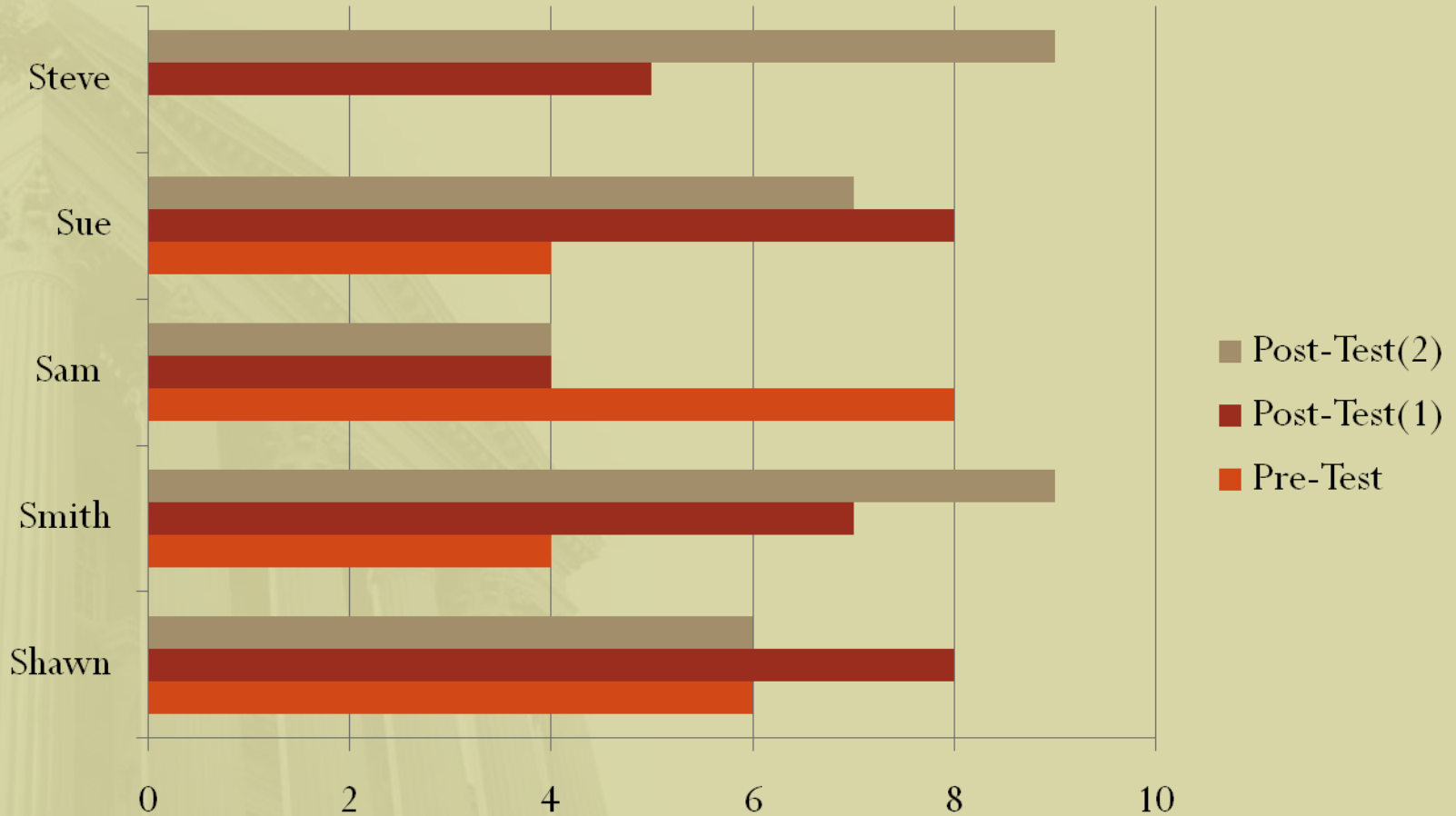
Student Group 2:

Student	Free Lunch	ELL	EPL Level	Exited LEP	US Born	Spanish home	ESL grades	Reading TAKS score	Sheltered grades
Shawn	✓	✓ & SPED	2	NA	Mexico	✓	4-5	2228 (pass modified)	6-8
Smith	✓	✓	3	NA	✓	✓	BE 2-6	2026 (fail)	NA
Sam	✓	SPED	2	NA	✓	✓	BE4-5 ESL 6	2177 (pass modified)	7-8
Sue	✓	SPED	2	NA	✓	✓	ESL 4-6	2228 (pass modified)	7-8
Steve	✓	NA	4	✓	✓	✓	BE 2-3	2465 (pass)	NA

The Results – Student Group 1:



The Results, Student Group 2:



Results and Reflections

- Provide academic rigor
- Set high standards for all students
- Be consistent
- Repetition + Synthesis = Comprehension
- Affirmation heightens understanding
- Prepare for college when possible



Diana Madrigal-Hopes

Common Stressors of Relocating for Immigrants

- No choice in where they are going to be living.
- Moving from a country where everyone is similar to them, to a country where they are distinctly different.
- Many may experience racism, discrimination, culture shock.
- Many leave extended families, friends and social networks to arrive in a country of strangers.
- Pre-migration experiences affect the transition of relocating.
- Experience language and economic difficulties.

(McCloskey, & Southwick, 1997; Yeh & Inose, 2002; James, 1997; Yeh, 2003; Blackwell, 2005; Nazario, 2006; Beah, 2007; Deng, Ajak., Bernstein, 2005; Freeman & Huu, 2003; Suarez-Orozco & Suarez-Orozco, 2001; Asner-Self, & Marotta, 2005)

Cultural Assimilation

- Is the process in which people of diverse ethnic and racial backgrounds come to interact, free of constraints. It is a one-way process through which members of an ethnic group give up their original culture and absorbed into the core culture, which predominates in the host society.

Guidelines for the classroom when working with Hispanic ELL Students

Verbal
Communication

Nonverbal
Communication

Orientation
Modes

Social
Values

Intellectual
Modes

What works for Hispanic ELLs during the adolescent years?

- Lessons geared to raising self-esteem
- Supporting ethnic identity
- Future aspirations
- Perceptions about education
- Social identity of students and parents

E. Garcia (2001)

Checklist for Quality Instruction

- All students are involved in authentic reading and writing experiences.
- There is an attempt to draw on student's background knowledge and interests.
- Students are given choices.
- The content is meaningful and serves a purpose for the learners.
- Students have the opportunity to work collaboratively.
- Students read, write, listen and speaking during learning experiences.



Dr. Nancy Montgomery

Myths and Realities of Educating ELLs

- Myth 1:
 - If we immerse our students in English they will soon catch up.
- Reality:
 - We must teach using differentiated instruction so students at all language levels, beginning, intermediate, advanced, advanced high, have an opportunity to learn skills.
- Strategies:
 - Graphic organizers, simple to complex, sentence stems which allow students to use English vocabulary at their language level, and questioning patterns.

Myths and Realities of Educating ELLs

- Myth 2:
 - Students should NOT be allowed to use their native language in a classroom. It will impede their progress in learning English.
- Reality:
 - “English as a second language strategies, which may involve the use of the students’ home language, may be provided in any of the courses or electives required for promotion or graduation”
 - Chapter: 89 . 1210. Program Content and Design.
- Gives opportunity for comprehension, vocabulary building, part of affective learning.

Myths and Realities of Educating ELLs

- Myth 3:

- The ELL has proficient oral skills in English but can not read and write in English. The student should be referred immediately for special education services.

- Reality:

- A student may have good oral skills in the second language but not be able to read or write in the second language. This means the student is in BICS (Basic Interpersonal Communication Skills) not in CALP (Cognitive Academic Language Proficiency.)

Modification of content area material and sheltered instruction will help the student move from BICS to CALP.

Myths and Realities of Educating ELLs

- Myth 4:
 - ELLs and their parents don't really care much about education. They are content to let others make educational decisions for them.
- Reality:
 - Parents do not fully understand the U.S. education system and are easily intimidated especially when they first arrive in the United States. Counselors can help by holding orientations for parents and students explaining why the students are placed in certain programs and classes. Example: What must I do to graduate? Schools can develop Adult ESL Literacy Programs that help with the acculturation process as well as developing literacy in English.

Myths and Realities of Educating ELLs

- Myth 5:
 - Since ESL strategies can be used with all students, an overview of strategies held at the beginning of the year will suffice for teachers of ELLs.
- Realities:
 - Professional development for ESL teachers should be a well-planned program in the form of an academy or course that will allow teachers to learn and experiment ESL strategies for all levels of languages. Topics should include culture, cross-linguistic intricacies, ESL reading, ESL writing, classroom management issues, and multi-language assessment issues.

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