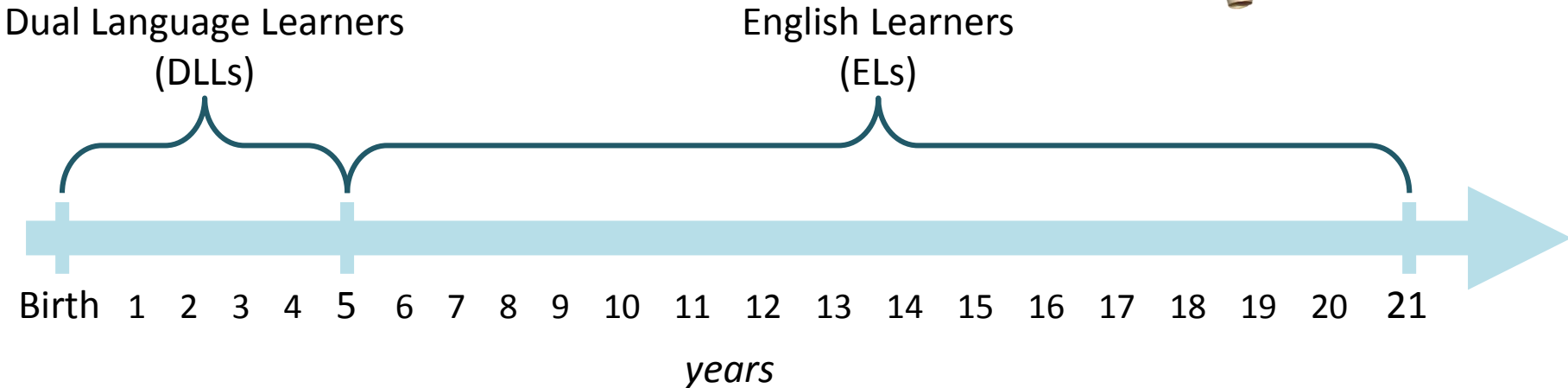


# Intersections of Language and Culture in Development and Learning: Promising Futures

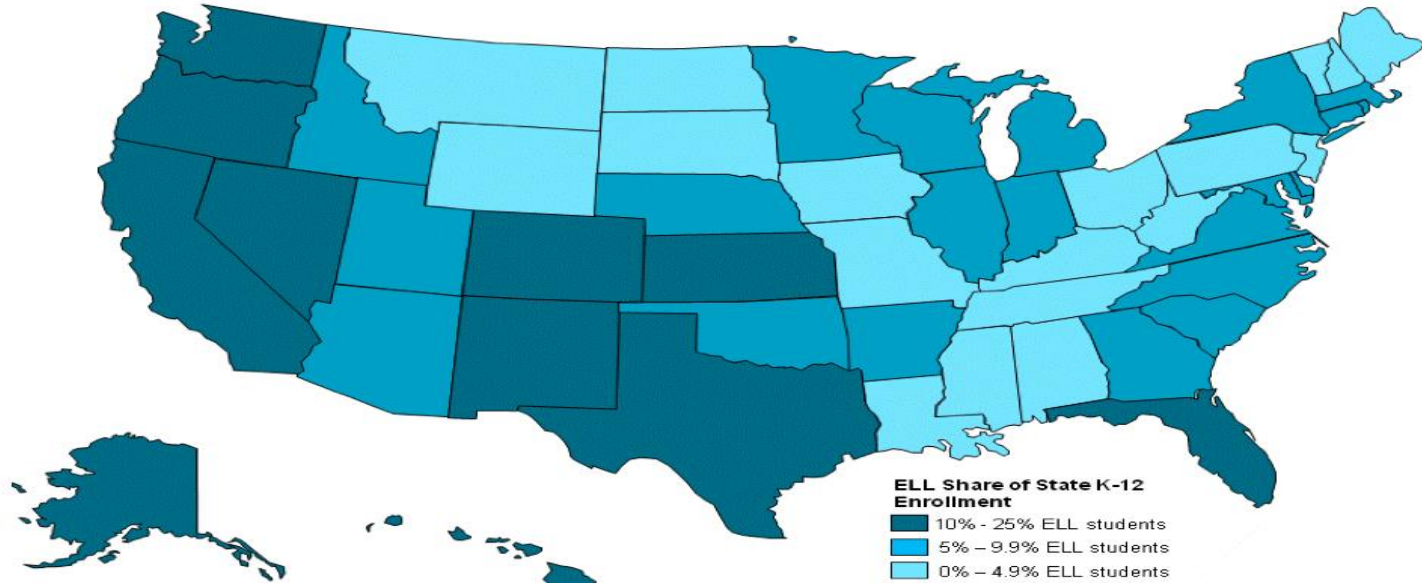


Eugene Garcia Ph.D.  
June 2018

# Report Terminology and Methodology



# New Demographic Reality is the Dispersal of ELs Across the Nation.



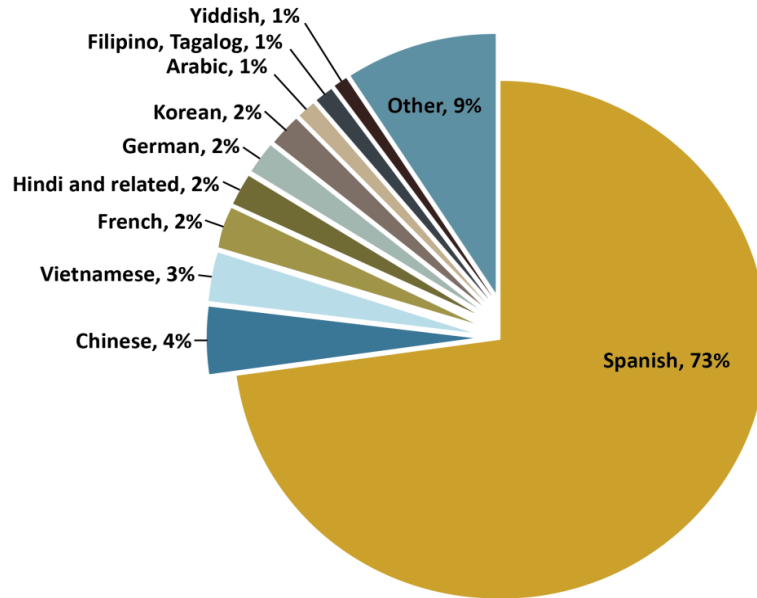
Source: Migration Policy Institute calculations based on data obtained through the U.S. Department of Education Data Express Tool. Data on the total students enrollment derive from the Common Core of Data (CCD). Data on enrollment of ELL students by state derive from the Consolidated State Performance Report (CSPR).  
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# Changing Demographics



- Between 2002-03 and 2013-14 the DLL/EL population increased by 20% across the country.
- Dispersal of ELS across the country
- Increase number of states with ELs
- Significant concentrations at local agency/school sites

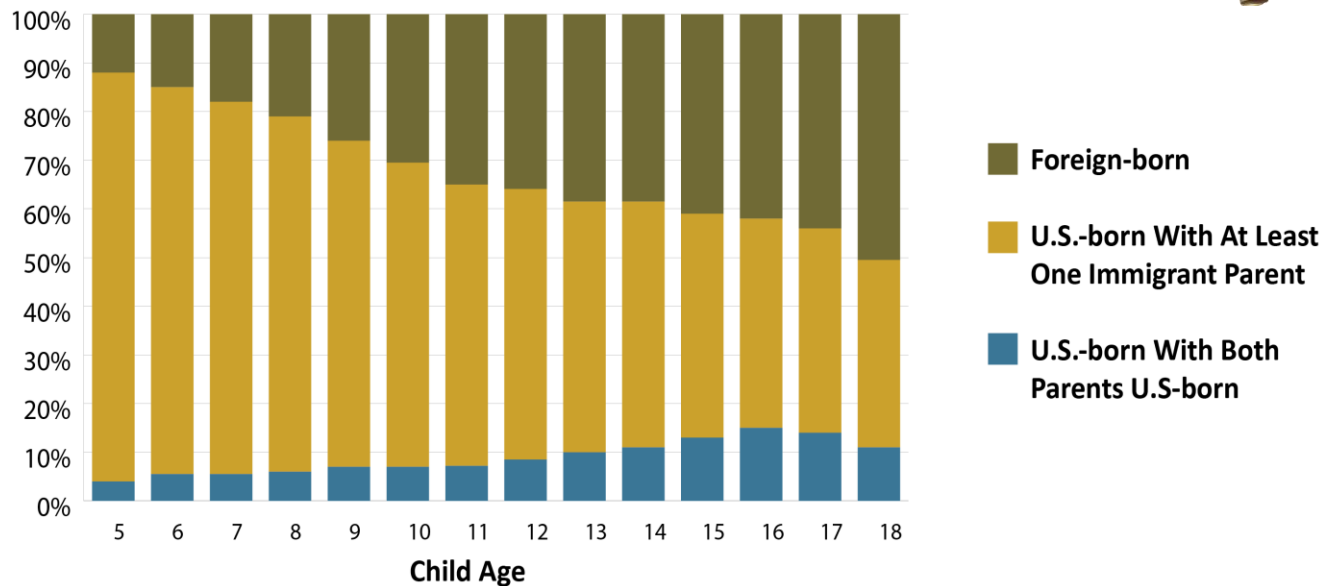
# About Three Quarters of DLLs/ELs Speak Spanish



Top 10 languages spoken by English learners (aged 5-18 and enrolled in school)

SOURCE: MPI Analysis of the ACS, 2008-2012, presented by Capps (2015)

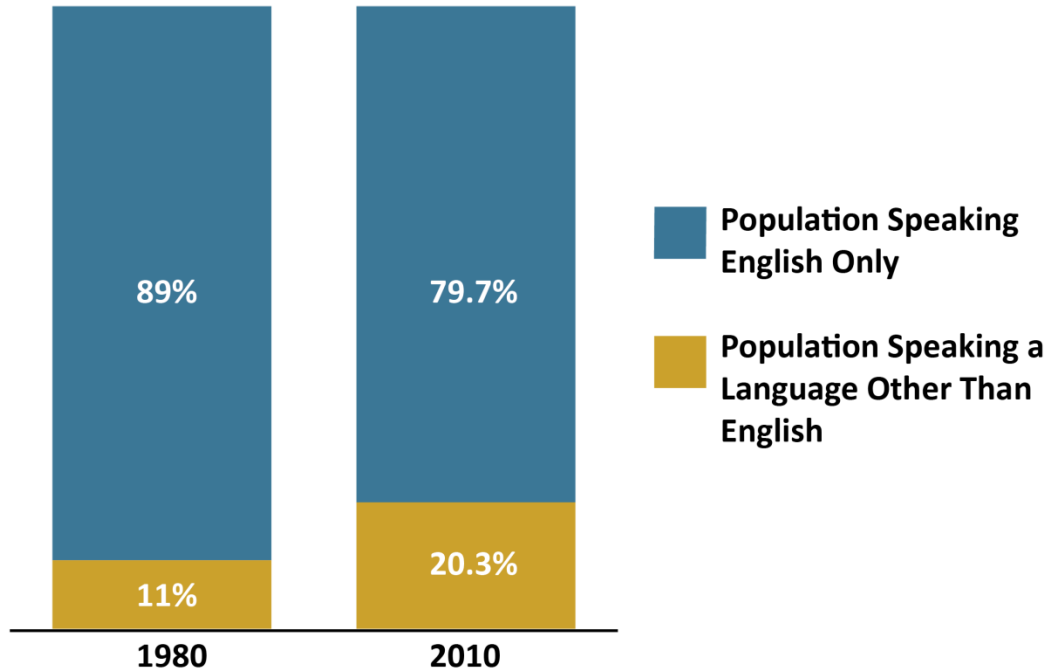
# Majority of US DLLs/ELs are US-born



**SOURCE: Migration Policy Institute analysis of the ACS 2008-2012, presented by Capps (2015).**

# Proportions of U.S. Population Speaking Only English vs. Language Other than English, 1980 and 2010

SOURCE: Data from Rumbaut and Massey (2013)



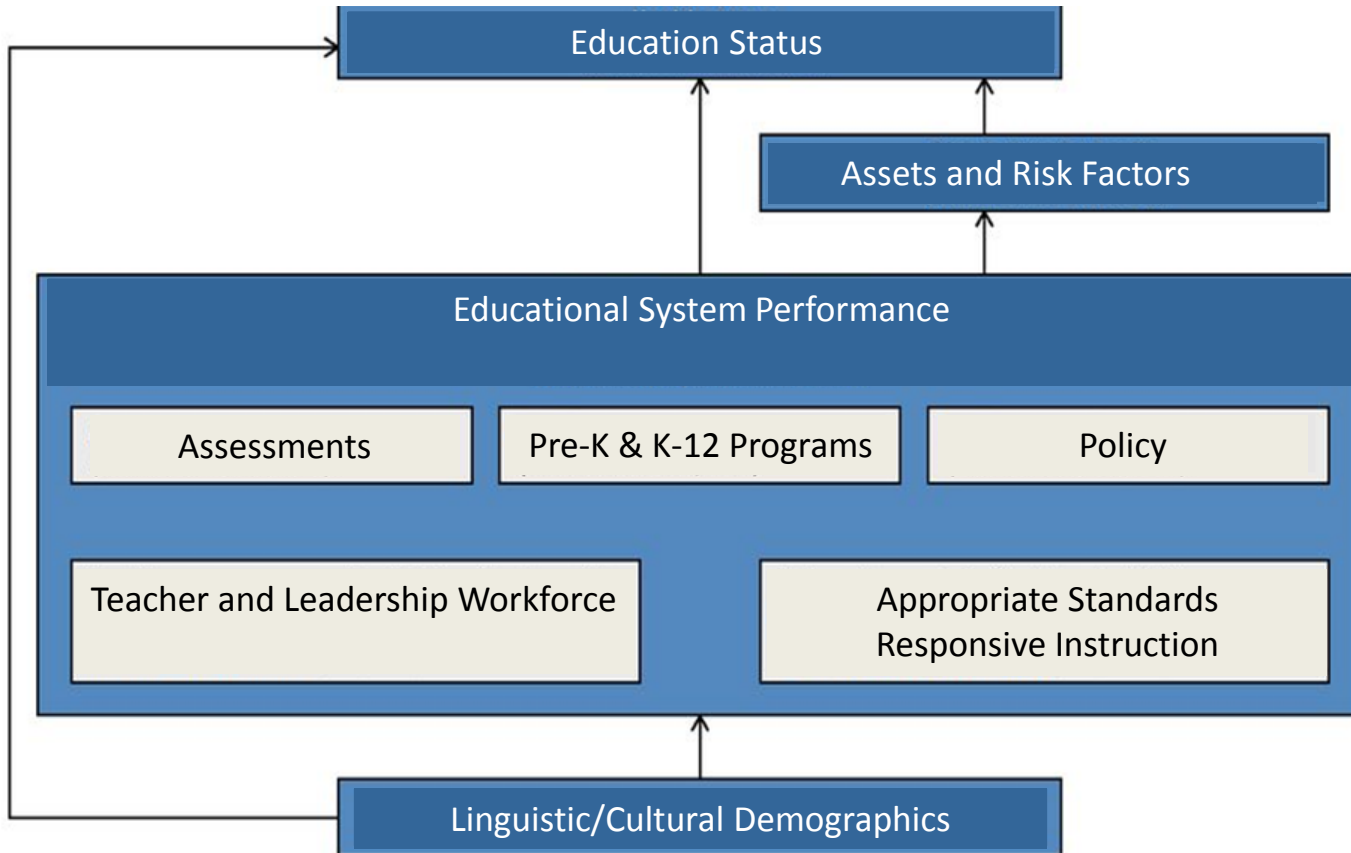
# Conclusions Related to Demography of DLLs and ELs



- The cultures, languages, and experiences of English learners are highly diverse.
- Many English learners grow up in contexts that expose them to a number of risk factors (e.g., low levels of parental education, low family income, refugee status, homelessness) that can have a negative impact on their school success, especially when these disadvantages are concentrated.
- This same population has significant assets including their bilingual skills, two parent families, strong extended family and community supports and positive attitudes towards education and educators.



## ***Conceptualizing DLL/EL Educational Success***



# What are children's capacities to learn 2+ languages?



All children have the capacity to learn 2+ languages.

Strong L1 language skills support learning English.

Learning two languages is associated with improved cognition, executive functioning, and social interactions.

Language competence varies between individuals and groups of individuals, associated with family, community and other development and learning contexts (Asset Factors and Risk Factors)

# Promising Practices Linking Language and Culture: Early Care (0-5 years)



Systematic exposure to English and ongoing support of L1 is critical in aligned culturally responsive instruction.

# Family Engagement



- Family engagement has positive benefits on language proficiency, social skills, test scores, and higher education enrollment rates.
- Outreach on the part of ECE programs, schools and staff is critical.

# Pre-K–12 Program Models



English-only  
**Obsolete**

Bilingual  
**Preferred**

# Policies Matter:



- They set assumptions and expectations for what and how English Learners should learn in schools.
- Over the past 50 years, federal policies in particular have sought to support EL academic learning outcomes by addressing the reality that students with limited English proficiency face a significant barrier to mastery of subject matter content in schools.
- Recent ECE expansion has generated related policy to practice assumptions and expectations for DLLs.

# Research on Promising Programs

## Important Issues that Impact Results



- As the population of English learners continues to diversify, limitations of current data sources compromise the capacity to provide a more comprehensive description of the population's characteristics for policy makers, administrators, and teachers who have responsibility for their education.
- Most research focuses on Latino Spanish speaking ELs who tend to be low-income.
- Little attention to background characteristics that may impact language/academic development.
- Little attention to programmatic, classroom or schooling factors that may impact EL student outcomes.
- Majority of research on elementary-level ELs, little on DLLs, middle or high school.

# Research and Evaluation: Highlight



- ❑ Umansky & Reardon (2014) and Valentino & Reardon (2015) studied language proficiency and academic achievement outcomes of Latino ELs in **different types of dual language programs** (Transitional, Developmental, Two-Way, and English mainstream) in California.
- ❑ Importance of study is control for parental choice: all parents in control (English instruction) and treatment (dual language types) requested dual language for child.
- ❑ **Findings:**
  - Umansky & Reardon - “ELs in bilingual/DL programs have a higher long-term likelihood of becoming proficient in English, meeting an English language arts threshold, and being reclassified relative to ELs in English only programs.”
  - Valentino & Reardon – “By seventh grade, students in DI [dual immersion/Two-way] and TB [transitional bilingual] have much higher ELA [English language arts] scores than those in EI [English instruction] classrooms... test scores of ELs in DI programs far outpace those of ELs in other programs.”

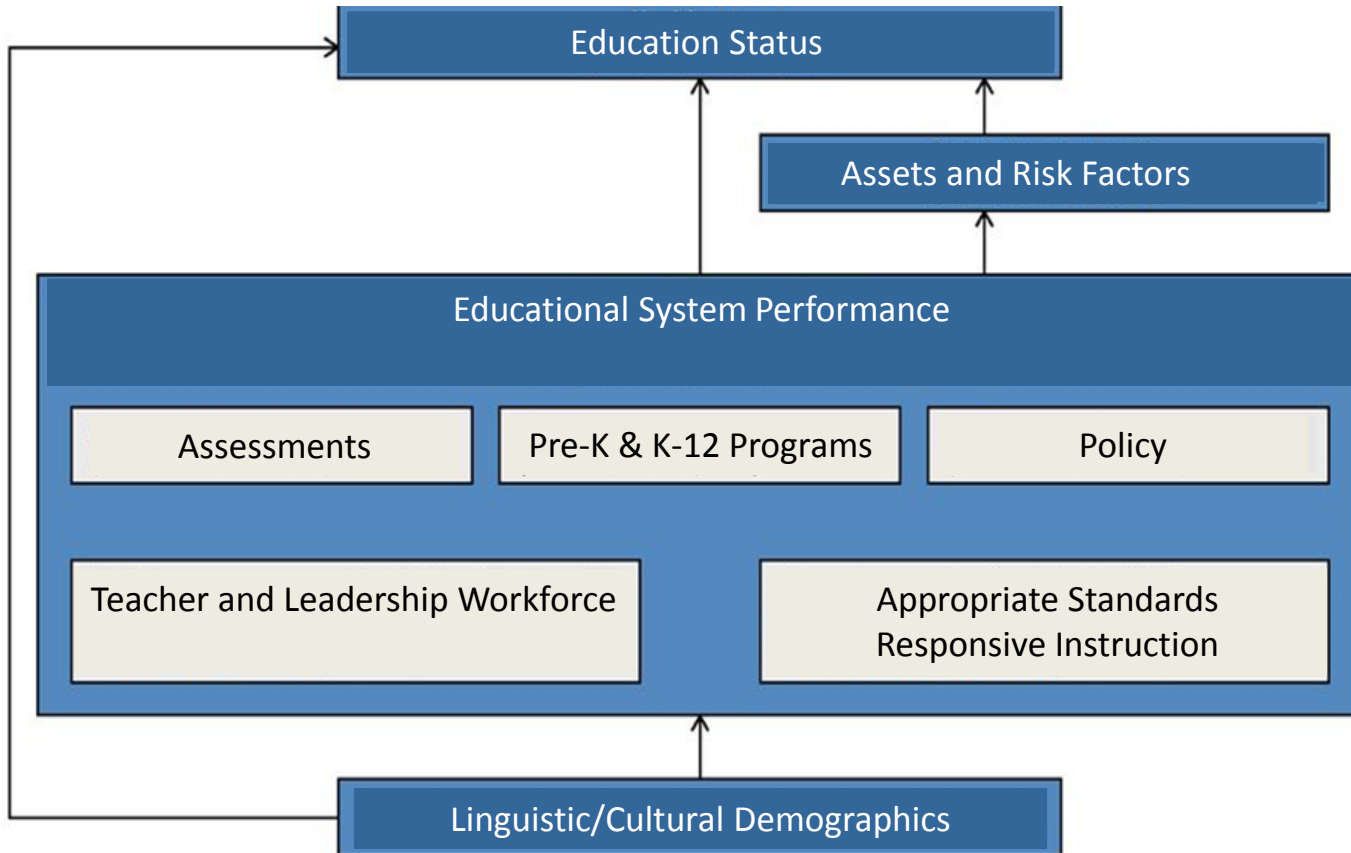


# Major Recommendations: Research



- ❑ Although research points to the importance of **family engagement**, national surveys suggest there are lower rates of family engagement in K-12 schools for EL families compared to English-speaking families—quality and dosage data unavailable.
- ❑ Case studies of effective schools and districts demonstrate including **leaders** and documenting a common commitment to high expectations for all students; specific investment analysis of teacher collaboration and ongoing, focused professional development; implementation of a coherent instructional program, Pre-K to K-12 for students.
- ❑ Special DLL/EL populations: Disabilities, Native American, Homeless, Migrant

## ***Conceptualizing DLL/EL Research***



# Contact/ Access Information



To download the *Promising Futures* report and view related materials:

<https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english> (Summary available in Spanish)

A new practitioner toolkit based on the “Promoting the Educational Success of Children and Youth Learning English: Promising Futures” report is up and running. You can find it housed on the National Academies Press website here:

<https://www.nap.edu/resource/24677/toolkit/> (Toolkit available in Spanish)

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