

English Language Learners in Historical and Contemporary Perspective: Challenges and Opportunities

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The Bilingual Debate

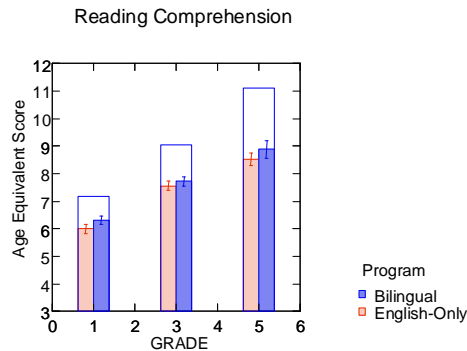
Lau v. Nichols (1974): language and content access.



While the research supports bilingual education programs, there are opportunity costs in engaging in that debate.



Horse races and lost opportunities (white space).



Proposition 227: English for the Children.



Similar English Learner Students, Different Results: Why Do Some Schools Do Better?

Ed Source

http://www.edsource.org/pub_abs_el07.cfm



Influential school-wide practices in four major domains:

- Using Assessment Data to Improve Student Achievement and Instruction
- Ensuring Availability of Instructional Resources
- Implementing a Coherent, Standards-based Curriculum and Instructional Program
- Prioritizing Student Achievement

Some EL-specific practices:

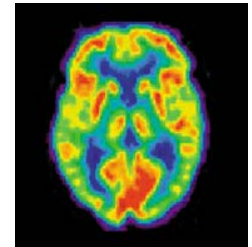
- A response by a school's teachers that explicit English Language Development instruction was delivered to the teacher's EL students through a pull out program (e.g. resource teacher).
- A response by the teachers at a school that their EL students were taught mathematics using ESL or immersion techniques (SDAIE).

- **Authors:** Trish Williams (Ed Source), Kenji Hakuta (Stanford), Edward Haertel (Stanford), Michael Kirst (Stanford), Jesse Levin (AIR), Robert Linqunti (WestEd)
- 257 Schools (Teachers, Principals)
- 25-35th percentile SES layer
- 42% EL students (17% to 80%)
- EL-API and English language proficiency (AMAO)

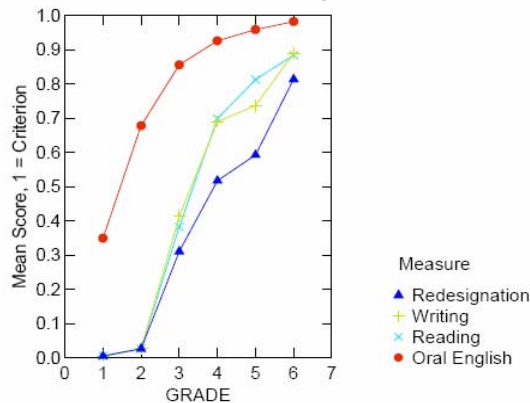
Not significant:

- The presence in a school of more teachers with CLAD/BCLAD certification (but they indicate need for professional development to address EL needs).
- The number of daily instructional minutes reported by teachers that the school devotes to explicit English Language Development.
- Interpretation: Quality, not quantity.

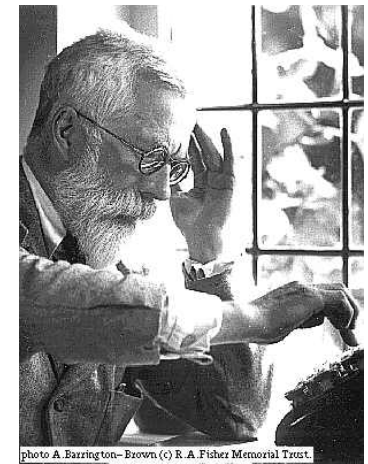
Low-hanging fruit



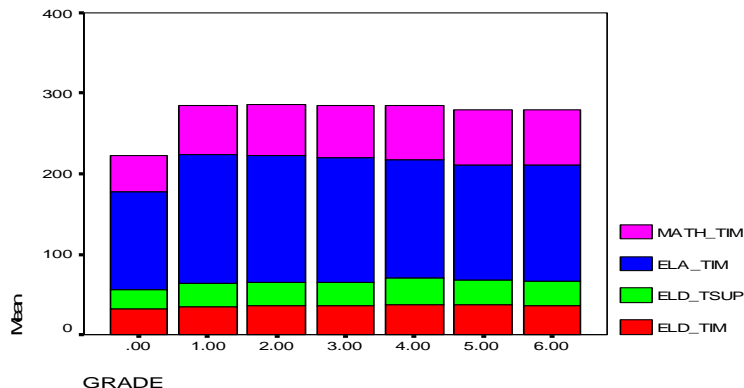
Normative growth curves for English proficiency.



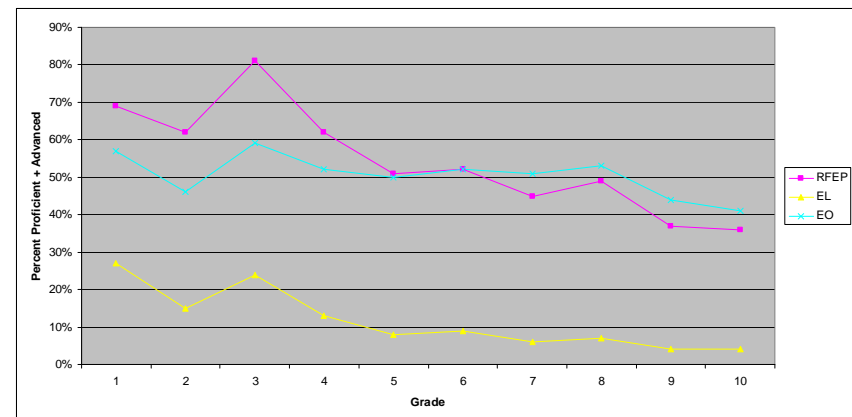
Intense interest in scientifically-based research can be leveraged to ask important EL questions.



Time on task as scientific inquiry.



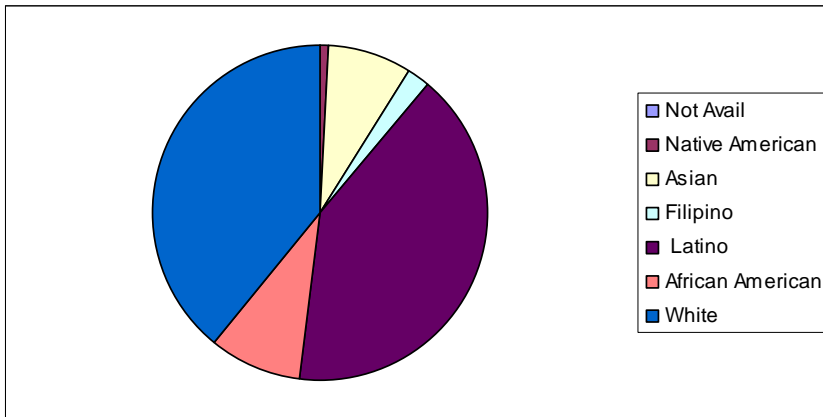
Tracking the 5th grade drop for R-FEP's



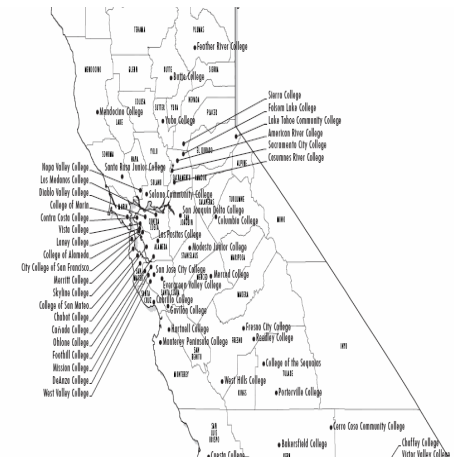
Secondary to Higher Education



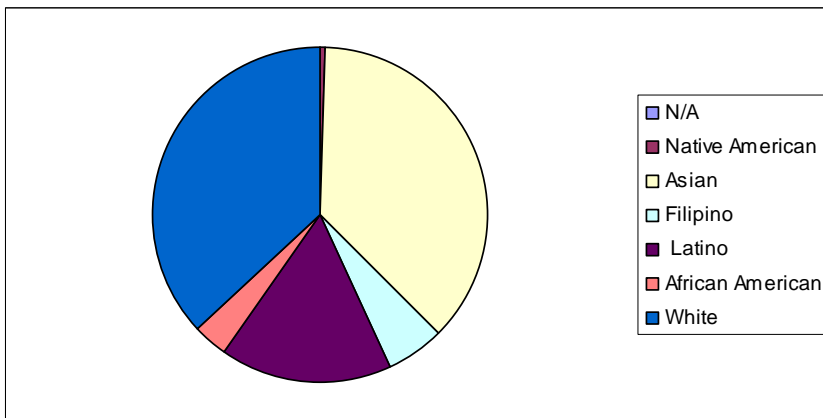
Ethnic distribution of California First Graders (1994)



Access to higher education for ELs and RFEPs through 4-year institutions and community colleges offers new and important goals.



Ethnic distribution of UC Freshmen (2005)



Ethnic gaps across grade cross-sections

