

The Power of Language:

Overcoming Language Trauma for Improved Academic, Social, and Economic Outcomes

NM Voices for Children's 2019 Kids Count Conference

A Presentation By:

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Pair Up—Assign a Partner “A” and Partner “B”

- Partner A—Make your best argument for bilingual education (2 min)
- Partner B—Make your best argument for an English-only approach to educating children in the US (2 min)

Language Policy History in NM

A knowing-doing gap



AZ Territorial Teachers Association Objection to Joint Statehood with NM

“the decided racial difference between the people of New Mexico, who are not only different in race and largely in language, but have entirely different customs, laws and ideals and would have but little prospect of successful amalgamation ... [and] the objection of the people of Arizona, 95 percent of whom are Americans, to the probability of the control of public affairs by people of a different race, many of whom do not speak the English language, and who outnumber the people of Arizona two to one.”

~Protest Against Union of Arizona with New Mexico presented to Congress on February 12, 1906

Language in New Mexico

1912 State Constitution, Article XII

Section 8:

“Teachers to Learn English and Spanish

The legislature shall provide for the training of teachers in the normal schools or otherwise so that they may become proficient in both the English and Spanish languages, to qualify them to teach Spanish-speaking pupils and students in the public schools and educational institutions of the state...”



Section 10:

“Educational Rights of Children of Spanish Descent

Children of Spanish descent in the state of New Mexico shall never be denied the right and privilege of admission and attendance in the public schools or other public educational institutions of the state, and they shall never be classed in separate schools, but shall forever enjoy perfect equality with other children in all public schools and educational institutions of the state, and the legislature shall provide penalties for the violation of this section.”

New Mexico's Longstanding Support of Multilingual – Multicultural Education



- **Treaty of Guadalupe Hidalgo (1848)**
 - Equal Rights
- **NM Constitution (1912)**
 - Bilingual teaching force
- **NM English Plus Resolution (1989)**
 - Bilingualism as an asset
- **NM Bilingual/Multicultural Education Act (1973; 2004)**
 - Opportunity for ALL students to become bilingual
 - Funding of programs

- **NM Indian Education Act (2003)**
 - Equitable opportunities
 - Culturally relevant learning
- **NM Multicultural State Proclamation (2006)**
 - 21st Century Skills
- **Hispanic Education Act (2010)**
 - Close the achievement gap
 - Engage the community

- **New Mexico Bilingual Multicultural Education Act (1973; 2004)**

“the state's bilingual multicultural education program goals are for all students, including English language learners, to:

- (1) become bilingual and biliterate in English and a second language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language; and*
- (2)(2) meet state academic content standards and benchmarks in all subject areas;”*

Federal Language Education Policy

Rooted in the Equal Protection Clause of the 14th Amendment

Equal
Educational
Opportunities
Act of 1974

- All public school districts are required to *“take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”*

Lau V. Nichols
(1974)

- *“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education...Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education.”*

Castaneda v
Pickard (1981)

- OCR Guidelines, established that ELL programs must be:
- 1. Based on sound educational theory recognized by experts in the field.
- 2. Implemented effectively, with adequate resources and personnel.
- 3. Evaluated and found effective in both the teaching of language (English and the students' first language if the program is bilingual) and in access to the full curriculum.

Who's left standing? *Language loss in the room*

1912—**2/3** language
other than English at
home

Past—Physical punishment
and social shaming

Today—**1/3** language
other than English at
home

Current—English only
curriculum and testing



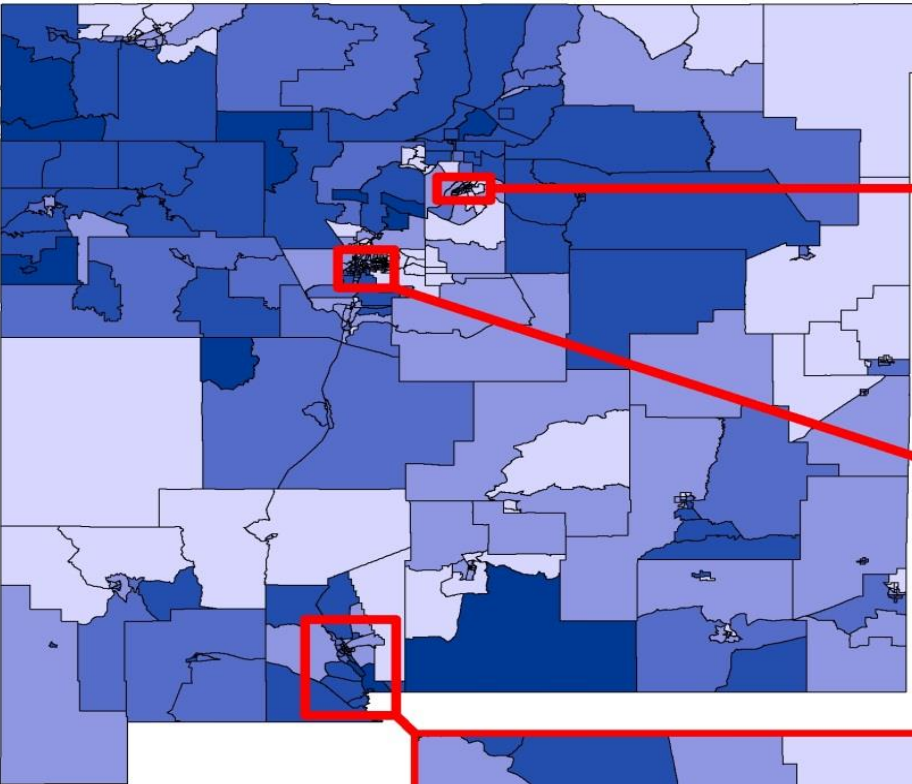
The politics of language loss and recovery in our families' stories



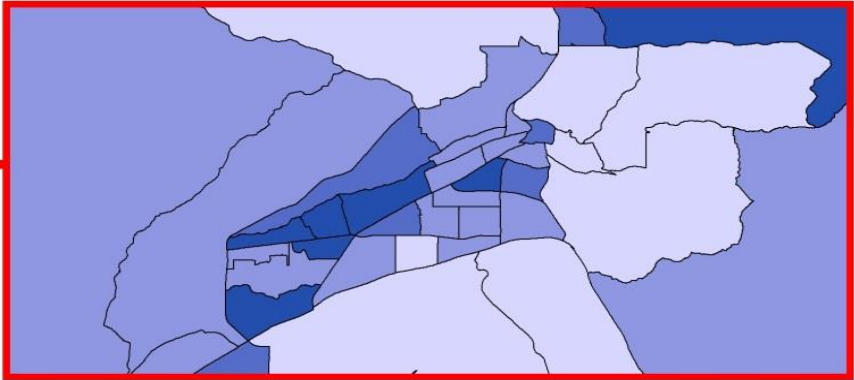
New Mexico is still a very bilingual place

Percentage of Individuals Who Speak a Language Other Than English at Home, By Census Tract

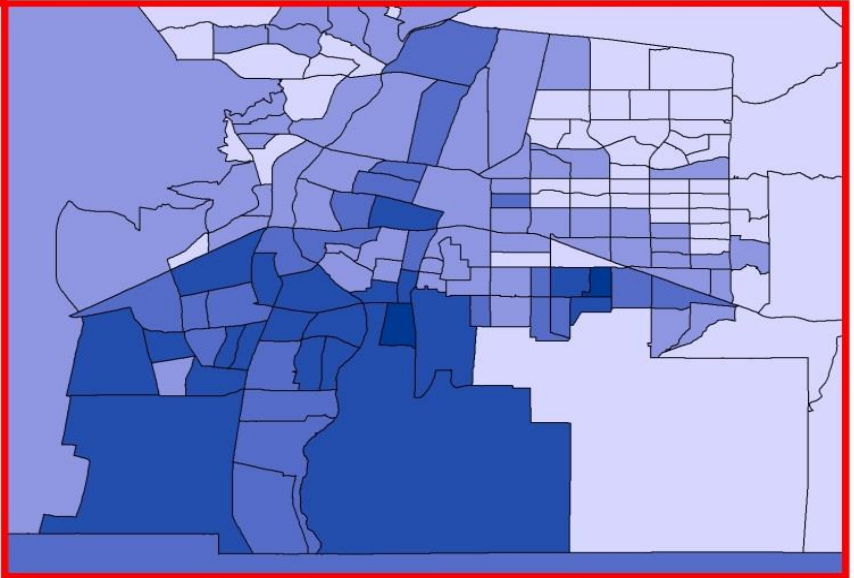
Statewide Avg. = 36%



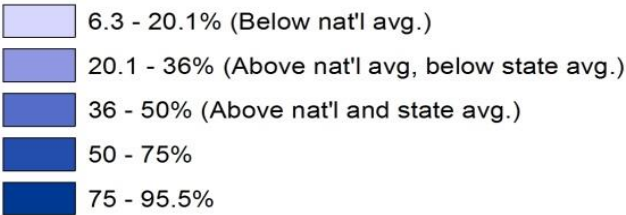
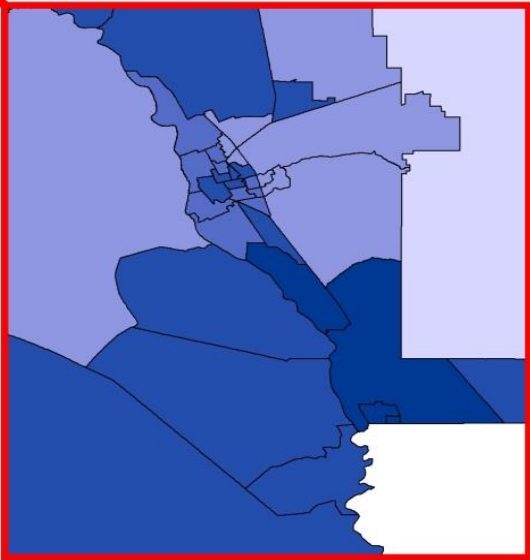
Santa Fe



Albuquerque



Las Cruces/
Doña Ana County



Source: U.S. Census, American Community Survey, 2006-2010, Five-Year Estimates.

Knowing – Doing Gap

- With all of this progressive language policy, why do only about 115 out of 900+ public schools in New Mexico offer dual language programs even though the state offers nearly \$1,000 extra per student in these programs?
- And why do English learner, Native and Hispanic students suffer from a **20-25 point achievement gap** in reading with their white English-speaking peers?

What's Different About NM's Bilingualism



- Multiple waves of colonization over the past 500 years
- Languages other than English are not a new phenomenon here
 - “The border crossed us; we didn’t cross the border”

Two Frames of Mind

Remediation

Students who possess a language other than English:

1. Pose a problem to our school system.
2. Are to blame for our school's poor achievement
3. Can't think at high levels
4. Need remediation and watered-down curriculum and instruction

Acceleration

Student who possess a language other than English:

1. Possess an asset that should be shared with other students.
2. Are gifted as “emerging bilinguals”.
3. Possess high levels of cognitive flexibility and problem solving skills.
4. Need accelerated instruction and the opportunity to demonstrate what they know in multiple languages.

What's the Remedy?

Know the research

Know the program models

Possess the political will



What does the research say?

- Providing more hours of English does NOT result in higher English achievement
- Little Spanish and mostly English can lead to lower Spanish AND English achievement
- Providing dual language program instruction leads to higher English AND Spanish achievement
- Social class is still a factor – students on free lunch scored lower than students not on free lunch
 - *Two-Way Immersion Education: Testing and Accountability* (Lindholm-Leary, 2002)

August and Shanahan (2006)

“Moreover, the research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English-only instruction demonstrate that language-minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language-minority students instructed only in English. This is the case at both the elementary and secondary levels.”

Goldenberg (2008)

“No other area in educational research with which I am familiar can claim five independent meta-analyses based on experimental studies—much less five that converge on the same basic finding.

To some people this finding might seem counterintuitive. A few years ago a fair-minded colleague expressed disbelief:

“Doesn’t it just make sense,” she asked, “that the earlier and more intensively children are placed in all-English instruction at school the better their English achievement will eventually be?” That’s when it hit me: when the goal is English proficiency, delivering any instruction in the first language probably does not make sense to some people. But this is why we do scientific research: common sense does not always turn out to be the truth. If we only relied on common sense, we would still think the sun revolves around a flat earth.”

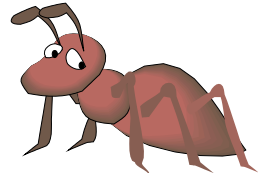
Goldenberg (2008)

“A substantial body of research suggests that literacy and other skills and knowledge transfer across languages. That is, if you learn something in one language, you either already know it in (i.e., transfer it to) another language or can more easily learn it in another language.”

Cross-Language Transfer

Why dual language instruction works

A Reading Test



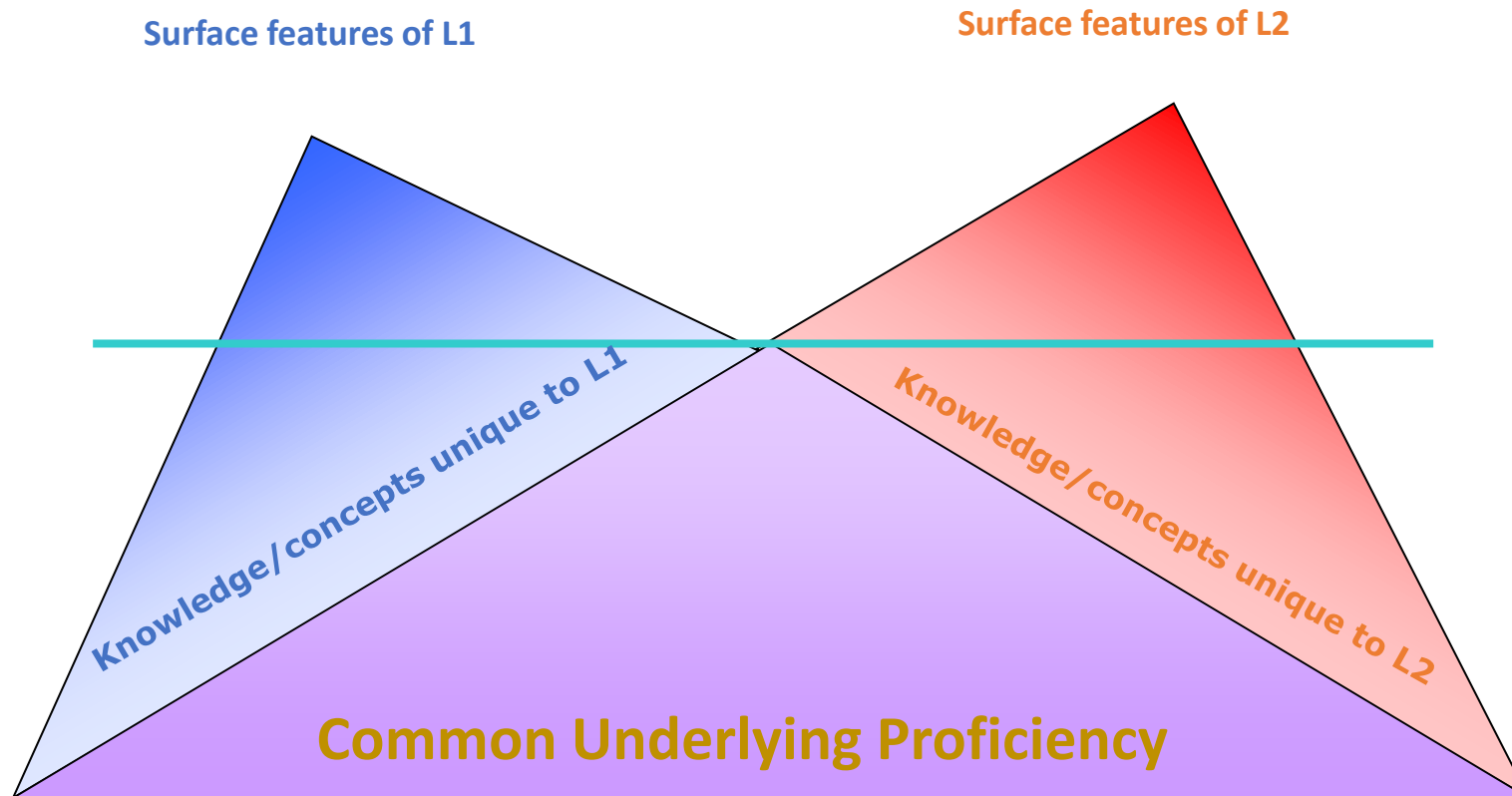
La petite fourmie préfère/ être seule

Prefers

Language Transfer and Discrete Language Skills

Linguistic Interdependence Model

(Adapted from Cummins, J. 1987)



The bottom line...

Academic Skills Transfer

- You only learn to read once. You don't start over again when you move into a new language.
- Spanish and English reading instruction can compliment one another rather than compete for time.
- You only learn to do math once.
- You don't relearn the concepts in a second language. You simply learn the L2 vocabulary and discourse patterns.



Second Language Acquisition

How long does it take to acquire a 2nd language? (Cummins)

Basic Conversational Language

- 1-3 yrs.

Academic Language

- 5-7 yrs. under ideal circumstances
- 8-10 on average

Implications (Collier & Thomas)

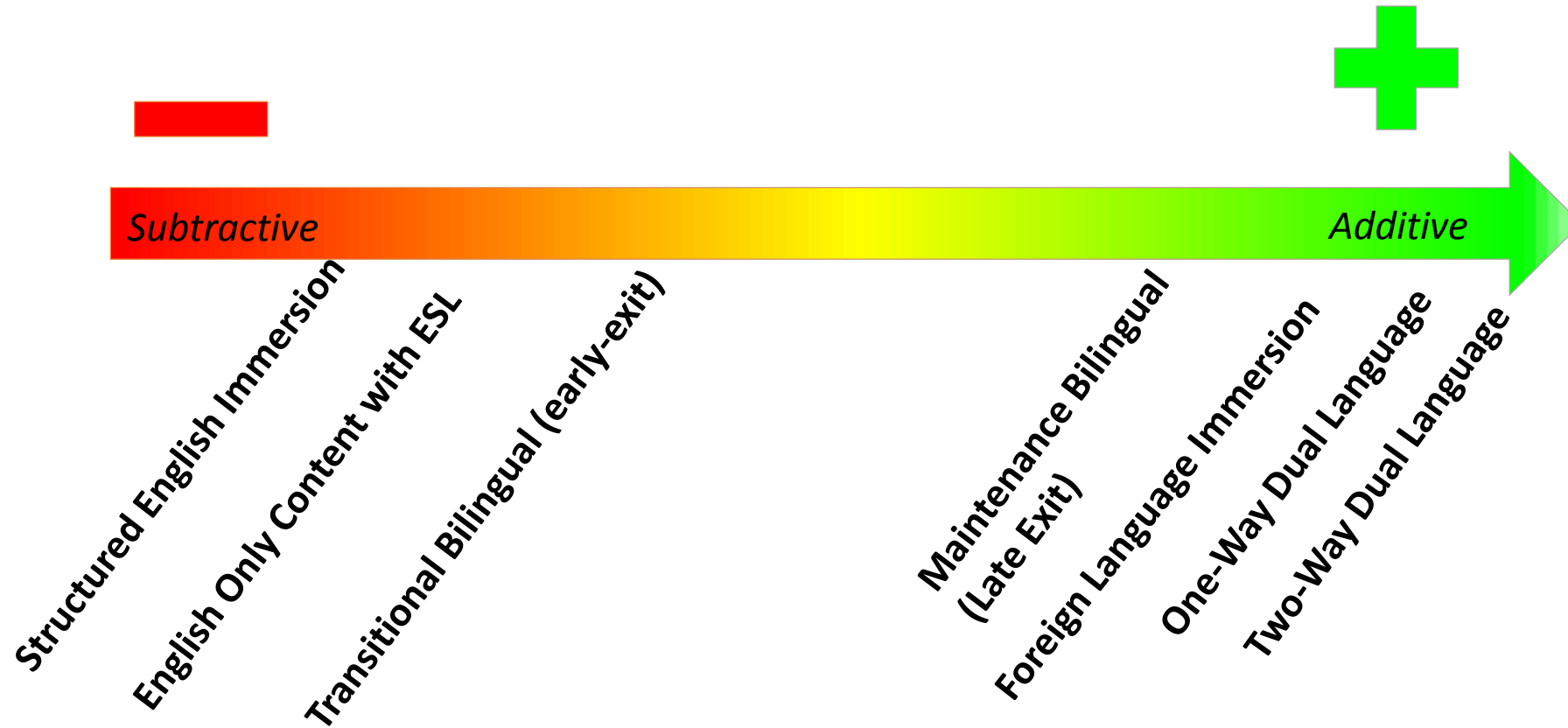
- ELLs cannot wait to learn academic content until they're proficient in English
- ELLs must make 1.5 year's progress in 1 year's time every school year to catch up by 8th grade

***If you never gain academic language proficiency in your native language, you have very little chance of gaining it in your second language.*

ELL Program Models

- English Only Programs
 - Transitional Bilingual Education Programs
 - Dual Language Programs
-
- Subtractive vs Additive

Academic Programs for English Learners



English Only Programs

Pull-out ESL (the most costly program)

- *Students are pulled out of their regular classroom for a period of the day for direct-instruction in English*

Content-ESL

- *Instruction designed to promote the acquisition of English using content area*

Structured English Immersion

- *Goal is for ELL students to learn English as quickly as possible and English is the only medium of instruction*



Transitional Bilingual Programs

Transitional (Early Exit)

- *Native language instruction for ELLs for 1-3 years to help transition to all English instruction. Includes L1 LA and content.*

Maintenance Bilingual (Late Exit)

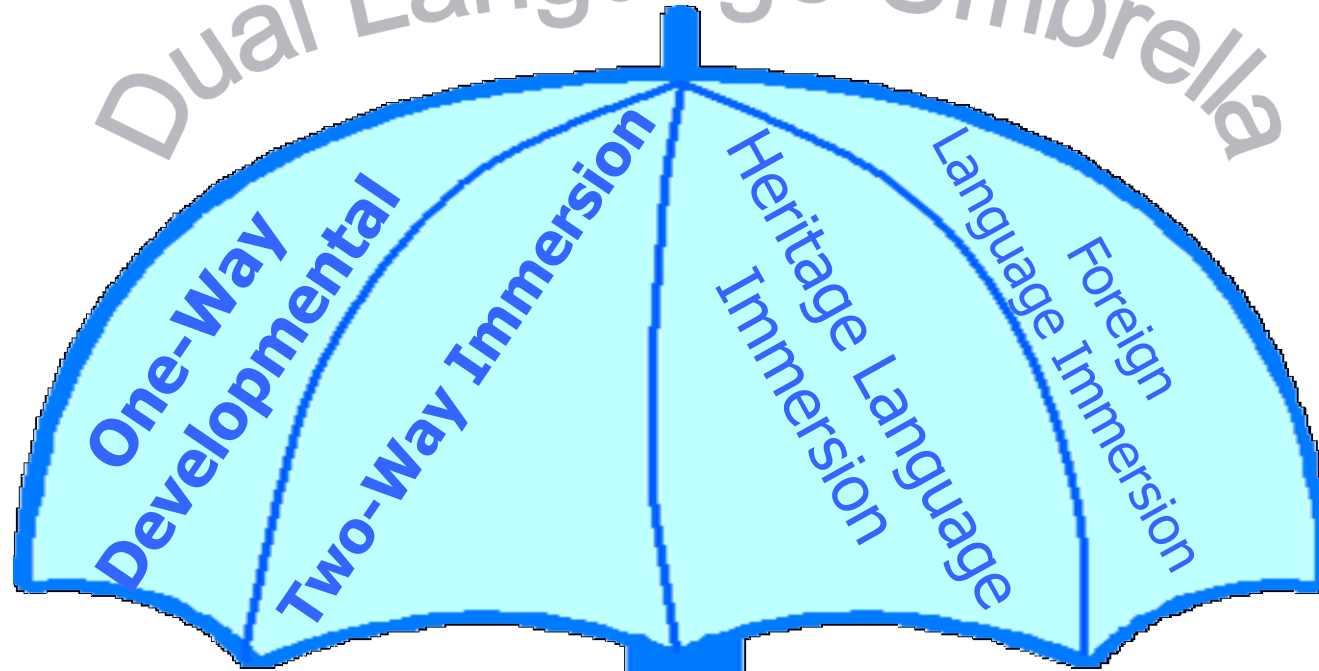
- *Native language instruction for 3-5 years to maintain native students' language while acquiring English proficiency. Includes L1 LA and content.*

Dual Language Programs...



- Use two languages in two ways
 - Two languages are used for instruction
 - Two groups of students are typically involved
 - Native English speakers
 - Native speakers of Spanish or other “partner” language aka “target” language

Dual Language Umbrella



* ESL Pull-out

* ESL Content

*translational bilingual
education TBE



* Submersion

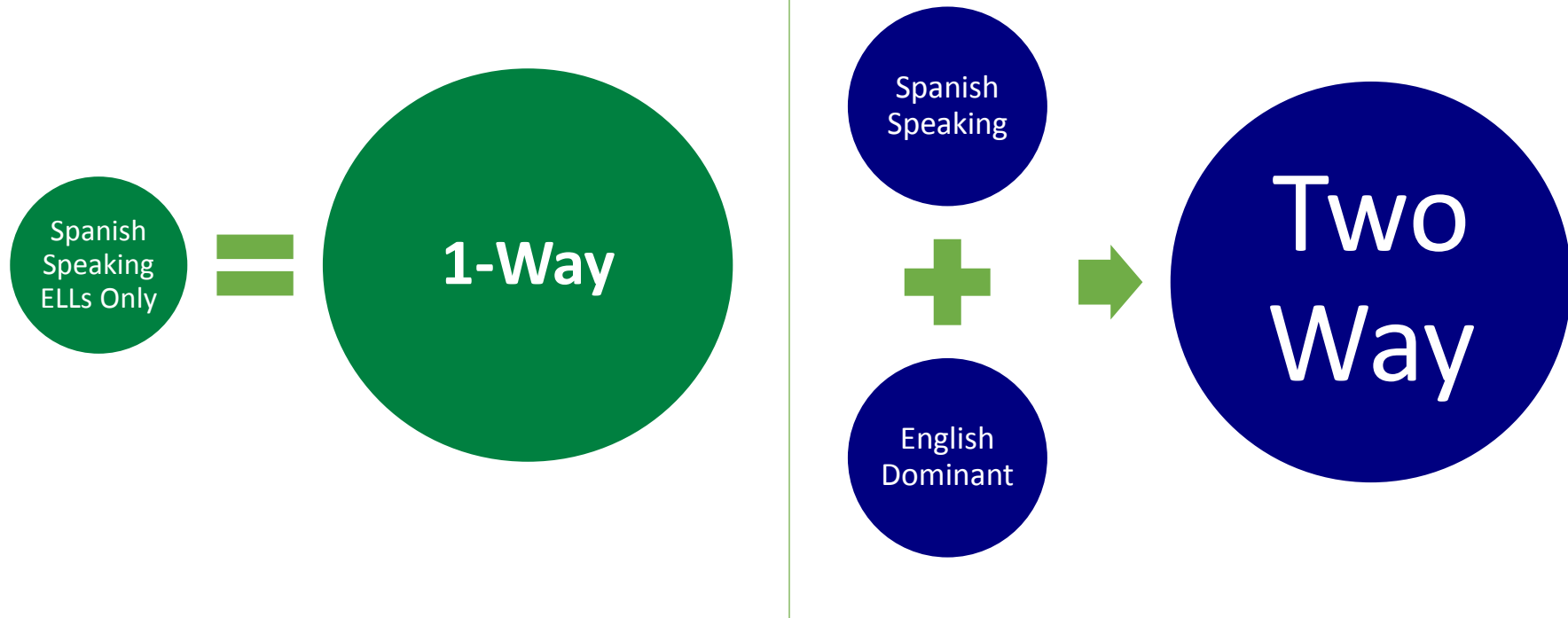
Sheltered Instruction

Types of Dual Language Programs Based on Student Population



- **Developmental One-Way**
 - Mostly native Spanish speaking students
- **Two-Way Immersion**
 - Balanced numbers of students who are native English speakers and native Spanish speakers
- **Heritage Language One-Way**
 - Native English speakers from the same cultural background as the partner language
- **Foreign Language Immersion One-Way**
 - Native English speakers from different cultural backgrounds

Types of Dual Language Programs



Overarching Dual Language Program Goals

Elementary Level

All students will.....

- Be at or above grade level
- Become bilingual & bi-literate by
 - Developing high levels of academic proficiency in their first language
 - Developing high levels of academic proficiency in a second language
- Demonstrate positive cross-cultural attitudes and behaviors/ “cross-cultural competency”

Secondary Level

- Attain high academic abilities in both English and the target language
- Become fully bilingual and bi-literate
- Develop multicultural competence
- Promote student leadership
- ❖ Prepare students for global careers and global citizenship

Taken from an Ysleta ISD presentation



Dual Language Education

Non-negotiable Program Components

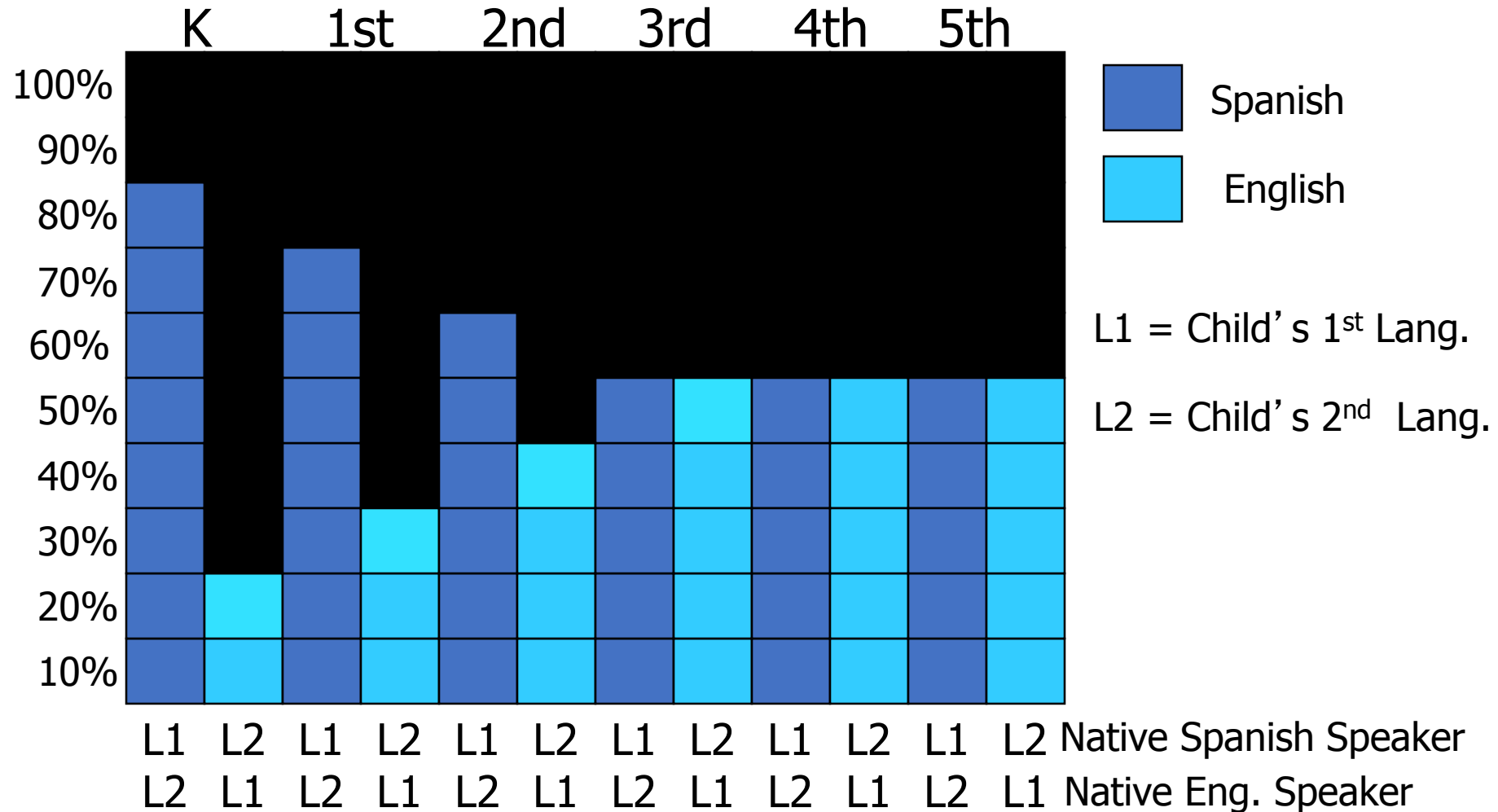
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Elementary School	Middle School	High School
<ul style="list-style-type: none"> • A minimum of 50% to a maximum of 90% of instruction in the target language • Separate spaces for languages instruction (no translation) • K-12th grade commitment (min. of K-5 if the district does not yet have DL at the feeder middle or high school) 	<ul style="list-style-type: none"> • <i>Required to take language arts in the target language from 6th through 8th grade in addition to another core content course taught in the target language each year from 6th through 8th grade</i> • Separation of instruction-100% of class taught in target language • K-12 commitment 	<ul style="list-style-type: none"> • <i>A minimum of 8 credits in the target language over the course of 9th-12th grade with a min. of 4 credits in core content areas (math, science, social studies & language arts)</i> • Strict separation of instruction-100% of class taught in target language • K-12 commitment

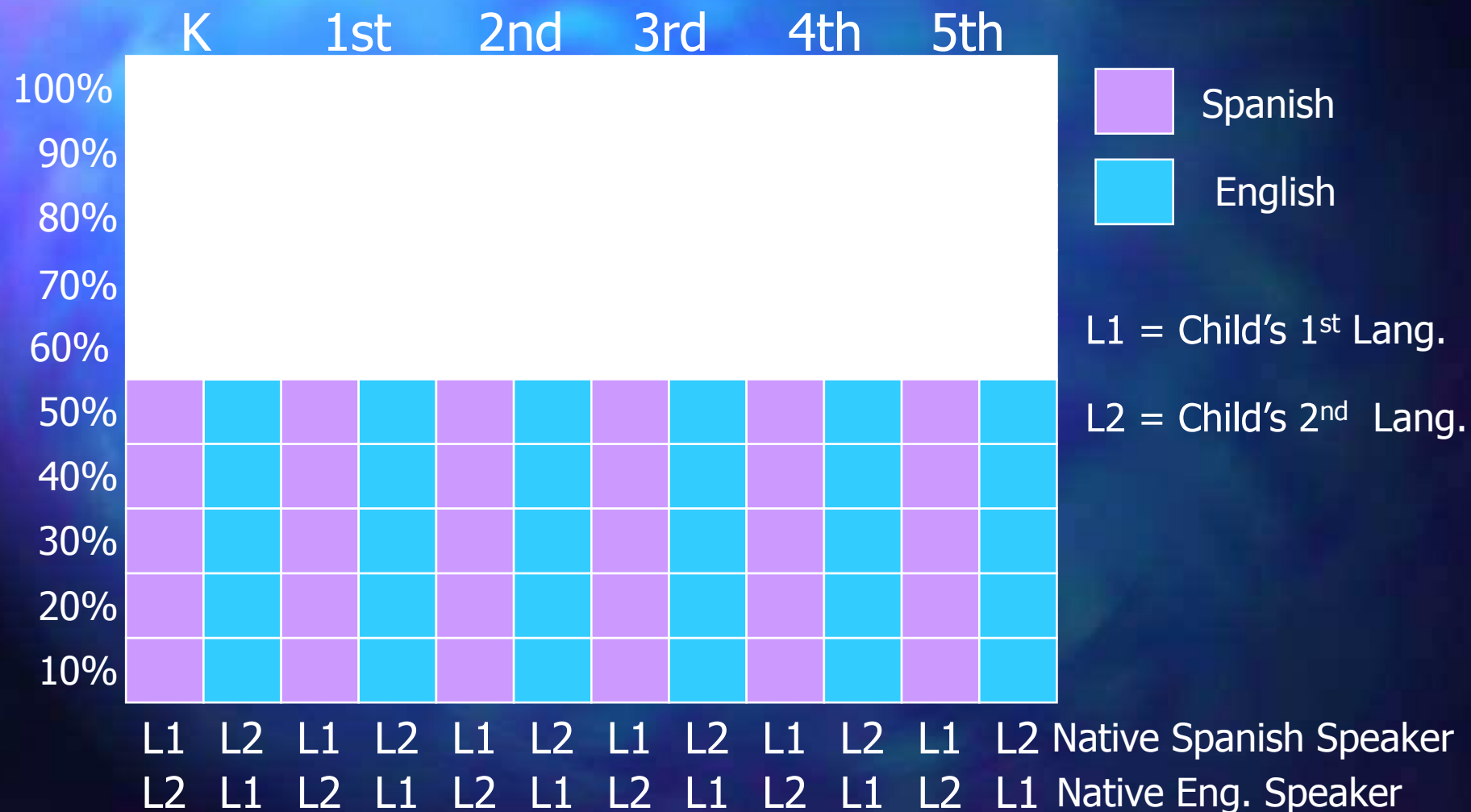


80:20 Dual Language Program

(Variation of 90:10)



Amount of Day in Each Language: 50:50 Dual Language Program



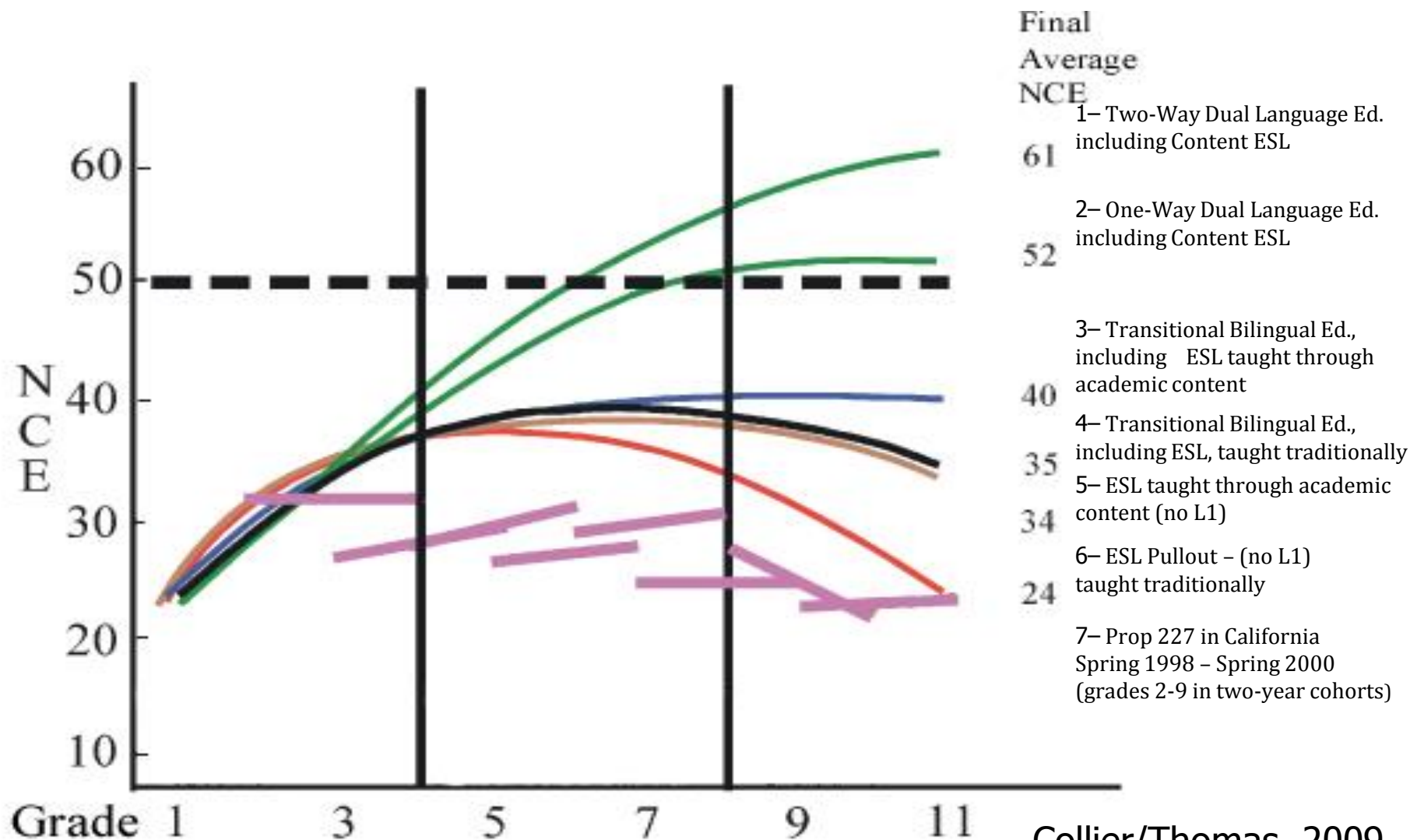
You can essentially predict the long-term achievement of an ELL based on their program in Kinder

And...

“Dual language programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level or higher through the end of schooling.”

~Thomas & Collier, 2002

What the research says – The Graph



American Institutes of Research (2010)

“Findings from multiple research studies have established that rapid, unsupported English language acquisition is not a realistic goal for ELL instruction. Rather, students who have received little to no academic or cognitive development in their first language tend to do increasingly poorly as academic and cognitive demands increase after fourth grade and into the upper grades (Thomas and Collier, 2002).”

American Institutes of Research (2010)

“There is also research to support the idea that learning a second language at a young age can be beneficial to both language and brain development. Research has shown that young children who learn two languages show more neural activity in the parts of the brain associated with language processing (Mechelli, 2004). “

Benefits of Bilingualism

Cognitive Benefits

- 2/3 of children in the world grow up speaking more than one language
- Top three languages utilized in the world: Spanish, English, Mandarin
- Multi-tasking and Increased Cognitive Flexibility
- Delays on-set of Alzheimer's

21st Century Workplace Skills

Partnership for 21st Century Skills

Global Awareness:

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Promoting the study of languages other than English as a tool for understanding other nations and cultures

For Native American communities, fostering indigenous languages is about much more than academic achievement or global competitiveness...it's about maintaining a way of life, customs, and religion.

Operationalizing A World-Class Multilingual/Multicultural Education System in NM

- 1. Vision and commitment**
- 2. Value of multilingualism**
 1. Bilingual Seal
- 3. Coordinated state-wide and district-wide systems**
 1. Program monitoring
 2. Sharing of best practices
- 4. Focus on reaching high level standards in 2 or more languages**
- 5. State-wide ELD initiative**
- 6. Bilingual assessment**
- 7. Teacher and administrator preparation**
- 8. Professional development**



Bilingualism and Early Childhood Education In NM

Findings from My WKKF Leadership Network Fellowship



NM PreK Approaches to Language Diversity

NM Early Learning Guidelines

- EI 6.1 Converses effectively in his or her home language
- EI 8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.
- EI 17.4 Expresses cultural influences from home, neighborhood and community.

NM FOCUS Program Rating

#3. Culture and Language, including the Support of Dual Language Learners.

Quality - recruiting PreK teachers who have a Bilingual or Tesol License endorsement. Translators available to support IEP meetings and Family engagement.

High Quality – make every effort to have at least 1 teacher who speaks the home language of the families/children.

Exemplary - make every effort to at least 2 teachers who speaks the home language of the families/children.



A Serious Civil Rights Gap Between Prek and Kinder:

OCR's 8 compliance areas

1. Identification and assessment
2. Program placement
3. Alternative Language Services
4. Exit criteria
5. Staffing and professional development
6. Parent/family notification
7. Instructional Materials/Facilities
8. Special Education



None of these identification, placement, or alternative language requirements apply to PreK children in NM!

The Disconnect

NM Early Learning Guidelines, 2014

“Educators should recognize that some young children may be developing more than one language simultaneously or adding a second language as they come to the early childhood setting. ‘Research tells us that children under the age of six need continuing support of their home language while they are also developing their second.’” (Espinosa 2010) (Nemeth 2012)

James J. Lyons, Esq., 2016

(ETC. WKKF Fellowship Report)

“There is little evidence that New Mexico’s early childhood education programs are, in fact, operated in compliance with federal civil rights laws respecting language.”



A Need for Further Development

- Language Program Policies for 3-4 year old Emerging Bilinguals
- Bilingual PreK Programming
- Early Childhood Bilingual Teacher Preparation
- Research
- Indigenous Language PreK

