Mainstream Teachers of English Language Learners: Potential Obstacles

Megan Strawsine, B.S.

University of Missouri

Cambio de Colores 2008

More ELL students in School

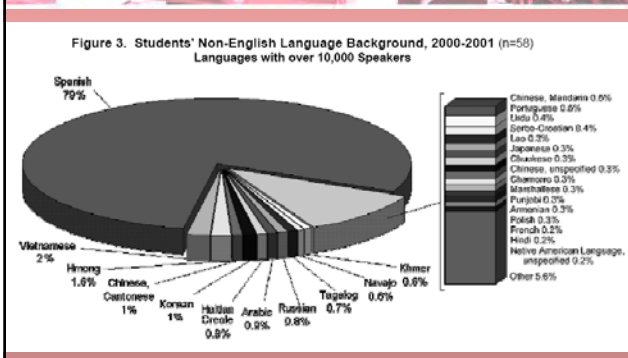The Growing Numbers of Limited English Proficient Students 1994/95 - 2004/05

Majority of ELLs Speak Spanish
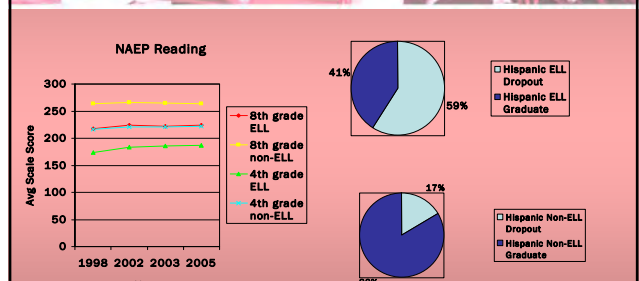
Figure 3. Students' Non-English Language Background, 2000-2001 (n=58)
Languages with over 10,000 Speakers

Low ELL Student Achievement

What Are the Obstacles?

- Assessment
- Instruction
- Resources
- Communication
- Teacher variables
- Self-efficacy

Informal Classroom Assessment

- Structured
  - Checklists
  - Cloze tests
  - Criterion-referenced tests
  - Rating scales or rubrics
  - Questionnaires
  - Miscue Analysis
  - Structured interviews

- Unstructured
  - Writing Samples
  - Homework
  - Logs or journals
  - Games
  - Oral presentations
  - Brainstorming
  - Story retelling
  - Anecdotal records
  - Naturalistic
  - Exhibits

Instruction

- Basic Instructional Sequences
  - Pre-teach the language
  - Provide meaningful experiences
  - Model expectations
  - Group or pair students with other learners
  - Elaborate on short answers
  - Monitor and support comprehension

- Instructional Strategies
  - Dialogue journals
  - Learning logs
  - Literature circle
  - Language experience approach
  - Graphic organizer

- Instructional Techniques
  - Hands-on vocabulary practice
  - Mixer
  - Detective
  - KWL chart
  - Letter-writing

What else can teachers do?

- Resources
  - See handout
  - Seek help from other professionals

- Teacher variables
  - Assumptions
  - Knowledge of
    - language backgrounds
    - cultural backgrounds, including the students' beliefs and values
      - Value and build on students' home culture
      - Use culturally relevant materials

- Communication
  - Learn how students prefer to be addressed and pronounce correctly
  - Teach school rules and behavioral expectations
  - Express high expectations
  - Provide focused, meaningful feedback on English mistakes
  - English
    - Make directions short and concise
    - Pair with visual cues and gestures
    - Reduce language demands, not conceptual demands

Teacher Self-efficacy

- How teachers feel about their ability to teach students
- Low
- High
- Is it realistic?

- Impacts
  - Teacher burn-out
  - Student achievement

> *"They are able who think they are able."*
> Virgil

Teaching English Language Learners Survey (TELLS)

- Survey development to learn how mainstream teachers feel about their ability to teach ELL students
  - Phase 1: Initial design
  - Phase 2: Confirm survey
- Future uses
  - Find correlates to high self-efficacy
  - Evaluate training programs and professional development
  - Improve training programs

Thank You

Megan Strawsine, B.S.

Doctoral Student
School Psychology
Department of Educational, School and Counseling Psychology
mes7wb@mizzou.edu

Latina/o Secondary School Student Climate Research: A Summary and Application

Patton Garriott, M.S.
Marlen Kanagui, B.A.
University of Missouri
Cambio de Colores 2008

Demographics

- By the year 2050, Latinos will comprise 29% of the US Population (Pew Hispanic Center, Fact Sheet, 2008)
- Missouri
  - Latinas/os comprise 2.8% of population
  - Changes
    - Rate of Increase in Latina/o Population (Pew Hispanic Center, 2008; U.S. Census Bureau, 2000)
      - 1990-2000: 92%
      - 2000-2006: 36.9%

Latinos in Secondary Education

- Latino students comprise 17% of the U.S. secondary school population (Kohler & Lazarin, 2007)
  - Missouri
    - Latino student enrollment more than doubled between 1990-2000
    - Dramatic increases in rural areas
- National statistics show Latino drop out rates are twice those of White peers
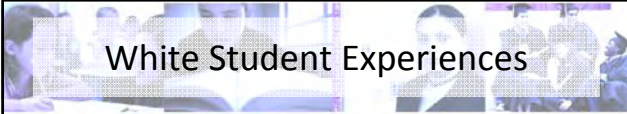- Latino high school students report less overall support from teachers, staff, peers

Latina/o Newcomer Student Experiences

- Large differences were observed between Latina/o newcomers compared to their White peers (Marx, 2008)
  - Did not feel as welcome in high school
  - Did not like their teachers
  - Did not like attending high school
  - Did not feel confident they were succeeding in high school
  - Did not feel that their home culture and language were valued by the school or included in their high school
  - Did not feel that school materials reflected people they could relate to

Latina/o Newcomer Student Perceptions

- Student Voices (Sheets, 2002)
  - Feelings of Alienation
    - "Give you looks to let you know that they don't want you in their class…you're just a kid that's there…"
  - Discrimination, Prejudice, and Stereotype Threat
    - "Nothing has really ever happened to me that has felt good…They don't treat you the same. If you have an accent, they think you can't read."
  - Xenophobia
    - "Administrators say 'Don't talk Spanish, if you do you'll be suspended' or 'I can't call your parents, because they don't speak English'"

White Student Experiences

- Definitions
  - <u>Racism</u>: social structures' use of superiority to address discomfort about difference (Pinderhughes, 1989)
  - <u>Color-blindedness</u>: the belief that ideological and structural racism does not exist (Neville et al., 2000)
  - <u>White privilege</u>: systematic unearned benefits based on skin color
- White student experiences (Marx, 2008)
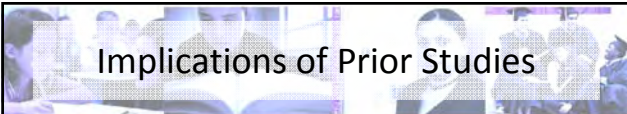 - Mean responses for White students were favorable (M=3-5)
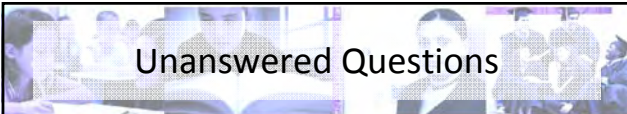
White Student Perceptions

- Student Voices (Marx, 2008)
  - Overt Racism
    - "Whites are better.", "Mexicans all group like they hate us and don't pay attention."
  - Color-blindedness
    - "NO!", "No, because ethnicity doesn't really matter.", "It doesn't matter what race you are to pay attention.", "No, because inside we are all the same." "reverse racism."
  - Obliviousness and denial
    - "Hot chicks.", "Less homework.", "More movies."
- Small percentage of students (5%) seemed to be aware of advantages they experience
  - "If you can't speak English, you can't learn.", "No, because I am White and speak English."

Implications of Prior Studies

- Validate Latina/o newcomer students' feelings and experiences
- Acknowledge difference, but do not be afraid of difference
- Examine personal biases

Unanswered Questions

- Research largely conducted outside of the Midwest
- Combined data of Latina/o newcomers and 1-2 generation Latina/o students
- Research largely quantitative
- No studies have conducted in depth interviews on White and Latina/o newcomer student perceptions of school racial/ethnic climate

Proposed Study

- Population
  - High school in rural area of MO that has experienced recent rapid demographic changes
  - Latina/o newcomers now second largest racial group (5.6%) after Whites
  - 16-24 Latina/o and White students
  - Latina/o students likely to be from immigrant households
- Methods
  - Qualitative
    - 45-60 min interview
      - » Questions regarding perceptions of school climate, teacher attitudes, peer attitudes, cross-cultural interactions, student suggestions for improving school climate

Practical Implications

- Communicate results of the study with school District
  - Provide administrators and teachers directives for creating more inclusive school climate
- Give voice to marginalized student population
- Add to the dearth of literature on secondary school racial/ethnic climate and Latina/o newcomers in secondary education

Thank you

Patton Garriott, M.S.
Doctoral Student
Counseling Psychology
Department of Educational, School and Counseling Psychology
pogarriott@mizzou.edu

Marlen Kanagui, B.A.
Doctoral Student
Counseling Psychology
Department of Educational, School and Counseling Psychology
mkanagui@mizzou.edu

Assessing the Pipeline of Latinos into Higher Education

Veronica Medina, M.A.
Karina Ramos, B.A.
David Aguayo
University of Missouri
Cambio de Colores 2008

Overview

- Why study Latina/os in higher education?

- Cultural factors & psychological indicators influencing Latina/os' academic success

- Latina/o families & the role of education

- Institutional (school) factors influencing Latina/o students' academic success

Why study Latina/os in higher education?
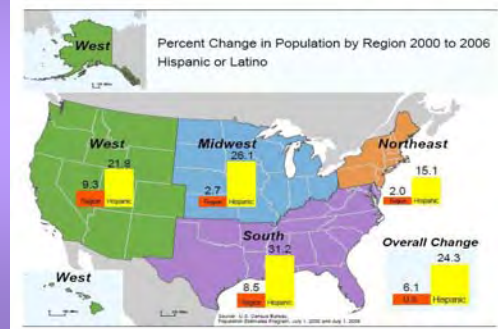
Why study Latina/os in higher education?

- Majority are US citizens

- More likely to be 1st-generation college students than other undergraduates

- 29% of Latina/os in college have parents with a bachelor's degree
  - 41% of all other undergraduate students

Why study Latina/os in higher education?

- 25% college-age Latina/os enrolled in college
  - 42% Whites, 32% Blacks, 60% Asian/Pacific Islander
- 52% Latina/o enrolled in 2-year institutions
  - 34% Whites, 40% Blacks, 38% Asian/P.I.
- 46% Latina/os graduate from high school
  - 26% of Latina/o h.s. students enroll in college
    - 17% community college
    - 9% 4-year colleges
- Only 8% will graduate with a bachelor's degree
- Only 2% will go on to obtain professional degrees
- Only .02% will earn a PhD

Why study Latina/os in higher education?

**Educational Attainment by Sex: 2006**
(Population 25 years and older)

- Less than 9th grade
- High school or more
- Bachelor's degree or more

	Total: Male	Total: Female	Hispanic: Male	Hispanic: Female
Less than 9th grade	6.7	6.3	24.5	23.3
High school or more	83.5	84.6	58.7	61.7
Bachelor's degree or more	27.9	26.2	11.5	13.1

USCENSUSBUREAU
Source: U.S. Census Bureau, 2006 American Community Survey
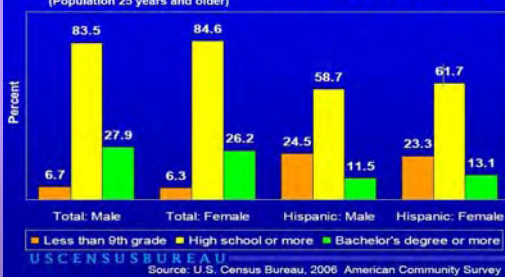
Cultural & Psychological Factors: Assimilation vs. Integration

- What is being a bicultural student?
- Dimensions of Acculturation
  - **Assimilation:** merges with host community, leaving behind original culture and traditions
  - **Separation:** does not participate in the host community's culture and traditions, but retains his or her original customs
  - **Marginalization:** avoids the host community's activities and her or his own as well, but also experiences forceful separation (i.e. discrimination)
  - **Integration:** accepts the host community's culture and tradition, while retaining hers or his home country's culture

---

Acculturation: Bidimensional Model

High

Integration   Assimilation

MEXICAN

High   Low

Separation   Marginalization

AMERICAN

Low
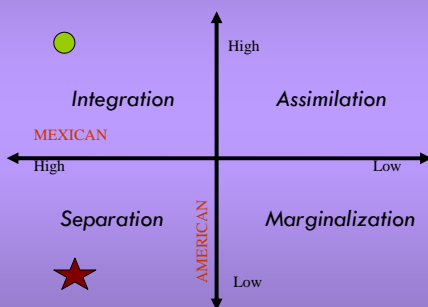
Bicultural Latina/os in high school

- Qualities of a bicultural student
  - Mainstream Identity vs. Ethnic identity
    - Components of ethnic identity
      - Self-categorization, commitment and attachment, & exploration
- Research findings:
  - Strong ethnic identity related to high self-esteem
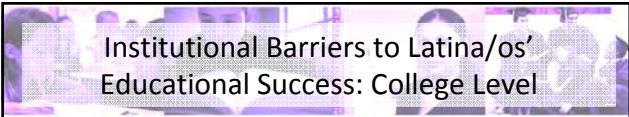   (Umana-Taylor, Yazedjian, & Bamaca-Gomez, 2004)

Positive Factors for Higher Ed Enrollment

- *Family support as a source of social capital*
  - Familismo value
- Research on role of the family
  - (Flores & O'Brien, 2002; Gandara, 1995; McKenna & Ortiz, 1988; McWhirter et al., 2007; Zalaquett, 2007; 2006)
  - Educational expectations
  - Perceived support
    - Ways family can help, despite low educational attainment levels

Institutional Supports to Latina/os' Educational Success: High School

- Rigorous curriculum
- Teacher mentoring & recommendations
- Access to information about college
  - enrollment processes
  - financial aid
- Curricular diversity & cultural sensitivity
- Supportive peer culture

Institutional Barriers to Latina/os' Educational Success: College Level

- *Hidden Curriculum*
  - *"Myth of Meritocracy" & "Rugged Individualism"*
  - Ideology hides structural inequalities& blames students for their failure
- *Lack of sufficient academic preparation*
  - Limited material resources
  - Tracking into general or special ed courses
- *"Institutional neglect & abuse"*
  - School agents expect Hispanic students to fail
  - Academic success equals "selling out" to peers

Fostering Persistence in Higher Ed: College Level

- *Faculty Mentoring*
  - Contacts, information, role modeling
  - Increase self-efficacy & academic goal setting
  - Increase connectedness to institution
- *Student Organizations*
  - Improve students' interpersonal, leadership, & organizational skills
  - Provide "comfort culture" away home

Unique Institutional Strategies

- *Hispanic-Serving Institutions*
  - 276 HSIs in continental U.S. (14 states)
    - 86 four-year & 190 two-year
    - First-generation, low-income, nontraditional student populations

- *Collaborative Admission Agreements*
  - Increase underrepresented populations at selective PWIs
  - "Majority" student populations benefit from perspectives of diverse peers

Thank you

Veronica Medina, M.A.
Doctoral Student
Department of Sociology & Women's and Gender Studies
vemm93@mizzou.edu

Karina Ramos, B.A.
Masters Student
Department of Educational, School and Counseling Psychology
krd23@mizzou.edu

David Aguayo
Undergraduate
Secondary Education, emphasis in Social Studies
da79c@mizzou.edu