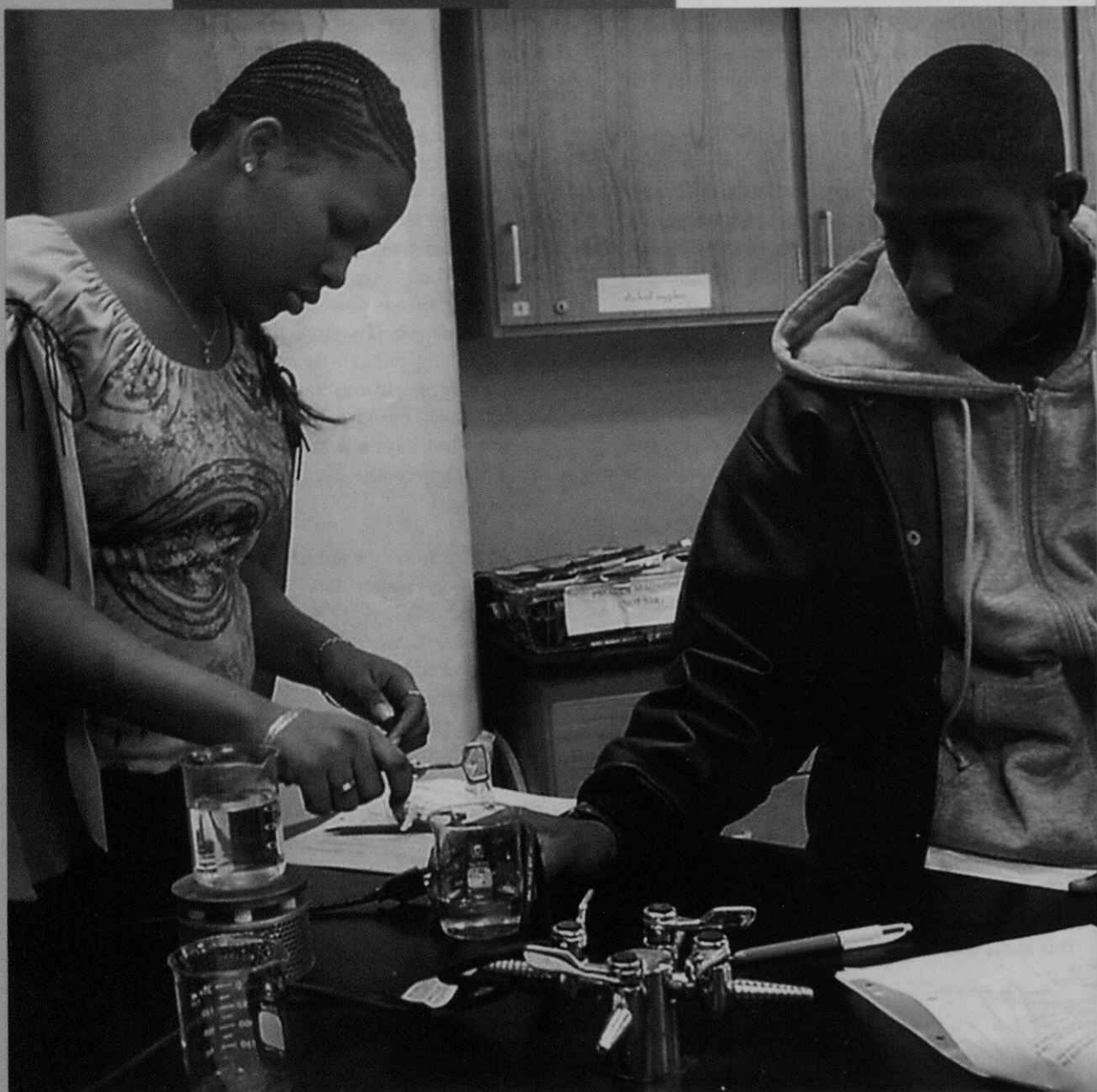


THE JOURNAL OF THE COALITION OF ESSENTIAL SCHOOLS

Innovation in Education

horace

CLASSROOM PRACTICE



ENGLISH LANGUAGE LEARNERS IN ESSENTIAL SCHOOLS

HORACE VOLUME 19 NO. 2 ~ WINTER 2003

Africa, and some of the Caribbean nations are coming here with sketchy educations. Their math skills are outrageously bad. It's a big concern for city of New York, and all while schools rushed to do better on tests, to produce better data or have our funds cut."

Working with students who have had little experience with school, other educators reflect on the work they do as academic acculturators. North Kansas City High School's Sara Boyd says, "Even in high school, most of the time with many of our students, we're teaching how to do school. For a lot of our students, everything about being here is new and we teach them how to be successful in school, help them develop an academic vocabulary and learn what expectations are." Sara Newman, principal of eleven-year old Brooklyn International High School, which serves three hundred ninth through twelfth graders from forty-four countries, agrees. "Our students are often age appropriate for high school but don't have the educational background that you'd expect with a ninth grader. We make sure that they learn not only the language but also the stuff that they don't know. We have had kids who didn't know how to count—we had a student two years ago who couldn't count to ten. Or kids are able to read basically but have not learned to write because they came from schools where rote memorization is all that counts. Kids tell stories of being in classes of sixty students. Obviously, they need to learn new ways of learning, so we focus on metacognitive matters. Kids need to learn more than social language—they have to acquire academic language. And we don't have much time, just four years to get all of this done."

CULTURAL PERSPECTIVES AND CONNECTIONS BETWEEN HOME AND SCHOOL

In Paterson, New Jersey's Charles J. Riley #9, an elementary school serving kindergarten through eighth graders with high concentrations of Arabic, Spanish, and Turkish-speaking students, Skye Bayram teaches bilingual Turkish-English math, and ESL reading. She is from Paterson's Turkish-speaking community and feels that her connection to her students' cultural and linguistic backgrounds factors prominently in her students' success. "I am a direct bridge to the families and children. Knowing the language, being familiar with culture, customs, and religion makes it so much easier for people." Bayram also feels personal responsibility as a community role model. "The Turkish community is forty to fifty years old in this area, but there are not enough representatives in enough professions. We need more Turkish-speaking teachers, doctors, firefighters, and engineers. I remind the kids that once they achieve success, they need come back and help. They hear it from me, from their parents, and they're experiencing it—I came back. I never forgot that there was a community that I could assist."

Having teachers who share their linguistic and cultural heritages can also ease a common burden on children raised in non-English speaking homes: the need to act as a "broker" for their families, helping parents and other adults navigate the English-speaking world. Brooklyn International principal Sara Newman



Skye Bayram and students at Charles J. Riley #9 in Paterson, N.J.

observes, "Kids aren't adults, but they're often asked by schools and the rest of the world to use what English they have to figure things out with their families, and it's a lot of pressure to put on a kid. They do not have the background and vocabulary, but they're dealing with illness, with finance. And sometimes, kids have emotional or other problems in school; we work hard to find translators on our staff or elsewhere so we don't have to put any students in the position of talking about himself with his family and teachers."

Schools are finding ways to take students out of the role of broker or translator in various ways. Oakland's ASCEND hired two community representatives, Spanish and Mien speakers, to interact with the school population's two main language groups. Bronx International offers ESL classes for parents as a way for the parent community to act as resources for each other and to help parents attain their own English proficiency. Sara Newman adds that it's crucial to support literacy in students' native languages as they progress toward English proficiency. "One teacher uses *Romeo and Juliet* every year, so when the staff travels or talks to families, we try to get copies of it—we now have it in thirty different languages. We've done the same with *Anne Frank: The Diary of a Young Girl*. It's important to provide support materials in literature in native languages so students can talk at home about what they're learning and keep up their skills." Similarly, Bronx International is planning, for its first graduating students' portfolios in 2005, to require demonstration of native language competency.



International celebration at Paterson, N.J.'s Charles J. Riley #9

Lisa Delpit writes, "When instruction is stripped of children's cultural legacies, then they are forced to believe that the world and all the good things in it were created by others. This leaves students further alienated from the school and its instructional goals, and more likely to view themselves as inadequate." All of the schools profiled in this issue of *Horace* devote significant time and resources to making students' cultures integral to school life by teaching multiculturally, celebrating students' heritages by hosting potluck meals, art shows, dance performances, and poetry recitals, and by inviting families to participate in the life of the school, all with the message that they value who students are and where they are from.

UNANXIOUS EXPECTATION

Perhaps the concept of unanxious expectation is the most resonant link between the research literature on creating the best conditions for minority language students and the practices that support student learning in Essential schools. "The best methods," for creating second-language academic success, writes University of Southern California language and reading expert Stephen D. Krashen, "are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready,' recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

As with all other important development and learning, each student enters into English in his or her own idiosyncratic ways. Bronx International's Shael Polakow-Suransky underscores this, saying, "We're building a school community where English is the primary language, but kids make the choice for themselves when to make the shift from their native language to English. Some kids do it immediately. Some need two or three months. And some need two years. The phenomenon of getting past your silent period and starting to take risks depends on your personality, your family, and the community of other students that surround you." But it can't be rushed. However inconvenient, students need time to transform themselves into multilingual learners.

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DOs AND DON'Ts WITH REFUGEE STUDENTS

by Naomi Nakayama

As an English as a Second Language teacher at Chicago's Sullivan High School, Naomi Nakayama works with many refugee students who have come to the United States after years of disjointed or unavailable education. Refugee students take on the challenge of learning English while acquiring academic skills that many of their peers had the opportunity to master years before; often, refugee students also face unique social and psychological adjustments. Nakayama led "Dos and Don'ts with Refugee Students," a roundtable discussion at CES's 2002 Fall Forum and shared this summary of strategies and suggestions:

DO

- Have high standards
- Be flexible
- Ask student questions about past, home countries, etc.
- Research student's homeland (politics, educational system, language, etc.)
- Incorporate student's experiences
- Share information pertinent to student's progress with colleagues
- Read picture books to class
- Use a variety of group configurations and seating patterns to encourage conversation

DO NOT

- Assume literacy in the student's native language
- Assume student is monolingual
- Assume students from the same country will his automatically befriend each other
- Assume all school-related roles are the same across cultures; expectations of teachers and students can vary widely from place to place
- Assume students will quickly share personal stories into lessons

Other useful resources for educators working with refugee students:

The United Nations Refugee Agency www.unhcr.ch/cgi-bin/texis/vtx/home

The Office of the United Nations High Commissioner for Refugees' website provides extensive background data and status updates for refugees worldwide, along with educational resources and news.

The Cultural Orientation Resource Center www.cal.org/corc

The Cultural Orientation Resource Center (CORG), funded by the U.S. Department of State, Bureau of Population, Refugees, and Migration, focuses on refugee populations within the United States. The CORC website provides information about housing, community services, transportation, health, employment, and cultural adjustment in several Asian, European, African, and Middle Eastern languages along with guides for educators and others working with refugee populations.

ASSESSING WRITING BILINGUALLY AND AUTHENTICALLY: INTERNATIONAL COMMUNITY SCHOOL AND ALAS

by Jill Davidson

In 2001-2002, its first year of existence, the International Community School (ICS), which serves 300 kindergarten through fifth graders in the predominantly Latino Fruitvale neighborhood of Oakland, California, felt assessment pressure from several different directions. ICS had to demonstrate that students were learning to write well, and it needed to measure students' Spanish and English literacy skills in its bilingual and sheltered English programs (classes where English is the primary language of instruction). The ICS teachers also wanted to inform their own pedagogy so that they could best prepare students for the next grade and eventually for middle school, where fewer bilingual classes exist and most students are fully immersed in English. Finally, the school had to respond to outside calls for accountability, especially from Oakland's district requirement to demonstrate that the civil and educational rights of their Spanish-speaking students were being met.



Students at Oakland's International Community School

To address their multiple literacy assessment concerns, ICS principal Janie Naranjo-Hall and the ICS founding staff chose to use the Authentic Literary Assessment System (ALAS), collaboratively created by Eugene Garcia, former Dean of the University of California at Berkeley School of Education (and current Dean of the Arizona State University College of Education), other Berkeley researchers, and teachers. In the classroom, ALAS is a two-day process. Teachers read prompts aloud to students; students discuss the prompts in small groups and create graphic organizers (cognitive maps, for example) to record their thoughts. The following day, students use their notes to write responses to questions, demonstrating the literacy skills that they have been working on in class. Teachers then meet in

grade-level groups and score student writing according to a rubric that evaluates topic, organization, style and voice, and use of conventions on a fourteen-tier scale. The process is similar in English and Spanish, with differences emerging primarily in the area of conventions. Sheltered English classes do the ALAS three times in a year and bilingual classes tackle the ALAS three times each in English and Spanish.

ICS teachers worked collaboratively with an ALAS coach to modify the rubric in several cycles to meet their own expectations and the Oakland district standards, and they reviewed their students' ALAS results in professional development sessions with other Bay Area teachers and U.C. Berkeley staff. Commenting on the professional development aspect of the ALAS process, ICS's 2001-2002 ALAS coach Carolina Serna says, "Not only does the ALAS give an assessment of student writing, but it helps the teacher be reflective about her teaching." Teachers invested significant time in preparing for, administering, scoring, and reflecting on ALAS, which sometimes was tough in ICS's start-up year, but they feel that the results were well worth the investment. ICS teachers believe that it allows students to demonstrate their literacy skills in ways that less tailored "off the shelf" assessments would not. ALAS's detailed rubric, which teachers refined over the summer in preparation for the school's second year, also helps teachers identify what their students need to work on, and they can correspondingly fine-tune their curriculum. Fourth grade bilingual English-Spanish teacher Raquel Rodriguez-Jones says, "Of all of the evaluations we do, this is the most ours. The rubric is really helpful to show ourselves and the students what their next steps will be and I know they'll build on their skills when they leave my class because we use ALAS schoolwide." ICS principal Janie Naranjo-Hall agrees, noting, "We can look specifically at what students know about topic and organization and we can analyze how their commonalities, language, and culture lead to these patterns. It gives us more insight into writers as individuals." Commenting on how the ALAS demonstrated writing improvement, coach Carolina Serna says, "Even though last year was the beginning, because there was strong commitment on the part of teachers, we saw improvement toward benchmarks at all grade levels. Some grades reached and exceeded their goals—improvement was especially dramatic in the bilingual second and third grade classrooms."

ICS's experience with ALAS demonstrates the strength of an assessment given several times a year, in the languages of instruction and based on classroom curriculum, that corresponds to school—and district—wide standards and that allows teachers to evaluate collaboratively. ICS students' exhibition of literacy progress on the ALAS has helped its teachers refine their curriculum to continue to help their students reach or maintain high levels of literacy and multilingualism.

For more information about the Authentic Literacy Assessment System, please visit U.C. Berkeley's Response Learning Communities website at www-gse.berkeley.edu/research/rle/, which provides links to research reports, other schools' uses of the ALAS, and more.

WORKING WITH CULTURALLY AND LINGUISTICALLY DIVERSE FAMILIES

by Deborah A. Bruns and Robert M. Corso

Deborah A. Bruns, faculty member at Southern Illinois University, and Robert M. Corso, researcher/educator at the University of Illinois at Urbana-Champaign, analyzed research and current best practices in the realm of working with students and families from diverse cultural and linguistic backgrounds. Though their work focuses on early childhood education, their strategies also benefit school people who seek to build strong connections to families of older students. In this excerpt from "Working with Culturally and Linguistically Diverse Families," Bruns and Corso offer the following suggestions for creating the best conditions for student and family success:

1. RESPECT THE UNIQUENESS OF EACH FAMILY SYSTEM

Characteristics of the family system are often heavily influenced by a family's cultural values and beliefs. For example, researchers have found that, in some cultures, the family unit includes extended family members or clans composed of several households of relatives with a commitment to a family-based support network, while other families tend to focus on the immediate family and utilize external support networks. Knowledge and understanding of the variety of family structures and systems increase the professional's ability to respond to the family's needs. In turn, respect for the diverse systems of family organization enhances a professional's effectiveness.

2. DEVELOP A PERSONALIZED RELATIONSHIP WITH FAMILIES

Families are more likely to develop effective working relationships with professionals they trust. Yet, this relationship may be forged in different ways. Some families may prefer a more formal relationship with early education professionals, while others may prefer a more informal, friendly relationship. In some cultures, the father may be considered the head of the household and, therefore, may be responsible for making decisions for the rest of the family. In other cultures, the oldest female member of the household may hold the position of authority. Researchers in the early education field suggest that these issues need to be considered on a family-by-family basis, because intra-group differences are as great as inter-group differences. Awareness of these differences increases the likelihood of building effective relationships.

3. COMMUNICATE IN CULTURALLY APPROPRIATE WAYS

Cross-cultural differences in communication may also affect professional-family relationships. For example, researchers note that if professionals assume a dominant role in conversations, the submissive role in which the family is placed may be a source of tension and may result in family members withholding information. Communication of this type may be particularly offensive to some families from traditional Hispanic, Native American, and Asian backgrounds. As discussed in the literature, knowledge of issues related to the use of translators and interpreters is important for early education professionals because communicating with linguistically diverse families often requires individuals fluent in the family's primary language to explain or clarify information related to programs and services.

It is also critical to maintain open, ongoing communication with families from diverse linguistic backgrounds. This communication may take the form of home-program notebooks, oral exchanges, or other modes of communication based on each family's preferences.

4. RECRUIT STAFF WHO VIEW DIVERSITY AS AN ASSET

Efforts should be made to hire bicultural and bilingual staff to increase an organization's ability to create trust between families and professionals. However, researchers note that what is even more essential is to hire staff who embrace diversity as an asset and demonstrate a willingness to learn about the experiences and traditions of individuals whose backgrounds are different from their own. By recruiting such individuals, early childhood programs will substantially enhance their ability to work with families from diverse cultural backgrounds.

5. CREATE ALLIANCES WITH CULTURAL GUIDES

It is important to encourage the participation of community leaders as "cultural guides" to facilitate communication and understanding between professionals and families. The literature describes several roles these individuals can play:

- Provide professionals with insights concerning community beliefs, values, and communication style.
- Offer families information about programs and services in a culturally sensitive and responsive manner.
- Act as facilitators to bring families and professionals closer together to reach desired outcomes.

Examples of cultural guides include community leaders, members of the clergy, and business leaders who are from the family's cultural group or who speak the family's primary language.

6. EVALUATE PROCESS AND OUTCOMES

The final strategy addresses the need for ongoing evaluation of early childhood programs that serve diverse families. Evaluation can take several forms, such as asking families to complete surveys or sharing information through face-to-face or phone interviews. Early education professionals may also participate in program improvement activities by conducting a needs assessment to identify areas for training and then self-evaluating their knowledge and skills in those areas. With collaboration from bicultural/bilingual staff and cultural guides, information can be collected in ways that match families' preferences. In turn, early education professionals can use this information to improve their programs and their interactions with families.

The full text of "Working with Culturally and Linguistically Diverse Families" with research citations can be found via the ERIC Clearinghouse on Elementary and Early Childhood Education at <http://ericeass.uneq.edu/virtuallib/diversity/1075.html> or by calling 800/443-ERIC. "Working with Culturally and Linguistically Diverse Families" is ERIC Digest EDO-PS-01-4, published August 2001.

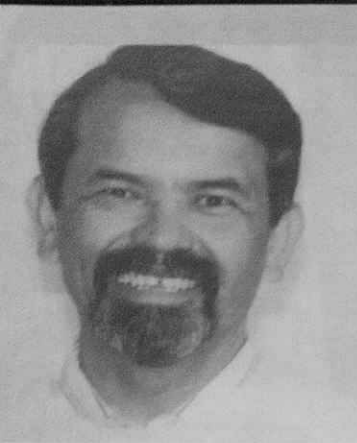
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For more details, visit: www.essentialschools.org



DEAR READERS



The right to think is perhaps the most fundamental of all human rights. One thinks in a language, and only when one is able to think in one's primary language it is possible to consider oneself whole and authentic. The history of language in the United States is littered with countless legal and political maneuvers aimed at limiting its people from their right to preserve their primary language. Through the 19th and early 20th centuries, European immigrants were forced to forget their tongues. They became monolingual English speakers. The new immigrants, mostly from Latin America and Asia, have witnessed the same legal and political maneuvering, this time against bilingual education.

Anti-bilingual initiatives were recently approved in several states, promising that by forcing students to be immersed in the English language, their English competence and academic performance would quickly improve. But reality has proven those promises false. In the 2000-2001 school year in California alone, 1,393,849 children failed to be promoted to fluent English proficiency—a failure rate of 92%, according to the standards set by the same promoters of the English Only legislation. As a result of an increasing interdependent and global culture, English language learners will continue to be a large presence in schools, in some states more than others.

Successful programs, such as dual immersion, tap into students' primary language skills and knowledge, nurturing and enriching the school's culture to everyone's benefit. Students' right to think—thus to read and write—in their primary language resides, ultimately, in the capacity and political will that educators deploy to daily enact this right in the whole school.

GILBERTO ARRIAZA, PH.D.
Co-Director, Leading for Equity and
Achievement Design (CES Regional Center)
College of Education, San José State University

Data from the year 2000 United States Census tell us that nearly eighteen percent of U.S. residents speak languages other than English at home. More than half of that group self-report English fluency, and most among the remainder report significant English competence. We all—schools, families, children, ultimately, each one of us—need supportive public opinion and policy environments to be able to continue this trend toward multilingualism.

This issue of *Horace* looks at schools and communities that are committed to helping students hold onto their linguistic heritage as they learn to use their minds powerfully in English. Like so much else in education that's worth doing, multilingual teaching and learning takes skill, understanding, hard work, and, most of all, time. Thank you to the schools that let me see what happens inside their bilingual and ESL classrooms. I'm in awe of your work, and grateful.

On another note: we work hard to keep the web site's resources up to date—the first issue of this year's volume of *Horace*, "School Design: Elements of Smallness Create Conditions for Success," is online already. To find it, and past issues of *Horace* from 1988 onward, click the *Horace* button on the site's home page, www.essentialschools.org. A special thanks to CES National's Cisco Orozco, who keeps the site timely and transforms print material, speeches (including Ted Sizer and Governor Howard Dean's addresses at the 2002 Fall Forum) and more into internet-accessible resources. If you haven't already or recently, take some time to explore CES's online world.

JILL DAVIDSON
Horace Editor

THE GROWING NUMBERS OF LIMITED ENGLISH PROFICIENT STUDENTS, 1991—2002

Each year, the United States Department of Education's Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students issues data from its Survey of the States. These data, published by The National Clearinghouse for English Language Acquisition, demonstrate the acceleration of the number of Limited English Proficient (LEP) students not only in those states that have a history of linguistic and cultural diversity, but also in a large group of additional states that have experienced notable increases in immigration over the past decade.

NUMBER OF LEP STUDENTS, 2001-2002

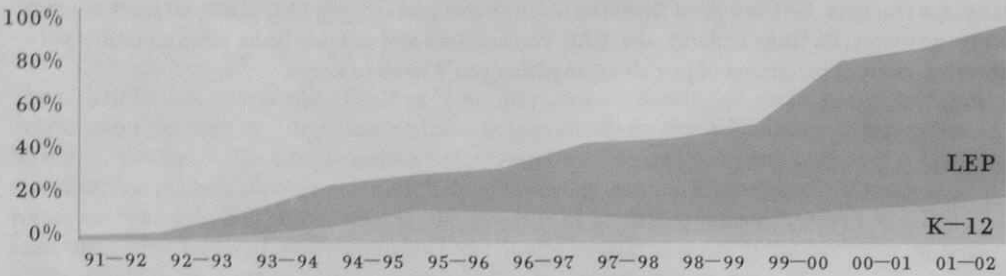


LEP POPULATION GROWTH, 1992-2002



NATIONWIDE LEP ENROLLMENT & TOTAL K-12 ENROLLMENT, 1991-2002

YEAR	TOTAL K-12 ENROLLMENT	GROWTH SINCE 1991	LEP ENROLLMENT	GROWTH SINCE 1991
1991-92	43,134,517	—	2,430,712	—
92-93	44,444,939	3%	2,735,952	13%
93-94	45,443,389	5%	3,037,922	25%
94-95	47,745,835	11%	3,184,696	31%
95-96	47,582,665	10%	3,228,799	33%
96-97	46,714,980	8%	3,452,073	42%
97-98	46,023,969	7%	3,470,268	43%
98-99	46,153,266	7%	3,540,673	46%
99-00	47,356,089	10%	4,416,580	82%
00-01	47,665,483	11%	4,584,946	89%
01-02	48,296,777	12%	4,747,763	95%



MOST COMMONLY SPOKEN LANGUAGES NATIONWIDE

English	Chinese, unspecified
Spanish	Navajo
Vietnamese	Khmer
Hmong	Portuguese
Haitian Creole	Urdu
Korean	Chinese, Mandarin
Arabic	Serbo-Croatian
Chinese, Cantonese	Lao
Russian	Japanese
Tagalog	

Source: The National Clearinghouse for English Language Acquisition website, www.ncela.gwu.edu. The NCELA website provides the information presented above along with a wealth of other national and state data about students' English language acquisition patterns, educational programs for English language learners. The national information represented here can be found on a one-page poster at www.ncela.gwu.edu/states/stateposter.pdf. For specific information about English language learners in your state, don't miss *State Elementary & Secondary LEP Enrollment Growth and Top Languages, 2000-2001*, available at www.ncela.gwu.edu/states/reports/statedata/2001/index.html.

WHERE TO GO FOR MORE

Resources for learning more about language minority students

NATIONAL CLEARINGHOUSE FOR ENGLISH LANGUAGE ACQUISITION & LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (NCELA)

Funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for LEP Students, the NCELA is a guide to the wide range of federal services for language minority students and a huge, well-organized resource for language learning research, data, policies, and teaching strategies. Some highlights: up-to-the-minute national and state/territorial demographic information, an excellent glossary, a vast language and education links section, and a classroom resources area.

website: www.ncele.gwu.edu

email: askncele@ncele.gwu.edu

telephone: 202/467-0376 or 800/321-6233

mailing address: 2121 K Street, NW, Suite 260, Washington, DC 20037

CENTER FOR APPLIED LINGUISTICS (CAL)

CAL's mission is "to promote and improve the teaching and learning of languages, identify and solve problems related to language and culture, and serve as a resource for information about language and culture." Its website does that splendidly, featuring extensive information for English language teachers. CAL is a good first stop when you're researching ESL/bilingual teaching and learning topics; its links to databases, CAL-run services and outside links offer an multi-perspective, current panorama of just about anything you'd need to know.

website: www.cal.org

email: info@cal.org

telephone: 202/362-0700

fax: (202)362-3740

mailing address: 4646 45th Street, NW, Washington, DC 20016-1859

PORTRAITS OF SUCCESS

A joint project of the National Association for Bilingual Education, Boston College, and the Northeast and Islands Regional Educational Laboratory at Brown University, Portraits of Success presents detailed profiles of seven distinct schools that are examples of successful bilingual education. Each profile include a description of the school's bilingual program, student outcomes, community response, program funding, and contact information. The web site also contains a helpful annotated bibliography of research on effective bilingual practices.

web site: www.lab.brown.edu/public/NABE/portraits.taf

contact person: Maria Brisk

email: brisk@bc.edu

telephone: 617/232-8907

fax: 617/352-1840

THE INTERNET TESL JOURNAL

The Internet Teaching English as a Second Language (TESL) Journal is a monthly web publication featuring contributions from teachers worldwide talking about what works for them in the classroom. The Journal is an immensely practical and well-organized resource, and its emphasis on classroom practice makes it immediately relevant for teachers planning lessons and looking for effective strategies for pressing problems. Don't miss teaching techniques section, full of ideas and solutions. For teachers interested in contributing ideas or articles, see the site for a clear and detailed submission process.

web site: <http://iteslj.org/>

email: iteslj@ge.itech.ac.jp

mailing address: The Internet TESL Journal, PO 94, Higashi-ku, Nagoya, Japan 461

EDUCATION WEEK HOT TOPICS: BILINGUAL EDUCATION

In "Bilingual Education," Education Week presents a concise summary of the history of and debates about bilingual education, ESL programs, and other related initiatives. The page includes links to relevant research, a wide spectrum of concerned organizations, and Education Week articles on English language learning. It's a useful destination if you seek a broad overview of the bilingual/ESL landscape.

web site: www.edweek.org/context/topics/issuespage.cfm?id=8

LANGUAGE POLICY WEB SITE

Journalist James Crawford draws on his long career of reporting on English language learning matters to showcase research, policy analysis, articles, and books (his own and those by other authors), all with a definite bias toward promoting bilingual education and arguing against the policies and practices associated with the English-Only movement. Crawford's work and collected information is a great way to learn more about the many influences on language learning policy. The site particularly assists those who are interested in understanding recent language policy-related legislative and judicial decisions and their effects, wanting to know more about the English-Only movement, and seeking more information about endangered Native American and other languages.

web site: <http://ourworld.compuserve.com/homepages/JWCRAWFORD/>

URBAN INSTITUTE

The Urban Institute describes itself as "a nonpartisan economic and social policy research organization" focused on urban issues, and its scope extends far beyond language pedagogy issues. Within its resources, the site presents a rich research section on immigration-related research, statistics, and policy analysis, immensely helpful to anyone working for the benefit of newly arrived immigrants and their families—that is, the majority of English language learners. The Urban Institute's other featured information also contributes to making sense of the factors in the lives of many people from urban and/or economically disadvantaged backgrounds.

web site: www.urban.org

email: paffairs@ui.urban.org

telephone: 202/833-7200

mailing address: 2100 M Street, N.W., Washington, DC 20037

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

A professional association of 14,000 English language educators, TESOL helps new and veteran TESOL teachers through its various publications, circulation of employment opportunities and annual convention. Other TESOL member services include access to email groups focused around specialized interests and opportunities to apply for awards and grants. The TESOL web site features a useful list of worldwide TESOL-related meetings, conventions and other events and collections of national and international TESOL advocacy news.

web site: www.tesol.org


email: info@tesol.org

telephone: 703/836-0774 or 888/547-3369

fax: 703/836-7864

mailing address: 700 South Washington Street, Suite 200, Alexandria, Virginia 22314

ENGLISH LANGUAGE TEACHING STRATEGIES: IDEAS FROM ASCEND



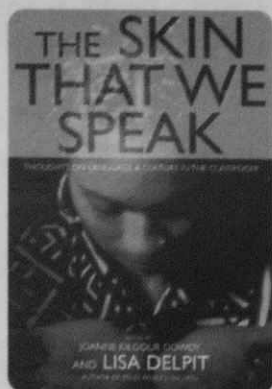
Larissa Adam teaches fifth grade Spanish-English bilingual students at ASCEND (A School Cultivating Excellence, Nurturing Diversity), an Oakland, California kindergarten through eighth grade school. Adam suggests several strategies for creating fruitful learning settings with English language learners.

- Do a lot of fieldwork. In order to develop vocabulary, students have to be exposed to many things. We studied landforms and took a trip to Yosemite. When the students read about granite, they know what granite is now; that makes it more alive.
- Use multiple strategies to develop comprehension. Pictures and visualizations help interpret texts.
- Focus on thematic learning, with guiding questions. We make sure that every thing in the class centers around a core theme. That's important for ELLs—they can attain a much greater English vocabulary when they're immersed in a subject.
- Be physical. When kids have no English at all, try immersion in Total Physical Response to develop a basic vocabulary. (For more about Total Physical Response, see www.tpr-world.com.)

As Adam shared these thoughts, she noted, "The strategies that I use with ELLs are the same things that I think works for all learners." This observation places the emphasis properly: minority language students are cross-curricular learners, expanding their minds in both English and their native languages in all areas.

THE SKIN THAT WE SPEAK: THOUGHTS ON LANGUAGE AND CULTURE IN THE CLASSROOM

edited by Lisa Delpit and Joanne Kilgour Dowdy (New Press, 384 pages, \$24.95) reviewed by Jill Davidson



Exploring the connections between language, race, identity, and school success, *The Skin That We Speak*'s thirteen essays delve into how speakers of "nonstandard" English—mostly varieties of African-American dialects, or Ebonics—view themselves, how schools have often perpetuated the educational inequities of African American and other children, and how educators can create the best frameworks to honor students' language and identity.

The collection starts with personal stories from Joanne Kilgour Dowdy and Ernie Smith, who examine how one's dialect leads peers, teachers, and others to make negative assumptions about one's academic abilities and desire to be a part of one's community—and how "code switching," or learning and using a different dialect, can affect those perceptions. Delpit's "No Kinda Sense" offers a parental and pedagogical perspective on code switching's effects. Delpit describes her daughter's transfer from a majority-White to majority-African American elementary school and how she rapidly moved from using standard English to using Ebonics. Delpit's inquiry into why the reverse rarely happens—why children with African American speech patterns don't generally code switch into academic English with equal ease—illuminates what schools can do to embrace culture, and how the resulting acceptance helps students to move into new realms of language.

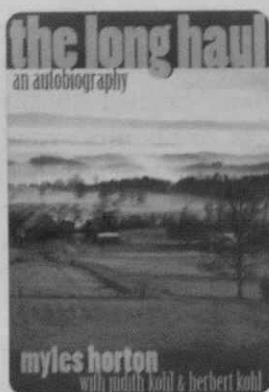
The subsequent essays examine various sociolinguistic concepts relevant to speakers of Ebonics and other English dialects. Judith Baker's "Trilingualism" offers a practical perspective on helping students move among the languages of the community, school, and the workplace. Victoria Purcell-Gates' "...As Soon As She Opened Her Mouth!" describes how a school puts a kindergartener and his nonliterate family at a steep disadvantage due to misconceptions sparked by the child's mother's Appalachian English dialect. This case study compels us to consider the best (and worst) ways to work with non-literate students and families.

Herb Kohl and Shuaib Meacham's concluding pieces look at teacher talk, examining how teachers' language influences their abilities in the classroom. Meacham's study of two African American women's progress toward becoming teachers lucidly demonstrates the complex interaction between race, language, and assumptions on the part of parents, students, and other teachers.

The Skin That We Speak provocatively challenges readers to reflect on the varieties of English and the effect of combined biases about race and language.

THE LONG HAUL: AN AUTOBIOGRAPHY

by Myles Horton with Judith and Herbert Kohl (Teachers College Press, 256 pages, \$18.95)
reviewed by Dennis Littky and Seth Linden



The Long Haul, one of our all-time favorite books, is an auto-biography of Myles Horton, who, through his Highlander Folk School in New Market, Tennessee, helped train Martin Luther King, Jr., Rosa Parks, Eleanor Roosevelt, and Pete Seeger. It is one of the few books we give to staff members and friends. This book puts education goals into a broader perspective of social change—you have to think big, to think of goals that are life-long, goals that won't inhibit growth but nurture it.

The book is important on many different levels:

On learning and teaching: "If you listen to people and work from what they tell you, within a few days their ideas get bigger and bigger...you just continue to build on people's own experience: it is the basis for their learning." What can we do differently in the classroom if we believe in this?

On democracy: "Stretching people's minds is part of educating, but always in terms of a democratic goal. That means you have to trust people's ability to develop their capacity for working collectively to solve their own problems."

On movements: "I came to realize that things had to be done through organizations. I knew that people as individuals would remain powerless, but if they could get together through organizations, they could have power, provided they use their organizations and not be used by them."

If Martin Luther King, Jr. and Eleanor Roosevelt can learn from Myles Horton, so can we.

Based in Providence, Rhode Island Dennis Littky is the Co-Director of the Big Picture Company and Co-Principal of The Met Center. Seth Linden is an M.A.T. student at Brown University.

FALL FORUM 2002 SPEECH TRANSCRIPTS NOW AVAILABLE!

Check out Howard Dean and Ted Sizer's speeches on www.essentialschools.org. The Fall Forum 2002 participant list and program guide are also available.

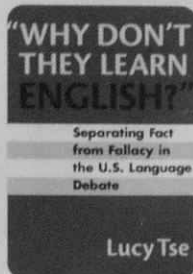
WHY DON'T THEY LEARN ENGLISH? SEPARATING FACT FROM FALLACY IN THE U.S. LANGUAGE DEBATE

by Lucy Tse (Teachers College Press, 120 pages, \$18.95)
reviewed by Jill Davidson

Through a synthesis of recent research and individual, personal stories, Lucy Tse concisely, efficiently, and lucidly debunks persistent, widespread misconceptions about immigrants' language use patterns in the United States. Contrary to the perceptions that have fueled recent anti-bilingual education initiatives in California and elsewhere, Tse demonstrates that on the whole, adult immigrants and their children learn English rapidly. But as they do, they lose facility with heritage language use, often putting family and community connections at risk. Tse argues for pursuing dual goals of "improving English-language education and fostering bilingualism" and suggests specific strategies and approaches. This emphasis on both the best ways for immi-

grant groups to learn English and maintain their heritage language feels refreshing, reminding us that we need to treasure multilingualism. The problem, then, is not that immigrants aren't learning English. Rather, many

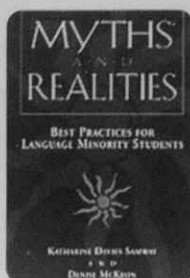
new immigrant communities face the same threat of heritage language loss that previous generations of immigrants endured. Tse reminds us that it's possible to benefit from learning English without great personal and familial loss.



MYTHS AND REALITIES: BEST PRACTICES FOR LANGUAGE MINORITY STUDENTS

by Katharine Davies Samway and Denise McKeon
(Heinemann, 127 pages, \$16.00)
reviewed by Jill Davidson

"My immigrant grandparents were thrown into school with kids who spoke English and they survived. Why can't kids do that today?" Some broadly held beliefs about language learning persist and strongly influence policy and pedagogy, despite what many language researchers agree are the best ways for students to learn English and other academic subjects. *Myths and Realities*, organized entirely around such misconceptions, reports conclusions from recent



research about language learning clearly and accessibly while arguing for the need to give minority language students the opportunity to become literate in their first language so that they can use that strength to master

academics in English. Though brief, the book is dense with research and covers a far-reaching terrain, debunking misconceptions about demographics, enrollment, native language learning, second language acquisition, placement, assessment, programming, staffing, and involving parents and community members. Interspersed scenarios that describe teaching situations with ESL students provide breathing room and time for reflection. *Myths and Realities* concisely guides educators to the best ways to help language minority students succeed.

MORE ABOUT SCHOOLS

Information for learning more about the individual schools featured in this issue of Horace.

ASCEND

(A School Cultivating Excellence,
Nurturing Diversity)

Public school serving grades k-8

3709 e. 12th street

Oakland, California 94606

telephone: 510/879-3140

fax: 510/879-3149

website: <http://tlc.ousd.k12.ca.us/%7EAscend/>

BROOKLYN INTERNATIONAL HIGH SCHOOL

Public school serving grades 9-12

49 Flatbush Avenue Extension

Brooklyn, New York 11201

telephone: 718/643-9315

fax: 718/643-9316

website: www.brooklyninternational.org/

BRONX INTERNATIONAL HIGH SCHOOL

Public school serving grades 9-12

1110 Boston Road, Room 428

Bronx, New York 10456

telephone: 718/620-1053

fax: 718/620-1056

CHARLES J. RILEY #9

Public school serving grades K-8

6 Timothy Street

Paterson, New Jersey 07503

telephone: 973/321-0090

fax: 973/321-0255

website: [www.paterson.k12.nj.us/~schools](http://www.paterson.k12.nj.us/~schools/cjr9/cjrhomepage.html)

[/cjr9/cjrhomepage.html](http://cjr9/cjrhomepage.html)

INTERNATIONAL

COMMUNITY SCHOOL

Public school serving grades K-5

2825 International Blvd

Oakland, California 94601

telephone: 510/879-4286

fax: 510/879-4287

MANHATTAN INTERNATIONAL HIGH SCHOOL

Public school serving grades 9-12

317 East 67th St

New York, New York 10021

telephone: 212/517-6728

fax: 212/517-7147

website: [www.altschools.org/schools](http://www.altschools.org/schools/manint/index.htm)

[/manint/index.htm](http://manint/index.htm)

NORTH KANSAS CITY HIGH SCHOOL

Public school serving grades 9-12

620 E 23rd Avenue

North Kansas City, Missouri 64116

telephone: 816/413-5900

fax: 816/413-5905

website: www.nkcsd.k12.mo.us/nkhs/

SULLIVAN HIGH SCHOOL

Public school serving grades 7-12

6631 North Bosworth

Chicago, Illinois 60626

telephone: 773/534-2000

fax: 773/534-2141

website: www.sullivanhs.org

*To learn more about all Coalition of Essential School affiliated schools and Regional Centers,
visit the CES National website at www.essentialschools.org/pub/ces_does/schools/schools.html*

LANGUAGE LEARNING TERMINOLOGY: KEY CONCEPTS FOR SHARED UNDERSTANDING

BILINGUAL

A person fluent in two languages.

BILINGUAL EDUCATION

Pedagogy conducted in two languages for the purpose of maintaining native language skills and building on those skills for English language learning.

DUAL- LANGUAGE OR BILINGUAL IMMERSION

Academic programs in which there is an equal balance of English-proficient students and English language learners who collaborate to learn in both languages. Also described as two-way bilingual education.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

Education for English language learners that involves integration of content-area material with language development.

ENGLISH AS A SECOND LANGUAGE (ESL)

Pedagogy for English language learners conducted primarily in English for the purpose of language acquisition and cross-curricular learning.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Functionally the same as the term "ESL," the term ESOL doesn't assume that English is necessarily a student's second language (depending on her background, it may be, for example, the third language she has acquired).

ENGLISH LANGUAGE LEARNER (ELL)

A student who has learned some English but is not yet fully proficient. English language learner can be used similarly as limited English proficient (see below), but many educators prefer ELL because it describes a student's abilities rather than his limits.

HERITAGE LANGUAGE

Non-English languages spoken in the United States, often used interchangeably with native language.

LIMITED ENGLISH PROFICIENT (LEP)

A student who knows little or some English but is not yet fluent.

LANGUAGE MINORITY STUDENTS

This term generally describes students from homes where languages other than English are spoken, without commenting on their level of English proficiency.

SHELTERED ENGLISH INSTRUCTION

Instruction in English for non-native speakers that integrates content-area material with language development and instruction.

SILENT PERIOD

A pre-speaking stage at the start of learning a new language in which students typically begin to gather information about a new language before attempting to produce it.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

General description of the profession and practice of teaching English to nonnative speakers.

*Many of these definitions are adapted from the glossary section of Katherine Davies Samway and Denise McKeon's *Myths and Realities: Best Practices for Language Minority Students* (Heinemann, 1999).*

CLASSROOM PRACTICE:
ENGLISH LANGUAGE LEARNERS IN ESSENTIAL SCHOOLS

HORACE VOLUME 19 #2

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Cover: Biology students Stacy Isidore and Rubens Millien
at Brooklyn International High School

HORACE AND THE COALITION OF ESSENTIAL SCHOOLS

Horace, the quarterly journal of the Coalition of Essential Schools (CES), is published by CES National, located in Oakland, California. CES is a national network of schools and centers engaged in redesigning schools and teaching practices to create equitable, personalized, student centered, intellectually rich schools. Interested schools are invited to participate in this network by affiliating with CES National. More information about the schools in the network, the CES Common Principles, and affiliation is available on the CES National web site at www.essentialschools.org.

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HORACE ONLINE

Visit the CES National web site at www.essentialschools.org to read past *Horace* issues from 1988 through the present. And *Horace* wants to hear about your experiences and reactions to this and past issues. Go to www.essentialschools.org and join CES Interactive for follow-up discussions, or email Jill Davidson, *Horace* editor, at jdavidson@essentialschools.org.

THE NEXT ISSUE

Horace's next issue, on leadership, focuses on leading for equity. If you would like to contribute questions, thoughts, or your own experiences, contact Jill Davidson at jdavidson@essentialschools.org. And see our themes on the next page for a broad sense of what's coming up. We welcome book review suggestions, contributions, and ideas for future issues.

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SCHOOL DESIGN



How do we design schools so that all students can learn to use their minds well?

Topics include: structures for space and time, teacher collaboration, and data collection and analysis.

CLASSROOM PRACTICE



How do we bring Coalition ideas like less is more, teacher as coach, and demonstration of mastery to life in the classroom? Topics include: curriculum and instruction, assessment, and classroom culture.

THE COALITION OF ESSENTIAL SCHOOLS

LEADERSHIP

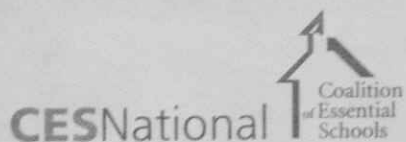


What kinds of leadership are necessary to transform schools into more humane and intellectually rigorous environments? How can the change process be sustained? Topics include: governance, distributed leadership, and managing the change process.

COMMUNITY CONNECTIONS



How can schools most powerfully engage the community as advocates and partners in the education of its students? Topics include: parental involvement, service learning and internships, and using community members as resources.



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CLASSROOM PRACTICE

ENGLISH LANGUAGE LEARNERS IN ESSENTIAL SCHOOLS

ENGLISH LANGUAGE LEARNERS IN ESSENTIAL SCHOOLS

We recognize the fact that no two of our students are exactly the same, and that each changes over time. All this bubbling variety is inconvenient. It would be handy if each thirteen year old was a standardized being, pumping no more or fewer hormones than any other thirteen year old and speaking no language other than formal English. Life as a teacher would be easier if each of our charges was so predictable.

—Ted Sizer, Opening Remarks, 2002 Coalition of Essential Schools Fall Forum

In this issue, *Horace* focuses on several Coalition schools that help students navigate the dual challenge of learning English while mastering mathematics, the sciences, the arts, and humanities. These schools—in New York City, Chicago, Paterson, New Jersey, Oakland, California, and North Kansas City, Missouri—share commitments to create the best conditions for student learning across the curriculum and within the sphere of English language acquisition. Despite differences in locale, student age groups, and approaches to second language acquisition, educators at these schools agree that Coalition practices and values—knowing individual students well, focusing on equity among all students, and asking students to demonstrate mastery in specific, authentic ways—work well to support language minority students to achieve academically and personally.

BILINGUAL AND ESL EDUCATION: DEFINITIONS AND HISTORY

While the presence of language minority students—students whose primary language is not English—has been a factor in United States schools for centuries, identifying and agreeing on the best ways to teach such students continues to challenge policymakers, schools, and communities. Most recently, this tension has rebounded between advocates of English-Only policies, who suggest, according to the U.S. English Foundation, Inc., that “learning English quickly and learning it with English-speaking peers is the best way for English learners to get ahead academically and socially,” and advocates of bilingual education, such as the National Association for Bilingual Education, which maintains, “not only do children in well-designed bilingual programs acquire academic English as well or better than children in English-Only programs but they do much better in academic content subjects such as math and science.”

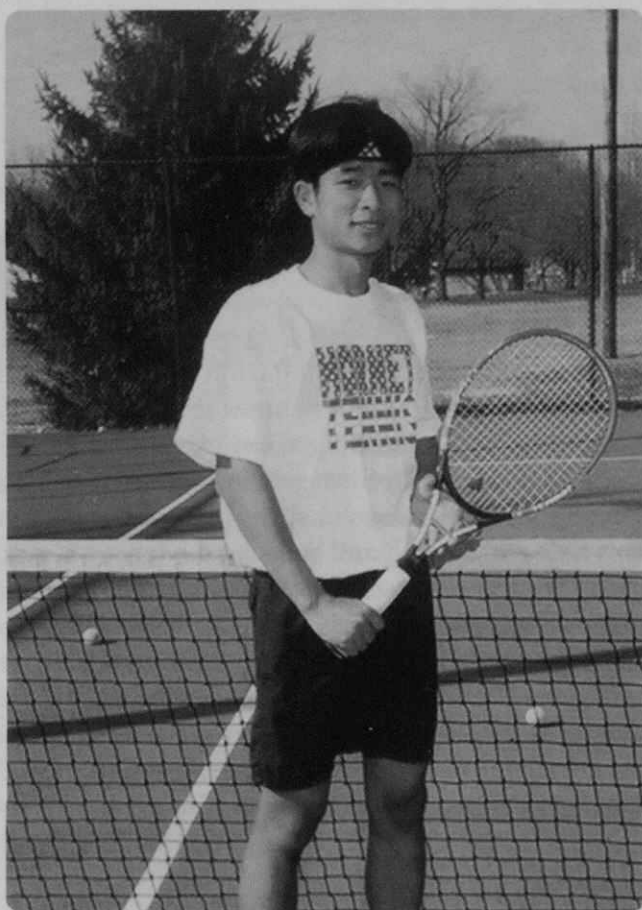
Federal legislation, including the 1968 Bilingual Education Act, mandates that schools offer equal opportunities for language minority students. States and communities developed bilingual programs—in which students learn across the subject areas both in English and their heritage language—and English as a Second Language (ESL) programs (or programs with similar names and intentions)—in which students participate primarily in English with specialized English language support. Schools choose between ESL and bilingual services for varied

reasons; for example, a school without a sufficiently high concentration of a particular language group to build a bilingual program may take an ESL approach, while another school may use both methods. Local and state policies also drive schools' approaches. Referenda against bilingual education in California (1998), Arizona (2000), and Massachusetts (2002) have focused national attention on deep disagreements about the best strategies to serve minority language students and their communities.

A STEEP INCREASE IN THE NUMBER OF ENGLISH LANGUAGE LEARNERS

According to the United States Department of Education's Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students, the percentage of limited English proficient (LEP) students enrolled in kindergarten through twelfth grade nationwide from 1991-1992 through 2001-2002 has increased 95%, from 2,430,712 students to 4,747,763 students. During the same decade, the overall school-aged population has increased 12%. (For additional statistical information about limited English proficient students in United States schools, see "The Growing Numbers of Limited English Proficient Students, 1991-2002," pages 17-18.) Many, but not all, of these students are recent immigrants; a significant percentage of English language learners (ELLs) are born in the United States to families that don't speak English at home.

Schools in communities nationwide have experienced the effects of this rapid increase. North Kansas City High School, a Coalition school in North Kansas City, Missouri, represents the scope and diversity of language



Huy Nguyen, North Kansas City High School 2002 graduate

minority students. Sara Boyd, veteran North Kansas City ELL teacher reports, "There were twenty-five ELL students in the high school ten years ago, mostly Vietnamese speakers. Now there are 140 ELL students. We have thirty-one Spanish speakers, seventeen Sudanese, twenty-five Bosnian Serbs, twenty-two Kurds, and ten Vietnamese. Our school has students from twenty-four different countries, including France, Sierra Leone, Somalia, India, Russia, Iran, Micronesia, Liberia, and Poland, who speak eighteen different languages." The school has responded to this rapid growth by quadrupling its ELL teaching staff within a decade, and Boyd and other North Kansas City staff members anticipate continued expansion.

North Kansas City High School takes an ESL approach rather than attempting to offer bilingual classes to such a diverse group; they aim to support students as they attain or maintain age-appropriate, grade-level academic performance across the subject areas in English. A valuable strategy for the ELL staff is collaboration with non-ESL teachers within subject-area classrooms; Boyd co-teaches World History with a general curriculum instructor. "We have ten ESL kids in the class and keep the same pace and class curriculum as the other students. I support not only the ESL students but everyone. I bring a lot visual elements to the learning to underscore the language-intensive discussions. I do review sessions and both ESL and non-ESL kids attend. It's good for our kids too mix with American kids, to work on projects together. The immersion works for our kids."

ENGLISH LANGUAGE LEARNERS BENEFIT DRAMATICALLY FROM PERSONALIZATION, MEANINGFUL WORK, AND EACH OTHER

Manhattan International High School, founded in 1993 and located in the Julia Richman Educational Complex, is devoted to working with newly arrived immigrants who are in the process of learning English. William Ling, Manhattan International's principal, observes that his 315 students, who speak fifty-two different languages and come from thirty-six different nations, thrive in an atmosphere where teachers know them well. Manhattan International staff members focus on building a strong, supportive, and safe school culture. "We have a smaller, more intimate environment," Ling describes. "While students are diverse, they're all immigrants, and this creates unity—they're all here because they want to learn English and get a good education. And we have a school culture that's at peace with itself. Nothing tolerated that is racist or sexist; there are no threats. Students and teachers can concentrate on their jobs, teaching and learning. It's very mellow, very peaceful. Kids concentrate on learning, not watching their backs. They have extended contact with adults in a work environment. Our periods are longer, so learning is less rushed. We are project-oriented and activities-based. All of those things combine to pay attention to student needs. Having students learn at a pace that's more comfortable for them provides more support."

New York City's Bronx International High School, now in its second year, serves a similar population as Manhattan International. Principal Shael Polakow-Suransky concurs that a student-as-worker oriented curriculum creates fertile conditions for English acquisition. "Our curriculum is project-based and kids have something important and meaningful to learn about," Polakow-Suransky says. "It's really supportive for language development. Kids need to talk with each other and interact on multiple levels. They use their language skills much more than if they were in teacher-centered classrooms. If kids are in a context where they need to use English to engage with each other, it will be more important and meaningful to them, especially if their academic work is important and meaningful. We try to figure out in science and social studies and math how to create assignments that make kids want to use language and communicate with each other. We don't tell them what language to use, but eventually kids are pulled toward English."



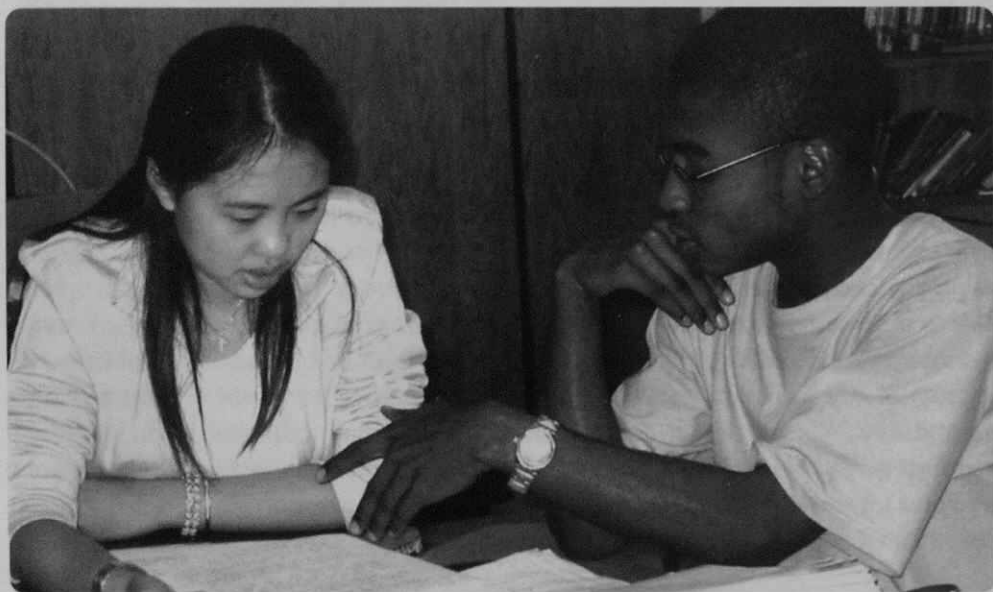
Xian Yan Qui, Yan Ling Zhang, and Yang Lin work with humanities teacher Lara Evangelista

At Manhattan International School, Earth Science teacher Vinnie Tangredi co-teaches *Origins and Perspectives*, with Global Studies teacher Michael Soet and English teacher Amy Schnabel. The team works with Level I students, new to the school and at the start of their English language acquisition. Tangredi values projects such as studying maps, in which students demonstrate understanding of map keys and legends and knowledge of longitude and latitude by studying local subway maps, U.S. and world maps, and constructing a map of a section of Central Park. Tangredi says, "I try to touch as many modalities as I can, and working on projects in groups gives students reasons to read and write and speak together." (For more strategies for working with ELL students, see "English Language Teaching Strategies: Ideas from ASCEND," p. 21)

Amy Schnabel, one of Tangredi's teaching partners, emphasizes the powerful influence English Language Learners have on each other as they learn to integrate English both socially and academically. "At this stage in their lives, they're so strongly influenced by their peers. For non-English speakers, they learn their first words in the cafeteria. After their silent period—a month or so—their first words are, 'Oh my God!'" While social interaction gets students' minds and mouths going in the direction of English acquisition, they need sustained, focused academic work in English to master using the language academically. Schnabel values the synthesis of the social and academic uses of English. "It transfers into the classroom. By sitting in groups and reading together, they can work on projects with someone reading at a higher level. Within the classroom, they learn so much from each other."

IMPORTANCE OF HETEROGENEOUS GROUPING

Schools like Manhattan International depend on heterogeneity, creating situations in which students learn from each other. Larissa Adam, a fifth grade bilingual Spanish-English teacher at ASCEND, a kindergarten through eighth grade school in its second year of operation in Oakland, California, also employs student diversity as a teaching tool. "In my class, we have kids who have arrived in the United States last month and kids who were born here but didn't start to learn English until kindergarten. And they work together reading a text and discussing it among themselves. They come up with their own questions at their own levels and help each other to build meaning. At my previous school, we were mandated to split the students into homogenous groups strictly according to their English proficiency, and it didn't work well. Those kids lost the opportunity to use each other as language models."



Brooklyn International High School's Wen Qing Chen and Edven Jean Collaborate on humanities project

But even as they rely on the pedagogical results of diversity teamed with student-centered curricula, teachers of language minority students struggle with the benefits of separating them in various ways—in bilingual or ESL settings—from the overall student population. Bronx International principal Shael Polakow-Suransky articulates this concern. "I believe deeply in heterogeneity, but I'm running a school that pulls out ESL kids. What I have learned is that these kids are so heterogeneous on their own—there's no sense of anything missing. Rather, it's a gift to give them space to develop who they are. These are kids who can do different things but share a common need. And there's a particular commonality among them that helps us greatly—because they are newly arrived here, these are students who haven't had to experience bad schooling in New York City for nine years. They're less cynical and they really believe that learning and education will help them."

At North Kansas City High School, where new immigrants sit side by side with native English speakers, ELL teacher Sara Boyd observes, "The majority of our students do well in English immersion with support. We have students who hardly skip a beat academically, even if they don't speak much English. If you have a student coming in from Haiti, she might have basic English proficiency with highly advanced math and science skills. To keep her from learning [math and science] at her level with English-speaking students might hinder her adjustment and learning and progress toward college."

LITERACY VERSUS LANGUAGE ACQUISITION

Language acquisition researchers agree that first-language literacy and proficiency hugely influences the rate and degree of second-language mastery. Stanford professor Kenji Hakuta writes, "The native language and the second language are complementary rather than mutually exclusive. Further, native language proficiency is a powerful predictor of the rapidity of second language development." Hakuta also writes, in agreement with the overall body of recent research on language learning, "The attainment of age appropriate levels of performance in the second language can take four to seven years." Students who, for a variety of reasons, are not fully literate in their first language may need more time to learn English. Therefore, schools with young ESL populations or older students with incomplete educations face acute challenges, particularly in accountability climates that demand that all students perform well in English on high-stakes tests.

William Ling, Manhattan International's principal, describes the tension that this presents. "If a kid comes to us with good skills in her native language, she should be able to handle working in English in the academic content areas with the kind of support we give. But I worry that we haven't served kids who have literacy issues as well. It's hard to find people who teach literacy. And the number of kids who come from countries with economic, political, and social upheaval, with interrupted or no education is increasing. Young people from Yemen, West