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3S2. Filling the Gap for English Language Learning from Underrepresented Language Students (ELL-UL)

Milan M'Enesti
University of Oregon

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FILLING THE GAP FOR ELL-UL STUDENTS

Milan M'Enesti
Doctoral Candidate
University of Oregon

IOWA - Education Summit 2017



ELL-UL

ELL-UL - English Language Learner from Underrepresented Languages

LCTL - Less Commonly Taught Languages, all languages except:

English,

French,

German,

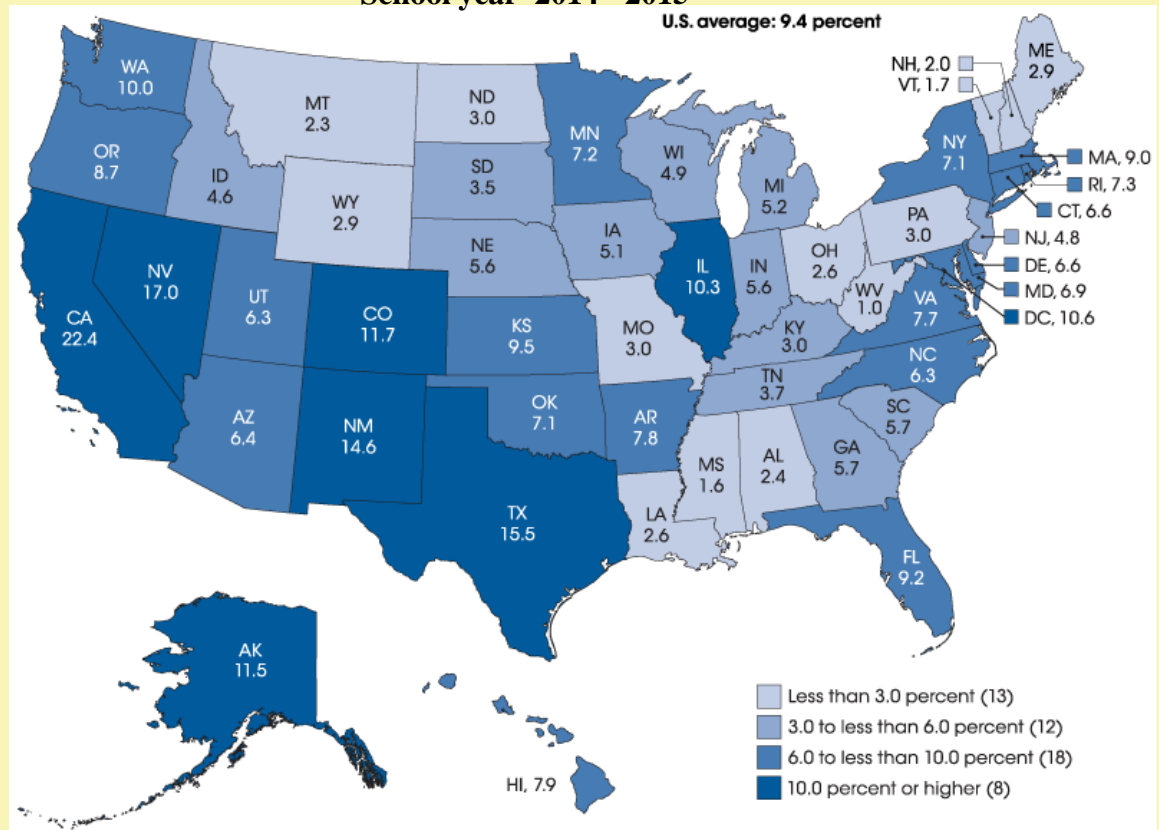
Spanish. (CARLA, 2017)



The Present Problem

ELL vs. non-ELL

Percentage of public school students who were English language learners, by state:
School year 2014 - 2015



National Center for Education Statistics, 2017



The Present Problem

ELL vs. non-ELL

Graduation rate

Portland Public School District - the largest school district in Oregon:
72.21% for non-ELLs versus **49.43%** for ELLs

David Douglas School District:
78.16% for non-ELLs versus **56.00%** for ELLs.



The Present Problem

ELL vs. non-ELL

Portland Public School District bilingual programs

Spanish (20 schools),
Chinese (5 schools),
Japanese (3 schools),
Russian (3 schools),
Vietnamese (1 school).



The Present Problem

ELL-ULs as a subgroup of ELLs

ELL-UL are the “invisible ELL students”

Public School Districts have economically difficulties to support bilingual education. **Then, how can ELL-UL benefit for bilingual programs?!**

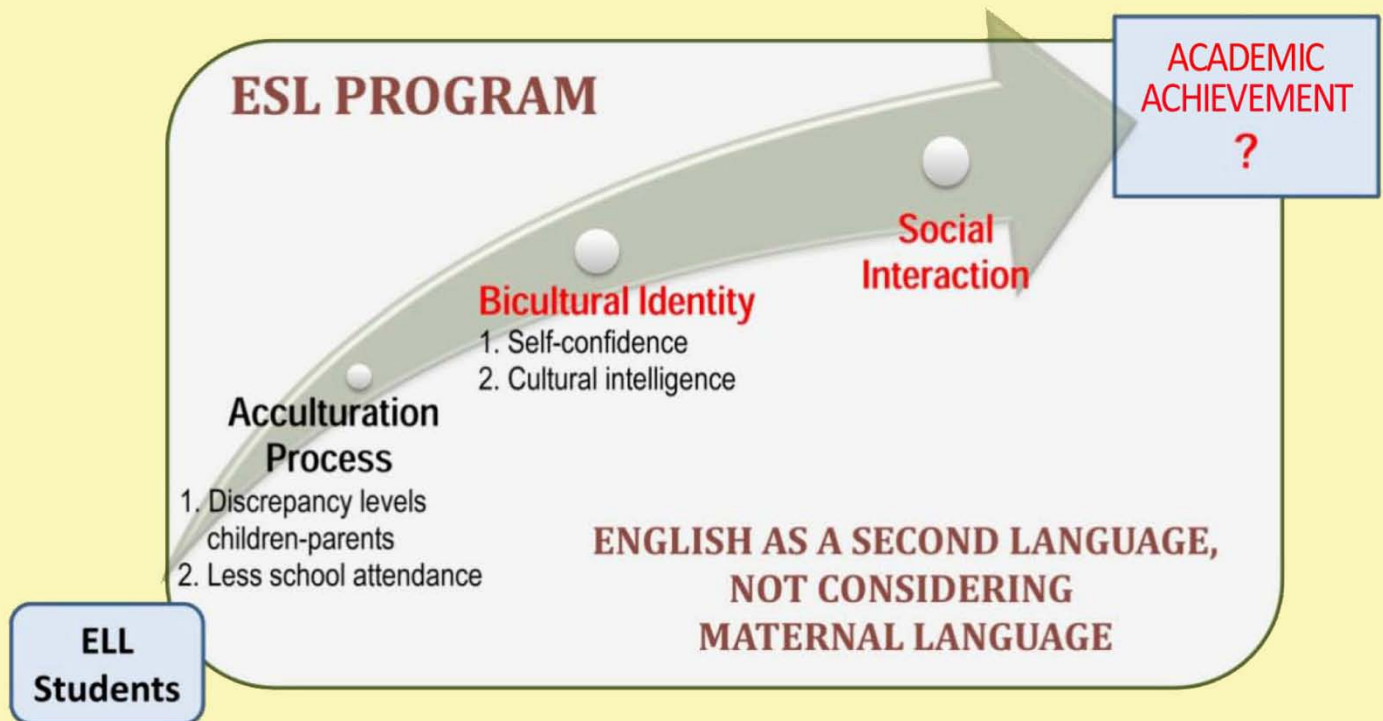
No Studies (YET!) for ELL-UL students

Data from ELL studies



The Present Problem

ELL-ULs and ESL



The Present Problem

ELL-ULs and Bilingual Programs

Romanian students (Portland area) = ELL-ULs

No bilingual program

No bilingual public charter schools

What happens to ELL-UL students who are left out?



HERITAGE

“A people's relationship to their heritage is the same as the relationship of a child to its mother.” (John Henrik Clarke)

“Heritage is something that can be passed from one generation to the next, something that can be conserved or inherited, and something that has historic or cultural value.” (Rodney Harrison)



HERITAGE

“The concept of ‘heritage’ also provides one of the central characteristics of the phrase which determine its legal significance. It would include such elements as the ‘material culture, ritual culture, symbolic culture’ and even ‘language-as-culture, values, beliefs’, while, in some circumstances, ‘ideas ideologies, [and] meanings’ might also be included.” (Janet Blake)



HERITAGE

Heritage, defined by:

- language (including dialects),
- traditions,
- meanings,
- beliefs,
- artistic expressions,
- ideas, ideologies, and
- value systems.

Main “practices of heritage”:

language & culture



LANGUAGE

Muriel Saville-Troike considers

- **Language**, represented by:

moral and **ethical** norms
(are defined in the social behaviors)

-**Language**, as tip of the culture

“Language does affect perception!” (Muriel Saville-Troike)

Language, formed by: body language, guttural sounds, symbols.



BODY LANGUAGE

Body language is the first way of :

- Learning a language
- Expressions (of feelings and needs)
- Communication

First learned from the mother!

Children are experts on reading body language



CULTURAL PRIDE

“Cultures, along with the religions that shape and nurture them, are value systems, sets of traditions and habits clustered around one or several languages, producing meaning: for the self, for the here and now, for the community, for life.” (Tariq Ramadan)

Cultural-pride is an emotion generated by the feeling of pleasure in what ancestors did well and what has remained through time; a passion that occurs in childhood, continuing in adulthood, will bind to long-term moral actions.



CULTURAL PRIDE

Enculturation

The cultural heritage is tight also to the body

Enculturation of the Mind and Body

Losing cultural pride results in psychological disorders

Cultural pride, as self-conscious emotion, involves a complex of self-evaluative processes in regards to motivating social behavior, becoming “a fundamental human emotion”

(Tracy & Robins, 2007, p. 147).

Education: an environment in which emotions are at its core.



CULTURAL PRIDE

Pride

1. Inter-connected with:

- *embarrassment*
- *shame*

2. A reflection of High-Self-Esteem

3. High-Self-Esteem - important role for promoting *achievement*



SOCIAL IDENTITY

Development of Language + Enculturation Process = Social Identity

Three main components of social identity:

- (a) *self-categorization* - the cognitive component, as being aware of a group membership
- (b) *group self-esteem* - the evaluative component, as the negative or positive implication of this membership
- (c) *affective commitment* - the emotional component, as a sense of emotional involvement with the group

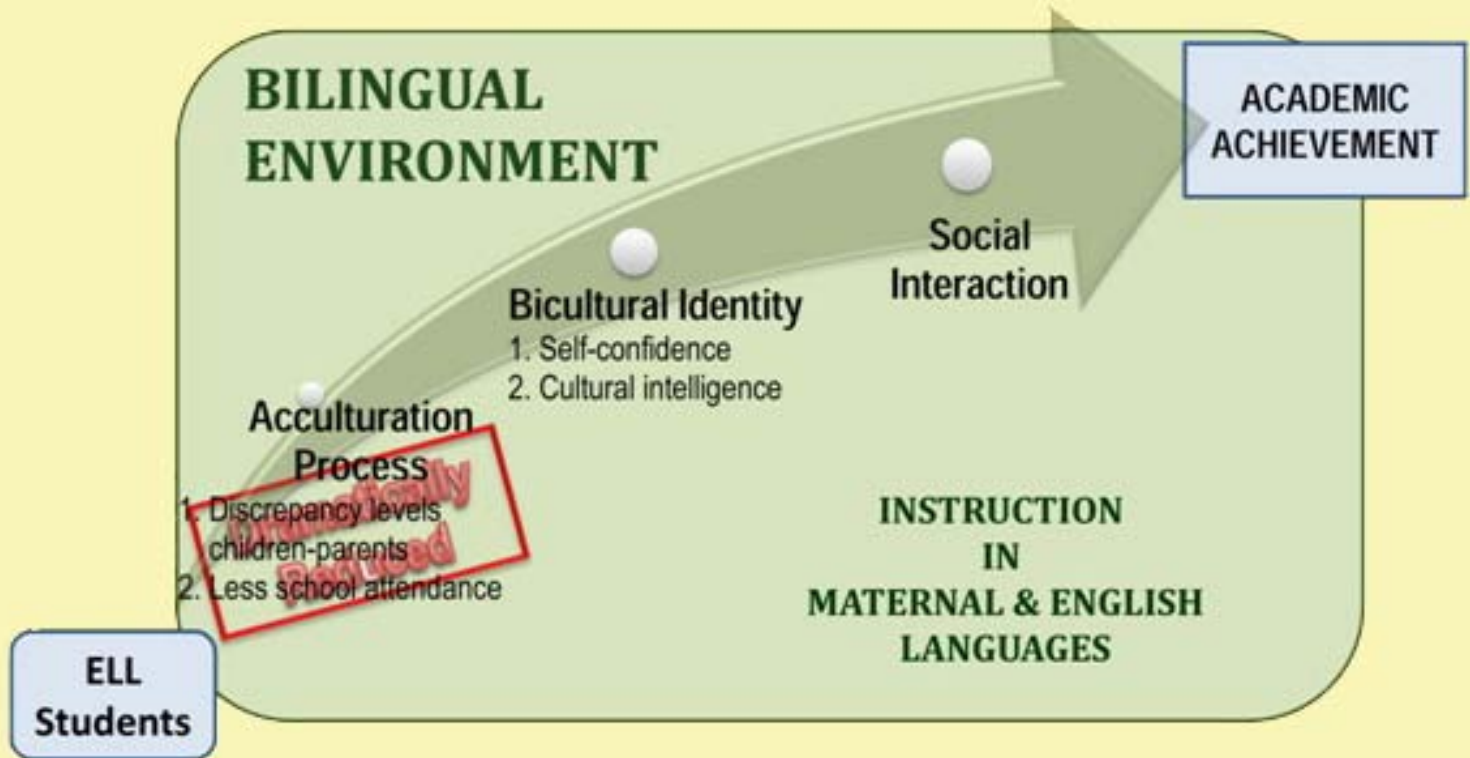


THE SELF

- Low Self-Esteem determines the pursue of Self-Esteem (as a normal reaction of self-worth)
- Pursuing self-esteem can lead to depression
- Questioning the legitimacy of schooling - a step toward becoming at-risk learners
- Studies draw the connection between at-risk students and a high rate of school dropouts



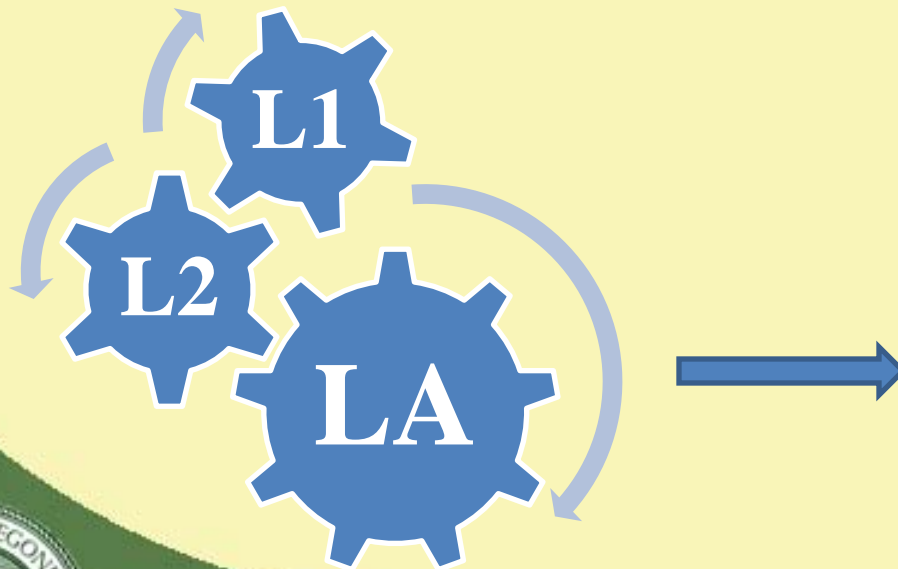
ELL-ULs & BILINGUAL PROGRAMS



CROSS-LINGUISTIC APPROACH

A method that:

- Can increase language awareness for bilingual speakers
- Creates interaction between the two languages (mother language & English)



**The consciousness of
languages' values**

Developing a better lexicon

**Understanding the
characteristic meanings of each
language**



CONCLUSION

Constructing bilingualism and biculturalism
leads to
a better acceptance and understanding of multiculturalism

“The environment creates disabilities!”
(LeDerek Horne)

To complete the American’s education task:

Filling the gap for ELL-ULs!



QUESTIONS



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