

Council Of Chief State School Officers

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CCSSO

Resources for Educators of English Language Learners

Elementary and Secondary Levels

December 2003

Prepared for the Council of Chief State School Officers by the
ERIC Clearinghouse on Languages and Linguistics
at the Center for Applied Linguistics

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Introduction

Immigrant students make up a growing segment of students enrolled at the secondary school level in the United States. The difficult transitions of adolescence combined with the challenge of mastering academic content in a language they are still learning can be overwhelming for these students. Students' inability to communicate confidently can result in confusion, frustration, anger, and alienation. In addition, immigrant students must balance their native culture with that of the dominant culture. It is important for educators to help immigrant secondary school students through these critical transitions.

Educators can help in three important ways:

Provide Access to Information. Learning the rules and practices of a new school system is challenging for immigrant students and their parents, and they need information to become successfully integrated into the U.S. school system.

Support English Language and Academic Development. At the secondary level, immigrant students must learn English, master academic content, and earn high school and college credits in order to pursue challenging careers and higher education. Teachers and administrators need to help students attain these goals.

Promote Access to Postsecondary Education. Immigrant students face many obstacles in making the transition to higher education and need guidance to negotiate the system successfully.

To help immigrant students through secondary school, our schools need to commit to functioning as communities; building bridges to students' families and to other organizations outside the school; providing students with information about the broader U.S. culture as well as the culture of the school; and developing curricula and instruction that incorporate students' experiences, knowledge, and skills. The development of English language abilities, academic skills, and content knowledge, accompanied by support for native language development, can provide the foundation for the future success of immigrant students in secondary schools and beyond.

This guide provides resources for teachers and administrators of English language learners at the secondary school level. Part One is comprised of resources specifically intended for Grades 9-12. Part Two includes other resources for adult and K-12 learners that may be of interest to secondary school teachers and administrators. Included are print and online resources on ESL curricula and standards, classroom resources and instructional strategies, cultural orientation, and professional development.

At this point resources focused specifically on high school students are limited, and more are needed. The print version of this guide represents a first step in compiling these resources. The online version will be available January 2004. Visit www.ccsso.org for updated information.

This introduction was adapted from Lucas, T. (1996). *Promoting Secondary School Transitions for Immigrant Adolescents*. (ERIC Digest). Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Obtaining ERIC Documents

The full text of most materials in the ERIC database with an "ED" followed by six digits is available through the ERIC Document Reproduction Service (EDRS) in microfiche, online, or in paper copy. Approximately 80% of ERIC documents from 1993 to the present are available for online ordering and electronic delivery through the EDRS Web site (http://edrs.com/default.cfm). You can read ERIC documents on microfiche for free at many libraries with monthly subscriptions or specialized collections.

ERIC Journal Articles

The full text of journal articles may be available from one or more of the following sources:
* the originating journal
* interlibrary loan services at your local college or public library
* the article reproduction service Ingenta: 800-296-2221; www.ingenta.com; ushelp@ingenta.com

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of Current Index to Journals in Education and can now be accessed online through the CIJE Source Journal Index at http://www.ericfacility.net/extra/pub/sjisearch.cfm.

Changes Coming to ERIC

This year the U.S. Department of Education has decided to discontinue the ERIC system as we know it, with its 16 subject-specific clearinghouses and question-answering services, and to contract with a single company that will host the ERIC database. As a result, the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL) and the other ERIC clearinghouses will cease to exist after December 31, 2003. For information about ERIC after that date, visit www.eric.ed.gov.

Use one URL http://www.eric.ed.gov to:

1. search the ERIC database
2. search the ERIC Calendar of Education-Related Conferences
3. link to the ERIC Document Reproduction Service (EDRS) to purchase ERIC full-text documents
4. link to the ERIC Processing and Reference Facility to purchase ERIC tapes and tools

Despite the closing of the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics will continue to make available many of the books and free publications developed by ERIC/CLL. Visit CAL's Web site at www.cal.org for more information.

Resources for Grades 9–12

Curricula and Standards: Grades 9–12

Curricula

Hood, B. (n.d.). *An orientation to life in the United States: A curriculum to help immigrant Latino adolescents and their parents adjust.* Unpublished manuscript. Contact Beth Hood, Washington, DC, Public Schools, Bilingual Education Department, Phone: 202-576-8850.

> Designed to help reduce the dropout rate for Hispanic newcomer students, ages 14–20, this curriculum provides the academic and social orientation they need to begin their education in the United States. The nine units of the curriculum are written in Spanish and cover topics such as orientation to the school facility, staff, and administration; strategies for achieving success in U.S. schools; setting achievable goals; dealing with culture shock; learning about the community and its laws; and the roles of family members and how they may change after emigration to the United States.

Books

Agor, B. (Ed.). (2000). *Integrating the ESL standards into classroom practice: Grades 9–12*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
http://www.tesol.org/pubs/catalog/assessment.html#870

> This volume is a guide to good practice in using TESOL's national ESL Standards. It contains six units for Grades 9–12, some of which are designed with a particular grade and proficiency level in mind and others that span grade and proficiency levels. All of the units may be adapted to other levels and contexts and include suggestions for their adaptation.

Faltis, C., & Wolfe, P. (Eds). (1999). *So much to say: Adolescents, bilingualism, & ESL in the secondary school*. New York: Teachers College Press.
http://www.ncte.org/store/default.asp?id_product=3209

> This volume is the first to bring together new research on adolescent learners of English within the secondary school context. Some of the most influential and well-known specialists in the field of language education share their research and knowledge about a wide range of issues in bilingualism and ESL, including curriculum planning and implementation of native language literacy programs, sheltered content teaching, language teaching, demographics, discrimination, and the social realities of culturally diverse classrooms and schools.

Lucas, T. (1997). *Into, through, and beyond secondary school: Critical transitions for immigrant youths.* Washington, DC: Center for Applied Linguistics.
http://www.cal.org/resources/immigrantseries/into.html

> Secondary school educators need principles and strategies to facilitate the difficult cultural, personal, and educational transitions that permeate the lives of immigrant children. This book outlines four major principles, gleaned from studies of excellent secondary schools and examined in light of current thinking about school reform. Strategies are provided for cultivating organizational and human relationships that will promote immigrant students' school success, provide access to the information they need, and develop multiple and flexible pathways for them to progress through and beyond secondary school. Highly effective programmatic and organizational resources are included.

Mace-Matluck, B. J., Alexander-Kasparik, R., & Queen, R. M. (1998). *Through the golden door: Educational approaches for immigrant adolescents with limited schooling.* Washington, DC: Center for Applied Linguistics. http://www.cal.org/resources/immigrantseries/golden.html

> A growing number of recent immigrant students enter middle school and high school with little or no prior formal schooling and with low literacy skills. Often referred to as "late entrant" or "low-literacy" students, they may be three or more years below their age-appropriate grade level in their school-related knowledge and skills. This book provides guidelines for school administrators and teachers with these students in their programs. The authors describe the backgrounds, educational experiences, and needs of five such students (from Haiti, El Salvador, and Vietnam), profile four programs designed to serve them (in Illinois, Texas, and Virginia), and identify the critical features of secondary school programs for these students. Program contacts and resources are provided.

Ruiz-de-Velasco, J. & Fix, M. (2000). *Overlooked & underserved: Immigrant students in U.S. secondary schools.* Washington, DC: The Urban Institute. http://www.urban.org/Template.cfm?Section=ByTopic&NavMenuID=62&template=/TaggedContent/ViewPublication.cfm&PublicationID=7048

> The United States is being transformed by high, continuing levels of immigration. No American institution has felt the effect of these flows more forcefully than the nation's public schools. And no set of American institutions is arguably more critical to the future success of immigrant integration.

Short, D. J., & Boyson, B. (2000). *Directory of secondary newcomer programs in the United States: Revised 2000.* Washington, DC: Center for Applied Linguistics. http://calstore.cal.org/store/detail.aspx?ID=23

> This directory contains profiles of 115 middle and high school newcomer programs across 196 sites in 29 states and the District of Columbia. These programs serve recent immigrant, secondary school students with little or no English proficiency and often limited formal schooling. Each profile contains information concerning program location, size, and length of enrollment; student demographics; features of instruction and assessment; program staffing; other services offered; and program contacts.

Short, D. J., & Boyson, B. (in press). *Creating access: Language and academic programs for secondary school newcomers.* Washington, DC: Center for Applied Linguistics.

> *Creating Access* provides information for school districts that are planning to establish a newcomer program. This volume includes practical advice and recommendations as well as the results of in-depth case studies of three successful newcomer programs.

Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary schools.* McHenry, IL and Washington, DC: Delta Systems and Center for Applied Linguistics & Center for Research on Education, Diversity & Excellence. http://www.cal.org/resources/LIE/access.html

> This book details the challenges faced by immigrant students of secondary school age and the schools they attend. Six immigrant high school students (from Brazil, El Salvador, Haiti, Mexico, Russia, and Vietnam) are profiled, with descriptions of their language and cultural backgrounds, frustrations, and successes. Four programs attempting to develop responsive instructional philosophies and approaches are also discussed.

Digests and Reports

Dropout Intervention and Language Minority Youth
http://www.cal.org/resources/digest/vaznau01.html

Qualities of Effective Programs for Immigrant Adolescents with Limited Schooling
http://www.cal.org/resources/digest/goldendoor.html

Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success
http://www.cal.org/resources/digest/short001.html

Dropout Intervention and Language Minority Youth

Adriana Vaznaugh, Center for Applied Linguistics

ERIC Clearinghouse on Languages and Linguistics
EDO-FL-95-06, March 1995

Youth from non-English-language backgrounds are 1.5 times more likely to leave school before high school graduation than those from English-language backgrounds (Cárdenas, Montecel, Supik, & Harris, 1992). High dropout rates among students from economically disadvantaged and non-English-speaking backgrounds are among the major concerns of middle and high school educators in the United States. Though dropout rates have declined overall in recent years, especially among Blacks and Whites, the trend for Hispanic students is quite the opposite. According to the Census Bureau, in 1992 roughly 50% of Hispanics ages 16 to 24 dropped out of high school, up from 30% in 1990 (GAO, 1994).

By the year 2010, Hispanics are expected to be the largest minority group in the United States, making up 21% of the population (OERI, 1993). Thus, the increase in dropout rates among Hispanic high school students is cause for growing concern. Various dropout prevention programs have emerged as one response.

This digest describes three programs for middle and high school students at risk of dropping out of school. The first two programs are specifically geared toward limited-English-proficient Hispanic youth. The third, a vocational program, involves African-American students as well.

Coca-Cola Valued Youth Program

Developed by the Intercultural Development Research Association in Texas, Coca-Cola Valued Youth Programs (VYP) have been implemented in 60 schools in 8 states. The goals are to help Hispanic middle and high school students achieve academic success and improve their language skills. Other goals are to strengthen students' perceptions of themselves and school and to form school–home–community partnerships to increase the level of support for these students (Cárdenas Montecel, Supik, and Harris, 1992).

Middle and high school students are paired as tutors with elementary school students identified as being at risk of dropping out of school. Tutors are paid minimum wage for their work. The program's philosophy is that the tutors, by being placed in paid positions of responsibility and treated as adults, will improve their self-esteem and academic performance. As one tutor claimed, "When I'm helping these kids, I'm helping myself. I'm learning things when I'm tutoring them" (Claiborne, 1994). In turn, the student being tutored will grow both academically and personally under the attention of the tutor and will be encouraged to remain in school until graduation.

Cross-age tutoring, the main component of the VYP, takes place at the elementary school one hour a day, four days a week; on the fifth day, the tutors take a class on effective tutoring strategies (Robledo & Rivera, 1990). In addition to conducting the tutoring sessions, tutors must adhere to the employee guidelines of their host school and report to a teacher coordinator, who monitors and evaluates their progress. Student tutors also attend classes in English as a second language and content areas.

Field trips, conducted at least twice a year, are designed to broaden students' horizons by exposing them to cultural and professional possibilities in their communities. A student recognition component serves to instill a sense of self-worth in both tutors and tutees. This takes the form of a celebratory lunch or dinner, media attention, or presentation of merit awards for student efforts to stay in school and help others do the same. Finally, adults who are successful in their field, have the same language and cultural background as the students, and have overcome similar obstacles act as role models and provide guidance to both the tutors and the tutees.

Project Adelante

Project Adelante, established in 1988 at Kean College, NJ, is currently implemented in three New Jersey school districts. The project's goals are to improve the high school graduation rate of Hispanic students (especially those still learning English), increase their opportunities for college admission, and increase the number who enter the teaching profession (CAL, 1994).

Hispanic middle and high school students receive academic instruction, career and personal counseling, peer tutoring, and mentoring by Hispanic professionals. This takes place on the Kean College campus during an intensive five-week Summer Academy and at Saturday Academies during the academic year. Students usually enter the program in middle school and are encouraged to remain with it until they complete high school.

Academic courses include English as a second language, science, and math. Class size is kept at around 15 students. Teachers are free to design courses that are interesting and appropriate for the students, to use both English and Spanish in the classroom and in social settings, and to adjust their

class schedules as needed to accommodate special projects or field trips.

Personal and career counseling are key aspects of the program. Program counselors, like teachers, come from participating schools and participate in all events, so they know the students well. Students meet regularly with their counselors in one-on-one and small-group settings and take a full course taught by a counselor, which covers social and academic issues. The counselors also sponsor daytime and evening sessions for the parents to come to the campus and discuss issues selected by the parents.

Peer tutoring furthers Adelante's goal of encouraging students to enter the teaching profession. Tutors are Hispanic and African-American high school juniors and seniors and Kean College freshmen and sophomores, many of whom are former Adelante students. Each tutor is assigned a small group of students to meet with, work with in class, and interact with in written dialogue journals. The tutors serve as role models. At the same time, tutors receive intensive and ongoing training. They learn the tasks and responsibilities of teaching and are often inspired to pursue teaching careers.

The mentoring program involves a collaboration with HISPA, a service organization for Hispanic employees at AT&T committed to promoting the education of minority youth and children. Students meet with mentors regularly to socialize or to focus on academic and professional activities, such as visiting the mentor's office, doing school work, or filling out college applications.

California Partnership Academies

The California Partnership Academies Program represents a three-way partnership among the state, local school districts, and supporting businesses. Grants from the state are matched by direct or in-kind support from the participating business and school district to set up an academy. Goals are to provide academic and vocational training to disadvantaged students and to decrease youth unemployment.

Participation in the program is voluntary. To qualify, students whose past records put them at risk of failing or dropping out of school must show that they "want to turn themselves around" (Stanford Mid-Peninsula Urban Coalition, 1990). Students apply and are interviewed in the second semester of 9th grade. Academy staff (teachers, administrators, counselors) and representatives from the participating business then meet with parents of applicants to explain the goals of the program, answer questions, address concerns, and get permission for the students to participate. Selected students enter the program in the first semester of 10th grade.

Partnership Academies function as a school within a school (Dayton & Stern, 1990). Through block scheduling, students enroll as a group in one technical class (designed with the collaborating business) and three academic classes (English, math, and social studies or science). Students spend the morning in their vocational/technical and academic courses then join the rest of the student body in the afternoon for extracurricular activities (Raby, 1990). Teachers invite outside speakers to share information on career selection, employment skills, and the importance of getting an education.

In 11th grade, each Academy student is matched with a mentor from the business community, who serves as a role model and offers guidance and information on succeeding in the workforce. In the summer following 11th grade, Academy students in good academic standing are given jobs with the participating business, with the goal of improving their employment skills and increasing their chances for gainful employment after graduation.

Other aspects of the program are student recognition (awards for student of the month, excellent attendance, and academic and personal achievement) and parental involvement, sought through questionnaires to parents regarding meeting and workshop topics, invitations to accompany students on field trips, a newsletter, and constant personal contact with Academy staff.

California Partnership Academies have had a positive effect on participating students. They report that being able to see the connection between an education and work makes school more interesting. As one student reported, "I'm 18 and I've had three jobs—all of them at major companies. I've never tossed a fry or slapped a burger, and thanks to the Academies, I won't have to" (Raby, 1990). The goal is for 94% of Academy students to focus on long-range plans, such as continuing their education, pursuing careers, or both.

Conclusion

Dropping out of school results from many complex factors and long-term individual experiences (OERI, 1993). Successful dropout prevention programs for language minority students, like those described here, must have the following components: respect for the language and cultural backgrounds of the students they serve and for the positive qualities students bring to school; the possibility of long-term involvement, from middle school through high school; a well-designed academic curriculum, developed by committed and

experienced professionals who facilitate movement through the program and provide assistance in pursuing academic opportunities beyond high school; substantive work experience that promotes mature choices and access to high-quality jobs; a tutoring and mentoring component that provides intense personal attention and encouragement from successful and caring role models; and family and community involvement. For language minority students, programs must also include appropriate components for native language support and English language development.

Dropout prevention demands attention from school and district staff in collaboration with local businesses, community colleges and universities, community-based organizations, and policy makers for any lasting impact to be made on reducing dropout rates among the nation's language minority students.

Program Contacts

Project Adelante: Ana María Schumann, Dean, School of Education, Kean College of New Jersey, Union, NJ, 07083.

Coca Cola Valued Youth Program: Linda Cantu, IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228.

California Partnership Academies: Stanford Mid-Peninsula Urban Coalition, 430 Sherman Avenue, Suite 305, Palo Alto, CA 94303.

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Dayton, C., & Stern, D. (1990). *Graduate follow-up survey of the June 1988 graduates of the California Partnership Academies* (Policy Paper No. PP90-1-1). Berkeley: University of California, School of Education Policy Analysis for California Education. (ERIC Document Reproduction Service No. ED327603)

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Office of Educational Research and Improvement. (1993). *Reaching the goals. Goal 2: High school completion.* Washington, DC: Author. (ERIC Document Reproduction Service No. ED365471)

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Robledo, M. R., & Rivera, C. (1990). *Partners for Valued Youth: Dropout prevention strategies for at-risk language minority students.* San Antonio, TX: Intercultural Development Research Association.

Stanford Mid-Peninsula Urban Coalition. (1990). *California Partnership Academies handbook: A guide to success.* Palo Alto, CA: Author. (ERIC Document Reproduction Service No. ED327621)

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Qualities of Effective Programs for Immigrant Adolescents with Limited Schooling

EDO-FL-98-07, November 1998

This digest is drawn from ***Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling***, by Betty Mace-Matluck, Rosalind Alexander-Kasparik, and Robin M. Queen. The book is part of the Center for Applied Linguistics *Topics in Immigrant Education* series. It is available from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60050-7030, 800-323-8270.

Over the past decade, U.S. public schools have seen an increase of almost 1 million immigrant students, approximately 5.5% of the public school population. Providing appropriate instruction to immigrant students who are English language learners has become an issue of particular concern to educators across the country. This concern is especially acute at the secondary level. A growing number of recent immigrant students are entering U.S. middle and high schools with little or no prior formal schooling and low literacy skills. Often referred to as “late-entrant” or “low-literacy” students, they may be 3 or more years below their age-appropriate grade level in school-related knowledge and skills. For these students to succeed in school, they must learn to read, write, understand, and speak English; develop academic literacy in English to make the transition to the labor force or into other educational programs; and become socialized into American society during adolescence, a time of major emotional, physical, and psychological change. This digest discusses essential features of effective programs for these students, drawn from a study of four successful programs designed to encourage immigrant adolescents to stay in school, complete their high school education, and pursue additional education after high school.

Program Design and Implementation

The following factors are essential in designing a program for immigrant adolescents with limited schooling.

Program Location. A common strategy is to place immigrant English language learners in a specialized learning environment - an all-day or half-day newcomer school or program, a special wing of a mainstream school, a separate school, separate classes taught in the native language, or classes in which content is taught in English but is adapted and sheltered. Programs vary in the types of specialized classes offered, the ways in which students are integrated with students from other linguistic and cultural backgrounds and of other ages, and the length of time students attend special programs or classes before making the transition to mainstream classes.

Some controversy surrounds the question of where to locate these programs. Separate site programs have the advantage of consolidating staff and resources, and they can serve a large geographical area while focusing on the special needs of newcomer students. In addition, because all students in the program are immigrants, no one stands out as a foreigner.

Opponents of separate-site programs believe that they deprive immigrant students of interaction with English-speaking peers and limit access to courses and activities open to students in regular schools. Opponents also argue that the transition from a separate-site school is harder than the transition from a special program within a mainstream school. To decide which option is better, local needs and resources must be considered and prior experiences with newcomer students examined.

Program Structure. The ultimate educational goal for all immigrant students is to perform well in regular content and elective classes. To prepare for academic success, these students need access to courses that focus on literacy and study skills, content courses that are taught through the native language, and sheltered content courses that are taught in English and adapted to make the content more accessible.

Registration and Placement Procedures. Intake centers should be conveniently located, be appropriately staffed, and provide essential services. For example, interpreters should be available to interview students and their families in their native languages if necessary. Programs that serve students from one particular language group should provide registration materials in that language. Information obtained from registration procedures should be used to make up a student profile, which will serve as an objective basis for determining the student’s educational program. To identify students’ needs, it is essential to assess both native language skills and English proficiency and to evaluate prior school experience. In addition, learning about the students’ home environments, such as the educational levels of parents and siblings, can help determine the academic support the student has at home.

Transitions to Other Programs. Some programs for recent immigrants have come under scrutiny because of their haphazard exit policies (Collier, 1992). For example, depending on test scores and teacher evaluations, students at newcomer schools in California may be allowed to enter mainstream

classes after 8 weeks, 3 semesters, or never. Students who finally are placed in mainstream classes may not receive appropriate support or monitoring (L. Olsen, personal communication, October 1995). The majority of students move through the newcomer courses in a timely fashion, but few students complete high school in the traditional 8 semesters.

To promote successful transitions, one literacy program in Fairfax County, Virginia, allows students to complete English as a second language (ESL) and sheltered courses at a transitional high school in 1 or 2 years, and then proceed to a partial or full mainstream program to earn their diploma. This progression can be made within 5–6 years of initial registration. Students unable to finish high school by age 22 can fulfill state graduation requirements in adult education courses. Some students in these courses prepare for the General Educational Development (GED) diploma, but most choose to work toward their high school diploma.

Comprehensive Services and Family Involvement. To reach out to parents, schools must find ways to establish regular channels of communication. Effective communication with parents may be hindered by language barriers, parents' lack of familiarity with American schools, and different expectations concerning the appropriate roles of parents and school personnel. To break down such barriers, a program in Spring Branch, Texas, employs bilingual caseworkers who set up meetings with parents and make home visits.

Schools are increasingly coordinating community services and establishing links with the business community and other educational institutions to provide students with a variety of post-secondary opportunities.

Staff Background and Professional Development. Educators who work with immigrant adolescents must maintain academic standards and have high expectations of their students. At the same time, they must teach with sensitivity and compassion and be knowledgeable about their students' language and cultural backgrounds; their personal circumstances and strengths; and their language, literacy, and academic needs (Wink et al., 1994). It is important that both ESL and content teachers be familiar with the basic concepts and theories underlying ESL instruction.

Schools should make every effort to hire teachers and classroom aides who share the language and cultural backgrounds of the students or staff with cross-cultural experience and understanding. Mentoring programs can be set up for teachers and students, and immigrant adults and students who have adjusted to life in the United States can inform teachers about the culture and language of the newcomer students.

Traditionally, professional development activities for teachers of immigrant students have been designed for teachers with ESL or bilingual certification. In recent years, however, teachers of mainstream content courses have been included as well. Often, content teachers who have received additional training to work effectively with English language learners teach sheltered content courses.

Components of Effective Programs

Although little research has been done on the necessary components of secondary school programs specifically for students with limited prior schooling, two studies outline features of successful high school programs for nonnative English speakers in general. Based on a study of six high schools in California and Arizona, Lucas, Henze, and Donato (1990) identified characteristics of schools that promote success among students whose first language is Spanish. These characteristics can be extended to apply to programs serving immigrant students of all backgrounds.

Affective factors. School staff are committed to the educational success of immigrant students, have high expectations for them, and publicly recognize their achievements. Students' native languages and cultures are valued throughout the school, and some of the staff have backgrounds similar to those of the students.

Instruction. A wide variety of courses are offered in the students' native languages and in English. This includes advanced content courses made available through instruction in the native language or through sheltered content instruction in English. Teachers are proficient in bilingual and ESL teaching strategies for secondary school students.

Comprehensive services. Counselors speak the students' native languages, have the same or similar cultural backgrounds, and are knowledgeable about postsecondary educational opportunities for immigrant students. In addition, school staff work well with parents and involve them in decisions about their children's education.

Professional development. School administrators provide leadership by being knowledgeable about recent research and practice in bilingual and ESL education at the secondary school level and by developing structures to strengthen curriculum and instruction. High priority is placed on professional development for all school staff, and training is

designed to help teachers and counselors serve immigrant students more effectively.

Walsh (1991) suggests that a well-designed program for immigrant adolescents with limited prior schooling and low literacy includes these components: (1) an ungraded course structure that allows students to learn at their own pace and avoid the stigma of over-age grade placements; (2) small classes that allow individualized attention from teachers; (3) literacy and content courses taught in students' native languages that are thematically coordinated and encourage transfer of learning across content areas; (4) follow-up on thematic content and skill development, provided by double-period ESL classes; (5) common planning periods that give bilingual and ESL teachers an opportunity to coordinate their work; and (6) well-defined exit criteria that measure students' readiness for bilingual or mainstream classes.

In addition, Walsh makes the following recommendations:

Individual learning plans, set jointly by teacher and student, should lead to either a regular or alternative high school diploma. Literacy and content courses should be appropriately designed and taught to enable students to earn full credit toward their diploma. Alternative means of gaining credit (e.g., independent study) and an occupational, career-awareness component that includes hands-on experience should be provided.

Flexible scheduling should be available, as it enables students to combine academic study and work or work-related experience. Students aged 18 or older can earn a high school diploma by completing at least 2 years in a high school-based program, then transferring to a GED program.

Access to a range of services should be offered, including regular, individual meetings with guidance and adjustment counselors who speak the students' native languages, group counseling, peer tutoring, mentoring by sympathetic adults, frequent meetings of counselors with teachers and parents, home-school liaisons, and links with community-based agencies.

Conclusion

Immigrant secondary school students who are learning English and have limited formal schooling need comprehensive services to accommodate a range of needs that include schooling, socialization, and language development. An effective program must incorporate instruction, parental and family involvement, support services, and professional development. Each of these components should include features targeted specifically to the needs of students with limited prior schooling.

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Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success

by Deborah J. Short, Center for Applied Linguistics

ERIC Clearinghouse on Languages and Linguistics
EDO-FL-98-06, March 1998

Many school districts are facing increasing numbers of secondary immigrant students who have low-level English or native language skills and, in many cases, have had limited formal education in their native countries. These students must learn English, take the required content courses, and catch up to their native-English-speaking peers before high school graduation. How are schools meeting the needs of these students, many of whom are placed below the expected grade level for their age?

Some districts have developed newcomer programs that serve these students through a program of intensive language development and academic and cultural orientation, for a limited period of time (usually from 6–18 months), before placing them in the regular school language support and academic programs. The rationale for establishing these programs differs across sites, but many programs were set up for one or more of the following reasons:

- Students were at risk of educational failure or of dropping out of school.
- Students were over age for their grade-level placement, because of weak academic skills and limited formal education.
- Students' needs surpassed the instructional design of the regular ESL or bilingual program that was in place in the district.
- Students had low or no English or native language literacy skills.

This digest reports on data collected through a study of secondary newcomer programs, sponsored by the Office of Educational Research and Improvement, U.S. Department of Education as part of the Center for Education, Diversity & Excellence. It introduces the common factors and range of practices found in secondary newcomer programs across the United States. The information is drawn from program profiles found in *Secondary Newcomer Programs in the United States: 1996–97 Directory* (Short & Boyson, 1997).

Who Are the Newcomer Students?

Secondary programs vary in their definitions of newcomers, but most include recent arrival to either the United States or the school district and limited English proficiency as characteristics. More than half of the programs surveyed for the study also noted that students are below grade level or have limited formal education. Some programs rely on a definition associated with federal aid: students who have been in the United States for 3 years or fewer and are limited English proficient. Almost a third of the programs restrict enrollment to students who have been in the United States for up to one year.

Newcomer students at the secondary level range in age from 10 to 22 years and come from many language backgrounds. Most of the newcomers speak Spanish, but native speakers of many other languages, including Mandarin, Filipino, Russian, Haitian Creole, Polish, Punjabi, Vietnamese, and Hindi, attend these programs as well. In fact, over half of the programs enroll students from four or more different native language backgrounds.

The number of students served by the newcomer programs ranges from 14 at one site in Connecticut to more than 740 at a high school in New York City. Almost half of the programs enroll 50 or more students, and 12 programs serve more than 200 students. Because of limited resources, not all newcomer programs are able to serve all eligible students in the district.

Where Are the Programs Located?

Newcomer programs are located in 18 states; most of these have high rates of immigration, such as New York, California, and New Jersey. More than three fourths of the programs are in urban-metropolitan settings; the rest are in suburban areas and rural locales. More than half of the programs operate at the high school level. About one third serve the middle school level, and the remainder offer a combination of middle and high school services. Most of the schools draw from several attendance areas in one school district.

Most newcomer programs are designed as a separate program within a regular secondary school. This is usually the home school (i.e., the school in their designated attendance area) of most, if not all, of the newcomer students. The students may participate in some school activities outside of the program, such as physical education and art. Upon exiting the newcomer program, many students remain at the same school to continue their studies in the regular language support program, which may offer English as a second language (ESL) or bilingual services. Students from outside the attendance area may return to their home schools or go to other schools in the same district.

Twelve of the programs surveyed are not located in a regular school. Three are full-length high schools,

where students enter in the ninth grade and generally remain in the program until graduation. Two programs are located at district intake centers, where language minority students are assessed and placed. For those designated as newcomers, these intake centers offer special, short-term courses before the students enter one of the schools in the district. In some districts, one newcomer center has been established at a centralized site to serve, for example, all eligible middle school students.

How Are Newcomer Programs Designed?

Program designs differ according to educational goals, site options, staff availability, and resource allocation. Most programs serve newcomer students for the full school day. This schedule provides time to offer several content area courses along with English language instruction. Other programs operate for a half day, sometimes to accommodate two groups of students at one site (e.g., middle school students in the morning, high school students in the afternoon) or to promote more interaction with the entire student body at the school. Two programs operate solely after school and students attend on a volunteer basis. Most of the programs are designed to educate students for one year, although some offer an additional summer program. Nineteen programs last more than one year; five for less than a year. One is a summer-only program. Most of the programs allow new students to enroll mid-year or mid-session if space is available.

The grade-level designation of newcomer students varies at different sites. One school, for instance, is designated as a ninth grade school. High school-aged students who enroll in the district with 8 years of schooling or fewer may opt to attend this school for a year. Afterwards, they move on to tenth grade in one of the other district high schools. Other high schools may serve all grade levels, assigning students as appropriate to their age and educational backgrounds. After one year, ninth and tenth grade students exit to attend other high schools. Eleventh grade students may elect to stay at the school to graduate.

How Do Newcomer Programs Address Students' Language Learning and Academic Needs?

The programs offer a range of instructional activities for students that reflect the goal of developing both language and academic skills so that students may enter the regular ESL or bilingual program, or in some cases, mainstream classes. Ninety-eight percent of the programs provide a course in English as a second language. Eighty percent offer sheltered content instruction, and 73% offer content instruction in at least one of the students' native languages. (More than 10 different languages are used for content area instruction.) Forty percent have courses in native language literacy. More than half of the programs offer both sheltered instruction and native language content instruction. In some of these sites, bilingual courses may be available for one or two high-incidence language groups, while sheltered instruction is offered to low-incidence language groups. Because a large number of the students have limited educational backgrounds, many of the content classes are designed to help students learn the basic foundations of core subjects. While about half of the programs also participate in Title I or provide special education services, fewer than one fourth give newcomer students access to gifted and talented support.

Newcomer programs usually employ experienced staff trained in second language acquisition theory, ESL and sheltered instruction methods, and cross-cultural communication. Usually at least one staff member in a program is bilingual. Staff attend professional development workshops that address specific needs for the newcomer student population, like developing literacy skills, so they can improve their curricula and instructional delivery. At a number of sites, native language instruction in the content areas is provided by bilingual paraprofessionals.

How Do Newcomer Programs Address Students' Acculturation Process?

One important characteristic of newcomer programs is the attention given to familiarizing students with their new environment: the school, educational expectations, the community, and the United States. Eighty-eight percent of the programs provide courses in cultural orientation to the United States. Many of the programs supplement their classroom curricula with field trips, cultural activities, and special events. Some provide career orientation as well.

Reaching beyond the students themselves, 43% of the programs offer classes to orient parents to the United States, and 63% offer adult ESL classes either through the program or the school district. All programs view parental involvement and communication with parents as high priorities. Some sites have a home–school liaison, and others maintain a community outreach component to share information about the program and to arrange partnerships with community organizations. Many either have social workers on site or provide assistance in helping students and their families access medical and social services in the community.

How Do Newcomer Students Make the Transition Out of the Program?

Many of the programs that are one year in length automatically exit students at the end of the school year. A number of programs test students for language proficiency (and some test content areas as well) to determine whether students are ready to participate in other programs offered on the district or school. However, most programs allow some degree of flexibility for individual students. In some programs, students who make fast progress can exit before the end of the program. For students who arrive in the second semester of the school year, who have large gaps in their educational backgrounds, and may be illiterate in their native languages, several programs accommodate their needs by extending their stay.

Newcomer programs ease the transition process in several ways. At some sites, the newcomer courses are part of a continuum of services in the language support program, and students move on to higher ESL levels or into bilingual classes. Some sites have students sit in on regular courses before they exit the newcomer program. Many sites provide orientation to the regular school program, take students on school tours, and have students talk with guidance counselors. Some also pair newcomers with more advanced ESL students. A number of sites continue to monitor the newcomer students' progress for 6 months to a year after they have exited the program and may offer tutorials and mentoring.

Conclusion

The newcomer directory will be updated each year through 2000, adding new programs as they become known to the researchers. In addition, case studies of selected sites will take place to further an understanding of how these programs serve recent immigrants.

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Online Resources

Academic Achievement for Secondary Language Minority Students: Standards, Measures and Promising Practices
http://www.ncela.gwu.edu/ncbepubs/reports/acadach.htm

This online report from the National Clearinghouse for English Language Acquisition provides teachers and teacher educators insight into how mainstream classroom instruction can be designed and implemented to enhance the academic achievement of language minority students. Standards for the content areas were examined and related to what research indicates is best practice for language minority students.

Secondary Newcomer Programs in the U.S.: Revised 2000
http://www.cal.org/newcomerdb/

This searchable database includes 115 programs in 29 states and the District of Columbia that participated in the research study, "Newcomers: Language and Academic Programs for Recent Immigrants," during the 1996-1997, the 1997-98, the 1998-1999, or the 1999-2000 school year.

Classroom Resources and Instructional Strategies: Grades 9–12

Books

Burt, M., Peyton, J. K., & Adams, R. (2003). *Reading and adult English language learners: A review of the research.* Washington, DC: Center for Applied Linguistics.
http://calstore.cal.org/store/detail.aspx?ID=221

> Learning to read in English is difficult for adult (aged 16 and older) English language learners. This book summarizes the research on adult English language learners reading English, offers ESL teachers and administrators suggestions for instruction, and points to areas where further research is needed.

Cunningham, P. M. & Hall, D. P. (1998). *Month-by-month phonics for upper grades*. Greensboro, NC: Carson-Dellosa.

> This program is designed especially for struggling readers and students learning English. The authors promote a balanced diet of reading that includes not only phonics, but also guided reading, self-selected reading, writing, and working with words.

Short, D. J. (Ed.). (1999). New ways in teaching English at the secondary level. Alexandria, VA: Teachers of English to Speakers of Other Languages.
http://www.tesol.org/pubs/catalog/newways.html#773

> This book offers an international collection of best practices that addresses the needs of ESL and EFL educators working with students aged 12-18. The contributions to *New Ways in Teaching English at the Secondary Level* range among activities involving authentic literature, academic content, multimedia use, peer cooperation, alternative assessment, and career information.

Smallwood, B. A., & McCargo, C. (Eds.). *Integrating language and content in secondary school: Instructional strategies and thematic units.* Washington, DC: Center for Applied Linguistics.
http://calstore.cal.org/store/detail.aspx?ID=104

> ESL and content area teachers worked together to develop lesson plans, instructional strategies, and thematic units that make high school academic material accessible to students learning English. The book contains seven instructional strategies and nine thematic units, with detailed guidelines that can be used independently for effective lesson planning.

Textbook Series

High Point ESL: Success in Language, Literature, Content
Hampton-Brown, Carmel, CA
800-933-3510
http://www.hampton-brown.com/onlinecatalog/products.asp?subID=1

This instructional series for middle and high school ESL students offers standards-based, ESL lessons with content connections and authentic literature. Geared to national and state language arts standards with attention to math, science, and social studies standards as well, the series provides a development sequence of English language learning from low beginners through advanced levels of proficiency.

Digests and Reports

Adolescent Literacy and Content Area Reading
http://eric.indiana.edu/ieo/digests/d176.html

Strategies for Success: Engaging Immigrant Students in Secondary Schools
http://www.cal.org/resources/digest/0003strategies.html

Teaching Secondary Language Minority Students
http://www.cal.org/crede/pubs/ResBrief4.htm

Working With Literacy-Level Adult English Language Learners
http://www.cal.org/ncle/digests/litQA.htm

Adolescent Literacy and Content Area Reading

by Karen Grady

ERIC Clearinghouse on Reading, English, and Communication
EDO-CS-02-07, December 2002

In 1999 the International Reading Association issued a position statement on adolescent literacy that called for a renewed interest in and dedication to the rights and needs of adolescent readers:

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read will be crucial. Continual instruction beyond the early grades is needed (Moore, Bean, Birdyshaw, & Rycik, 1999, p. 99).

This digest provides a brief summary of the development of content area reading; it discusses a reconceptualization of adolescent literacy and content learning; and it offers an example of a new model for both secondary classroom practice and teacher education.

Historical Context

For several decades educators have been concerned about literacy development beyond the early grades. As early as the 1930s, there was an emphasis on the different reading demands of various subjects and on improving the reading abilities of high school students (Moore, Readence, & Rickelman, 1986). The term "content reading" became prominent in the 1970s with the publication of Herber's (1970) book, *Teaching Reading in the Content Areas* where Herber distinguished between literacy development as reading instruction and literacy development to support subject matter learning (Alvermann & Phelps, 1994**)**; Ruddell, 2001).

Much of the work in this area was based on developments in cognitive psychology in the 1970s and 1980's, which provided insight into the relationship between a reader's background knowledge (schema) of a topic and the reader's ability to make sense of a text addressing that topic. The term "schema" refers to a set of cognitive structures of interrelated ideas and concepts built from a person's experience (see the 1989 ERIC Digest "Schema Activation, Construction, and Application"). According to some views of schema theory, a reader's existing knowledge of the subject matter is the single most influential factor in what he or she will learn from reading a text about that subject matter (Anderson, 1984; Steffensen, Joag-Dev, & Anderson, 1979). Thus, theorizing and research in cognitive psychology led to the development of many instructional strategies that secondary teachers could use to increase students' comprehension of course materials. For example, the use of a pre-reading strategy such as an anticipation guide can serve to activate students' prior knowledge to improve comprehension. It can also enable students to confront misconceptions about the topic at hand, or to arrive at new understandings by revising or constructing new schema (Dufflemeyer, 1994). Numerous content area vocabulary development strategies focus on activating students' existing word/concept knowledge so that they may build on the schemata they have, or develop new schemata for new concepts (Alvermann & Phelps, 1994; Lenski, Wham, M. A. & Johns, 1999; Ruddell, 2001).

While the focus on the cognitive dimension of reading has helped some students become more proficient readers of content area texts (Ruddell, 2001), some assessment data indicates the need to reconsider adolescent literacy and content area learning. Greenleaf, Schoenbach, Cziko, and Mueller (2001) note that there are still persistent gaps in student achievement between students who are members of the dominant culture and those who are not. They also draw on data from the 1998 National Assessment of Educational Progress Reading Report Card. It indicates that although the percentages of eighth and twelfth graders scoring above the proficient level have increased (33% and 40% respectively), these percentages still suggest that high levels of literacy are not being attained by most secondary students. Some research indicates that an emphasis on reading solely as a cognitive process has not adequately addressed the needs of adolescent readers as they face learning from texts in the various subject areas at the secondary level.

Reconceptualizing Adolescent Literacy and Content Reading

A number of reading researchers and theorists believe the reading process to be much more complex, including not only the cognitive dimension addressed by schema theory and many existing reading strategies, but including a social dimension as well (e.g., Bloome, 1986; Goodman, 1996; Greenleaf et al. 2001; Harste, 1994). The extent to which readers are able to construct meaning with texts is also based

on the personal, interpersonal, and institutional contexts in which reading events occur. The work of sociolinguists, cultural anthropologists, and critical theorists has shown that it is not possible to separate classroom practices such as strategies for activating background knowledge from the larger social and cultural contexts in which the practices are enacted (e.g., Heath, 1983; Gee, 1996).

Drawing from some recent studies, Moje, Young, Readence, & Moore (2000) call for a conception of adolescent literacy that includes adolescents' literacy practices beyond the secondary classroom, their expanded notion of text (i.e., the Internet, television, and magazines), and the relationship between literacy and the development of identity. But they also caution that the issues of teaching and learning in the context of secondary school content areas are still critical areas for research. For example, what constitutes best practices depends on many factors: how students perceive themselves as readers, what their interests are at the time, the interactions of teacher and student, of student and student, the classroom environment in which the strategy is being used, and how institutional structures shape daily events that occur in classrooms and schools. This fertile ground of literacy as a complex process and research about adolescent literacy and learning in secondary classrooms is providing a means for reinventing ways to develop students' academic literacies (Brynildssen, 2001).

A New Model for Classroom Practice and Teacher Education

One model developed from the reconceptualization of content reading is Reading Apprenticeship (Schoenbach, Greenleaf, Cziko, & Hurwitz, 1999). This instructional framework is based on the dual notions of literacy as a complex cognitive and social process and of teaching as cognitive apprenticeship. In order for adolescents to move from being novices to experts in specific content area practices, an expert practitioner (the subject matter teacher) guides, models, makes explicit to, and supports the novice in his or her development. Indeed, because ways of thinking, speaking, reading, and writing vary from discipline to discipline, some believe the most appropriate place for students to learn these discipline-specific discourse practices is from teachers who are already experts in these fields.

Briefly summarized, Reading Apprenticeship involves teachers and their students as partners in a collaborative inquiry into reading and reading processes as they engage in subject-area texts. This instructional framework explicitly draws on students' strengths and abilities to provide crucial resources for the inquiry partnership… *how* we read and *why* we read in the ways we do become part of the curriculum, accompanying *what* we read in subject-matter classes [emphasis in original] (Greenleaf, Schoenbach, Cziko, & Mueller, 2001, p. 89).

The framework consists of four integrated dimensions of classroom life that teachers and students explore together: social, personal, cognitive, and knowledge-building. The social dimension centers on building a community of readers who use literacy to make connections between their interests, each other, and the larger social world they are engaged in learning about. The personal dimension of Reading Apprenticeship develops students' awareness of themselves as readers, of their purposes in reading, and of their goals for improvement. Adolescents' resources and the multiple literacies that are part of their daily lives are part of the teaching and learning that occurs. The cognitive dimension is the part of the framework that incorporates instruction in and the use of comprehension strategies, providing tools for monitoring comprehension, for problem solving to assist comprehension, and for developing flexibility in reading. The knowledge-building dimension focuses on such areas as developing content knowledge (building schemata), knowledge of the discipline-specific vocabulary, and text and language structures.

The four dimensions of classroom life are made visible to students through the metacognitive conversations that students and teachers engage in about the texts they are reading. Metacognitive conversations occur through class discussion, small group work, writing, and individual reflection. The model provides a framework and means for teachers to explicitly show students how to reflect on their own and each other's ways of using language and how to connect their knowledge and experiences to academic literacy practices. In Reading Apprenticeship classrooms, students work toward advanced levels of literacy by developing skills and strategies, as well as the necessary dispositions required for the challenge of achieving academic literacy. Students are able to move from novice to proficient performance in content area literacies by being engaged in complex academic literacy tasks with support from the teacher and peers and with the teacher making explicit the knowledge and problem-solving skills teachers call upon as readers in their disciplines.

Greenleaf, Schoenbach, Cziko, and Mueller (2001) report on the implementation of this framework in a course in academic literacy offered to ninth graders in one of the poorest neighborhoods in San Francisco for the 1996–1997 school year. Assessments of student reading development on multiple measures were not only statistically significant, but impressive overall, as students made gains of two years in reading

proficiency in seven months of instruction. Follow-up studies indicated that students maintained their reading development and continued their growth as readers.

For More Information

National Research Center on English Learning and Achievement
http://cela.albany.edu/

WestEd—The Strategic Literacy Initiative
http://www.wested.org/stratlit/

National Institute for Literacy: Adolescent Literacy
http://www.nifl.gov/partnershipforreading/adolescent/

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Strategies for Success: Engaging Immigrant Students in Secondary Schools

by Aída Walqui, West Ed, San Francisco, California

ERIC Clearinghouse on Languages and Linguistics
EDO-FL-00-03, June 2000

High dropout rates among language-minority secondary school students are one indication that many schools are failing to adequately support the needs of these students. The belief that student dropout is due to a lack of proficiency in English often leads educators to overlook the economic, cultural, academic, and personal issues that immigrant adolescents must confront on a daily basis. To be effective, programs must begin with a compassionate understanding of these students and recognize and build on the identity, language, and knowledge they already possess. Instruction developed for native-English-speaking students may not be appropriate for students who are still learning English. To engage immigrant adolescents in school, educators must provide them with avenues to explore and strengthen their ethnic identities and languages while developing their ability to study and work in this country.

This digest discusses 10 principles for developing effective teaching and learning contexts for immigrant adolescents and profiles one program that has been successful in promoting the academic success of its students by implementing these principles.

Ten Principles of Effective Instruction for Immigrant Students

1. The culture of the classroom fosters the development of a community of learners, and all students are part of that community.

Immigrant teenagers bring a variety of experiences to the classroom that, if tapped, can serve as a springboard for new explorations that enrich everyone's experience. In effective classrooms, teachers and students together construct a culture that values the strengths of all participants and respects their interests, abilities, languages, and dialects. Students and teachers shift among the roles of expert, researcher, learner, and teacher, supporting themselves and each other.

2. Good language teaching involves conceptual and academic development.

Effective English as a second language (ESL) classes focus on themes and develop skills that are relevant to teenagers and to their studies in mainstream academic

classes. Immigrant students need to learn not only new content, but also the language and discourse associated with the discipline. Therefore, all subject matter classes must have a language focus as well.

Effective teaching prepares students for high-quality academic work by focusing their attention on key processes and ideas and engaging them in interactive tasks that allow them to practice using these processes and concepts. ESL teachers need to know the linguistic, cognitive, and academic demands that they are preparing their students for and help them develop the necessary proficiencies. Content-area teachers need to determine the core knowledge and skills that these students need to master.

3. Students' experiential backgrounds provide a point of departure and an anchor in the exploration of new ideas.

Immigrant adolescents know a great deal about the world, and this knowledge can provide the basis for understanding new concepts in a new language. Students will learn new concepts and language only when they build on previous knowledge and understanding. Some students have been socialized into lecture and recitation approaches to teaching, and they expect teachers to tell them what lessons are about. But by engaging in activities that involve predicting, inferring based on prior knowledge, and supporting conclusions with evidence, students will realize that they can learn actively and that working in this way is fun and stimulating.

4. Teaching and learning focus on substantive ideas that are organized cyclically.

To work effectively with English learners, teachers must select the themes and concepts that are central to their discipline and to the curriculum. The curriculum should be organized around the cyclical reintroduction of concepts at progressively higher levels of complexity and interrelatedness. Cyclical organization of subject matter leads to a natural growth in the understanding of ideas and to gradual correction of misunderstandings.

5. New ideas and tasks are contextualized.

English language learners often have problems trying to make sense of decontextualized language. This situation is especially acute in the reading of textbooks. Secondary school textbooks are usually linear, dry, and dense, with few illustrations. Embedding the language of textbooks in a meaningful context by using manipulatives, pictures, a few minutes of a film, and other types of realia can make language comprehensible to students. Teachers may also provide context by creating analogies based on students' experiences. However, this requires that the teacher learn about students' backgrounds, because metaphors or analogies that may work well with native English speakers may not clarify meanings for English language learners. In this sense, good teachers of immigrant students continually search for metaphors and analogies that bring complex ideas closer to the students' world experiences.

6. Academic strategies, sociocultural expectations, and academic norms are taught explicitly.

Effective teachers develop students' sense of autonomy through the explicit teaching of strategies that enable them to approach academic tasks successfully. The teaching of such metacognitive strategies is a way of scaffolding instruction; the goal is to gradually hand over responsibility to the learners as they acquire skills and knowledge.

Delpit (1995) argues that the discourse of power—the language used in this country to establish and maintain social control—should also be taught explicitly, because it is not automatically acquired. Guidance and modeling can go a long way toward promoting awareness of and facility with this discourse. For example, preferred and accepted ways of talking, writing, and presenting are culture specific. Developing student awareness of differences, modeling by teachers of preferred styles, and studying by students themselves of differences and preferred styles are three steps in the development of proficiency and autonomy that need to be included in the education of language minority students.

7. Tasks are relevant, meaningful, engaging, and varied.

Some research indicates that most classes for immigrant students are monotonous, teacher-fronted, and directed to the whole class; teacher monologues are the rule (Ramírez & Merino, 1990). If students do not interact with each other, they do not have opportunities to construct their own understandings and often become disengaged. Because immigrant students are usually well behaved in class, teachers are not always aware that they are bored and are not learning. Good classes for immigrant students not only provide them with access to important ideas and skills, but also engage them in their own constructive development of understandings.

8. Complex and flexible forms of collaboration maximize learners' opportunities to interact while making sense of language and content.

Collaboration is essential for second language learners, because to develop language proficiency they need opportunities to use the language in meaningful, purposeful, and enticing interactions (Kagan & McGroarty, 1993). Collaborative work needs to provide every student with substantial and equitable opportunities to participate in open exchange and elaborated discussions. It must move beyond simplistic conceptions that assign superficial roles, such as being the "go getter" or the "time keeper" for the group (Adger et al., 1995). In these collaborative groups, the teacher is no longer the authority figure. Students work autonomously, taking responsibility for their own learning. The teacher provides a task that invites and requires each student's participation and hands over to the students the responsibility for accomplishing the task or solving the problem.

9. Students are given multiple opportunities to extend their understandings and apply their knowledge.

One of the goals of learning is to be able to apply acquired knowledge to novel situations. For English learners, these applications reinforce the development of new language, concepts, and academic skills as students actively draw connections between pieces of knowledge and their contexts. Understanding a topic of study involves being able to carry out a variety of cognitively demanding tasks (Perkins, 1993).

10. Authentic assessment is an integral part of teaching and learning.

Assessment should be done not only by teachers, but also by learners, who assess themselves and each other. Considerable research supports the importance of self-monitoring of language learning (O'Malley & Chamot, 1989). Authentic assessment activities engage second language learners in self-directed learning, in the construction of knowledge through disciplined inquiry, and in the analysis of problems they encounter.

Calexico High School: Restructuring for Success

Calexico High School in Calexico, California, is attempting to put the principles described above into practice. Calexico is a bilingual/bicultural community on the southern border of the United States; 98% of the students are Latino, and 80% are English language learners.

Once an unsupportive environment for English language learners, Calexico High School now operates with a philosophy that is based on such principles as respect for students' culture, language, and background; a strong belief that all students can learn; and equal opportunities for all students to pursue further education. Calexico staff view bilingualism as an asset for the future and strive to develop academic proficiency, regardless of language. They have eliminated the tracking system and have high expectations for all students.

An efficient system of counseling is in place that provides support ranging from interventions to sustain or improve academic success to coordination with agencies outside the school that provide social services. Groups of students are organized into academies and supervised by teams of teachers to help all students feel connected academically. In addition, the school actively involves parents by holding all school meetings in Spanish and English and by having bilingual/bicultural staff that develop and maintain connections between home and school.

Learning English is given utmost importance. However, teachers realize that developing second language fluency is a long process, and that while it is essential to continue supporting and nurturing language development, cognitive growth also has an impact on long-range academic outcomes. Strong support is given to continuous development of students' academic skills.

Three language options are available for required courses: They may be taught through Spanish, English, or sheltered English. The same number of credits are granted for all options, and all options provide academically challenging study for students that will open doors to postsecondary education and other opportunities.

Through their commitment to providing all students with more opportunities to succeed, the staff at Calexico High School have created a highly effective secondary school program for immigrant students. (For a description of other successful secondary school programs for immigrant students, see Walqui, 2000).

Conclusion

The 10 principles of effective programs discussed in this digest can contribute to the success of immigrant secondary school students by creating positive and engaging learning contexts. A strong commitment to the educational success of immigrant students is ultimately the foundation for all successful programs. For society, this commitment involves supporting the

development of effective programs through resources, funding, professional development, and research.

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This digest is drawn from *Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools,* by Aída Walqui, the fourth volume in the Topics in Immigrant Education series.

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Teaching Secondary Language Minority Students

by Jana Echevarria and Claude Goldenberg, California State University, Long Beach

CREDE Research Brief #4, October 1999

CREDE's Five Standards for Effective Teaching and Learning express the principles of effective pedagogy for all students. For mainstream students, the Standards describe the ideal; for at-risk students, the Standards are vital (Dalton, 1998). While the work contributing to the standards articulated in CREDE's projects comes from several theoretical systems, CREDE's Standards are stated in the language of sociocultural theory.

I. Teacher and Students Producing Together (Joint Productive Activity)

II. Developing Language Across the Curriculum (Language Development)

III. Making Meaning: Connecting School to Students' Lives (Contextualization)

IV. Teaching Complex Thinking (Cognitive Challenge)

V. Teaching Through Interactive Discussions (Instructional Conversation)

In this research brief, we focus on language development as well as academic development for English language learners. Teachers are concerned about covering content and curriculum, and they often ignore students' language development, which is critical for academic success. For secondary school learners, regardless of program (e.g., early-exit primary language, sheltered instruction), there are some features necessary for language development. Teachers should

- understand the language needs of students,
- explicitly plan to meet those needs,
- deliver instruction, and
- assess students' comprehension.

We discuss each feature, using a case study to illustrate what the teachers need to know, consider, and do.

Understand Students' Language Needs

Tommy is a seventh grader, recently enrolled in his neighborhood middle school. He has been out of school since completing fifth grade in his native country and has been in the United States for 9

months. He and his family do not speak English at home, although Tommy hears it in his neighborhood and when watching sports or movies on TV. His parents and older siblings work long hours in service-oriented jobs. He has basic conversational abilities in English. For example, in school he can ask for a book or pencil; he can ask the attendance office for a note to get into class if he arrives late; and he can, in a general way, converse with peers about what he did over the weekend. He can understand many classroom routines, procedures, and directions, particularly when they are written on the board or an overhead transparency. In 9 months, he has developed rudimentary reading skills in English. Tommy's teacher realizes that despite his growing English competence, Tommy would have a very difficult time in a mainstream content classroom taught in English that did not provide accommodation for his limited academic English proficiency. Lectures, classroom discussions, independent reading of the textbook, and written assignments are very hard for him to accomplish without considerable instructional support. In addition, Tommy needs academic lessons that explicitly help enhance his English language skills (Echevarria, Vogt, & Short, 2000).

Plan Lessons

Tommy is capable of completing many required academic tasks if his teachers consider his language needs. For example, in the lesson we will describe, students are asked to read about the armor knights wore in medieval times. When planning the lesson, Tommy's teacher sets a content objective and a language development objective for Tommy and the other students in his class with similar language abilities. By thinking through and writing down both content and language objectives, the teacher is more likely to embed language development activities into an otherwise strictly content-driven lesson. In this lesson, the content objective is to name, describe, and tell the function of a knight's armor and weaponry. Students will also be able to define key terms (parades, tournaments, quests) and describe how armor and weaponry differed for these purposes and occasions. The language objective is for students to locate information in a written text and use this information to complete sentences using standard English grammar and spelling.

To facilitate note taking and the final writing task, the teacher distributes a tree diagram graphic organizer with the trunk labeled "Armor." Each branch is numbered and labeled with a category ("Uses," "Events," "Characteristics"). Smaller branches attached to the main ones are used to write notes about each category. Using the information from the graphic organizer, students complete a worksheet, writing complete sentences.

Tommy's teacher makes the reading more accessible to students with limited English skills. She photocopies the material and identifies paragraphs containing the required information by numbering them to correspond with the numbers she put on the graphic organizer and worksheet. She modifies the worksheet so that instead of answering questions, as the fluent English speakers are expected to do (e.g., "Describe two situations in which the medieval knight wore his armor and tell how the armor he wore was specifically suited to that situation."), the English language learners (ELLs) are given sentence prompts to complete (e.g., "Medieval knights wore different armor for different situations. For parades, knights wore ____. This was good because _____. For tournaments, knights wore _____. This was good because ____.") The concept is the same for all students, but language complexity is reduced for English learners.

Deliver Instruction

Presentation: The teacher begins the lesson by reviewing previous lessons about the middle ages and refers to a posted list of key terms that students had generated. Using an overhead transparency, she draws students' attention to the objectives, telling the students that in today's lesson they will learn about armor worn by knights in the middle ages and they will answer questions in complete sentences about the different kinds of armor they wore. The teacher then opens a discussion about different types of clothing and their uses. She shows pictures from department store circulars depicting formal, casual, and work clothes. The teacher ties the topic to students' personal experiences by prompting them to discuss the function of different types of clothes, including what they wear to school (e.g., clothes worn in gym class, to dances, and in the classroom).

After students have expressed an understanding of clothing's various functions, she distributes the reading passage and reads the section aloud, paraphrasing as needed and drawing attention to information that may be used to complete the tree diagram. She checks for student comprehension by asking different kinds of questions, especially those that can generate elaborated answers. Students are given 10 minutes to complete the tree diagram, using information from the reading. When they finish, student pairs share their notes and several students report on their notes to the class.

Using another transparency, the teacher reviews the instructions, outlining the activity: 1) join your partner, 2) look in the reading for the number that matches the

question, 3) read that paragraph, 4) find the answer to the question, 5) write the response, and 6) do the same for all the questions on the worksheet.
Modeling and guided practice: Before starting the pair work, the teacher calls on two students to model the assignment. She guides them through steps 1-5 as the other students watch. Then all the students pair up and follow the same procedures. The teacher circulates to ensure each pair understands the instructions and is working successfully.

Independent practice and application: Students complete the worksheet in pairs and the teacher provides assistance as needed. The students will have 15 minutes to complete their worksheet in pairs, after which they will be given another worksheet to complete independently. Their grade will be based upon the second worksheet.

Assess Results

Throughout the lesson, the teacher informally checks the students' comprehension and performance of the task. After students have had an opportunity to finish the pair work, the teacher has them sit at their individual desks and put away the first worksheet. She distributes the second worksheet that students are to complete independently. This worksheet, which is a variation of the first, serves two purposes: as an individual check for student understanding before moving on with the unit and as data for grading. The ELLs complete a sheet showing pictures of specific pieces of armor. They are to identify the piece and tell its function, using key words such as parades, tournaments, and quests. They are to write in complete sentences.

Conclusion

The teacher in this scenario used a number of instructional practices that are effective for English language learners, and many reflect the CREDE Standards. These include

- Planning and incorporating language development objectives into a content lessons,
- Structuring lessons so that expectations for students are explicit,
- Providing opportunities for students to use academic language in meaningful ways,
- Using visuals (e.g., overhead transparencies, graphic organizer, pictures) to increase comprehension,
- Posting key terms for students' reference,
- Providing opportunities for students to work together in completing academic tasks,
- Promoting interactive discussions among students and teacher,
- Maintaining cognitive challenge, and
- Connecting the lesson to students' own experiences.

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For additional details on the research described in this brief, contact Jana Echevarria (Tel. 562-985-5759) or Claude Goldenberg (Tel. 562-985-4443). For more documents and a description of these CREDE projects, *The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students* and *Upscaling for Transition: Instructional and Schoolwide Factors to Support Latino Students' Transition from Spanish to English Instruction,* visit www.cal.org/crede/si.htm and www.crede.ucsc.edu.

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Working With Literacy-Level Adult English Language Learners

by MaryAnn Cunningham Florez, Fairfax County (Virginia) Public Schools and Lynda Terrill, National Center for ESL Literacy Education

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Many adult English language learners in the United States are placed in literacy-level classes. These learners have minimal or no English literacy skills and are usually minimally or not literate in their native languages. It is difficult to estimate the exact number of adult English language learners at this level across the variety of program contexts that offer adult English training (e.g., volunteer literacy groups, libraries, adult education programs, family literacy programs, community colleges, community-based or faith-based organizations). Furthermore, the percentage cited (55%) of beginning-level participants in state-administered adult English as a second language (ESL) programs include those enrolled in regular beginning classes as well as those in literacy-level classes (U.S. Department of Education, 2002).

Anecdotal information, such as postings on Internet discussion lists and requests for training, suggest that teachers are not confident in their abilities to address the needs of literacy-level learners. (NIFL-ESL, 2003). Federally funded programs must demonstrate learner progress yearly, according to the National Reporting System (http://www.nrsweb.org/). Practitioners are concerned that sufficient progress is difficult to achieve with literacy-level learners; research indicates that it takes from 500-1,000 hours of instruction for adults who are literate in their native language but have had no prior English instruction to reach a level where they can satisfy their basic needs, survive on the job, and have limited social interaction in English (Mainstream English Language Training project [MELT], 1985). How much longer must it take for those without a literacy background in the first language?

Research on effective interventions with this population in the United States is limited. The American Institutes for Research and Aguirre International conducted a 6-year What Works Study for Adult ESL Literacy Students, supported by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) and the Planning and Evaluation Service. The study focuses on adult English language learners who lack literacy skills in both their native language and English. Although, at publication date of this Q&A, the final report has not been disseminated, background information is available online (Condelli, 2001), as well as preliminary findings (Wrigley, 2002), some of which are included in this article.

This Q&A describes who literacy-level learners are, examines what skills literacy-level learners need to develop, and discusses the appropriate scope of literacy-level classes, as well as activities and techniques to support them.

Who Are Literacy-Level Learners?

Literacy learners are generally those with 6 or fewer years of education in their native countries who need focused instruction on learning to read and write in English. The population participating in literacy-level classes is diverse: Literacy classes may include men and women with different native languages, ages, length of time in country, life and language learning goals, and access to previous education (Centre for Canadian Language Benchmarks, 2000; Shank & Terrill, 1997). Literacy learners also have a range of oral skills in English from zero to high. (For a more detailed description of the types of first language literacy and effects on second language literacy, see Burt, Peyton, & Adams, 2003.) The following learners might attend the same literacy class:

Preliterate (native language as yet not developed in written mode). Wanankhucha, a Bantu from Somalia, entered the class as a recent refugee. She knows her native Af-Maay only orally, as the written language is being developed. Furthermore, as a refugee, Wanankhucha shows evidence of trauma.

Nonliterate (native language has written form, but learner has no literacy). Trang is a young woman from rural Vietnam who grew up without access to education, and because of the fallout from the Vietnam War, she lacks many of the cultural supports that helped older Vietnamese refugees prosper in the United States.

Semiliterate (learner has minimal literacy in native language). Roberto attended a rural school in El Salvador for 3 years, after which, although he wanted to continue, his family needed him to work on the family farm.

Nonalphabet literate (learner is literate in language that is not alphabetic). Xian is a senior from China. He was a minor bureaucrat who is highly literate in Chinese nonalphabetic script, but he is unfamiliar with any other alphabet, including Roman.

Non-Roman alphabet literate (learner's native language uses alphabet other than Roman). Khalil comes from Jordan. He completed 2 years of secondary school and is literate in Arabic.

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Roman-alphabet literate (native language is written with Roman alphabet). Alex is a senior from Russia. As a young man, he studied French. Even though he was a professional (engineer) in his own country, he does not want to move to a higher level class.

Others who may benefit from a literacy-level class are individuals with learning disabilities or individuals who, because of age, physical or mental health issues, or family situations, find that the slow and repetitive pace of such a class better meets their needs and goals (Holt, 1995).

What Skills Do Literacy-Level Learners Need to Develop?

At the most basic level, literacy learners need to understand that texts have a beginning, a middle, and an end; that English is read from left to right and from up to down; and that written words can represent a story, just as pictures do. They need to be ready to learn, to see patterns, and to associate symbols with objects.

Then, they need to be able to develop four key reading skills: phonological processing, vocabulary development, syntactical processing, and schema activation (Burt, Peyton, & Adams, 2003). Relating to these four skills, learners need to be able to do the following (Brod, 1999; Florez, 2002; Van Duzer, 1999):

- recognize and reproduce letters and other graphic symbols related to the language;
- manipulate sound-symbol correspondences efficiently;
- understand and apply grammar and usage conventions;
- develop an ever-growing vocabulary bank;
- set and pursue a purpose for reading or writing;
- identify and use structural and organizational features common to English; and
- activate appropriate strategies for reading comprehension (e.g., gaining meaning from context, using pictures and other graphics, predicting, and skimming/scanning) or developing a piece of writing (brainstorming, outlining, drafting, using feedback, editing).

There are literacy learners who will need to expend time and energy mastering these very basic skills and components. Learners coming from preliterate traditions may find two-dimensional graphic literacy in general—letters, maps, graphs, charts, even pictures—difficult to interpret (Hvitfeldt, 1985). All non-English speakers will be challenged to hear and replicate the sounds of English, a necessary element in the sound-symbol correspondence skills deployed in successful reading (Burt, Peyton, & Adams, 2003). However, it is important to balance basic skills development with fostering of higher level, comprehension-attack skills (Brod, 1999; Van Duzer, 1999).

What Is the Scope of the Literacy Class?

To some extent, literacy-level classes vary because of program type (general, family, workplace, or corrections); intensity; and learner needs and goals. Yet all programs for this population will need to concurrently develop the four language skills of listening, speaking, reading, and writing. As research suggests, for beginning readers of a second language, oral proficiency in the target language is key to developing reading ability (Burt, Peyton, & Adams, 2003).

Also applicable to planning instruction for adult literacy learners are Malcolm Knowles' (1973) principles of adult learning: Adults are self-directed, practical, and problem solving; they have reservoirs of experience to help them learn new things; and they want to know why something needs to be learned and how it will be applicable to their lives (Florez & Burt, 2001).

Finally, learners themselves have a variety of purposes and goals for developing English literacy. Learner needs assessment assures learners a voice in their instruction and keeps content relevant and vital to their lives and goals. It also gives the teacher an opportunity to learn what skills learners bring to the classroom and which ones they feel they need to strengthen (Brod, 1999; Shank & Terrill, 1997).

What Are Effective Activities for Literacy Learners?

A literacy-level lesson begins with learner experiences. It integrates listening and speaking with reading and writing and balances basic skills development with development of strategies for understanding and communicating. The content is relevant, and there are opportunities to connect the learning to real-world practices. Class field trips to supermarkets or to museums provide a venue to practice speaking and reading skills, especially when public buses or metros are used (Brod, 1999; Centre for Canadian Language Benchmarks, 2000; Florez, 2002; Holt, 1995; Wrigley, 2002).

The first step, as with any instruction, is a learner needs assessment. Some suggested activities for needs assessment with literacy-level learners include the following:

• Ask learners to look through their texts and place five Post-it notes on pages with information they think is most important for them to learn.

• Practice a simple pictorial strip story about a non-English speaker who has three specific needs for learning English (*Alex needs to learn English for work, to listen to music, and to make friends*); then ask learners to brainstorm and substitute why they need to learn English.

• Have learners complete a simplified or pictorial checklist of what they want to read or write, e.g., grocery lists, job applications, notes to child's teacher, etc. (Holt, 1995; Shank & Terrill, 1997).

Once needs are determined, there are a number of activities that are used with literacy-level learners:

Dialogues with related activities. Oral dialogues can be springboards for literacy-oriented activities such as cloze or substitution. Learners substitute different vocabulary words in a structured dialogue, sentence strips, role plays, or dictation.

Vocabulary-building activities. For literacy-level learners, matching pictures to words is key for vocabulary development. Flash cards, concentration games, labeling, vocabulary journals, picture dictionaries, and bingo activities can be used to practice vocabulary.

Conversation grids. Grids engage learners in structured oral exchanges as well as written questions and answers.

Language Experience Approach (LEA). The teacher records text that learners generate around a shared picture or event, drawing out vocabulary that is relevant to the learners. Other activities based on the learner-generated text follow, such as vocabulary development, phonics exercises, choral reading, or dictation.

Phonics exercises. Exercises such as minimal pairs or identifying initial word sounds are important components of literacy-level lessons. Connecting such exercises to the vocabulary being taught in a lesson contextualizes the learning and makes it relevant. Whenever possible, use authentic materials (flyers, schedules, advertisements, bills) to connect literacy development to real-world tasks.

Class surveys and dictations of students' names, phone numbers, and addresses. These activities can provide interesting, relevant content while developing encoding skills. More tactile versions such as drawing the letters in sand with the fingers, coloring letters, or manipulating plastic cutouts of letters may offer some variety (Brod, 1999; Florez, 2002; Holt, 1995; Moss, Shank, & Terrill, 1997; Tom, Tiller, & Bigelow, 1998; Wrigely, 2002).

What Does an Effective Literacy Lesson Look Like?

Following is a sample lesson that employs activities to develop the four key reading skills (phonological processing, vocabulary development, syntactical processing, and schema activation):

1. As a class, learners brainstorm vocabulary on a specific topic, such as food shopping (*schema activation*).

2. Flashcard practice (whole group and pair) familiarizes learners with food vocabulary (*vocabulary development*).

3. The class groups food words that begin with similar sounds, *e.g., cheese, chicken,* and *cherries* (*phonological processing*).

4. Learners practice a three-line scripted dialogue ("I am going shopping." "What do you need?" "I need bread, beans, and chicken.") first as a whole group, then acted out by volunteers, and finally as pairs where learners substitute other food vocabulary (*vocabulary development*).

5. Learners complete cloze worksheets, inserting words that have been deleted from the dialogue or, alternately, do pair dictations of the dialogue (*syntactical processing*).

6. For homework, learners create their own shopping list of five items they actually need; they can copy new food words from packages, etc. (*vocabulary development; schema activation*).

In addition to these activities, effective lessons incorporate techniques relevant for all adult education classes: repeating and spiraling material, presenting new material in multiple ways, and establishing classroom routines (Brod, 1999; Florez & Burt, 2001; Tom, Tiller, & Bigelow, 1998; Wrigley, 2002).

How Can Learner Progress Be Assessed?

Assessment is an important part of any instruction, as it keeps both the teacher and learners informed of what has been achieved and what still needs work. It also provides a venue for learners to develop self-reflection and self-evaluation skills. Many of the activities described in this Q&A can be used for assessment (for example, cloze exercises, substitution

drills, and role plays). Ongoing teacher observation is also part of assessment. Learners can engage in self-assessment by completing checklists after a set of activities or at the end of a class (Florez, 2002; Holt, 1995).

Conclusion

Literacy-level learners "may be beginning learners, but they are not beginning thinkers" (Brod, 1999, p. 5). Like all learners, they bring diverse strengths and needs to the adult ESL classroom. Teachers need to provide instruction that acknowledges and addresses these strengths and needs, engages learners in challenging and relevant topics, and provides them with tools they can use to meet their responsibilities and goals.

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Gramer, M. F. (1994). *Basic Oxford picture dictionary.* New York: Oxford University Press.

Hands-on English. Published 6 times a year, for teachers and tutors of adult ESL. (Available from Hands-on English, P.O. Box 256, Crete, NE 68333, www.handsonenglish.com)

Mrowicki, L. (1988). *Starting to read.* Palatine, IL: Linmore.

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The following online resources demonstrate the scope, strategies, and activities for successfully working with literacy-level learners:

Arlington Education and Employment Program. (2003). *The REEP ESL Curriculum For Adults*. Provides information about needs assessment, goal-setting, course and lesson planning, and offers sample lessons on health and work. www.arlington.k12.va.us/instruct/ctae/adult_ed/REEP/reepcurriculum/sitemap.htm (To find curriculum for literacy level-learners, go to “Resources,” click on “Lesson Plans,” and look for “Level 100.”)

Centre for Canadian Language Benchmarks. *ESL for Literacy Learners* and ancillary materials. Defines ESL literacy and suggests appropriate methodology. www.language.ca/bench/literacy.html

Department of Education (MA). *Framework for Adult ESOL in the Commonwealth of Massachusetts* (1999/2002). Offers basic principles for working with adult learners. http://www.doe.mass.edu/acls/frameworks/esol.pdf or http://www.doe.mass.edu/acls/frameworks/esol.doc

ERIC/NCLE Digests, Q&As, and Briefs are available free from NCLE, 4646 40th Street NW, Washington, DC 20016; 202-362-0700, ext. 200; email: ncle@cal.org; and on the Web at http://www.cal.org/ncle/DIGESTS.

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Online Resources

The Help! Kit For Secondary Teachers of Migrant English Language Learners
http://www.escort.org/products/secondaryhelpkit.html

The Help! Kit is a comprehensive resource guide that provides information to teachers who are seeking practical advice on how they can more effectively teach, evaluate, and nurture limited English proficient (LEP) migrant students. The Help! Kit provides mainstream teachers with instructional strategies and resources that will benefit all LEP migrant students and can also assist them with other students who have varying levels of English proficiency and learning styles. Research-based teaching strategies that focus on key content areas and cultural information are also provided in this site. The Help! Kit is fully downloadable from the Web.

Culture and Orientation: Grades 9-12

Books

Olsen, L. (1997). Made in America: Immigrant Students in Our Public Schools. New York: The New Press.
http://www.californiatomorrow.org/publications/cts.pl?pub_id=7

This book offers a portrait of life at a public high school. Olsen spent two and a half years attending classes, observing, and interviewing teachers, administrators, students, and parents. Through their stories, Olsen discovered a contemporary version of the Americanization of immigrants. From the challenges of bilingual education to combatting cultural sterotypes, Olsen explores what it looks like and feels like to go to school and to teach in a time of increasingly complex cultural relations.

Jaramillo, A., Olsen, L., Perez, Z. M., & White, J. (1999). Igniting Change for Immigrant Students: Portraits of Three High Schools. Oakland, CA: California Tomorrow.
http://www.californiatomorrow.org/publications/cts.pl?pub_id=17

This volume offers the stories of a school change process in three high schools that partnered with California Tomorrow to demonstrate an equity-centered approach to educational improvement. This book describes California Tomorrow's process model and nine principles for school change, reflects on lessons learned about what it takes to put equity, access, language, and culture at the heart of school reform, portrays the reality of reform work in two very different school contexts, and evaluates the impact of work on the schools, teachers, administrators and students.

Digest

Promoting Secondary School Transitions for Immigrant Adolescents
http://www.cal.org/resources/digest/lucas001.html

Promoting Secondary School Transitions for Immigrant Adolescents

by Tamara Lucas, Montclair State University, NJ

ERIC Clearinghouse on Languages and Linguistics
EDO-FL-97-04, December 1996

This digest is drawn from information included in *Into, Through, and Beyond Secondary School: Critical Transitions for Immigrant Youth* (Lucas, 1997), the first title in the Program in Immigrant Education's *Topics in Immigrant Education* series.

Immigrant students constitute an ever increasing proportion of the school-age population, particularly those enrolled at the secondary school level. For students at this level, the difficult transitions of adolescence combined with the challenge of learning to express thoughts, develop a personality, and master academic content in a language they are still learning can be overwhelming (Spenser & Dornbusch, 1990). The inability to communicate ideas and feelings confidently can result in confusion, frustration, anger, and alienation. In addition, immigrant students must balance the value systems of their native culture, ever present at home, with those of the dominant culture, which prevail at school.

This digest highlights three ways educators can help immigrant secondary school students through these critical transitions and provides brief descriptions of three programs that are working to facilitate these transitions.

Provide Access to Information

Learning the rules and practices of a new school system is challenging for immigrant students and their parents, and they need information to become successfully integrated into the U.S. school system. This information can be provided in many ways.

Intake centers or parent information centers are located at schools or district offices and are often staffed with bilingual professionals. These centers register, assess, and place students in programs and provide oral and written information to their parents in their native languages. Such centers may also convene ongoing parent meetings.

Workshops and seminars inform families about school rules, procedures, grading, extra-curricular activities, and special support services; expectations regarding attendance, homework, and family involvement; and college preparation and career guidance.

School documents and orientation materials should be translated into the home languages of immigrant students. However, because some students and their parents may not be literate in their native language, schools should not rely solely on written documents. In Prince George's County, Maryland, school staff have developed a video in several languages about school procedures, expectations, and opportunities, for parents to view while their children are being enrolled at the intake center.

Structured relationships with school staff through teams, clusters, schools within schools, student buddies, and counselors are also key for providing information to immigrant students and helping them get involved in school activities.

Support English Language and Academic Development

At the secondary level, immigrant students must learn English, master academic content, and earn high school and college credits in order to pursue challenging careers and higher education. Schools take a number of approaches to help students attain these goals.

Newcomer schools are special schools for recent immigrant students (see Chang, 1990; Friedlander, 1991). A major purpose of these schools is to support the adjustment of recent immigrants into their new society and school. This includes, but is not limited to, English language development and, in some cases, continued native language development. In many newcomer schools, students attend classes for half a day and then a regular middle or high school for the other half; in others, students attend all day for 6 months before they are enrolled in mainstream schools.

English as a second language (ESL) programs usually consist of a series of courses designed for students with varying levels of English proficiency—beginning, intermediate, and advanced. They may also include special courses for low literate students, students with limited prior schooling, and those who are beyond the advanced level but are not ready for mainstream classes. Students may take a combination of ESL, sheltered content, and mainstream classes, depending on English proficiency, native language literacy, and academic background.

Sheltered English content programs teach challenging academic content (e.g., math, science, social studies) in English. Instructional materials, teacher presentations, and classroom interaction are adapted so that learners can understand them and participate. (See Short, 1991, for ways these adaptations can

be made.) The quality and effectiveness of these programs depend on the ability of teachers to provide instruction in English that is accessible to English learners without oversimplifying the academic content.

Bilingual education programs acknowledge and build upon students' ability to speak, read, and write in languages other than English. At the secondary level, these programs usually consist of content courses in the students' native languages, enabling them to study academic content at their appropriate grade level. Some programs emphasize continued development of the native language, but most are designed to promote the transition to English.

Alternative schools are designed for students who are unable to take advantage of newcomer programs or special curricula in regular schools because of factors that affect their ability to attend and complete school, such as the need to work and support families. In these schools, students can begin studying in the late afternoon and take academic classes that grant graduation and college credits.

Promote Access to Postsecondary Education

Immigrant students face many obstacles in making the transition to higher education and need guidance to negotiate the system successfully. A number of programs provide basic information about preparing for, selecting, and applying to colleges, and help students throughout the process. Academic support services such as tutoring, summer schools, weekend programs, and academies improve students' academic and English language skills. Linkages with higher education institutions, through mentoring by college or university students and college visits, can help students learn about and envision themselves attending a university.

Because education is more necessary than ever for success in today's workforce, all students should be encouraged to pursue higher education. However, whether or not students are immediately college bound, all of them need a secondary education that is academically challenging and develops the required knowledge and skills necessary for success in the labor market. Unfortunately, many English language learners are placed in vocational education classes that are not academically challenging. Effective pathways to the world of work include career exploration, career guidance, career academies, cooperative education, youth apprenticeship, school-based enterprises, entrepreneurship education, internships, youth service, service learning, and work-based mentoring.

Program Profiles

The International High School at LaGuardia Community College in Queens, New York is a 4-year comprehensive high school designed for limited English proficient students who have lived in the United States for fewer than 4 years. The school's mission is to enable all students "to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college, and beyond" (International High School, n.d.). Designated as an alternative high school within the New York City school system, it is different from most newcomer schools because it is not temporary (students attend all 4 years) and does not segregate newcomers entirely. Because "all" of the students are recent immigrants, they are central, not peripheral, to the school. The school has been completely restructured to promote collaboration and develop relationships within the school community. Content is taught in 12 interdisciplinary clusters, each linking four subjects (math, science, social studies, and language arts) around a theme. Groups of approximately 75 students work together in a cluster with 4 to 8 staff members, with whom they stay for an entire trimester. Students can use their native languages socially and in class and can choose to develop them by taking courses. They have access to all of the college's facilities, can interact with college students, and can take college courses for credit. A career education program is built into 2 of the 12 interdisciplinary clusters, to ensure that students know how to make the transition beyond high school. All students go through an internship sequence during their tenure at the school.

AVID (Advancement Via Individual Determination), initiated in San Diego, California, works to place under-represented students from linguistic and ethnic minority groups in rigorous academic classes while providing a system of support and advocacy, which includes explicit instruction in skills that are essential to academic success. It aims to prepare these students to perform well in high school and to pursue a college education. Students are enrolled in a course during the school day that teaches strategies for interpreting and analyzing texts, writing essays, taking tests, and approaching faculty for assistance. In addition, teachers and aides tutor students outside of class in academic subjects. School staff also provide extensive personal and social support by communicating with the parents, counseling students with personal problems, helping students through the college selection and application process, bringing college and university representatives to the school, and arranging visits to college and university campuses.

Project Adelante was established at Kean College (New Jersey) to inspire Grade 6-12 Hispanic students

learning English to work toward the long-term goals of high school graduation and college entry. Students are encouraged to remain in the program from the time they enter until they complete high school. Students attend a Saturday academy in the fall and spring semesters and a 5-week summer academy on the Kean College campus. The program includes academic instruction, career and personal counseling, peer tutoring, mentoring by Hispanic professionals, and family involvement. Transportation is provided for all students, and parents are encouraged to attend classes. The academic curriculum is thematically organized, based on a whole language approach, and is taught by teachers from the participating school districts. Three counselors are on the staff to teach classes and meet with students in individual and group counseling sessions throughout the summer, fall, and spring sessions. In addition, the counselors establish an important link with the parents by organizing meetings and activities to help them understand and encourage their children (Center for Applied Linguistics, 1994).

Conclusion

To enable immigrant students to make smooth transitions into, through, and beyond secondary school, our schools must commit to functioning as communities, building bridges to students' families and to other organizations outside the school, providing students with information about the broader U.S. culture as well as the culture of the school, and developing curricula and instruction that incorporate students' experiences, knowledge, and skills. The development of English language abilities, academic skills, and content knowledge, accompanied by support for native language development, can provide the foundation for the future success of immigrant students in secondary schools and beyond.

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Lucas, T. (1997). *Into, through, and beyond secondary school: Critical transitions for immigrant youth.* Topics in immigrant education series. McHenry, IL and Washington, DC: Delta Systems and Center for Applied Linguistics.

Short, D. J. (1991). *How to integrate language and content instruction: A training manual.* Washington, DC: Center for Applied Linguistics.

Spenser, M. B., & Dornbusch, S. M. (1990). Challenges in studying minority youths. In S.S. Feldman & G. Elliot (Eds.), *At the threshold: The developing adolescent* (pp. 123-46). Cambridge, MA: Harvard University Press.

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Online Resources

California Tomorrow
http://californiatomorrow.org/

California Tomorrow works with schools, family-serving institutions, early childhood programs, and communities to respond positively and equitably to diverse populations. California Tomorrow identifies and designs new models of practice for a diverse society and guides and supports the work required to implement these models.

Cultural Orientation Center
http://www.culturalorientation.net

The Cultural Orientation Center produces monographs on the people, history, and culture of different refugee groups to help U.S. service providers understand the new refugee populations. Other orientation materials include bilingual phrasebooks, health resources guides, and a website devoted to cultural orientation.

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Council of Chief State School Officers

Professional Development: Grades 9–12

Books

Echevarria , J., Vogt, M., & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model, 2/E.* Boston: Allyn & Bacon
http://www.ablongman.com/catalog/academic/product/0,4096,0205386415,00.html

This text describes the research-based Sheltered Instruction Observation Protocol (SIOP) Model, which provides school administrators, staff developers, teachers, teacher candidates, university faculty, and field experience supervisors with a tool for observing and quantifying a teacher's implementation of quality sheltered instruction. *Making Content Comprehensible* presents a coherent, specific, field-tested model of sheltered instruction that specifies the features of a high-quality sheltered lesson that teaches content material to English learners. Each of the 30 items from the SIOP model are illustrated through vignettes. Three different lessons for each item are rated and discussed, allowing the book to be applied to a variety of content areas and grade levels.

Gonzalez, J., & Darling-Hammond, L. (1997). *New concepts for new challenges: Professional development for teachers of immigrant youth.* Washington, DC: Center for Applied Linguistics.
http://calstore.cal.org/store/detail.aspx?ID=37

As the presence of immigrant students is felt in schools nation-wide, school staff are increasingly under pressure to examine their assumptions concerning their students and their own instructional practices. In this book, the authors develop a framework for considering what teachers need to understand about their students, what kinds of professional development experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors describe promising new structures and practices for professional development, particularly those that promote community, collegiality, and collaboration. Several successful preservice and inservice programs are profiled.

Jameson, J. H. (1999). *Enriching content classes for secondary ESOL students: Complete inservice training materials for middle and high school content* (Manual, Guide, & Video). Washington, DC: Center for Applied Linguistics and Delta Systems.
http://calstore.cal.org/store/detail.aspx?ID=152

These comprehensive, inservice training materials are designed for middle and high school content teachers (teachers of math, science, social studies, and language arts) whose mainstream classes include students learning English. The training shows teachers how to teach both content and related academic language to all students, including English language learners, using techniques such as graphic organizers, scaffolded lessons, cooperative learning, alternative assessment, and multicultural activities. The trainer's manual includes a transcript and transparency masters. The participants' study guide includes handouts for participants. (Additional study guides for use by inservice participants can be purchased as well.) The 34-minute video, entitled *Communicative Math and Science Teaching*, provides video observations of exemplary secondary school content classrooms.

Rosenthal, J. W. (1996). *Teaching science to language minority students.* Philadelphia: Multilingual Matters.

Complete with a glossary of the linguistic terms used, this book, although written basically for instructors of English language learners (ELLs) in undergraduate college science courses, may be useful to high school science teachers of ELLs as well. The nine chapters of the book may be read from start to finish or as a quick reference by topic, according to the reader's needs. The author's recommendations aimed at improving science instruction for ELLs will also help native English speakers who experience difficulty learning science.

Schleppegrell, M. J., & Colombi, M. C. (Eds.). (2002). *Developing advanced literacy in first and second languages: Meaning with power.* Mahwah, NJ: Lawrence Erlbaum.

The 13 authors of this book share a view of literacy that emphasizes the importance of both the social contexts and the linguistic challenges that students face when they engage in academic tasks requiring advanced levels of reading and writing. Developing advanced literacy is particularly challenging for students who do not use academic language outside of the classroom, and although much is known about early literacy, less has been written about helping students to develop advanced literacy as they move into secondary school education. Seven of the 13 chapters in this book focus specifically on instructing English language learners.

CD

Teemant, A., Pinnegar, S., & Graham, R. (2003). *The second language literacy case. A video ethnography of teaching second language students content through literacy development.* Provo, UT: Harris Video Cases. http://calstore.cal.org/store/detail.aspx?ID=272

A set of four CD-ROMs display video clips of university professors, teachers, students, and parents discussing the issues related to second language literacy for elementary and secondary students. The seven studies on these CD-ROMs focus on four aspects of each topic discussed. They are guiding principles, essential policy, standards, critical learning domains (cognitive), and classroom strategies.

Conference Proceedings

Boyson, B. A., Coltrane, B., & Short, D. J. (Eds.). (2003). *Proceedings of the first national conference for educators of newcomer students*. Washington, DC: Center for Applied Linguistics. http://www.cal.org/projects/NCConfPilotStud.htm

These proceedings, available online, offer summaries of more than 35 presentations from the 2002 conference that focused on newcomer program design, curriculum and instruction, and professional development for educators of English language learners—both elementary and secondary—who are new immigrants to the United States. Current research on newcomer programs and practical guidelines for establishing such a program were included in the conference program, as was a session on the *No Child Left Behind* legislation.

Sample Search of the ERIC Database: Grades 9–12

These documents were identified by searching the ERIC database using the following combination of ERIC descriptors and keywords:

English (Second Language) or Limited English Speaking
and
High School Students or Secondary Education or Grade 9 or Grade 10 or Grade 11 or Grade 12
and
Literacy or Literacy Skills or Literacy Education or Biliteracy or Reading/DF or Reading Instruction [as major descriptors]
and
Not Foreign Countries

Search Results

EJ653524
Title: Changing Lives: Teaching English and Literature to ESL Students.
Authors: Ernst-Slavit, Gisela; Moore, Monica; Maloney, Carol
Source: Journal of Adolescent & Adult Literacy, v46 n2 p116-28 Oct 2002
Provides teachers with selected background knowledge and strategies that enhance the learning process for English as a Second Language (ESL) students in secondary classrooms. Discusses the stages of language development and cultural adaptation that all second-language learners navigate through. Outlines important linguistic and cultural processes. Suggests effective activities for students in various stages within those processes.

EJ645348
Title: Russian Bilingual Science Learning: Perspectives from Secondary Students.
Authors: Lemberger, Nancy; Vinogradova, Olga
Source: International Journal of Bilingual Education and Bilingualism, v5 n1 p58-71 2002
Describes one secondary Russian/English bilingual science teacher's practice and her literate students' experiences as they learn science and adapt to a new school. Discusses the notion of whether literacy skills in the native language are transferable to a second language.

EJ643220
Title: Teaching Reading Strategies: "It Takes Time!"
Author: Farrell, Thomas S. C.
Source: Reading in a Foreign Language, v13 n2 p631-46 Spr 2001
Outlines a case study of how one teacher attempted to incorporate strategy training into his secondary school English reading classes. The teacher attempted strategy training in questioning, clarifying, and predicting strategies and vocabulary recognition techniques for less proficient English students with mixed success. The teacher was successful in getting students to achieve some metacognitive awareness of their reading processes.

EJ642763
Title: The Process of Becoming a Participant in Small-Group Critical Discussions: A Case Study.
Author: Nussbaum, E. Michael
Source: Journal of Adolescent & Adult Literacy, v45 n6 p488-97 Mar 2002
Presents a case study of one classroom teacher's attempt to develop critical discourse in students, focusing particularly on the ability of language-minority students to participate in critical discussions. Suggests that allowing students to explore topics of personal relevance--as may occur in a critical literacy curriculum--is one way of stimulating motivation and therefore complex discussion.

ED462014
Title: Teaching Reading to Low-Literate Language Minority High School Students.
Author: Thomas, Thomas
Publication Date: 1999
Available from: EDRS Price MF01/PC03 Plus Postage.
This paper, written from the perspective of a classroom teacher who is also the child of immigrant parents, examines issues related to teaching reading to low-literate minority students for whom English is not their first language. The paper presents background issues, examines the process of language acquisition, and focuses on the following: the political context (this country is in the middle of a controversy over bilingual issues, with several states arguing over how to teach new immigrants and various federal mandates about bilingual education); educational factors that affect the process of gaining English proficiency (teacher effectiveness and student motivation); cultural factors that influence immigrants' adjustment to U.S. education (including language); key principles of second language acquisition (e.g., literacy in the first language); age and second language acquisition; language and meaning (the importance of cultural relevance); and instructional strategies (environment, meaning and the language experience approach, content-centered approach, and cooperative learning).

EJ634565
Title: Learning Language and Critical Literacy: Adolescent ESL Students.
Author: Alford, Jennifer
Source: Journal of Adolescent & Adult Literacy, v45 n3 p238-42 Nov 2001
Addresses two interrelated factors needed to be resolved at the commencement of any Critical Literacy approach in the mainstream subject classroom--the nature of the texts presented and the concept of resistance. Lists three strategies that help to build background knowledge: activating existing prior knowledge; building on that knowledge from a contemporary localized perspective; and adding new information during reading.

EJ611091
Title: A Meaning-based ESL Reading Program.
Author: Kruger, Arnold
Source: Reading Improvement, v37 n2 p50-55 Sum 2000
Outlines a meaning-based reading program for English-as-a-second-language teenagers in grades 8-12 aimed at promoting analytic thinking, cultural integration, and creative processing skills, as well as increased English proficiency. Discusses general and specific objectives, reading materials, types of reading programs, integrated and followup activities, feedback, timeframe, and manpower and funding requirements.

ED446174
Title: Enabling Academic Success for Secondary Students with Limited Formal Schooling: A Study of the Haitian Literacy Program at Hyde Park High School in Boston.
Author: Walsh, Catherine E.
Publication Date: 1999
Available from: EDRS Price MF01/PC04 Plus Postage.
This publication documents a successful literacy program for a specific at-risk group, the Haitian Literacy Program at Hyde Park High School, Boston, Massachusetts. In operation since 1988, the Haitian Literacy Program is the longest running high school literacy program in the region for bilingual students with limited formal education. Through a case study approach, the educational success of these students and the program traits that staff and students believe have enabled academic achievement, high school graduation, and participation in higher education are examined. The program is designed for secondary school students with less than a fourth-grade level of formal education or no literacy skills in their native language or English. It is an intensive, self-contained program focused on developing the skills needed to participate in bilingual education classes. In its 9 years of operation, the program has averaged 20 students each year. Data were collected through case study and collaborative approaches from document reviews, ethnographic observations, interviews, and focus group discussions. Key elements of program success were identified as: (1) the commitment and dedication of the native language teacher; (2) the relationship between English as a second language and native language teachers and instruction; (3) the interdisciplinary, thematic, and self-contained instructional format; and (4) the self-determination of the students. Three appendixes contain discussions of data sources and initial literacy assessments and a literacy checklist.

EJ565057
Title: Previewing Challenging Reading Selections for ESL Students.
Authors: Chen, Hsiu-Chieh Sophia; Graves, Michael F.
Source: Journal of Adolescent & Adult Literacy, v41 n7 p570-71 Apr 1998
Describes a simple previewing procedure that provides support for second-language students dealing with challenging reading selections. Describes a preview, gives an example, and suggests why they are effective. Summarizes results of a study, and concludes with suggestions for using previews in the classroom.

EJ587441
Title: The Everyday Literacy Behavior of an Adolescent Mother for Whom English Is a Second Language.
Author: McNemar, Britta S.
Source: National Reading Conference Yearbook, v47 p274-84 1998
Availability: National Reading Conference, Inc., 122 S. Michigan Ave., Ste. 1776, Chicago, IL 60603.
Presents a case study on the ways a low-income adolescent mother for whom English is a second language uses literacy at home, in school, and in the community. Traces her development in her interactions with her child, her transactions with texts that enabled her to fulfill responsibilities as a mother, and her use of multiple literacies to communicate with others.

ED432147
Title: Academic Success for Long-Term ESL Students.
Authors: Newell, Jessica; Smith, Joye
Publication Date: March 1999
Available from: EDRS Price MF01/PC01 Plus Postage.
The study examines the population of long-term students of English as a second language (ESL), those who are enrolled in ESL programs for four to eight years but have not mastered the cognitive and academic skills in English to compete at grade level, in one New York City (New York) high school, and the efforts being made to address this population's needs. Background information is offered on student entry into and progress in the school system's ESL programs, and possible general factors in the lack of progress of long-term ESL (LTL) students. The procedures for identifying LTL students at the high school in question are described, using student writing samples as illustration. The program of literacy instruction designed to address these students' needs is elaborated, again using case examples. The program includes reading and writing components, note-taking skill development, native language arts instruction, several forms of assessment, and active support of this population by teachers and administrators.

ED428578
Title: Creating "Vietnamerican" Discourse: Ethnic Identity in the ESL Classroom.
Author: Allendoerfer, Cheryl
Publication Date: April 1999
Available from: EDRS Price MF01/PC02 Plus Postage.
An ethnographic study examined how learning English and becoming more literate in the dominant discourse affects the identity or self-concept of Vietnamese immigrant students, and how new discourse may be created as students negotiate multiple literacies. It was conducted in a Seattle area high school and focused on 22 Vietnamese students in an English-as-a-Second-Language (ESL) program, all of whom had lived in the United States for one to four years. Data were gathered using observation, informal conversations, a photography and writing project undertaken with the students, and formal interviews with students, teachers, and administrators. Analysis explored several issues: how students perceived their ethnic identities; what "Americanization" means to the students, their parents, and their teachers; how definitions of the concept differ among the groups, and the conflicts that may arise therefrom; and whether immigrant students need to identify with the dominant discourse or majority culture to succeed in American schools. Results challenge the assumption that assimilation means adopting elements of the new culture alongside the native culture, and suggest that a third culture is constructed with elements resembling elements of the first two but fundamentally different from either. Contains 18 references.

EJ576198
Title: Language and Literacy Issues Related to Mexican-American Secondary Students.
Author: Perez, Bertha
Source: High School Journal, v78 n4 p236-43 Apr-May 1995
Journal availability: University of North Carolina Press, Box 2288, Chapel Hill, NC 27515- 2288 (annual subscription: $20 U.S., $15 foreign; individual issues: $6.00 U.S., $7.50 foreign).
Reviews the limited research on language and literacy instruction of Mexican-American secondary students. Emerging themes indicate that secondary bilingual programs are few; English-as-a-Second-Language is the most widely used approach for developing language skills; schools that are effective with limited-English-speaking students use more integrated, holistic approaches. Contains 35 references.

EJ573712
Title: Literature-Based ESL for Secondary School Students.
Authors: Custodio, Brenda; Sutton, Marilyn Jean
Source: TESOL Journal, v7 n5 p19-23 Aut 1998
Describes how to use literature based instruction to develop literacy skills and to prepare secondary-level second-language learners for mainstream classrooms, focusing on advantages to a literature-based approach (it promotes literacy development, provides language models, and integrates language skills); discussing why content-based instruction is effective; and noting ways to use literature-based instruction.

EJ573711
Title: Professional Development from the Inside Out.
Author: Jaramillo, Ann
Source: TESOL Journal, v7 n5 p12-18 Aut 1998
Describes a teacher-driven, teacher-defined professional-development process designed to create an immigrant-responsive high school. The project involved English-as-a-Second-Language and content teachers who collaborated to improve students' literacy. They examined other models, their own needs, and student data, then created an accelerated literacy approach and an observation tool for monitoring each others' classrooms.

EJ559656
Title: Enhancing ESL Reading Through Reader Strategy Training.
Author: Wright, Lora
Source: Prospect, v12 n3 p15-28 Dec 1997
Seven high school students of English as a Second Language (ESL) underwent a short course of reading strategy training, including learner needs assessment, focus on why and when strategies are used, and carefully selected reading texts. Six of seven improved reading comprehension in at least one of two measures, supporting the notion that reading strategy training can be effective.

EJ548826
Title: Literacy Acquisition through Literature (Literacy Issues in Focus).
Author: Langer, Judith A.
Source: Journal of Adolescent & Adult Literacy, v40 n8 p606-14 May 1997
Discusses a project and study that focused on literacy acquisition among middle school students from the Dominican Republic attending a school on Manhattan's lower East Side. Describes how a book writing project focusing on "stories from home" engaged students, taught them ways to discuss and ways to think, and fostered their literacy acquisition through literature.

ED407654
Title: Literacy Strategies.
Publication Date: 1997
Available from: EDRS Price MF01/PC05 Plus Postage.
The literacy strategies in this guide provide practical suggestions for teachers, regardless of discipline, to help middle school and high school students move to Levels III and IV on the North Carolina End-of-Grade Reading/Competency Tests. The strategies in the guide are designed for use with "inefficient" readers (not nonreaders). After an introduction, sections of the guide include: The Nature of Literacy; A Focus on Reading; Student Reactions to End-of-Grade Tests; End-of-Grade Testlets: Analysis; What Is Reading?; Strategies for Reading; Preparation-Engagement-Reflection; Scaffolding Reading Experiences; Prereading, Engagement, Reflection Activities for "Out of the Wild"; Instructional Activities: Prereading, Engagement, Reflection; Questioning for Comprehen-

sion; In the Classroom: Putting It All Together; Best Practices: Instructional Activities for Improved Reading; Working with Limited English Proficient Students: Strategies for Regular Classroom teachers; Students with Special Needs: Instructional Methods Teachers Can Use; and Metacognitive Strategies. Contains 51 references.

ED406856
Title: The Vocational Classroom: A Great Place To Learn English.
Author: Platt, Elizabeth
Publication Date: 1996
Availability: NCLE, 1118 22nd Street N.W., Washington, DC 20037.
This guide discusses the ways in which educators in technical and vocational education programs can maximize opportunities for limited-English-proficient students to learn English language skills. Vocational classrooms are viewed as potentially excellent environments for language learning because of the hands-on nature of the work, undertaken in pairs of small groups, using authentic materials and equipment, and requiring interpersonal communication. In addition, learners are often highly motivated. An introductory section reviews this approach and the literature supporting it. The second section looks at the role of the vocational curriculum in language teaching, including the types of language curricula (grammar-based, functional, and process-based) that can be used as referents in developing vocational-based language instruction, elements of vocational curricula that may be exploited for language learning, student need analysis and placement issues, and implications for implementation by vocational teachers, language teachers, and administrators. The third section offers more detailed suggestions for developing content-based language teaching activities, based on principles of scaffolding vocational instruction and fostering independent learning, at each of four proficiency levels from pre-speaking to high-intermediate/low-advanced. Examples of authentic activities are offered. Contains 63 references.

ED399787
Title: Becoming Literate in English as a Second Language.
Author: Goldman, Susan R., Ed.; Trueba, Henry T., Ed.
Publication Date: 1987
Availability: Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648.
A collection of articles on English-as-a-Second-Language literacy and literacy education include: “Contextual Issues in the Study of Second Language Literacy” (Susan R. Goldman); “Mexican Adult Literacy: New Directions for Immigrants” (Concha Delgado-Gaitan); “Factors Affecting Development of Second Language Literacy” (Richard Duran); “Reading in a Second Language: Studies with Adult and Child Learners” (Barry McLaughlin); “Patterns of Performance Among Bilingual Children Who Score Low in Reading” (Mary Sue Ammon); “Oral Reading Miscues of Hispanic Good and Learning Disabled Students: Implications for Second Language Reading” (Ofelia Miramontes); “The Development of Writing Skills Among Hispanic High School Students” (Benji Wald); “Metapragmatic Knowledge of School-Age Mexican-American Children” (Louise Cherry Wilkinson, Celia Genishi); and “Organizing Classroom Instruction in Specific Sociocultural Contexts: Teaching Mexican Youth To Write in English” (Henry T. Trueba). Author and subject indexes are included.

ED380817
Title: “My Trouble Is My English”: Asian Students and the American Dream.
Author: Fu, Danling
Publication Date: 1995
Availability: Boynton/Cook, Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912 ($21.50).
Examining the learning experiences of four Laotian students at a mainstream secondary school, this book describes and interprets the students’ learning situations and reveals their perspectives along with those of their teachers. The book introduces readers to the Savang family, refugees who left Laos. The book also shows how open journal writing assignments began to tap the rich stories this family had to tell. The book provides information on how students with different cultural backgrounds and learning styles react, behave, and learn in a classroom and how teachers can use that knowledge to create a community of learners. The first chapter provides background on the four siblings: their family and life in their home country, in their refugee camps, and in the United States. Chapter 2 of the book describes the four adolescents and their general situation at school. Chapters 3 though 6 are case studies of the four with a focus on their reading and writing experiences at school. The case studies in the book are organized thematically rather than chronologically (according to their ages). The concluding chapter reflects on the study and discusses issues related to literacy instruction and multiculturalism in the field of education.

ED377742
Title: Leer y Escribir Hoy (Reading and Writing Today).
Authors: Dean, Peggy; Uribe, Teresa Figueroa
Publication Date: 1990
Availability: Linmore Publishing, Box 1545, Palatine, IL 60078.
The literacy workbook is designed for native Spanish-speaking secondary students or adults with pre-reading skills and basic understanding of Spanish sound-symbol relationships. The materials' goals are to develop reading skills to bridge the gap between minimal reading abilities and literacy approaching the level of popular usage in newspapers and magazines, provide practice with the type of materials used in English-as-a-Second-Language (ESL) and Spanish high school equivalency classes, accelerate acquisition of ESL by developing transferable literacy skills, and improve self-confidence. The book is intended for use by individuals living in North America. It is divided into three units containing a total of eight lessons. Each lesson contains vocabulary, reading passages, and skill application exercises geared to the student's own experiences. Reading for meaning is encouraged. Each lesson contains six to eight different activities. Pre- and post-unit activities are also included.

ED376754
Title: Stories from LIFE at Falls Church High School. Literacy Is For Everyone (LIFE) Final Report.
Author: Cruz, Jane
Publication Date: 1993
Available from: EDRS Price MF01/PC06 Plus Postage.
The report describes the development and implementation of Literacy Is For Everyone (LIFE), an English-as-a-Second-Language literacy program for limited-English-speaking immigrant families of students at Falls Church High School (Virginia). Participating families attended evening classes, groups, and workshops to develop literacy skills and become empowered to participate in their children's school and activities. Program components include 2-hour semi-weekly evening classes, access to two computer laboratories with software for language skill and critical thinking skill acquisition, peer tutoring with volunteers from the National Honor Society and Spanish Honor Society, child care provided by the high school child development program, collaborative activities for adults and high school and middle school students, and field trips. The report details program structure, student and facilitator participation, program strengths and challenges, and related resources available to instructors and participants. Anecdotes of program events and personal experiences are included throughout. Appended materials, which form the bulk of the report, contain supporting documentation for each chapter and a budget outline.

ED366766
Title: ESL Resource Center. An Annotated Bibliography of Selected Resources for Vocational Preparation for Limited English Proficient Students.
Authors: Binder, Andrea, Comp.; And Others
Publication Date: April 1993
Available from: EDRS Price MF01/PC02 Plus Postage.
This annotated bibliography contains publication data and information on the content and availability of 58 resource materials that are recommended for use in vocational preparation programs for individuals with limited English proficiency. Descriptions of the resource materials are organized into sections on the following topics: English as a Second Language (ESL), career guidance, vocational training, vocational English as a Second Language, and workplace literacy. Each resource description contains some or all of the following: record number; title; author; editors; edition; publisher; place of publication; month/year of publication; price; location; ERIC code; format; source of information about the resource material; and description of the resource material's content, intended audience, and intended/recommended use(s). Included among the types of resource materials listed are the following: software/courseware, bibliographies, textbooks, teacher guides/handbooks, picture cards, practice books, inventories, test batteries, and videos. Materials for use in secondary-level and adult basic education programs are described. Also included is information about the ESL Resource Center database and various codes used in the database.

EJ487683
Title: Assessment and Teacher Perceptions of ESL Student Achievement.
Author: Klesmer, Harold
Source: English Quarterly, v26 n3 p8-11 Spr 1994
Presents data from a study of 12-year-old English-as-a-Second-Language students in metropolitan Toronto and their significantly unsatisfactory educational development in language and literacy skills. Discusses implications of these findings, particularly with regard to educational change to help marginalized student groups. Finds that ESL students require at least six years to approach native speakers' norms.

EJ481841
Title: Library Literacy Programs and the At-Risk Adolescent.
Author: Feehan, Patricia
Source: Catholic Library World, v64 n2-3 p51-56 Oct-Mar 1993-94
Defines at-risk adolescent students, including remedial readers, pregnant teenagers, handicapped students, speakers of English as a Second Language, and public library dropouts; and describes literacy programs that enhance self-esteem and establish the library as an alternative learning source, many developed in a literacy course at the University of South Carolina.

EJ480405
Title: Biliteracy Practices and Issues in Secondary Schools.
Author: Perez, Bertha
Source: Peabody Journal of Education, v69 n1 p117-35 Fall 1993
Literacy is a major focus of attention in the education of linguistically and culturally diverse youth. The article focuses on identifying literature that impacts the literacy processes of secondary school students, highlighting studies that suggest a vision of literacy as empowerment for bilingual and limited English proficient students.

EJ473064
Title: Sustained Silent Reading with English as a Second Language High School Students: Impact on Reading Comprehension, Reading Frequency, and Reading Enjoyment.
Authors: Pilgreen, Janice; Krashen, Stephen
Source: School Library Media Quarterly, v22 n1 p21-23 Fall 1993
High school English as a Second Language (ESL) students in a 16-week sustained silent reading program showed gains in reading comprehension, reported greater frequency and enjoyment of reading, and utilized more sources of books. Results suggest that free reading is an effective means of literacy development with ESL students.

ED353823
Title: Guide for Native Language and Content Area Literacy Programs for High School Haitian Creole-Speaking Students.
Publication Date: 1992
Available from: EDRS Price MF01/PC03 Plus Postage.
The guide consists of a series of sample lesson plans designed for teachers and supervisors delivering instructional services to students with limited English proficiency and native language literacy in Haitian bilingual programs. The guides contain 14 sample lesson plans; five native language instruction sample lesson plans and nine content area (social studies, mathematics, science) sample lesson plans. Materials are based on the principle of promotion of dual literacy, and are designed to capitalize on students' prior knowledge. The guide also encourages use of the whole language approach in both native language and content area components. Lessons are designated for one of two student skill levels: (1) limited or no formal education; and (2) some basic native language literacy skills, comparable to a student in grades 3-5. An introductory section outlines the guiding principles of instruction on which the plans are based. Each lesson plan contains a topic, instructional materials needed, specific performance objectives, class activities, sample questions, and in some cases, a passage or poem in Haitian Creole. A list of appropriate instructional materials and a list of organizational, print, and nonprint resources are appended.

ED352935
Title: Computer Pilot: Learning 100 On-Line System, 1991-92.
Publication Date: 1992
Available from: EDRS Price MF01/PC02 Plus Postage.
During the spring 1992 term, James Monroe High School piloted Learning 100 On-Line, a remedial reading/literacy computer program developed by Educational Developmental Laboratories, Inc. The program, which was developed for junior high and high school students and adults reading at or below grade level, was implemented in two English- as-a-Second-Language, three Special Education, and four English classes. It is noted that Learning 100 On-Line is an integrated instruction and management system that diagnoses, prescribes, instructs, provides practice and reinforcement in, and evaluates mastery of reading, writing, vocabulary, and language competencies. It is noted further that it provides a multisensory, individualized approach which is designed to accommodate a variety of learning styles and educational backgrounds. An evaluation of the impact of the program on student attendance and academic achievement found the pilot to be successful on several levels. Several specific recommendations for schools that may wish to purchase the program are included. This report is presented in four sections: (1) Introduction--program background, evaluation methodology and scope of the report; (2) Program Implementation--use of the system, perceptions of the system and its strengths and weaknesses; (3) Student Outcomes--reading performance and attendance; and (4) Conclusions and Recommendations. Two tables present summaries of students' pre- and posttest scores on the reading comprehension subtest and spring 1992 percentage of attendance by group and gender.

ED337055
Title: Discourse and Social Practice: Learning To Use Language in Bilingual Classrooms.
Authors: Warren, Beth; Rosenberg, Ann S.
Publication Date: January 12, 1991
Available from: EDRS Price MF01/PC02 Plus Postage.
A study of biliteracy focuses on discourse as the unit of analysis needed to understand the task facing bilingual students. It investigated the way in which 22 high school students representing six different language groups in a bilingual basic skills course struggled with scientific language in an experiment on the community's drinking water. Most students were not literate and had had no previous science experience. During the investigation, students began to appropriate the intentional possibilities of language in order to construct scientific meanings and resolve a dilemma posed by the evidence at hand. It is concluded that while in traditional book-based bilingual education, students are expected to assimilate decontextualized language, this active learning approach causes students to construct both language and content knowledge by confronting authentic dilemmas. A 34-item bibliography is included.