Encouraging Biliteracy in Florida's Schools

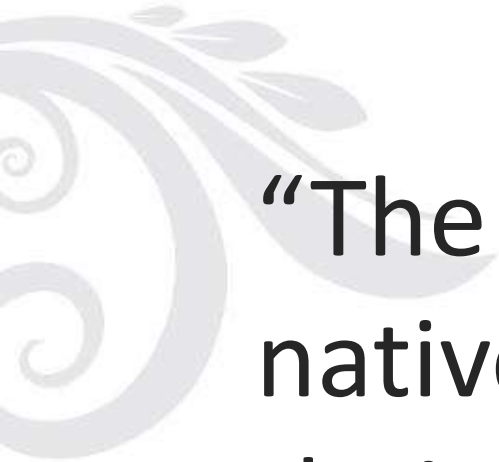Matthew Barbee
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SLS 660: Sociolinguistics

SIDE BY SIDE

"母国語を否定することは社会への参加や、まさにその人のアイデンティティを否定するものである。"

"민족의 고유 언어를 억누르는 것은 그들의 사회 참여를 억누르고, 정체성을 부인하는 것과 동일하다."

"La denegación a la lengua materna de una gente es la denegación tanto a su participación social como a su misma identidad."

Eduardo Hernández-Chávez (1988)

"The denial of a people's native tongue is a denial of their participation in society and of their very identity."

Eduardo Hernández-Chávez (1988)

"When language-minority children and children from monolingual English homes can learn side by side in multilingual classrooms, all students are shown that they have equal value."

Kathryn Lindholm-Leary (2000)

Spanish 62.3%
Indo-European 18.6%
Asian/Pacific Island languages 15%
No English at all 8.1%

Language Use in the United States 2010

Other 19%

English 81%

U. S. Bureau of the Census 2007
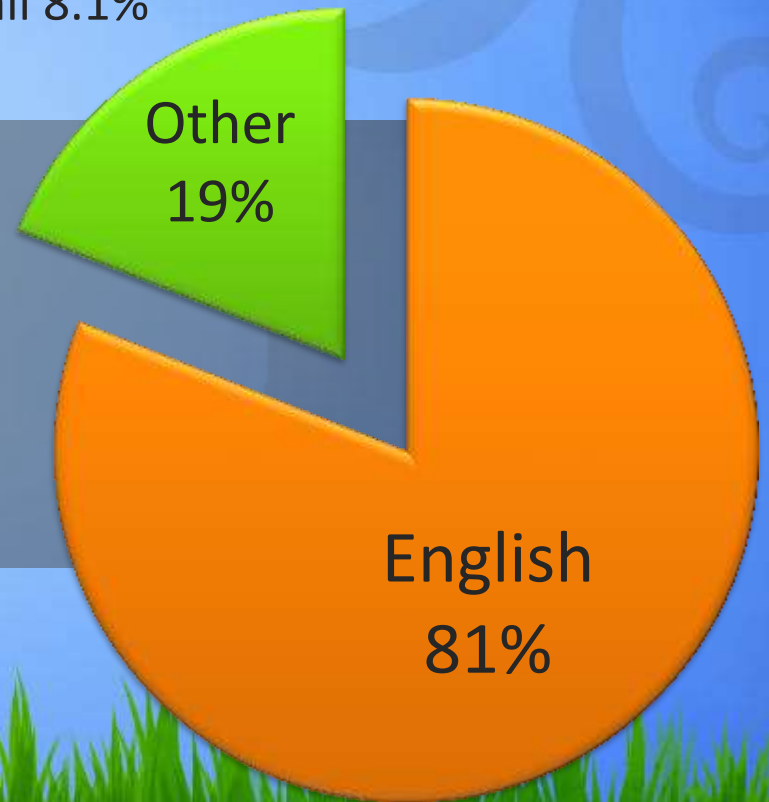
5 years and older

What percentage of Floridians speak a language other than English?

Between 5 and 17 years old
5 years and older

Other
58%

English
42%

English
74%
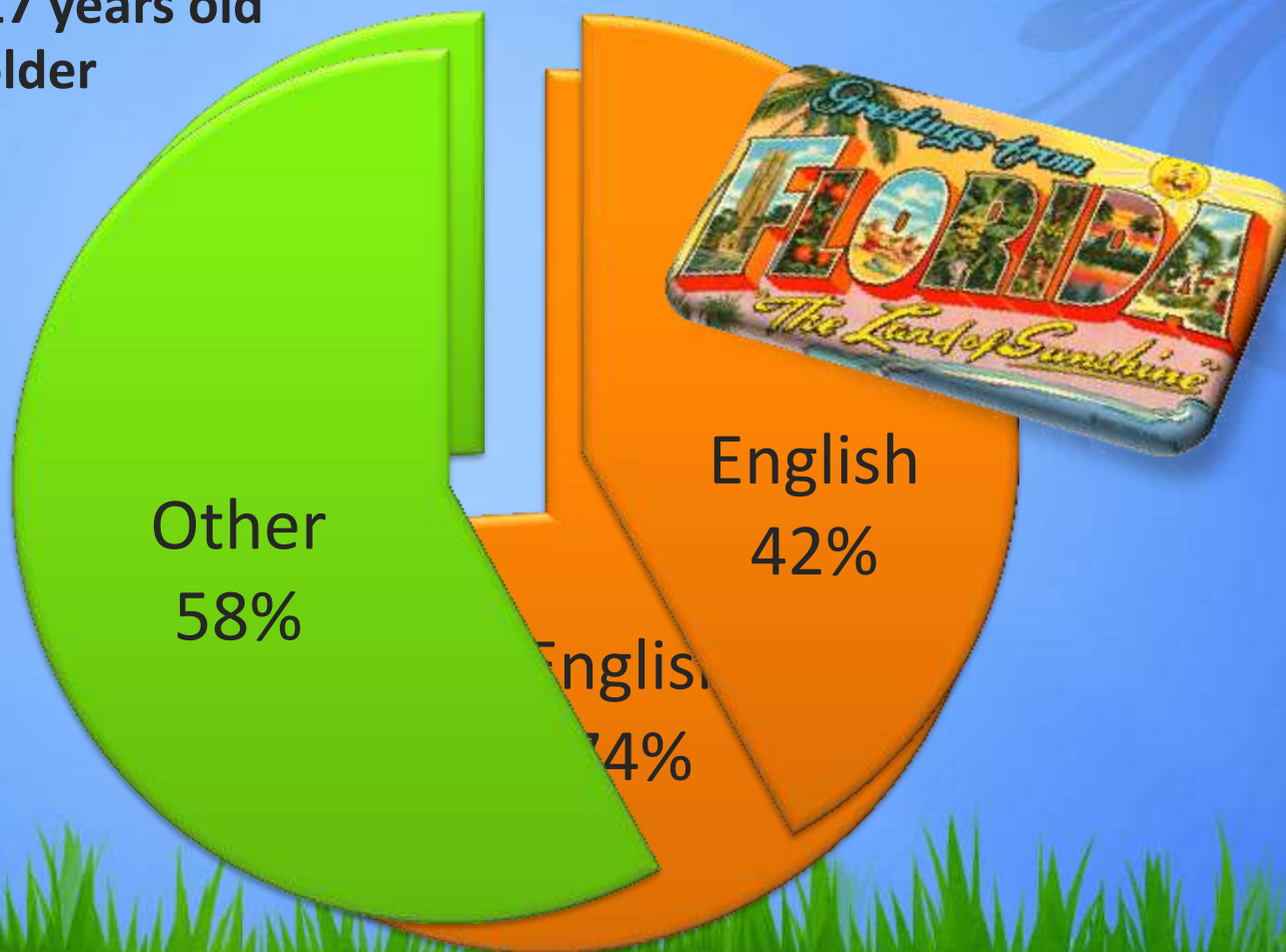
440 bilingual immersion programs
[27 states and the District of Columbia]

History of Bilingual Education in Florida and the US

Coral Way Elementary School
Dade County, FL 1963

California DOE 2011, Florida DOE 1990, Hernandez 1988, Ovando 2003

History of Bilingual Education in the US

1906
- The Naturalization Act

1959
- Castro's Cuban Revolution

1963
- Coral Way Bilingual Elementary School in Dade County, Florida.

1964
- The Civil Rights Act

Lindholm-Leary 2000, Hernandez 1988, Ovando 2003

History of Bilingual Education in the US

1965
- US Immigration Act

1968
- The Bilingual Education Act

1974
- The Equal Educational Opportunities Act
- *Lau vs. Nichols*

1983
- *U.S. English* proposed to establish English as the official language

Florida DOE 1990, Lucas 1994, Hernandez 1988, Ovando 2003

Two Divergent Ideologies Emerged

English Only

Increasing numbers of LM residents seen as a threat English and the dominant culture.

The presence of LM students lowers the standards and strains resources.

Acceptance of "Other" Languages

Necessity

Outcry of parents and communities

Florida DOE 1990, Lucas 1994, Hernandez 1988, Ovando 2003

Florida's Policy on ESL/Bilingual Education Today

1990 Consent Decree between the League of Latin American Citizens and the Florida Department of Education

- Identification

- Assessment

- Equal Access
  - Established bilingual immersion programs

- Teacher Training

- Monitoring

Florida DOE 2007, Ovando 2003

Florida DOE 1990

Deficiencies in Florida's Current Policy

Despite Explicit Policies
- Many districts are exempted due to budget constraints and population size
- NCLB has lead to homogenized instruction

Despite Regulations and Monitoring
- Inaccurate monitoring
- Inadequate access to programs
- Inadequate teacher training

Despite Research
- Misconceptions still exist
- Less value is still given to languages other than English
- Low number of bilingual programs

Harper 2007, MacDonald 2004, Florida DOE 1990, Platt 2003, Thomas 2000

RECOGNISE AND ENCOURAGE CULTURAL LITERACY

RECOGNISE AND ENCOURAGE LINGUISTIC PROFICIENCY

PROMOTE AN AWARENESS THAT ALL NATIVE LANGUAGES HAVE VALUE

DISTRICTS SHALL PRESENT A STATE RECOGNIZED BILITERACY AWARD TO EACH GRADUATING HIGH SCHOOL STUDENT WHO DEMONSTRATES PROFICIENCY IN SPEAKING, READING, AND WRITING IN ONE OR MORE LANGUAGES IN ADDITION TO ENGLISH.

SEAL OF BILITERACY

State Seal of Biliteracy Policy Proposal

Seal of Biliteracy: Proposed Initiatives

- Language and identity are inseparable.

- All native and second languages have value.

- Increases cognitive development.

- Critical to our participation in a global political, social, and economic context.

- Future workplace demands it.

- Florida's diversity demands it.

Cloud 2000, California DOE 2011, Florida DOE 2007,
Lindholm 2000/2001, Lucas 1994, Platt 2003, Zalasko 2000

Lindholm-Leary (2000)

Conducted research on duel-language bilingual programs: 90/10 model and a 50/50 model of dual language immersion

Biliteracy correlation with L1/L2 reading proficiency
- ◦ Both groups of students were successful in tests of reading and writing in both languages
- ◦ By the time English speakers began English reading in third grade, they performed at grade level and at least as high as English speakers instructed only in English
- ◦ Higher levels of bilingual proficiency associated with higher levels of reading achievement

Academic content achievement
- ◦ Both groups of students scored on par with their peers in mathematics achievement
- ◦ Math achievement was highly related across two languages
- ◦ Social studies and science achievement were average to high for English and Spanish speakers

Better multicultural competencies and self esteem
- ◦ High levels of self-esteem
- ◦ High academic competence and motivation
- ◦ Positive multicultural competencies
- ◦ Enjoyment in studying through two languages

No evidence suggests that such programs retard the language development of speakers of any language.

Thomas and Collier (2000)

National Study of Programs for English Learners

Program Types Reviewed
DLBI programs
◦ 90:10
◦ 50:50
Late-Exit bilingual programs
◦ 90:10 and 50:50 one-way developmental programs
Early-Exit / TBE and content ESL
Early-Exit / TBE and traditional ESL
ESL taught through content
ESL pullout

Findings:
◦ Bilingual immersion programs are the only programs that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that high level of achievement
◦ Bilingual immersion programs have the fewest high school dropouts

For all bilingual students, there is a correlation between native-language development and long-term academic achievement.

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