English learners in the transition from high school to college

Linda Harklau,
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1 in 4 children is a child of immigrants

Children of Immigrants and LEP Children in the United States, 2000

Source: Randy Capps, Michael Fix, Julia Munro, Arleen Cast, Jeffrey S. Passel, Shihua Xie, The New Demography of America’s Schools: Immigration and the No Child Left Behind Act, The Urban Institute, 2005.
2010:
26% of students who took the SAT spoke a language other than English at home

(College Board, 2011)
Decline of unskilled jobs in manufacturing & agriculture and

Percentage of jobs requiring post-secondary education is rising
“the least educated and skilled are getting a smaller and smaller piece of the pie”

(Gladieux, 2004)
“1.5” generation students
English learners & the transition from high school to college

- High school academic and literacy preparation
- Language policy & remediation in higher education
- Issues of college socialization
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High school language and literacy experiences of ELs

- Lack of empirical work
  (Harklau & Pinnow, 2008)
- Lack of theory on adolescent L2 literacy as developmental phenomenon
  (Reynolds, 2002)
High school writing

• “What is clear is that…many students are not writing a great deal for any of their academic subjects, including English, and most are not writing at any length.”

(Applebee & Langer, 2006)
High school writing

• “…students seem not to be given assignments requiring writing of any significant length or complexity. This is of particular concern for the college-bound students who will be expected to write even longer papers when they begin their college work.”

(Applebee & Langer, 2006)
ELLs’ high school literacy experiences depend on:

- Wealth or poverty of the school and district
- Level of school-wide and district support for bilingual students
- Teacher training and expectations for ELLs
“there are strong patterns of differential instruction based on teachers’ notions of what higher- and lower- performing students can be expected to do.”

“it Is likely that these traditionally lower-performing students are receiving more writing of a less substantive sort.”

(Applebee & Langer, 2006)
High school reading: rise of the (impoverished) Powerpoint text?
The digital divide

“White and economically more-advantaged students reported more use of computers for writing than did their peers”

(Applebee & Langer, 2006)
Increases in high stakes literacy assessments in high school

• Advanced Placement tests
• SAT & ACT writing tests
• Graduation tests
• End of course tests
College-preparatory reading and writing for ELs

Necessary, but not sufficient
ELLs’ high school literacy experiences depend on:

Student motivation and engagement
(de Milliano, van Gelderen, & Sleegers, 2011; Fu, 1995; Meltzer & Hamann, 2004)

Building linkages with student, home, and community language and literacy practices
(e.g., Fu, 1995; Garcia, 1999; Lam, 2000, 2004; Weinstein, 2002)
ELLs’ high school literacy experiences depend on:

Social class and school poverty/wealth
(e.g., Collins & Street, 2011; Fleischman, Hopstock, & Shelley, 2010; Swanson, 2008)

Social capital and school-community relationships
(e.g., Cummins, 1997; Stanton-Salazar, 2001; Valenzuela, 1999)

Tracking and course placement
(e.g., Callahan, 2005; Harklau, 1994; Kirst & Venezia, 2004; Portés, Fernandez-Kelly, & Haller, 2005)
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Writing proficiency:

- General competency?

Or repertoire of skills & strategies?
(Association of American Colleges and Universities, 2002, 2005)
(See, e.g., Carson, 2000; Johns, 2002; Leki, 2007; Reppen, Fitzmaurice, & Biber, 2002; Silva & Nichols, 1993; Simpson, 1996)
COMPASS, AccuPlacer, “underpreparation,” “college-level” writing
“...there are disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined. Unacceptable numbers of college graduates enter the workforce without the skills employers say they need...”

Spellings Report, U.S. DOE, 2006
Issues of language & remediation

- Expert versus folk beliefs about multilingualism
Multilingualism is the world norm
The “multilingual turn” in second language acquisition studies

(see, e.g., Bialystok & Craik, 2009; Birdsong, 2005; Cook, 2003; Firth & Wagner, 1997, 2007; Ortega, 2008)
Multilingualism: Problem or resource?
Issues of language & remediation

• Three basic options for English learners:

  mainstreaming

  ESOL courses

  developmental courses

(see, e.g., Benz, 2002; Bunch, 2011; Bunch & Llosa, 2011; Bunch & Panyotova, 2006; Smoke, 2001; Valdés, 1992; Williams, 1995)
Issues of language & remediation

• The big question:
  Do ESOL and developmental writing and study skills courses actually help or hurt retention?

(see, e.g., Byrd & Nelson, 1995; Matsuda, 1999; Patthey-Chavez, Thomas-Spiegal, & Dillon, 1998; Smoke, 1988; White, 1995; Williams, 1995)
College retention for language minority students

What else should we be paying attention to besides language?
College retention and collegiate enculturation

- “Socioacademic needs” of students
- “Intellectual virtues”
- College as a rite of passage
Problems with campus climate for language minority students

- Stereotyping of ethnic and racial minority groups
- Student isolation and alienation
Rethinking collegiate enculturation in terms of immigrant lives

- the place of peer and faculty-student relationships
  (e.g., Leki, 2007)

- the place of family
  (e.g., Fry, 2004; Kiang, 1995; Lee, 1997; Ngo, 2002; Rendón, 1992)
FAFSA

July 1, 2006 — June 30, 2007
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CMR 4 1980-2007

Use this form to apply for federal and state student grants, work-study and loans.
Or apply free online at www.fafsa.ed.gov

Applying for the Deadlines:
For federal aid, submit your application as early as possible, but not earlier than January 1, 2006. We must receive your application no later than July 1, 2007. Your college must have your current complete information by your last day of instruction in the 2006-2007 school year.
For state or college aid, the deadline may be as early as January 1, 2006. Use the table to the right for your deadlines. You may also need to complete additional forms. Check with your high school guidance counselor or your financial aid administration at your college about state and college sources of aid and deadlines.
If you are filing close to one of these deadlines, we recommend that you file online at www.fafsa.ed.gov. This is the fastest and easiest way to apply for aid.

Using Your Tax Return:
If you are supposed to file a 2005 federal income tax return, we recommend that you complete and FAFSA. If you have not yet filed your return, you can still submit your FAFSA. You must provide income tax information. Once you file your tax return, contact your income tax return for information that is different from what you initially submitted on your FAFSA.

Filling Out the FAFSA:
Your answers on this form will be read electronically, therefore:
• use black ink and fill in all boxes completely.
• print clearly in CAPITAL letters and fill in one answer per box.
• report dollar amounts (such as $13,500) as 13,500.
• mark circles with a black dot (such as X, O, or #). Be careful not to make a mark that looks like a circle (such as 0).

What is for students: information. Your income is for parent information. If you are applying for the first time, you may need to complete additional forms. If you have not yet filed your return, you can still submit your FAFSA. You must provide income tax information. Once you file your tax return, contact your income tax return for information that is different from what you initially submitted on your FAFSA.

Making You FAFSA:
After you complete this application, make a copy of pages 1 through 5 for your records. Then read the original of each page. Follow the instructions to print out your Federal Student Aid Program. This is the form that you will need to complete for Federal Student Aid Programs. Be sure to include your social security number and the phone number of the school you will attend.
Do not use the worksheets on page 6 of this form for your records.
If you do not receive the results of your application, a Student Aid Report (SAR) will be sent to the address you provided. If you provided your social security number at the time of your application or the day after you received this form, you will receive the SAR at the address you provided. If you did not provide your social security number at the time of your application or the day after you received this form, you will receive a Student Aid Report (SAR) at the address you provided.

Let's Get Started:
None go to page 3, detach the application form and begin filling it out. Refer to the notes as instructed.
Concluding thoughts

- Immigrants as challenging traditional demographic categories
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• What does “globalization” mean in the academy
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Concluding thoughts

- Immigrants as challenging traditional demographic categories
- What does “globalization” mean in the academy
- Undocumented students
- Immigrants and accountability in ESOL and other language education classes
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