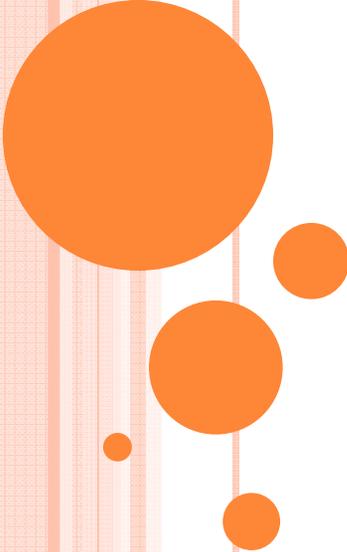


NATIVE AMERICAN ELL STUDENTS, INDIAN ENGLISH, AND THE TITLE III FORMULA GRANT

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Dr. David Holbrook

**Title III Federal Programs Manager and
Native American Education Programs Consultant**

Wyoming Department of Education

INTRODUCTION

- Native American Students as ELLs
 - Generally two situations
 - Students whose first language is a Native American language and they are learning English as a Second Language (ESL). This situation is easy to identify and typically there are many types of services that are available and effective.
 - Students whose parents, and/or grandparents, or guardians learned English as a second language, but did not fully acquire Standard English and now speak a non-standard variety of English. Typical ELL services for these students may not be effective.



STUDENTS WHOSE FIRST LANGUAGE IS A NATIVE AMERICAN LANGUAGE

- There are many types of ELL services that have been proven to be effective in serving populations that are learning English as a second language.
- Many of these programs, however, do not place any value on nor emphasize retention of the first language.
- Programs such as Sheltered English Instruction and Structured English Immersion emphasize the acquisition of English fluency without the use of the first language.
- There are some programs, however, that do place value on and emphasize retention of Native Languages.



TITLE III FORMULA GRANT FUNDING AND SUPPORTING NATIVE LANGUAGES

- **SEC. 3128. PROGRAMS FOR NATIVE AMERICANS AND PUERTO RICO.**
- Notwithstanding any other provision of this part, programs authorized under this part that serve Native American (including Native American Pacific Islander) children and children in the Commonwealth of Puerto Rico *may include programs of instruction, teacher training, curriculum development, evaluation, and assessment designed for Native American children learning and studying Native American languages and children of limited Spanish proficiency, except that an outcome of programs serving such children shall be increased English proficiency among such children.*



TWO-WAY IMMERSION/DUAL LANGUAGE

- A native English-speaking group and a non-English group are both taught academic content in both languages for an extended period of time. Both groups develop academic proficiency in both languages.



TRANSITIONAL BILINGUAL EDUCATION

- Active ELLs receive academic instruction in their first language for part of the day. For the remainder of the day, they receive ELL services taught traditionally, with the focus on language, plus some mainstream classes. As English proficiency increases, instruction through the first language decreases. The program lasts 2-4 years.



HERITAGE LANGUAGE

- A program where Active ELLs are taught literacy in the language a person regards as their native, home, and/or ancestral language. This covers indigenous languages and immigrant languages. The intent is to provide literacy skills that can then transfer to English language acquisition.



NATIVE LANGUAGE LITERACY

- A program where language arts instruction focuses on developing oral language, reading and writing skills in the student's first language. Teachers fluent in the students' native language provide instruction utilizing techniques, methodology and special curriculum in the students' primary language. Literacy in the student's first language facilitates literacy in the student's second language.



STUDENTS THAT SPEAK A NON-STANDARD VARIETY OF ENGLISH

- There are currently no types of ELL services that are specifically designed for this population of ELLs.
- There are, therefore, no types of ELL services that are proven to be effective in bridging this population of students from the non-standard variety of English to Standard English.
- There is one program (that I know of) that does approach teaching Standard English as a second dialect for non-standard English speakers. This will be discussed later.



BACKGROUND ON INDIAN ENGLISH

- How did Native Americans become non-standard English speakers?
 - Education policy in the earlier part of the previous century brought large groups of Native American children together in boarding schools where they were required to learn English and punished for speaking their Native Language.
 - The student teacher ratio was large, so student often did not have adequate access to a model of Standard English to acquire that variety.
 - What resulted is a variety of English that has been influenced by the Native American language and also by inadequate acquisition of Standard English.



INDIAN ENGLISH

- This non-standard variety of English spoken by Native Americans is what William L. Leap, author of *American Indian English*, calls Indian English.
- Speaking Indian English can impact not only education, but a person's ability to compete in the job market. Some perceive speakers of non-standard English varieties to lack intelligence.
- He describes Indian English (pages 281-282) as having rules of grammar and discourse that have a close association with ancestral language traditions which provide the basis for grammar and discourse in Indian English, even in instances where the speakers are not fluent in their ancestral language.

INDIAN ENGLISH

- William L. Leap further states:
 - other components of Indian English grammar and discourse resemble features of non-standard English, however, these features express different meanings than the other non-standard varieties.
 - two-thirds of today's American Indian youth learn Indian English as their first language.
 - Indian English fluency is problematic for speakers in classrooms, the workplace, and other settings where the standard or other regional variety of English is the “standard” against which fluency and proficiency are to be judged (page 282).



IMPACT OF INDIAN ENGLISH IN THE CLASSROOM

- One impact of Indian English is that it can affect a student's ability to meet the State's proficient level of achievement on state assessments.
- A score below the 50th percentile in reading and language arts has been used in some schools serving Native American students to identify those students as ELLs.

SEE ESEA Definition of
LEP



IMPACT IN THE CLASSROOM – CONT'

- Teachers and school administrators who are not familiar with Indian English often don't understand why students may not perform well in class and therefore don't know how to address this dilemma.
- Wyoming example and what grew out of an awareness of Indian English.



LANGUAGE REVIVAL

- In many situations today we find that Native American languages are endangered. The reasons for this can be many and varied, but the fact remains that many languages are in danger of being lost.
- Language revival is one type of effort that is being made to try to address this situation.
- Language revival is unsuccessful the majority of the time for a number of reasons.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- There needs to be a strong desire and commitment on the part of the language group for language revival:
 - This needs to be more than just a nostalgic attitude toward the language.
 - It should be a positive attitude that is strong enough to motivate people to want to not only learn their language, but also promote language use.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- There need to be enough qualified fluent speakers to speak with and teach the language.
 - Even if there is a strong desire to learn the language, if there are no speakers to speak with, it greatly impedes a person's ability to learn the language with any degree of fluency.
 - These speakers also need to be accessible to those who are learning the language and be willing to help those people learn.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- There needs to be a domain (place) where the language is or can be spoken on a regular basis.
 - It is best if these domains are places where the language is used daily. Daily use is best for language acquisition.
 - Native American Ceremonies are often cited as a good place for this, but because ceremonies are not, in most cases, daily events, they are often not enough for a person to gain fluency in the language.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- Other conditions may affect the success of a language revival program, such as quality of teachers, fluency of teachers, appropriate learning styles, negative attitudes on the part of some community members toward language revival, etc., but the three conditions highlighted must be in place for a language revival to be successful.
- Even if these three are in place, it is still not a guarantee of success.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- A strong desire for language revival needs to be either be naturally present, or developed through some type of social marketing, but should be promoted through community leaders. This can be accomplished but may take time.
- If there is not a large number of speakers, it may take time to grow the number needed for a program to become successful.



CONDITIONS NECESSARY FOR LANGUAGE REVIVAL TO SUCCEED

- If there are no domains where the language is or can be used on a daily basis, this creates a situation that makes language revival very difficult.
 - Creating a domain where language use is natural is very difficult.
 - Creating a domain where language use is somewhat artificial can work, but often feels awkward and deters motivation to learn.
 - Using schools as that domain is an option that has potential for success.



SCHOOLS AS DOMAINS OF LANGUAGE USE

- If there are no existing domains where the language is spoken on a daily basis, it may be possible to create a language use domain in schools through a language revival / revitalization type program.
- Remember, some types of ELL services that promote and value the Native American languages can be funded with Title III formula grant funds.



THREE-WAY LANGUAGE IMMERSION

- A type of program for Indian English speakers that would help bridge students to Standard English and learn / retain their native language at the same time, and which could be funded with Title III formula grant funds would be a three-way language immersion program.
- This would be similar to a program developed and implemented on the islands of San Andres and Providencia, Colombia, South America.



THREE-WAY LANGUAGE IMMERSION

- Three-way language Immersion would be similar to Dual Language or Two-Way Immersion, with a few differences.
- There would be no need for two separate groups that speak different languages to meet in separate locations because everyone would be learning the same things.
- The Native American Language would be used for instruction as well as English
- English instructions would include ELL services from a bi-dialectal approach, teaching Standard English as a second dialect to Indian English with an emphasis on retaining Indian English as the local vernacular.



QUESTIONS



CONTACT INFORMATION

Dr. David J. Holbrook
Wyoming Department of Education
2300 Capitol Avenue
1st Floor, Hathaway Building
Cheyenne, WY 82002
307-777-6260
dholbr@educ.state.wy.us

