



Navigating English Learning for Migrant and Immigrant Students in the USA

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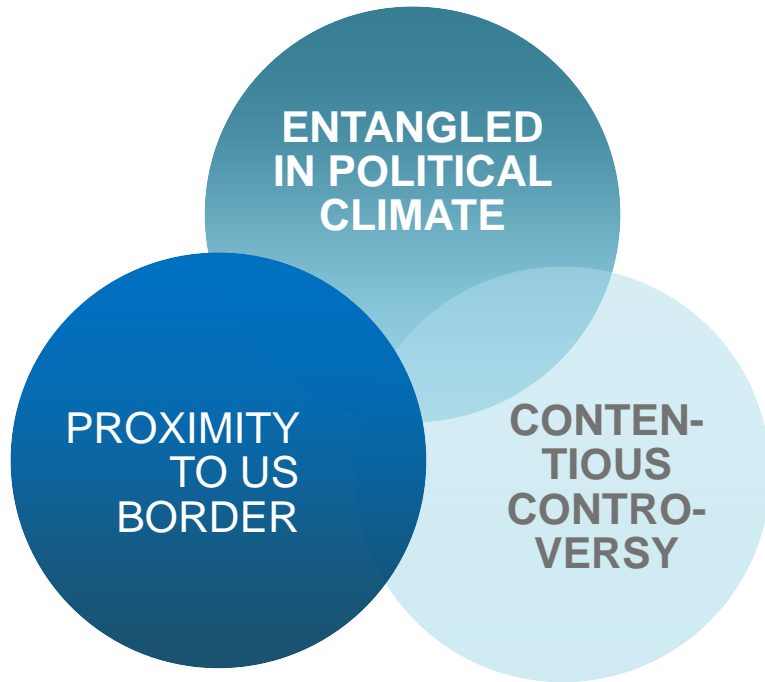
IMMIGRATION POLICY



- **Controversial national debate**
- **Emotionally charged political issue**
- **Many disagreements**



MIGRANT AND IMMIGRANT CHILDREN ARE IMPACTED



Social and
Educational
Inequalities

MIGRANT AND IMMIGRANT CHILDREN ENTERING SCHOOLS...



- **Caught up in a multiplicity of challenges**
- **Challenges facing educators**
- **Challenges facing families**



Definition for Migrant and Immigrant Students in the USA

Migrant

- Child who is highly mobile or has parents or guardians who are highly mobile.
- This includes children of migratory agricultural workers, migratory fishers, and workers in seasonal industries or positions.
- Migrant students move regularly from one residence and school district to another, which can affect their access to education



Immigrant

- Aged 3 through 21;
- Were not born in any state;
- Have not been attending one or more schools in any one or more states for more than three full academic years.

EDUCATORS

Often unprepared and overwhelmed



Large
classes

Screening
students

Curricu-
lum &
materials

Coaching
other
teachers



FAMILIES



Compare

Language integration and support

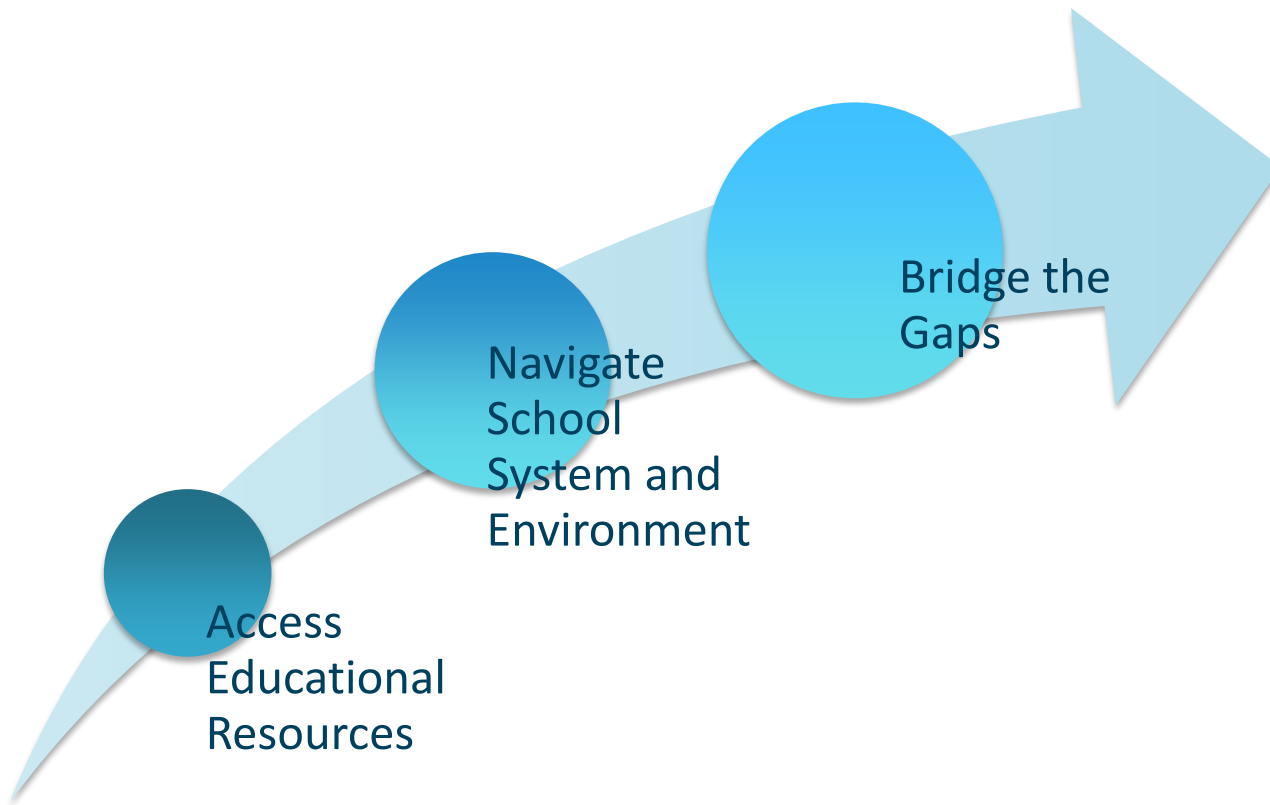
Contrast

Resources for survival

Transformation

Understand the expectations

OPPORTUNITY TO LEARN ENGLISH



English Learning for Migrant and Immigrant Students in the USA

Research

- **Promote Optimal Learning**
- **Students Grappling with Access to Quality Education**

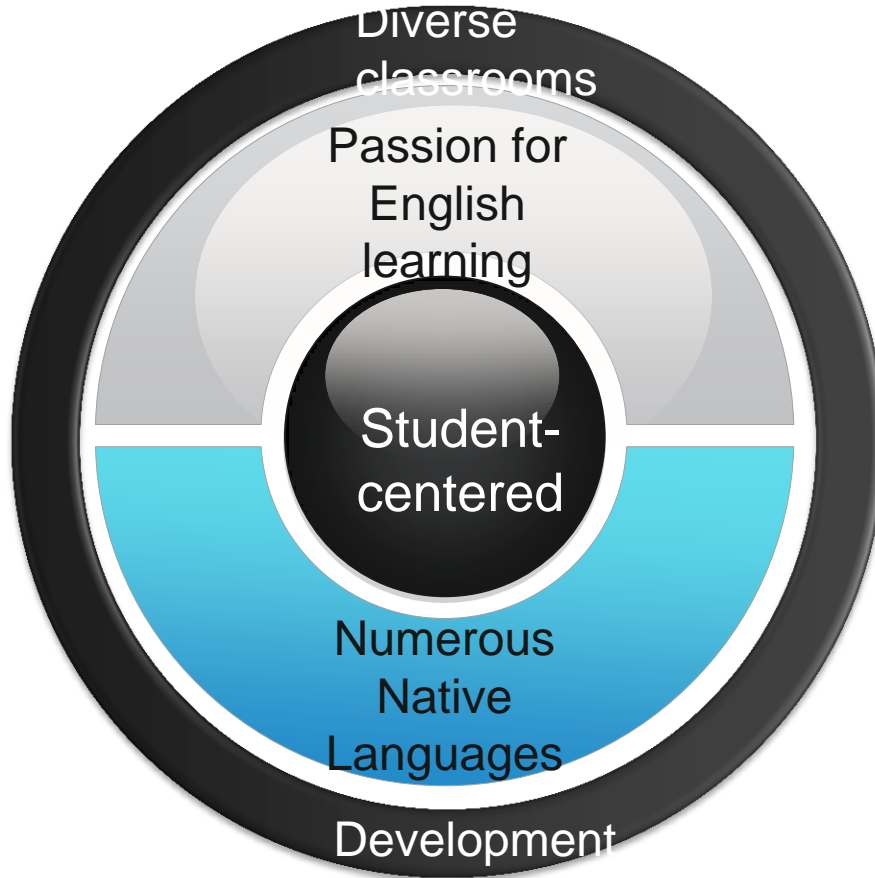


Pedagogy and Curric.

- **Cultural Diversity**
- **Critical Issues and Practices for English Language Learners**
- **Equitable Learning Field**

High Expectations

Students are Exploring their Own Identities



EDUCATORS ARE UNPREPARED



- **Celebrate the genius of children who are becoming successful in language rich contexts**
- **They do not meet the “one size fits all” curriculum**
- **Need to increase the achievement of ELs by promoting literacy at home and at school**



EDUCATORS ARE DEDICATED AND SINCERE

QUALITY EDUCATION

- Educators continue to experience a variety of educational challenges that directly affect student academic progress
- Aligning course content and student learning is crucial
- Technology is lacking in some areas



WELCOMING

- Equitable Learning Field is needed
- Limited resources and qualified teachers are not available
- There is a need for increased funding
- Endeavor to serve achievement needs

What Educators Are and Are Not. . .

We Aspire to Provide a Quality Education for All Students

It is Not Our Role to Become Embroiled in Political Battles or Border Disputes

Serve as a Catalyst for the Expansion of Learning



PURPOSE FOR LEARNING ENGLISH

ESSENTIAL LANGUAGE SKILLS

- **Every student should know how to read, write, speak, listen and use language effectively for workforce requirements and to avoid isolation.**
- **There is pressure associated with being thrust into a new setting and surrounded by English on a permanent basis.**



SOCIALIZATION

- **Endeavor to create an open, welcoming setting**
- **Students continue to use their home language throughout the day-okay!**
- **Positive space for them to interact**
- **Fluid, constantly evolving learning experience**

Review of the Literature



- **There are 21,237 ELs in the State of Idaho who speak over 150 different native languages and dialects.**
- **Title VI of the Civil Rights Act of 1964 prohibits public schools from discriminating based on race, color, or national origin [4].**
- **Christensen emphasizes “putting out the linguistic welcome mat,” and focuses on ways to cultivate a classroom environment for students of diverse backgrounds and celebrate all languages spoken at home. She emphasizes an environment that shows students the “power of language,” in any language, and not that there is a language of power, often assumed to be that of Standard English [6].**
- **Hirvela explains the concept of a “language shift” and states that “losing a first language has a negative effect on the social, emotional, cognitive, and educational development of students, as well as the integrity of their families and the society they live in” [8].**

Review of the Literature



- **Teachers face a tremendous amount of stress dealing with the public perception of their profession. Their enthusiasm and willingness to meet the challenges of serving migrant and immigrant children is crucial. They can be the greatest advocates for their profession by “taking back the narrative and telling the public about the realities of their jobs.” [9].**
- **Because the linguistic and cultural diversity of populations in USA schools are continuously increasing in number, and globalization is significantly impacting academic achievement, it is imperative that we focus on serving the needs of migrant and immigrant students who are often struggling to adapt to a new education system, community and environment [11].**
- **It is crucial that we reduce the underachievement of students of color and ascertain influences and expectations that are impeding their progress. Research on immigrant students in the United States provides graphic illustrations as to why immigration is responsible for achievement patterns of some ethnic groups, many who are caught in a sociocultural paradox [12].**

Complex Education and Social Factors

Financial resources in the family and the school district may be a contributing factor in migrant and immigrant students' abilities to realize their educational dreams.

- Equity has still not been achieved in school textbooks and classroom experiences particularly in math and science.
- Immigrant students may be traumatized from the very process of their journey to the United States and the new experience of adapting to the school setting is a major adjustment.
- These students may not understand the procedures and expectations associated with classrooms in the United States.
- Students may be homesick, separated from family members, and missing the life that they have left behind. Many are in living conditions and situations of poverty. They may be hungry and malnourished.



Diverse Characteristics of Migrant and Immigrant Learners

- 1 Cultural Differences
- 2 Learning Styles and Access
- 3 Age Levels
- 4 Educational Settings
- 5 Intrinsic and Extrinsic Motivation
- 6 Varying Ability Levels



REEXAMINING MIGRANT AND IMMIGRANT EDUCATION

REQUIREMENTS

- Enable students to meaningfully participate in educational programs
- Aligning course content and student learning for multilingual learners
- Endeavor to serve achievement needs



SERVICES

- Language assistance to students and families
- Identify students as English Learners
- Make information accessible to parents and guardians

OUTCOMES FOR EDUCATORS OF MIGRANT AND IMMIGRANT STUDENTS



- **The challenges for educators continue and will require continued attention and sensitivity to promote students' success and minimize equity gaps.**
- **The experiences of teachers and focus on the multidimensional aspects of the education of multilingual learners will provide valuable information that will contribute to expert teaching and learning.**
- **There are significant connections between relationships, culture, communication, and education.**
- **Most educators are inspired by the opportunity to serve immigrant students and meet diverse student needs, yet simultaneously challenged and concerned by the limited resources and significant adjustments that these students require.**

OUTCOMES FOR EDUCATORS OF MIGRANT AND IMMIGRANT STUDENTS



- **It is crucial to provide relevant professional development to educators and prepare teachers to identify and work with migrant and immigrant students.**
- **Interaction among colleagues addressing multiliteracies and methodologies is essential and English language teaching professionals will benefit from positive interaction.**
- **There is a need for wider recognition and extensive flexible educational programs.**
- **We must support promoting and strengthening educators as they grapple with the challenges of meeting the needs of their students who face a multiplicity of challenges.**
- **Schools who hire diverse staff and provide professional development that emphasizes cultural responsiveness will support students in myriad ways.**

Overarching Goal for Students and Educators Across the Globe



- Provide the Best Education Possible for our Students**
- Challenge Students to High Ideals**
- Prepare Educators and Provide Resources**
- Continue our Passion for Educational Excellence**

CONCLUSIONS AND RECOMMENDATIONS



- It is essential to pursue continuous improvement and research-based knowledge to serve migrant and immigrant populations and to help them thrive and achieve their goals.
- Mainstreaming multilingualism and strengthening equality in education for culturally and linguistically diverse learners is crucial for reaching goals and attaining success [18].
- Culturally responsive teaching, effective communicative interactions, family engagement, and professional development for educators are essential to achieving positive effects and outcomes for students, and to influencing academic achievement and improving the quality of their education.
- Dedicated educators should be recognized for their efforts and commitment to enthusiastically serve migrant and immigrant students and create a positive culture of learning.
- Creative and effective strategies that are flexible and meet the challenges experienced by migrant and immigrant students are essential for achieving significant accomplishments and educational success.

THANK YOU

